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**PROCEEDINGS BOOK**  
April 26, 2019

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**Proceedings Book**

**Editors**

PhD. Arti OMERI

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Kolegji Universitar Bedër  
Tirana/Albania

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# Proceedings Book

## 7<sup>TH</sup> INTERNATIONAL CONFERENCE ON EDUCATIONAL AND SOCIAL SCIENCES ICESS 2019

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PhD. Arti Omeri, PhD. Jonida Tirana, PhD. Ana UKA

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## **A CASE STUDY: THE INFLUENCE OF RAP/HIP-HOP MUSIC: STUDENTS PERCEPTIONS OF ABUSIVE LYRICS TOWARD FEMALES, THE PORTRAYAL OF WOMEN AND VIOLENCE**

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### **Abstract**

*The purpose of this paper was to analyze how college students perceive the violent/offensive rap/hip-hop music lyrics and if such lyrics influence their thoughts and guide them toward violent behaviors. Moreover, this study aimed at exploring gender related perceptions toward the songs with abusive lyrics that contain violence and offensive words for the portrayal of females. The hypotheses for this research were as following: 1) College students develop negative attitudes about rap/hip-hop music lyrics; 2) College students develop negative attitudes on offensive rap/hip-music lyrics about the portrayal of the woman; 3) There are gender differences on college students perceived attitudes about offensive rap/hip-hop music lyrics. The sample of  $N = 82$  students was drawn from University College “Beder” by using convenient sampling method. The data collected was analyzed using description means via SPSS 21. The results showed that students don’t develop negative attitudes about rap/music lyrics. College students do not develop negative attitudes on abusive rap/hip-music lyrics about the portrayal of the woman.*

**Keywords:** *portrayal of females, hip-hop culture, rap music, violent lyrics, media effects*

## INTRODUCTION

Scholars claim that music plays an important role in learning and the communication of culture. People learn from the role models that they see and hear. Music is often a major part of a youth's world. Rap and hip-hop are not synonymous, though they are so closely associated that some use the terms interchangeably. Others invest in them with distinct values - either rap describes commercialized music and hip-hop the sounds of the underground; or rap suggests a gritty style (as in gangsta rap) and hip-hop a more politically and socially conscious approach (as in backpack hip-hop) (Bradley & DuBois, 2010). According to McDonnell (1992), "Rap music is a symbol of hope, increased pride, and self-esteem at a time when any other evidence of the three has been eroded by prevailing social conditions" (as cited in Davis, 2011).

While some rap and hip-hop music and the artists can stand for good influences on the youth promoting self-expression, this genre of music also can have some extremely negative impact on the attitudes and behaviors of the young people. Recently "gangsta rap" music lyrics have been the greatest concern. In some cases, lyrics communicate potentially harmful health messages. Such lyrics are of special concern in today's environment, which pose unprecedented threats to the health and well-being of college student. The effects of these lyrics on youth language and behavior have been huge, influencing and damaging the minds of children, teens and young adults, making them more violent and aggressive.

Rap music has been at the center of concern about the potential harmful effects of violent media on youth social behavior. Statistics show that violent lyrics has increased with time. Studies show that gangsta rap is the number one predictor in regards to the increase of violent references within certain songs. Literature suggests that violence in rap music has increased in response to the complex interplay of changing social conditions such as the elevated levels of youth violence in the 1980s (Herd, 2009).

A study conducted by Armstrong (2001) examined 490 rap songs produced from 1987 to 1993, found that only a minority of the songs, 22 % expressed violent and misogynist

(abusive) lyrics. Brutality and 'graphicness' in 'gangsta' rap lyrics, however, celebrates a 'rape culture'. Songs with violent lyrics increase aggression related to thoughts and emotions and this effect is directly related to the violence of lyrics. A study published by the American Psychological Association (APA) showed that violent songs led to more aggressive interpretations of ambiguously aggressive words, increased the relative speed with which people read aggressive vs. non-aggressive words, and increased the proportion of word fragments (such as hot) that were filled in to make aggressive words (such as hit). The violent songs increased feelings of hostility without provocation or threat, according to the authors, and this effect was not the result of differences in musical style, specific performing artist or arousal properties of the songs. Even the humorous violent songs increased aggressive thoughts (APA 2004).

Although we listen to Rap/Hip-Hop music, we believe that it has a negative impact on today's youth. The music is entertaining, but do people pay attention to the lyrics of rap and hip hop? The lyrics in this genre of music is provocative, usually talking about money, sex, or disrespecting women. The disrespect of women in music is something that needs to be stopped. The more the media portrays women in a negative light, or in a way that encourages stereotypes and gender roles, the more people will continue to disrespect women without consequences. Music plays a huge role in so many people's lives, so if they hear their favorite artist bashing women, they will feel that it's okay to do so. However, in many recent studies such as that of Weitzer (2009), it has been argued that popular music over the past thirty years contributes to a larger cultural resistance to feminism, in attempt to block progress toward gender equality and resuscitate male domination (as cited in Frazier, 2013). Adams and Fuller (2006) assert that rap music reduces women to objects "that are only good for sex and abuse, which "perpetuate ideas, values, beliefs, and stereotypes that debase women (Adam & Fuller, 2006).

Adolescents choose as a model a favorite rapper in this case which change their perceptions about world and their behaviors. The music is entertaining, but do people pay attention to the lyrics of rap and hip hop and does what they listen make them more violent toward women? Disrespecting of the women should be stopped because it has consequences. This study is important because the influence of violent/offensive lyrics results in belligerent



actions from youth. Additionally, they influence opinion's which lead to actions. According to the literature, it seems not to have particularly negative impact on youth but generally it has consequences as adolescents have a tendency to become a real gangsta and naming in vulgar words women.

This work will explore the following research questions: 1) How do college students perceive and respond to the portrayal of women when exposed to abusive lyrics? 2) Do college students listen to abusive lyrics towards females and develop abusive behaviors toward females? 3) Are there gender differences on how college students interpret abusive messages found within popular rap/hip-hop songs?

## **2. THEORETICAL FRAMEWORK**

Cultivation Theory suggests that when audiences are exposed to television or media overtime in this case to rap music, they can construct their perception of reality based on what they see on television or what they hear (Gerbner, Gross, Morgan, & Signorielli, 1994). Cultivation theory specifically looks at how the media influences perceptions of reality and states that the more a person is exposed to the media and the roles portrayed by artists, the more a person begins to believe that what they are exposed to is quiet normal. This theory forces researchers to confront three important methodological questions: (1) How should television exposure be measured? (2) How should cultivated perceptions be measured? and (3) What is the appropriate test for the relationship between exposure and perceptions? As cited in Potter 1994, the beginning point for answering each of these questions is to focus on the conceptualizations of the theory. This has been helpful up to a point for a conceptual critiques of the theory (Bryant, 1986, Potter, 1993).

According to Cundiff (2013), the meanings underlying the songs' lyrical messages were analyzed through the lens of cultivation theory, which proposes that "when people are exposed to media content or other socialization agents, they gradually come to cultivate or adopt beliefs about the world that coincide with the images they have been viewing or messages they have been hearing" (as cited in Gerbner, Gross, Morgan, & Signorielli, 1994,

p. 22). So, rap/hip-hop artist through their expressions and lyrics they provide a bad or a good example to them. The cultivation theory also suggests that the more they are exposed to this kind of music which contains elements such as violence, aggression, and sexuality, the more they accept the objectification about women. An overview of cultivation theory is illustrated in Figure 1.

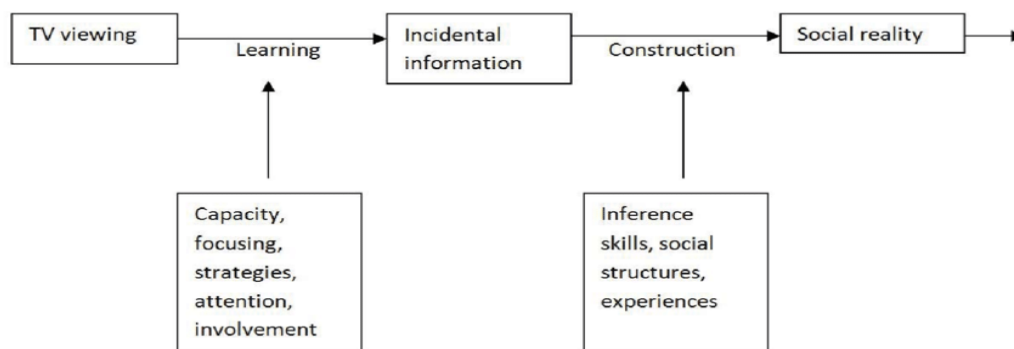


Figure 1. Cultivation Theory Overview (Hawkins & Pingree,1983).

### 3. LITERATURE REVIEW

#### 3.1. Music and Youth

Music is present in everyday life and is available through the radio, internet, and new technologies, which allow youth to listen in different settings or even situations, alone or with friends (American Academy of Pediatrics 2009). For adolescents, music as pleasure also tend to be associated with experience of life. Music can turn them into emotional, reflective, celebrations, triumph, and so on. Moreover, music can communicate these emotions and control their mood. Another important point is that music influences the socializing process. For example, when they listen to the music, they feel less lonely. Also, in friendships it helps to maintain their relationships. In larger gatherings, such as parties, dances, or clubs, music reduces inhibitions, attracts attention and approval, provides topics for conversation, and encourages dancing. Music styles are defined as the selection of a certain type of music and a personal style to go with it, is one of the most powerful identifying markers in the school

crowd structure. In high schools, usually they create subgroups according to their music preferences (Roberts, Christenson, & Gentile, 2003, p.153).

### **3.2. The effects of violent music and lyrics on behaviour**

Music for a large number of people's lives can have various emotional effects. Related to the emotional effects, there may also have physiological effects. For example, heart rate, blood pressure, and respiration rate are known to increase with arousing music. Yet, we don't know which aspects of music have the largest effect on emotional and the physiological state, but a few studies have found that it depends on the type of music. Lyrics that individuals are exposed to are considered as they may have an emotional response from music which contain happiness and sadness. As they listen to a song that contains lyrics with happiness or sadness, they feel happy or sad (Stumbras, Sullivan, Barthakur, Jilot, Robertson, 2013). Parents often are unaware of the lyrics to which their children listen to because of the increasing use of downloaded music and headphones. Research on popular music has explored its effects on schoolwork, social interactions, mood and affection, and particularly behavior. The effect that popular music has on children's and adolescents' behavior and emotions is of paramount concern. Lyrics have become more explicit in their references to drugs, sex, and violence over the years, particular certain genres. A teenager's preference for certain types of music could be correlated or associated with certain behaviors. As with popular music, the perception and the effect of music-video messages are important, because research has reported that exposure to violence, sexual messages, sexual stereotypes, and use of substances of abuse in music videos might produce significant changes in behaviors and attitudes of young viewers (AAP, 2009). Songs with violent lyrics increase aggression related to thoughts and emotions and this effect is directly related to the violence of lyrics according to a study published in APA (2004). In a study conducted by Anderson and Carnage (2003), five experiments examined results of songs with violent lyrics on aggressive thoughts and hostile emotions. Experiment 1, 3, 4 and 5 proved that college students who listened a violent song felt more hostile than individuals who listened a similar but nonviolent song. Experiments 2-5 proved a similar growth in aggressive thoughts. These effects were replicated across songs and song kinds (e.g., rock, humorous, non-humorous). Experiments 3-5 also demonstrated that trait hostility changed positively related to kingdom hostility, however did not moderate the song lyric effects.

Discussion focuses on the potential function of lyric content on aggression in brief-term, in relation to emotions and other media violence, development of aggressive personality, differences among lengthy-term and short-term effects. Results showed that violent songs led to more aggressive interpretations of ambiguously aggressive words, increased the relative speed with which people read aggressive vs. nonaggressive words (Anderson & Carnage, 2003, p. 960-971). There is a debate about media effects on youth. Media include: newspapers, televisions, internet, magazines radio and so on. In a survey that was conducted in junior high school and senior high school, students were asked what media they would choose to take with them if they were stranded on a desert island. They were allowed to nominate a first, second, and third choice including TV, a set of books, video games, computer, newspapers, VCR and videotapes, magazines, radio, and music recordings and the means to play them. Because radio and music recordings include music, most of the choices were about music. Music is very important for youth. This also can be seen from their amount of listening music. Often we underestimate the amount of listening music of youth. Music's tendency to slip between foreground and background raises questions about what kind of "listening" should be counted as true exposure. Background listening out to be included and for those who might disagree we offer this challenge "background" music when youth are studying, chatting, or doing chores and observe their responses. Amount of listening is not uniform across all groups of youth. First, age makes a big difference: adolescents devote more time to music than school age children, and older adolescents devote more time to music than younger adolescents.

There is a lot of criticism about the lyrics that emphasizes negatives such as violence, racism, misogyny, suicide, substance abuse and so on. It is hard to accept but music has become aggressive and is dangerous for interpretations of young people as much as for adults. There have been few experimental studies of the effects of violent music lyrics on listeners (Roberts, Christenson & Gentile, 2003, p.153).

### **3.3. Rap/Hip-hop Music and Violent lyrics**

Rap music has become an important part of generation and, consequently, is currently a central element in several programs that serve youth. Understanding attitudes towards and

perceptions of popular music will be a vital step in informing varied approaches to incorporating popular music into programs aimed toward youth (Tyson, 2005, pp. 59-82). Violence is a problem for youth and rap is in the centre of the concern about harmful effects of violent or misogynist lyrics. This article explores the role of converting images of drug use in rap music from the 1970s to the 1990s. A sample of 341 rap music lyrics have been coded for drug mentions, behaviours and contexts; drug attitudes and consequences; and track genres. The article examines ability factors of the increasing awareness on drug use rap track which includes the rise of the drug struggle; modifications inside the drug use conduct of rappers and listeners, rise of gangster rap and different rap music genres, and converting social images of drugs in American society (Herd, 2009 p.395-406). The impact of rap music on college undergraduate student's reckless behaviour and compare the difference in levels of reckless behaviour participated in by listeners of rap music versus three other genres when engaging in driving over 80 mph (miles per hour), driving greater than 20 mph over the speed limit, and having sex without contraception. Rap music and the effect it has on an individual's behaviour will always draw criticism. However, just as there is rap music that glorifies violence, drug use, reckless behaviour, there is also rap music that sends a positive message and denounces violence, drug use, casual sex, and reckless behaviour. The study showed that rap music's had an effect on marijuana use, and violence or aggressive behaviour towards someone (Stubbs, 2004). Early rap studies that have been conducted, discuss some of the more recent rap investigations that have been dominated by negative effects investigations. They argue that the suspicion of negative effects and stereotyping of African-Americans have driven support for censorship of this musical genre. Although psychologists and lay critics have focused on the potential negative effects of rap music, the current chapter provides evidence that the effects are not all negative and that rap music audiences may use their culture and "agency" to empower themselves (Dixon & Brooks, 2002 p. 106-116).

### **3.4. Rap/Hip-Hop Music and Portrayal of Females: Misogyny**

Music has been a way to interpret social expressions like triumph and hope. Regardless of this, music can stimulate the mind and soul and is a reflection of the cultural and political environment from which it is. Rap music has been a cultural expression of urban African-

American youth in Bronx, New York, in the late 1970s. What is misogyny? It generally is hatred against woman that objectify them and specifically makes men the owner in a very major way. Furthermore, misogyny reveals in different forms are dictated by class, wealth, education, race, religion and other factors, but its chief characteristic is its pervasiveness. In this case women are taken as objects.

Misogyny in gangsta rap is the advancement, glamorization, bolster, humanization, legitimization, or standardization of abusive thoughts regarding lady jects which denigrate them. Not only as a gender but considering also values, beliefs, and stereotyping of women. This misogyny has been accepted by music industry and aired in radios, shows, or music videos. There seem to be a trend from music artist to the misogyny theme (Adams & Fuller, 2006, p.939). Standard misogynistic themes in rap music may be illustrated via naming and shaming sexual objectification mistrust of women legitimating violence and prostitution and pimping. Rap music has a popularity for being misogynistic but surprisingly very few studies have systematically investigated this measurement of the music (Weitzer & Kubrin, 2009). A study that was conducted to understand perceptions of misogyny in youths ages 18 to 24 regarding hip-hop and rap music where the participants were mostly African-Americans, the findings showed that the listening habits and age are important to consider when examining youth's views of misogynistic content in hip-hop and rap music. The younger the youth, the more they listened. This is important in that it appears that older youth listened less and had less-positive reactions to the misogynistic lyrics. This may imply that as youth matures, they may re-examine their opinions about hip-hop and rap (Gourdine & Lemons, 2011).

Nowadays, in song and famous lifestyle, this backlash offers a thrilling question as to the prevalence that topics of raunchiness and hyper-sexuality have within famous track. For the leisure industry, the reality remains that sex sells; there is a name for bodies, mainly female our bodies, to be on show to increase file sales and other revenue streams, whether that of the artist or fashions and dancers. Women absolutely remain the item of sexual desire, the selling point, and the figures on exhibition. Music plays a significant role in our lives and those of age 14 and up are active listeners. Music is shown from MTV and other like YouTube. But the performance in music videos is objectification of women (Frazier, 2013). Armstrong (2001), conducted a content analysis of 490 rap songs from 1987 to 1993, in which 22%



contained lyrics featuring violence against women including assault, rape, and murder. His study classified rap songs into different categories in which rappers either pride themselves on sex acts appearing to harm women, justify other acts of violence, warn women who challenge male domination that they will be assaulted, and/or seem to invite male violence against women (Armstrong 2001). Results indicate that men exposed to misogynistic rap music endorsed significantly greater acceptance of violence towards women than those in the non-violent/control condition. Also, men with a high level of hostility towards women endorsed significantly greater acceptance of violence towards women, a significantly greater acceptance of rape myths and endorsed significantly more positive attitudes towards violence than low hostile men. Although no interaction effects were found between music condition and hostility level, this study provides empirical evidence of the potential deleterious influence of exposure to misogynistic rap music lyrics on men's acceptance of violence towards women (Jeffries, 2000).

## 4. METHODOLOGY

### 4.1. Sample

The participants were undergraduate students at University College “Beder” and who provided information about their perceptions of rap hip-hop music, how they were influenced by the lyrics of rap/hip-hop music, and how they saw the abuse of portrayal of female in the lyrics of this genre. The total number of participants were  $N = 80$  college students aged from 18-21 years old studying in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of their undergraduate studies. In total, there were  $N = 35$  males (42.7%) and  $N = 47$  females (57.3%).

### 4.2. Instrument/Measurement tool

In this study, an online questionnaire was used to obtain audience perceptions and attitudes. The items of survey were on a Likert type scale (from 1 = *Strongly Agree* to 5 = *Strongly Disagree*) used to measure the statements about rap/hip-hop music. The questionnaire consisted of 14 items. The first three questions were about demographic data. In the survey, there were included 10 offensive songs about the portrayal of women and items consisted of

options (1 = *Not at all* to 5 = *Very offensive*) used to measure negative attitudes on offensive rap/hip-music lyrics about the portrayal of the woman. Moreover, there were used 10 violent songs with option such as (1 = *Not at all* to 5 = *Very violent*) to measure negative attitudes on violent hip/hop music lyrics (Cundiff, 2013).

#### **4.3. Data collection**

The questionnaires were distributed online on google forms and they were sent via email to each student who submitted them by email. The original version of the questionnaire was in English and it was translated in Albanian. Participants were told about the aim of the study and where these data were going to be used. They were assured about the anonymity and confidentiality of the data.

#### **4.4. Design approach**

The data were analyzed by using the Statistical Program for Social Sciences (SPSS). Frequency distributions and descriptive analyses were used to analyze negative attitudes about rap/hip-hop music lyrics and negative attitudes on offensive rap/hip-music lyrics about the portrayal of the woman.

#### **4.5. Measures**

*Students' attitudes about rap/hip-hop music lyrics.* This measure was assessed by asking respondents "*How often do you listen to rap/hip-hop music?*" The items were on a Likert type Scale (1= *very frequently* to 5= *never*). The respondents reported attention by listening rap/hip-hop music and this composed into three categories (1 = *the instrumental affects* to 3 = *both equally*).

*Students' attitudes on offensive rap/hip-music lyrics about the portrayal of the woman.* This measure was assessed by asking "*Which of the following do you find most offensive in rap / hip hop songs containing abusive lyrics?*" The items were on a Likert type Scale (1 = *Derogatory naming and shaming of the women* and 4 = *None of the above*). Then, they were asked "*How offensive about the portrayal of women you feel the following songs are*" (1 = *Not at all* to 5 = *very offensive*).



## 5. RESULTS

The data were analyzed by using SPSS 21.0. Descriptive statistics were used to describe the sample. When the students were asked about how frequently they listen to rap/hip-hop music lyrics, the majority of the them 29.3% (24 students) responded that they listen sometimes to rap/hip-music. Around 24.4% (20 students) responded that they frequently listen rap/hip-hop music. About 24.4 % of the total students (15 students) responded that they listen very frequently and at the same percentage 24.4% rarely listen to rap/hip-hop music. The smallest percentage of the total students 9.8 % (8 students) responded that they never listen to rap/hip-hop music as shown in Table 1.

**Table 1. How frequently do students listen to rap/hip-hop music lyrics?**

	Frequency	Percent
Valid Very frequently	15	18.3
Frequently	20	24.4
Sometimes	24	29.3
Rarely	15	18.3
Never	8	9.8
Total	82	100.0

**Table 2. What kind of attitudes do college students develop about rap/hip-hop music lyrics?**

	Frequency	Percent
Valid Negative	22	26.8
Positive	16	19.5
Neutral	44	53.7
Total	82	100.0

From the statistics based on Table 2., it is revealed that most of the students (53.7%, n = 44 students) develop neutral attitudes toward rap/hip-hop music About 26.8% (22 students) develop negative attitudes toward rap/hip-hop music. Meanwhile, 19.5% (16 out students) develop positive attitudes toward rap/hip-hop music.

**Table 3. Do you feel that explicit rap/hip-hop songs are more offensive to women or men?**

	Frequency	Percent
Valid Male	16	19.5
Female	26	31.7
Equally offensive to both	40	48.8
Total	82	100.0

As shown in Table 3., the results claim that 48.8% of the participants, where 19.5% of male participants and 31.7% of female participants think that rap/hip-hop music is equally offensive to both.

**Table 4. Which of the following do you find most offensive in rap / hip hop songs containing abusive lyrics?**

	Frequency	Percent
Valid Derogatory naming and shaming of the women	17	20.7
Legitimation of violence against women	7	8.5
Sexual Objectification of women	43	52.4
None of the above	15	18.3
Total	82	100.0

Descriptive analysis shown in Table 4. Explains that 52.4% (43 students) students find the sexual objectification of women as most offensive in abusive lyrics about the portrayal of females.

## 6. DISCUSSION AND CONCLUSION

This study presented the recent literature regarding audience perceptions about rap/hiphop music lyrics which contain violence and are offensive toward portrayal of the

females. Moreover, it provided a broad picture of research findings related to this issue, which helped us to extend our understanding about effects of violent music and lyrics on behavior.

According to the results which tested the first hypothesis related to students' attitudes about rap/hip-hop music lyrics, the majority of college students responded as neutral about their attitudes toward rap/hip-hop music. The second hypothesis consisted of students' attitudes on offensive rap/hip-hop music lyrics about the portrayal of the women, it appears that they see rap music as offensive not only for females but also for males. According to the results, mostly offensive in lyrics about the portrayal of women they see sexual objectification of women. So, students develop neutral thoughts about portrayal of females in rap/hip-hop music lyrics. The third hypothesis which was focused on gender differences of college students about their perceived attitudes on offensive rap/hip-hop music lyrics about the portrayal of women. There were no gender differences about the reported lyrics of the songs which contain violence and abusive lyrics about the portrayal of women.

Regarding the limitations of this study, there was a low number of participants attending this study though it was limited to only one institution. The study was limited also to its use of a quantitative design only, while a qualitative design could offer a broader spectrum of students' attitudes and perceptions about rap/hip-hop music lyrics and how they influence the portrayal of women by using interviews.

Youth are more exposed toward music especially adolescents. Every genre of music can negatively influence their perceptions and their behaviors but as stated to studies it is rap/hip-hop music and heavy metal. According to the literature, rap/hip-hop music has moderate effects. The younger the youth, the more they listen. This is important in that it appears that older youths listened less and had less-positive reactions to the lyrics (Gourdine & Lemons, 2011). Theory suggests that people create their perceptions of reality based on what they hear and see. Rap/hip-hop may be the largest cultural force. It has an impact on different areas like: art, politics, news, sports, technology and so on. Therefore, its influence is so massive nowadays.

This study concluded that students over 18 years of age were more mature and the rap/hip-hop music lyrics do not have a major impact on the portrayal of women and the use of

violence. They do not see the singers of this genre as role models to take the example but rather see music only as a tool to get satisfaction. Also, both male and female participants share the same view that singers abuse with the female portrait in their lyrics.

These findings have implications for both existing and future research. This work is grounded in the assumption that hip-hop as a genre is negative with regard to the given message. Findings of this study overwhelmingly contravene that assumption. Finally, it was interesting to find out that students do not develop negative attitudes but rather are more neutral on this.

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## **GJEDHJA E KONTESTEVE TË SHKURORËZIMIT NË QENDRAT PËR PUNË SOCIALE ME VESHTRIM TE POSAÇËM NË QENDRËN PËR PUNË SOCIALE NË TETOVË.**

**Msc.Albina Zejneli<sup>1</sup>**

### **Abstrakt**

*Qendra për Punë Sociale në Tetovë* është ent publik me kompetenca publike me qëllim të kryerjes dhe realizimit të veprimtarive nga fusha e mbrojtjes sociale dhe punëve sociale si dhe kryen punë tjera të përcaktuara me ligj.

Nga fusha e së drejtës familjare Qendra për Punë Sociale në Tetovë, me kërkesë të qytetarëve dhe familjeve të tyre, ndihmon në zgjedhjen e problemeve të tyre jetësore dhe problemet individuale, mardhëniet në mes të partnerëve, **raportet martesore**, mardhëniet në mes fëmijëve dhe prindërve, jep ndihmë familjeve në realizimin e mbrojtjes së tyre, kryen punë nga fusha e dhunës në familje, tregtisë me njerëz etj.

Thelbi i së drejtës për martesë është formimi i raporteve juridike të detyrueshme midis një burri e një gruaje. U takon atyre që të vendosin nëse dëshirojnë ose jo të vendosin këto raporte në rastin kur nuk mund të jetojnë së bashku, si në rastin e personave të dënuar me heqje lirie.

Shkurorëzimi është zgjidhje e një martese të vlefshme. Shkurorëzimi nënkupton zgjidhjen e një martese të plotëfuqishme gjatë jetës së bashkëshërtëve, në procedurë gjyqësore për shkaqe të parshikuara me ligj.

**Fjale kyçe-** Shkurorëzim, Qendra per pune sociale, raportet martesore

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<sup>1</sup> Bashkëpunëtoresh profesionale në Gjykatën themelore Shkupi-II, Shkup

## HYRJE

*Qendra për Punë Sociale në Tetovë* është ent publik me kompetenca publike me qëllim të kryerjes dhe realizimit të veprimtarive nga fusha e mbrojtjes sociale dhe punëve sociale si dhe kryen punë tjera të përcaktuara me ligj.

Qendra për Punë Sociale, kompetencat e saj i ushtron në bazë të ligjit, si dhe vendimeve të Ministrisë së Punës dhe Politikës Sociale nga fusha e së drejtës familjare. Me kërkesë të familjeve, Qendra ndihmon në zgjedhjen e problemeve të tyre jetësore, ndihmon në normalizimin e mardhënieve në mes partnerëve.

Nga fusha e së drejtës familjare Qendra për Punë Sociale në Tetovë, me kërkesë të qytetarëve dhe familjeve të tyre, ndihmon në zgjedhjen e problemeve të tyre jetësore dhe problemet individuale, mardhëniet në mes të partnerëve, **raportet martesore**, mardhëniet në mes fëmijëve dhe prindërve, jep ndihmë familjeve në realizimin e mbrojtjes së tyre, kryen punë nga fusha e dhunës në familje, tregtisë me njerëz etj.

E drejta për martesë renditet ndër të drejtat themelore të njeriut. Kjo e drejtë hyn në kategorinë e të drejtave sociale. Si e tillë, ajo disiplinohet nga po ato parime të përgjithshme që qëndrojnë në themel të kësaj kategorie të drejtash.<sup>2</sup>

Thelbi i së drejtës për martesë është formimi i raporteve juridike të detyrueshme midis një burri e një gruaje. U takon atyre që të vendosin nëse dëshirojnë ose jo të vendosin këto raporte në rastin kur nuk mund të jetojnë së bashku, si në rastin e personave të dënuar me heqje lirie. Personat e ndaluar apo të burgosur nuk pushojnë së qeni qenie njerëzore, pavarësisht kriminit apo dënimit të tyre. Atyre u është hequr liria por ata vazhdojnë të jenë qenie njerëzore e për rrjedhojë iu garantohen të drejtat themelore, me përjashtim të atyre që u janë kufizuar apo hequr si pasojë e heqjes së lirisë.<sup>3</sup>

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<sup>2</sup> Arta Mandro, Diskriminimi gjinor në çështjet familjare e martesore, Tiranë, 2014, fq.45

<sup>3</sup> Po aty



Martesa është bashkësi jetësore në mes personave me gjini të kundërt e rregulluar me Ligjin mbi Familje. Lidhet para organit kompetent në mënyrë të caktuar me ligj, në bazë të vullnetit dhe deklaratës plotësisht të lirë.

Me ligj është përcaktuar mosha për lidhjen e martesës. Maqedonia bën pjesë në grupin e shteteve ku si moshë për lidhjen e martesës ka paraparë moshën 18 vjeçare, dhe nuk mund të lidhë martesë personi i cili nuk e ka mbushur moshën 18 vjeçare. Mirepo, gjykata kompetente ka mundësi që në procedurë jokontestimore t'i lejojë lidhjen e martesës personit i cili e ka mbushur moshën 16 vjeçare nëse vërtetohet se ai e ka arritur pjekurinë fizike dhe psiqike të nevojshme për kryerjen e të drejtave dhe detyrave që krijohen në martesë, dhe pas sigurimit të mendimit të institucionit shëndetësor dhe ndihmës profesionale të ofruar nga Qendra për Punë Sociale (n.16,LFM)

Familja është bashkësi vitale e prindërve dhe fëmijëve të tyre si dhe personave tjerë në gjini. Familja është bërthamë natyrore dhe themelore e shoqërisë dhe si e tillë gëzon të drejtën në mbrojtje.

Fusha e referuar si “Ligji për Familjen” është e gjerë, e cila mbulon jo vetëm çështjet aq gjerësisht të gjykuara siç janë **shkurorëzimi**, alimentacioni, kujdestaria e fëmijëve dhe e drejta për vizitë, por gjithashtu edhe çështjet që ndërlidhen me amësinë dhe atësinë, njohjen dhe strehimin e fëmijëve, adoptimin i fëmijëve , martesë, bashkësinë jashtë-martesorë, anulimin si dhe çështjet që lidhen me marrëdhëniet ndërmjet vëllezërve/motrave, ndërmjet fëmijëve dhe gjyshërve të tyre dhe anëtarëve tjerë të familjes së gjerë.

Në bazë të Ligjit mbi Familje të R.Maqedonisë (gz-e R.M-nr.80/92,) është përcaktuar që Qendrat për Punë Sociale në Maqedoni të zhvillojnë procedurë për pajtim të bashkëshortëve të cilët kanë paraqitur padi për **shkurorëzim**.<sup>4</sup>Në këtë mënyrë Qendra për Punë Sociale ndeshet me një punë shumë komplekse në realizimin e punës së saj, në fushën e marrëdhënieve martesore dhe atyre familjare.Mirëpo, që të mund punën e saj nga kjo fushë t'a kryejë në mënyrë kualitative dhe profesionale,në Qendrat për Punë Sociale duhet që të mundësohet

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<sup>4</sup> Javna ustanova zavod za socijalni dejnost- strucno-metodoloski upatstva i principi-Dokumenti, Skopje,2007,fq.197

aftësimi kadrovik dhe profesional, duhet që të krijohet një koncept organizativo-metodologjik me qëllim të zhvillimit më efikas të procedurës për pajtim të partnerëve bashkëshortorë të cilët gjenden në konflikt.

Shkurorëzimi është zgjidhje e një martesë të vlefshme.<sup>5</sup> Shkurorëzimi nënkupton zgjidhjen e një martesë të plotëfuqishme gjatë jetës së bashkëshortëve, në procedurë gjyqësore për shkaqe të parshikuara me ligj.

Shkurorëzimi përkufizohet si zgjidhje e martesës së vlefshme, gjatë jetës së bashkëshortëve për shkaqe të parashikuara me ligj dhe me procedurë gjyqësore.<sup>6</sup> Nga përkufizimi i shkurorëzimit vijnë në pah disa veçori të shkurorëzimit, si; **a**-ekzistimi i martesës së vlefshme, **b**-shkurorëzimi bëhet vetë sa të jenë gjallë bashkëshortët, **c**-shkurorëzimi bëhet në procedurë gjyqësore.

Mbivlera e moralit është ajo që e mban të fortë dhe në këmbë një martesë. Kur ky moral vdes, atëherë kërkohet ndihma e ligjit dhe martesë si e tillë ka marrë fund; pritët vetëm zgjidhja ligjore e saj ose zvarritja e kotë e saj pa asnjë impakt në të drejtat dhe detyrimet që burojnë nga martesë.<sup>7</sup>

Martesa mund të shkurorëzohet me marrëveshje të ndërsjellë të bashkëshortëve. Gjykata do të sjellë vendim për shkurorëzimin e martesës në bazë të marrëveshjes së ndërsjellë të bashkëshortëve nëse vërteton se atë pajtim e kanë arritur në mënyrë të lirë, serioze dhe të pakthyeshme.<sup>8</sup>

Martesa mund të shkurorëzohet me kërkesën e njërit nga bashkëshortët, nëse marrëdhëniet e ndërsjellta bashkëshortore janë të çrregulluara deri në atë masë sa jeta e përbashkët është bërë e padurueshme.<sup>9</sup>

Nga bashkësia martesore njëri nga partneret mundet që të kërkojë shkurorëzim të martesës ekzistuese nëse e njëjta më shumë se një vit faktikisht ka pushuar së

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<sup>5</sup> Abdulla Aliu&Haxhi Gashi, E drejta familjare, Prishtinë 2007, fq.58

<sup>6</sup> Po aty

<sup>7</sup> Arta Mandro, Diskriminimi gjinor në çështjet familjare e martesore, Tiranë, 2014, fq.82

<sup>8</sup> Ligji mbi Familje R.Maqedonisë, 2016, n.39

<sup>9</sup> Po aty, n.40

ekzistuari.<sup>10</sup> Mirëpo, me vetë iniciimin e procedurës për shkurëzim nga bashkësia martesore e njëjta nuk pushon, por, gjykata inicion seancë për pajtim, instituti i cili është i paraparë edhe në Ligjin për Familje.<sup>11</sup> Nëse bashkëshortët kanë fëmijë të mitur të përbashkët, tentimin për pajtim të bashkëshortëve do ta bëjë Qendra për Punë Sociale. Nëse bashkëshortët nuk kanë fëmijë të përbashkët ose fëmijë të cilëve u është vazhduar e drejta prindore, procedurën për pajtim të bashkëshortëve e zbaton gjykata vetëm nëse e njëjta nuk vlerëson që pajtimi ti besohet Qendrës për Punë Sociale.

Në bazë të ligjit, Qendra për Punë Sociale ka disa autorizime në rastet kur është ngritur procedura për shkurorëzim dhe në rastet kur kemi shkurorëzim të martesës.

Procedura për pajtimin e bashkëshortëve formalisht në Qendrën për Punë Sociale fillon me njoftimin nga ana e gjykatës (n.237, i Ligji mbi familje i R.Maqedonisë).

Gjatë vlerësimit të marrëveshjes së bashkëshortëve, gjykata ka detyrë të kërkojë mendim nga Qendra për Punë Sociale dhe nëse vlerëson se marrëveshja është në kundërshtim me interesin e fëmijëve do të sjell vendim gjyqësor. Qendra për Punë Sociale ka detyrë që në afat prej 15 ditëve nga pranimi i kërkesës nga gjykata të jep mendim. (n.256, i Ligji mbi familje i R.Maqedonisë).

Njëri apo të dy bashkëshortët me marrëveshje të dyanshme mund të kërkojnë shkurorëzim duke parashtruar padi në gjykatën kompetente.<sup>12</sup> Bashkëshorti mund të kërkojë shkurorëzim kur marrëdhëniet martesore janë çrregulluar seriozisht ose në mënyrë të vazhdueshme, ose kur për shkaqe të tjera është zgjidhur në mënyrë të pa kthyeshme. Shkaqet e shkurorëzimit janë mes tjerash: jeta e padurueshme e bashkëshortëve, shkelja e besnikërisë bashkëshortore, veprat penale kundër jetës së bashkëshortit, keqtrajtimi serioz, lënia qëllimkeqe dhe e paarsyeshme, sëmundja psikike e pashërueshme dhe paaftësia e vazhduar për të vepruar, ndërprerja e paarsyeshme e jetës faktike për më shumë se një vit dhe shkurorëzimi me marrëveshje të dyanshme.

Procedura e shkurorëzimit përmban si vijon;

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<sup>10</sup> Ligji mbi Familje R.Maqedonisë, 2016, n.41

<sup>11</sup> Po aty, n.237

<sup>12</sup> Kodi Civil i R.Kosovës, n.68

-specifikat e kontesteve martesore;

-zgjidhjen me marrëveshje kur bashkëshortët kanë edhe fëmijë të mitur;

- zgjidhjen me marrëveshje kur bashkëshortët nuk kanë fëmijë të mitur;

Në rastet e shkurorëzimit vie edhe deri te pasojat e caktuara;

-ndarja e pasurisë së përbashkët;

-obligimi i ushqimit;

-trashëgimia;

-e drejta e banesës(shtëpisë)

Aktgjykimin e plotfuqishëm për shkurorëzimin ose anulimin e martesës, gjykata e parashtron deri tek organi i administratës kompetente për mbajtjen e librit amzë të të kurorëzuarve, më së voni në afat prej 30 ditësh, me qëllim të regjistrimit të ndryshimeve, si dhe deri te Qendra për Punë Sociale, nëse gjatë martesës kanë fëmijë të mitur ose fëmijë mbi të cilët është vazhduar e drejta prindore.<sup>13</sup>

Gjykata dhe çdo person i interesuar për shuarjen e martesës duhet t'i ketë parasysh parimet në vijim;<sup>14</sup>

-Institucioni i martesës duhet të ruhet;

-bashkëshortët në martesë e cila mund të jetë shkëputur duhet të inkurajohen ti marrin të gjitha hapat e zbatueshëm përmes këshillimit për martesë, procedurave të pajtimit të parashikuar me ligj;

-martesa e cila në mënyrë të pakthyeshme është shuar duhet të shuhet-me një minimum të shqetësimit për palët dhe fëmijët e prekur; të zgjidhet në atë mënyrë që të promovoj sa më mirë mardhënie të vazhdueshme mes palëve dhe fëmijëve.

<sup>13</sup> Ligji mbi familje i R.Maqedonisë, 2016,n.43

<sup>14</sup> Kodi Civil i Kosovës,n.59

Bashkësia në martesë e cila mund të jetë shkëputur, përkatësisht është ndërprerë jeta faktike e bashkëshortëve(partnerëve) duhet që të këshillohen për martesë.<sup>15</sup> Këshillimet e bashkëshortëve mund të bëhen në këshillimoret përkatëse në Qendrat për Punë Sociale. Përmes këshillimeve që ofrojnë këto qendra, synohet t'u sqarohet bashkëshortëve rëndësia e ruajtjes së martesës dhe pasojat e mundshme në rast të zgjedhjes së saj.

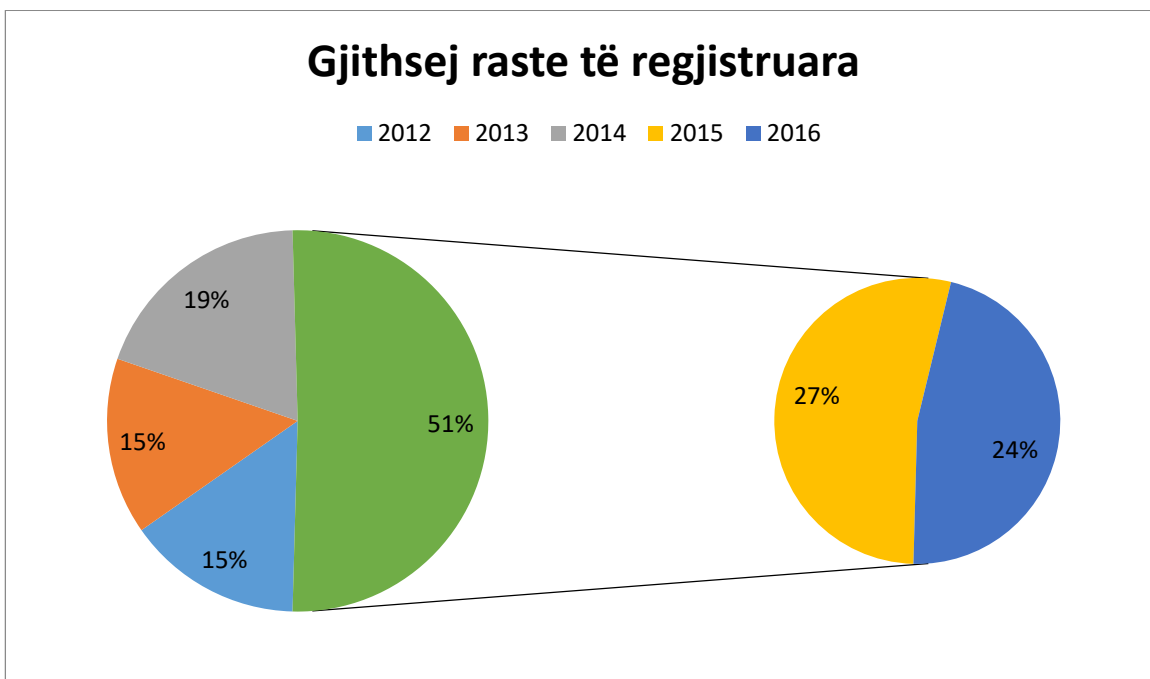
Sipas të dhënave të Entit Shtetëror për Statistika (ESHS) numri i kurorëzimeve në Maqedoni në vitin 2015 ka shënuar rritje, krahasuar me vitin 2014, për 2.7%.Gjithsej janë kurorëzuar 14.186 çifte. Moshë mesatare e kurorëzimit për femra është 26.2 vjet, kurse për meshkuj është 29 vjet.<sup>16</sup>Ndërkaq, numri i shkuroëzimeve ka rënë për 0.5%, pra gjithsej 2200 shkuroëzime. Sipas kohëzgjatjes së kurorëzimit, shkuroëzime më të shumëta kanë ndodhur pas pesë deri nëntë vite kurorëzimi.

Në vazhdim nëpërmjet grafikunit do të praqesim të dhëna mbi zgjedhjen e kontesteve të shkuroëzimit në IP-Qendra për Punë Sociale –Tetovë, për vitet 2012-2016.

Gjithsej raste të regjistruara	
2012	104
2013	105
2014	135
2015	190
2016	166

<sup>15</sup> Po aty

<sup>16</sup> Abc24-Albania,Prill,2017



Nga tabela e mësipërme do të vërejmë se, në Qendrën për Punë Sociale në Tetovë gjatë viteve 2012-2016, numër më të madh të rasteve të trajtuara të shkurorëzimit kemi në vitin 2015 gjithsej 190 raste.

Nëse bëjmë krahasim me R.Kosovës do të vërejmë se gjendja pak a shumë është e njëjtë sa i takon rasteve të shkurorëzimit.

Në Kosovë gjatë vitit 2016 janë shkurorëzuar gjithsej 1110 çifte-bashkëshortore, prej të cilëve meshkuj shqiptarë ishin 93%, serb 0,4%, turk 0,3%, boshnjak 0,9%, rom, ashkali dhe egjiptian 1,1% dhe të tjerë 1,1%, kurse femra të shkurorëzuara sipas përkatësisë etnike ishin; shqiptare 83,7%, serbe,0,5%,turke,0,8%,boshnjake,0.8%, rome, ashkallie dhe egjiptiane 0,8%,si dhe të tjerë 14%.<sup>17</sup>Sipas kohëzgjatjes së martesës, dominonte viti i parë me 15,2%, viti i dytë me 12,6%, dhe më pak se një vit 8,7% të të shkurorëzuarve.Shkurorëzimet sipas grup moshave, dominonin femrat e moshës 25-29 vjeçare me 230 shkurorëzime, ose 20,7%, kurse te meshkujt dominojnë moshat 30-34 me 233 ose 21% e rasteve.Sipas përgatitjes shkollore, dominojnë femrat dhe meshkujt me shkollë të mesme, numri i femrave të kësaj kategorie është 402, ose 36,2%, kurse e meshkujve 484,ose 43,6%.Ndërkaq numri më i madh

<sup>17</sup> Agjencia e statistikave te Kosoves, Koha.net,

i bashkëshortëve janë pa fëmijë me 65,8%, pastaj vijnë me 2 fëmijë me 12,5% dhe me 1 fëmijë 11%.

### **Perfundimi**

Marrdhëniet bashkëshortore në mes partnerëve janë specifike, dhe të njëjtat ndërtohen në bazë të reciprocitetit interpersonal. Sipas kësaj, marrdhëniet martesore rezultojnë nga specifikat dhe karakteristikat e partnerëve.

Martesa e lidhur në mes dy bashkëshortëve zgjidhet me vendim të gjykatës përmes zgjedhjes së shkurorëzimit, pas parashtrimit të padisë të njërit nga bashkëshortëve. Martesa e lidhur shuhet me rastin e shkurorëzimit dhe e njëjta prodhon efekt juridik, vetëm atëhere kur aktgjykimi e merr formën e prerë.

Bashkëshorti mund të kërkojë shkurorëzim kur marrdhëniet martesore janë çrregulluar seriozisht ose në mënyrë të vazhdueshme, ose kur për shkaqe të tjera është zgjidhur në mënyrë të pa kthyeshme. Shkaqet e shkurorëzimit mes tjerash janë: jeta e padurueshme e bashkëshortëve, shkelja e besnikërisë bashkëshortore, veprat penale kundër jetës së bashkëshortit, keqtrajtimi serioz, lënia qëllimkeq dhe e paarsyeshme, sëmundja psikike e pashërueshme dhe paaftësia e vazhduar për të vepruar, ndërprerja e paarsyeshme e jetës faktike për më shumë se një vit dhe shkurorëzimi me marrëveshje të dyanshme.

Procedura e pajtimit të bashkëshortëve martesor me problem, me ndryshimet në ligjin për familje të R. Maqedonisë është risi dhe një obligim për qendrat. Procedura e pajtimit është e ndërlikuar dhe kërkon një qasje serioze dhe infrastukture të puntorëve të ekipeve profesionale-procedurë e cila kalon nëpër disa faza; si njoftimi me rastin, diagnostifikimi, si dhe trajtimi i rastit konkret.

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- Ligji mbi familje i R.Shqipërisë,
- Kodi penal i R.Maqedonisë
- ПРАВИЛНИК-за систематизација на работните места во Јавната Установа
- Меѓуопштински центар за социјална работа –ТЕТОВО
- П Р А В И Л Н И К-за внатрешна организација на Јавна установа Меѓуопштински центар за социјална работа Тетово





С Т А Т У Т- *На Јавна Установа Меѓуопштински центар за социјална работа  
Тетово,*

Strucno metodoloski upastva i priracnici, dokumenti-Javna ustanova zavod za socialna dejnost, Skopje,2007

Законот за админстративните службеници на R.Makedonija

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Zakon za detska zastita

Zakon za semejstvo

Zakon za prekrshoci

Семејно насилство“, Здружение за еманципација, солидарност и еднаквост на жените во Република Македонија ЕСЕ, Скопје



## **THE IMPORTANCE OF FLUENCY AND ACCURACY IN PROMOTING ENGLISH AS A FOREIGN LANGUAGE**

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### **Abstract**

*This study aims to influence students, moreover to make a description of how accuracy and fluency contributes to the enhancement in terms of the main elements and also how it promotes the development of coherent and fluent ideas in speaking as an essential tool for communicating. There is a huge struggling between teachers so students should focus more on the accuracy or fluency to become fluent speakers. Technology and grammar itself are essential tools for enhancing any language skill when they are used wisely. Becoming a fluent or even an accurate speaker is the most important goal for the majority of English language learners, but to achieve the goals and developing speaking in both terms of language acquisition requires a lot of hard working, also as to what the teachers should do to facilitate the process. Both of them are key components in accordance of the second language acquisition but also it is important to mention that it depends on the student if they prefer to learn them both combined together or separately. Most of formalist has been through different discussion about accuracy and fluency mentioning that learning a language means to learn the rules and the forms of a language but others argue that learning a language means to learn how to use a language. Lastly shouldn't be forgot that accuracy and fluency are not contradictory because they affect each other and are the perfect match to give to the students the opportunity of acquiring a SLA.*

**Key words:** accuracy, fluency, speaking, EFL

## 1. Theoretical Background

Nowdays people tend to learn the foreign languages for different reasons and purposes as it may help them to interact with different people, to know new traditions and cultures about a specific country. To become a good user of a second foreign language students should be able to perform two specific key components of a language which are accuracy and fluency. In today's world, it seems that learning the elements of the usage of grammar and focusing on accuracy are emphasized by many language students over fluency. Accuracy means to be able to produce grammatically and lexically English sentences while fluency is the ability to produce language in a coherent, effortless way. A student who is more focused in the fluency is considered to be more successful at communication than someone who is more accurate. The discussion over accuracy and fluency has been a controversial issue centered in the formalists' attention for many decades. Although some of them argue that learning a language means learning forms and rules, some activists take a different view and claim that learning a language means learning how to use a language (Antunez B., 2002)

Early teaching methods promoted accuracy over fluency, for instance the Grammar-Translation Method has been used by language teachers for many decades because it is specified as the traditional style of teaching method focusing on the grammar explanation and translation. According to such a method, it is important for students to learn about the form of the target language. Teacher is the authority in the classroom and students merely do and learn what the teacher says. It is important to know that there is a balance between accuracy and fluency among various stages and activities in a lesson. Learners usually attain a much higher level of

proficiency in the receptive skills than in the productive skills. Mastering the language skills, like mastering any kind of skill, requires a considerable amount of practice. In the teaching-learning development process the learner should become step by step more proficient (Antunez B. , 2002). According to Hartman and Stork, they claim that a person is said to be a fluent speaker of a second language when he can use its structure accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed (R, 1976). Fillmore proposed four kinds of fluency: 1. Ability to fill with talk, without awkward pauses for a long time, 2. ability to talk in coherent, reasoned and semantically dense sentences, 3. ability to have appropriate things to say in a wide range of contexts and 4. Ability to be creative and imaginative in using the language. But should be also noticed that Fillmore's notion of fluency is limited to oral productive language (Fillmore, 1979). Fluency somehow is regarded to be as a natural language use and according to Fillmore's four kinds of fluency are related also to four different characteristics: speed, continuity, sensitivity and creativity (Brumfit C.J, 1984, p. 56). Accurate speakers are able to use the language grammatical pattern fearlessly, like pronunciation, vocabulary or grammatical issues like correct tenses, prepositions etc. It is important to mention that many English learners pay more attention to the accurate use of the language than being a fluent speaker so there is no doubt that accuracy is as much important as fluency in acquiring a second language acquisition. But also being accurate means going through the complexity of the language use, because the learner is going to face with lots of difficulty in the lexico-grammatical mistakes, errors and difficulties. If the learners are inaccurate in the writing or speaking a second language, it can lead in misunderstandings and also taking as a favor it can be seen to reflect carelessness or lack of attention. There are different activities for teachers

and students to practise on accuracy such repeating practice of the specific target language, , minimum amount of free speaking, correctness of the errors by teachers etc. If you are able to speak accurately it means that you have mastered the ability to speak correctly and with few mistakes but if you speak fluently it means that you have become fluent and you are able to speak without pauses, this also a reason why researchers have been more focusing on the fluency rather than accuracy because accuracy is rather a relative issue. Adults may be able to gain and learn the ability to master all the difficulties of the grammar issues but children are less effortless on learning grammar. As we all know the learner is the most important person in the classroom, the teachers duty is to make the lessoning plan as interesting and attractiv for students as possible, but sometimes to much focus on the errors that students do most of the time leads to the learner losing the interest on the teachers lessoning plan, failing on the completion of the syllabus. So each teacher should be concerned for the students progress and should not lead his personality became the center of the classroom. A well organised teacher should be modest and a facilitator , should guide them and changed by the knew knowledge. This is as important as being also accurate and fluent at the same time, because every foreign language should be considered as a natural language which should be mastered by every learner. Richards, Platt and weber define fluency as the “ feature which give speech the qualities of being natural and normal , including nativelike use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In a second and foreign language situations, fluency characterizes a level of communication proficiency (Richard Jack; John Platt, heidi weber, 1985, p. 108). Fluency has been used in the literature in two senses, which labels the broad and narrow senses. The broad definition functions as a cover term for oral proficiency which represents the highest point on a scale that measures

spoken command of a foreign language. The narrow sense is defined as being one presumably isolatable component of oral proficiency and this sense is particularly found in the procedures for grading and examinations (Lennon, 1990, p. 388).

Fluency activities should be introduced in the language classes and the learners interested is the basic one which should be involved and increased. Teacher should motivate and create tasks for language skills, and let them free to express their opinion in a natural classroom situation. Students should convey information, to be able to make a conversation and what is the basic of the fluency as a concept is the freedom of the expression. A student should be able to express themselves without fearing that they are making errors because this fear can prevent them from being native speakers and lead them on fossilization. The problem is the same for all the learners of a foreign language. They can more easily understand than speak a language, because it is more easy to become accurate than fluent, grammar is the first step of learning every language, you just take a bunch of words all together and start using them step by step, but what is the most important thing is the way of how you start using them, how able is each learner to speak without hesitation. There should be a frame picture of choices for students for what they choose to communicate. Widdowson (1978) made a distinction between what he called reference rules and expression rules. Reference rules would be those rules that make up the students' knowledge of the language. Given the foregoing discussion, a student's reference rules would consist of what they know of the pronunciation, syntax, vocabulary, suprasegmental, paralinguistic, proxemic and pragmatic rules of English. The expression rules would be those rules that determine what student actually does with the language. Thus the choices that students make when they communicate in the language must be based on reference rules. These reference rules often center on settings, social, sexual and psychological

roles and register style (Widdowson, 1978). Learning of a language involves acquiring the ability to compose correct sentences, that is one aspect of matter. But it also involves acquiring and understanding of which sentences are appropriate in a particular context. First kind of ability depends on the knowledge of the grammatical rules of the language being learned. For instance: “The rain destroyed the crops”, “The cat sat on the mat”. To produce sentences like this is to manifest our knowledge of the system of English language. We can say that they are instances of the correct accuracy but we are not called upon commonly to manifest in this way our knowledge in the normal circumstances of the daily life (Widdowson, 1978).

## **2. Tips to become fluent and accurate**

After more than 20 years as the neglected goal of the reading instruction , fluency has finally become the hot topic among the reading researchers, professional development providers , and teachers (Allington R.L & NICHD, 1983 and 2000). Based on the skills of developing a foreign language reading comes the first one for a learner to go through different stages of acquiring a second language. Surely most educator has heard the message that if a students are not sufficiently fluent in their reading, they wont have sufficient comprehension. This statement has been long enough supported by a strong consensus of high- quality research studies, teachers and administrators everywhere for ideas to help their students become fluent speakers (Allington R.L & NICHD, 1983 and 2000). To become a fluent reader requires hardworking and lots of time. Learners should read a lot of different books and extra materials. Marilyn Jager Adams (1990) stated in her noteworthy synthesis of reading research that “ if we want childrent to read well we must find a way to induce them to red and practice a lot”

(Adams, 1990, p. 5). Some schools encouraged teachers to spend significant amount of classroom time having the students and often the teacher as well read silently up to 30 minutes a day, plus an additional 15 minutes in writing personal reflections on what was read (Sierra-Perry, 1996). Independent and silent reading could really be beneficial for all students as it might turn out that some students might find it difficult to read it aloud in front of the whole class but what about may not use the silent reading and wasting time doing little or no reading or writing at all well such concerns are justified because National Reading Panel (NRP) this is sufficient for students to help them improve their fluency. (NICHD, 2000).

Since the importance of fluency has become very recognizable by every teacher, they are doing their best to improve students fluency, and silent reading seems like a very good idea and additional practice. Round Robin also is a very useful method for students since it focuses the class on the oral practice (Allington R.L & NICHD, 1983 and 2000).

- Practice: Practicing English speaking is a must for each of the foreign language learners. If a student does not start to practice all the grammatical and phonetical items it can not learn English otherwise. At the first time this may sound extremely weird but it is the first step to start speaking fluently.
- Short conversations: a second important step is to learn how to collect together all the puzzles of the English language, what you already have learned up to now. A student should be able to start a short conversation, because it will grow the confidence itself. Start with simple sentences for example: “how are you” or “How is the weather today”, just to break the ice. If you might find difficulties understanding the person it is nothing wrong to ask it to repeat again because if you feel shy or if you hesitate because you



think this is wrong, then you will not be able to go through other difficulties of the language.

- Confidence: Confidence is also an important element because the learner should be confident on what he or she is learning. He or she might face with different difficulties while it is practicing, with grammatical or phonetical patterns but the big issue is to not be fearing. Each learner should be confident to ask the person indeed to repeat it once or twice if he or she is not able to understand what they are talking. Chances are to understand that you are in the learning process.
- Try not to use google translate or translation at all: Use dictionaries instead of google translate, when you try to translate a phrase or an idiom or a word that might sound difficult for you, it is better and much helpful to use a dictionary than easily google translate. It will just simply confuse much more than help you. When you hear a sentence or a phrase try not to translate it in the mother tongue or vice versa because some words are difficult to suit in the mother tongue and it will actually ruin the meaning of the sentences. Try to understand in the target language as much as you can.
- Listening: Just reading or speaking or writing is not sufficient for fluency, it is important to listen as much as possible to hear how people speak and pronounce, how the words are used and sounds, in this way you are observing how other people speak.
- Read books, watch movies and listen to music: these are the best elements to start practicing not even English but any type of language that you are starting to learn. They help you to stick on the formation of the sentences, dialogues and conversations between characters. Songs stick in your mind and you will be able to repeat it yourself as many times as you can.

- Idioms and Phrases are the essential parts of every language. If you don't understand them then you will not be able to master the ability to speak fluently. You may hear different idioms like "brek a leg" "before an exam or an activity so you might misunderstand the real meaning of it, because it means "good luck" so it would be better to keep an eye on it.
- Think in English and do not think yourself as a student: try always to think in English not in your mother tongue, whenever you are thinking to yourself try to use your words in English because it will make you feel more comfortable than speaking aloud. The most important thing for a learner is not think itself as a student. Always think like you are that type of person who can manage to speak English fluently. If you start thinking as a student then you will find yourself studying grammar books, but even if you make mistakes while you are learning there is nothing to be scared, these are the walls that you are meant to break.
- Keep records of yourself: start recording while you talk to yourself because meanwhile you can listen and correct the errors that you have made. Start doing it everyday because it is less embarrassing than talking in front of the class, it will help you understand when you will be ready to speak freely and without hesitation in the public.
- Try to understand all the parts of speech and especially every word in a sentence can be categorized in a word class. Try to figure out which words are nouns, pronouns, verbs, adverbs, prepositions, conjunctions etc.
- Try to understand the prepositions because preposition is a word that shows the relation of a noun or pronoun to other words in a sentence.

- Focus on the extensive listening going further with the material which include long conversations and dialogues, video books, recordings, videos,
- Try to pick up topics which identify the relation between phrases like:and, or, but, as well as, etc
- Try to perform as much as possible grammatical excercises. There are a lot of opportunities for learners to perform o grammar excercises, like internet or grammar schoolbooks. Try to complete at las two to five excercises a day, this is the best way to learn grammar correctly.
- Try to speak with a native speaker and while you do this do not think about mistakes but be confident this will help you to speak freely.
- Write as much as possible, focus on the snetences and short dictations, complete excercises because it will challenge you to answer questions and choose the right word.
- Focus on the culture, literature and local history it is important because it will help you also learn more about specif dialect of the specific languages
- Use dictionaries, play with words, writte journals,, use every piece of grammar that you have learned, , identfy and look fo structures,,practice and make as much excercises as possible.
- Start tutoring with a friend who knows much more than you. It will b able to make you understand and guide through the language patterns. He or she will correct you.
- Work hard and treat yourself because a har working and a self motivation are the best elements to start a new path. (Clemons, 2014)

- Use tongue twisters' sentences: These are words difficult to say so it will be very helpful for you and will place your mouth and tongue and also will help you with the pronunciation
- And try to not focus so much on grammar only on fluency, take as much notes as possible, write down every idiom that you might see in the books or in th movies or you might listen through music. Use the specific target language dicitonaries to translate not in the mother tongue.
- Py attention to stress words, common sayings, , specific situations, and tell a story from mother tongue language to target language, try to play with words what you already know, show yourself and the level of your achievness.
- Relax and be patient, everything needs the specific time, the preparation and the steps that you have been taking up to now will show when you are ready to become a fluent speaker.
- [//www.fluentu.com/privacy.](http://www.fluentu.com/privacy)
- [fluentu.com/blog/english/how-to-improve-spoken-english/](http://fluentu.com/blog/english/how-to-improve-spoken-english/) (april 2015)

**3. Is useful and valid this distinction of accuracy and fluency among the students and teacher?**

Fluency and accuracy are two contrasting things. The former is how smoothly and effortlessly one speaks and writes while the latter is speaking and writing without grammatical and structural flaws. They each bring different effects to students. In a study done by Nilsson (2012), she found that those who were in the fluency group were more motivated to learn; while those in the accuracy group were pretty demotivated

as evident when at the end of the study, only two students in the group stayed when the others had left. Nevertheless, both groups have shown tremendous increase in their fluency, accuracy and self-confidence. In an academic or even professional setting, this is one of the skills to focus on for an oral presentation or debate. The way you explain your topic or prove your point smooth, clear and concise without too many pauses or hesitations – is as important as the content of your presentation. Outside of the classroom, fluency can help you socialize with native English speakers and avoid misunderstandings. To improve your fluency in English, practice speaking every day by engaging in a conversation with someone. Every now and then, throw in the new word or phrase you have just learned. But remember, don't let the fear of making grammar mistakes hold you back (Nilsson.E, 2012).

- Depending how valid is this for teachers and student this depends on them which of them would they prefer mostly to develop their oral skill communication balancing between fluency and accuracy in teaching, many scholars like Hemmens (2011) and Cotter (2013) have come up with the recommendation that accuracy should be introduced first in the beginner level and fluency comes along as the learner progress. The reason being is that, as learners don't have much vocabulary and knowledge of the language in the beginning. They are not really able to engage in a lengthy conversation with others and as a result of this, they should be first taught a few basics and how to get them right and accurate. For example, they will be taught how to greet and reply greetings, how to ask for directions and also the present and past tenses. Repetition is needed in the early stage as it will help the learners to remember and be familiarize with the language. Once students get hold

of the basics, they will be wanting for more, they speak faster than before and this is when fluency is at its early development. Students will need more speaking practice so activities like public speaking, role play and group interaction should be encouraged (Cotter, 2013). When students reached the intermediate level, they become reasonably independent language users where they have a mix of fluency and accuracy in the language, with the focus still on developing their fluency. Speakers who are in the advanced level will have perfect fluency and this is when the focus is shifted again to accuracy. Some fluent speakers may make mistakes even though they are in the advanced level so it is important to help them correct their mistakes in order for them to learn better (Cotter, 2013). By correcting learners' errors, teachers not only provide this feedback, but they convey the message that accuracy is important. As such, this shows just how equally important fluency and accuracy are especially in Second Language Acquisition (SLA) for learners, we need to keep practice and have strong determination in learning. While for teachers, we must not neglect either one but put equal stress on both aspects in order to produce students who are not only accurate but also competent communicators (Thornbury, 2000). Fluency and accuracy tasks can on the contrary be presented many positive comments such as; good communication way among students in the speaking classes based on teacher's activities for improving their accuracy and fluency of speaking, a good way of learning, new friends (because of their new attempts for more communication with other students in their classes), fun, new ideas, good variation, and learnt much. The negative comments on the fluency and accuracy tasks were related to difficulties with the language, the time factor and frustration with other students not being prepared (Thornbury, 2000).

- (<https://youtu.be/oEc9u4oO4nc>)

L2 proficiency is not a unitary construct, but rather it is multicomponential in nature, and its principal components can be fruitfully captured by the notions of complexity, fluency and accuracy. In recent years these components have emerged as notable complement to other established proficiency models such as the traditional four-skills model and sociolinguistic-cognitive model of L2 proficiency (Bachman & Bialystok, 1990, 1994). However this might be complex for students and teachers sometimes, because it is yet uncertain if students are more capable to learn by self-correction or by teachers correcting their errors. Different claims support their ideas but for a student to become a better L2 acquisition learner is to be able to manage the error-free. If the student will be able to know where he or she has been doing it wrong that means that it is ready for further steps. But it should not be neglected the fact that the more complexed are the tasks given to the students by teacher, the more will be the complexity in the grammaticalized speech production on the part of the learners (Robinson, B. C. Mervis, 1998). Theoretically the dimensions of complexity in the fluency and accuracy based tasks have been claimed to imply the major stages of change in the underlying L2 system like: internalization of new L2 elements elaborating and sophisticating L2 knowledge system, modification of L2 knowledge, so that they become not only complex but also more accurate and fluent. Accepting and acknowledging the status of complexity in accuracy and fluency at the L2 performance does not exclude the fact that they can be interrelated and that they may interact in the processes of L2 production and development (Larseen- Freman, 2006)

#### **4. Conclusion**

To help students develop better communication skills, teachers should allow them the chances to observe, reflect and become more aware of how they communicate and reflect upon the others communication. Also they should give them opportunities to practice their communication skills through different group tasks and projects. While we all know that accuracy and fluency are both important concepts for the L2 acquisition, we need to be aware that language learning is not simply about the relationship between the two, is about the ability hos students are able to master them both without separating one from another. It is easy to make a classification of all speaking and communication skills under the heading of the fluency to do so would be an inaccurate representation of the complexities of communicating in a foreign language as there is much more to speaking than smoothness and the eradication of hesitation (Michael, C. Merrill s., 1980).

In order to be able to speak a new language we need both accuracy and fluency and the complexity which it is found in any of the difficulties of a second language acquisition. Both of them are important in the learning process. Each language course needs to take into account where a language learner is in terms their usage. It is not so much help trying to use only fluency as your approach with a learner who is an absolute beginner or accuracy for an intermediate learner. They have no framework, no body words that they can use to start speaking. If you want them to become fluent or accurate firstly you need to build a small stage for them to stand. However, you can do this by incorporating actual real world use and practice into the accuracy component of each course no matter what level they are. This may sound simple and reasonable but it is easy to try to incorporate elements of both into your lessons.



Make sure there are opportunities for both types of activities to ensure students get the best of both and get practice with both accuracy and fluency. Even there is given a certain degree to fluency and students who are more fluent are considered to be successful at the communication than someone who is more accurate, classroom tasks should not be concerned more with more fluency activities because accuracy is just as important. Both work together and not separately in education but sometimes it depends on the students need if its necessary for those two to combine them together or use them separately to foster English speaking skills and to gain authenticity in oral communication.

Lastly shouldn't be forgotten that accuracy and fluency are not contradictory because they affect each other. Accuracy bring fluency and fluency brings further accuracy ( Willerman B, 2011). They are strongly related in the complexity of the given tasks, and measuring learners' performance. The duty of both elements is to ensure students' performance on the learning language. A teacher should not over emphasize on accuracy and fluency because learners can lose their confidence, because both are important in acquiring a second language. Every event that occurs during classroom activities should be a gradual shift from accuracy- based activities to fluency activities. Also a language teacher should try to make the classes the learner centered, every activity should be made based on the learner. Errors correction also should be made by students because if they are made by teachers it can lead on the students losing the confidence and fossilization.



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## **RËNDËSIA E ZHVILLIMIT TË INTELIGJENCËS EMOCIONALE NË PROGRAMET E MËSUESISË**

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### **Abstrakt**

Programet universitare të formimit të mësuesve synojnë të pajisin studentët me njohuri dhe aftësi të qëndrueshme psikopedagogjike dhe njohuri të thella për lëndën. Në këtë proces të formimit fillestar të mësuesve i cili është bazë për zhvillimin e mëtejshëm të tij një rol shumë të rëndësishëm luan pajisja e tyre me kompetencë emocionale, ose zhvillimi i inteligjencës emocionale. Kjo lidhet si me zhvillimin e tij si individ dhe mësues por edhe me ndikimin e fuqishëm që ka mësuesi me veprimet e qëndrimet e tij te nxënësit dhe te zhvillimi i tyre i përgjithshëm.

Klasa është një vend ku zhvillohet një veprimtari e dendur mësimit dhe nxënie, ku aktorët kryesorë janë individë me interesa, nevoja, njohuri dhe personalitete të ndryshme. Nuk mund të zhvillohet ky proces dhe të dilet me përfundime të përpikta sic ndodh në një laborator, për shembull, kimie. Klasa është e mbushur me emocione që variojnë nga kënaqësitë e gëzimet deri të mërzitja, lëndimet, zhgënjimet, tensioned dhe mëritë. Të gjitha që kanë kaluar në bangat e shkollës kanë patur raste që janë paralizuar ose hutuar nga frika përpara një provimi, apo përpara klasës, kanë patur ankth për një projekt, ose kanë patur një mendim negativ që shpesh i ka penguar të jenë të suksesshëm në një detyrë ose lëndë shkollore. Baza e të gjithë këtyre emocioneve është pamundësia jonë dhe mungesa e përvojës për trëjtimin e tyre.

**Fjalë kyçe :** *aftësi komunikimi , formimi i mësuesve , inteligjenca emocionale, kontrolli emocional , motivimi, ndjeshmëria, vetëdija*

### **HYRJE**

Është pikërisht mësuesi me aftësitë e tij i cili duhet ta kuptojë këtë informacion të pasur emocional që vjen nga klasa dhe nga ai vet si individ, të dijë ta rregullojë atë me qëllim që të shmangë ndikimin negativ të emocioneve negative duke përforcuar ato positive. Mësuesi i shekullit të 21 është një individ i gjithanshëm i cili ka një shumëllojshmëri kompetencash. Në "Parimet e Përbashkëta Evropiane për Kompetencat dhe Kualifikimet e Mësuesve" klasifikohen tre fusha të gjera të kompetencave:

*Puna me të tjerët;*

*Puna me njohuritë, teknologjinë dhe informacionin ;  
 si dhe Puna në dhe me shoqërinë.*

Kompetenca e parë nënvizon vlerat e përfshirjes në një profesion që synon zhvillimin e potencialit të secilit nxënës, së bashku me aftësitë ndërpersonale dhe bashkëpunuese, si dhe njohuritë psikologjike-pedagogjike. “Mësuesit duhet të kenë njohuri për rritjen dhe zhvillimin e njeriut dhe të demonstrojnë vetëbesim kur merren me të tjerët. Ata duhet të jenë në gjendje të punojnë me nxënësit si individë dhe t'i mbështesin ata për t'u zhvilluar në anëtarë plotësisht pjesëmarrës dhe aktivë të shoqërisë. Ata gjithashtu duhet të jenë në gjendje të punojnë në mënyra që rrisin inteligjencën kolektive të nxënësve dhe të bashkëpunojnë me kolegët për të përmirësuar mësimdhenien dhe të nxëniet e tyre.”( Common European Principles , 2005)

Lind pyetja. Si merren mësuesit me anën emocionale dhe me ndikimin e saj në çfarë dhe se si mësojnë nxënësit? A kanë ata të zhvilluar inteligjencën emocionale dhe a mund të mësohet kjo në programet e mësuesisë në universitet?

Menaxhimi i emocioneve është kryesor në jetë. Të mësuarit për të menaxhuar këto emocione fillon në një moshë shumë të hershme dhe duhet të vazhdojë gjatë gjithë karrierës dhe jetës. Aftësia për ta bërë këtë e bën individin më të sulsesshëm në veprimtarinë e tij.

Ne librin e tij Inteligjenca emocionale : Pse mund të ketë më shumë rëndësi si IQ (Koeficienti i inteligjencës) , Daniel Goleman shkruan. "Nëse nuk i keni në dorë aftësitë tuaja emocionale, nëse nuk keni vetëdije, nëse nuk jeni në gjendje të menaxhoni emocionet tuaja shqetësuese, nëse nuk mund të keni ndjeshmëri dhe të keni marrëdhënie të efektshme, atëherë nuk ka rëndësi sa të zgjuar jeni, ju nuk do të arrini shumë larg. " (Goleman, D. 1995).

Inteligjenca emocionale përcaktohet si "aftësia për të monitoruar ndjenjat dhe emocionet e vetvetes dhe të tjerëve, për të diskriminuar në mes tyre dhe për të përdorur këto informacione për të udhëhequr mendimin dhe veprimet e një personi" (Salovey & Mayer, 1990, f.189). Ndërsa Goleman e përkufizon IE si "Aftësia për të njohur ndjenjat tona dhe ato të tjerëve, për të motivuar veten dhe për të menaxhuar emocionet mirë në veten tonë dhe në marrëdhëniet tona (Goleman, 1998, 317). Përkufizimi i Bar-On e paraqet inteligjencën emocionale si një shumëllojshmëri aftësish .Ai nënvizon IE është "një grup i aftësive të ndërlidhura emocionale, personale dhe shoqërore që ndikojnë në aftësinë tonë të përgjithshme për të përballuar në mënyrë aktive dhe efektive kërkesat dhe presionet e përditshme ". (Bar-On, 2006).

Duke e trajtuar inteligjencën emocionale si e përbëra nga 'kompetenca sociale dhe emocionale' Goleman (1998) ka identifikuar pesë prej tyre dhe konkretisht :

- 1.Vetë-ndërgjegjësimi - të njohësh e kuptosh ndjenjat e veta .
- 2.Vetë-rrëgullimi - Menaxhimi i ndjenjave të veta.
- 3.Motivimi - Përdorimi i ndjenjave për të ndihmuar në arritjen e qëllimeve të veta.
- 4.Empatia , ndjeshmërinë - kuptimi dhe perjetimi i asaj që ndjejnë të tjerët.

#### 5. Aftësitë sociale- Trajtimi drejt i ndjenjave në ndërveprimet me të tjerët .(Goleman ,1998)

Pra, personi me inteligjencë emocionale është ai që zotëron një numur aftësish: aftësinë e vetë-vëzhgimit (vetë-vetëdijës), për sa i përket njohjes së personalitetit të vet, nevojave, ndikimeve dhe konflikteve; aftësinë e vetëkontrollit të emocioneve , janë më të aftë të njohin dhe të vetrregullojnë ndjenjat e tyre positive dhe negative, dhe t'i përdorin njohuritë e tyre emocionale për të drejtuar mendimin dhe sjelljen e tyre ; aftësinë e vetë-motivimit (vetëbesim, optimizëm); zotërojnë empati (aftësia për të kuptuar çfarë ndjejnë të tjerët dhe për të reaguar ndaj tyre bazuar në këtë njohuri); dhe aftësi sociale (zgjidhja e konflikteve, vendosja e marrëdhënieve miqësore harmonike, aftësia e menaxhimit të grupit).

Goleman thekson se mësuesit me IE të lartë janë më empatikë dhe më të mirë në krijimin e një mjedisi mësimor që stimulon zhvillimin e aftësive socio-emocionale të nxënësve (Goleman, 2000).

#### **Mësuesit dhe IE**

Në studimet e kohëve të fundit gjithmonë e më shumë po trajtohet rëndësia e kompetencave sociale-emocionale në lidhje në rezultatet e të nxënësve të studentëve, me marrëdhëniet positive ndërpersonale me mësuesit dhe bashkëmoshatarët si dhe me uljen e rasteve të sjelljeve të dhunshme. IE nënkupton një lidhje të ndërsjelltë midis emocioneve dhe njohjes, dhe rëndësinë e emocioneve në të menduarit . Është mësuesi ai që drejton klasën dhe punon të zhvillojë IE e vet dhe të nxënësve. Mësuesi i mirë është ai që zotëron njohuri të ëndes, metoda e teknika mësimdhënie, teknologjinë, është krijuar dhe ka inteligjencë emocionale. Kompetencat e IE e ndihmojnë mësuesin të njohë e vlerësojnë emocionet e veta dhe të klasës, gjë që i jep përparësi kur punon në grup. Në këtë mënyrë ai është në gjendje të vlerësojë gjendjen emocionale të nxënësve dhe të mund të shqyrtojë me kujdes klimën e klasës. Vlerësimi i elementeve emocionale në çdo situatë, qoftë pozitiv apo negativ, do të ndihmojë që nxënësit të angazhohen dhe t'i mundësojnë mësuesit të kuptojë më mirë sjelljen e tyre dhe mentalitetin aktual (Goldstein, 2017). Si rrjedhim menaxhimi i inteligjencës emocionale të nxënësve con në motivim dhe përfshirje më të mirë të tyre në mësim dhe arritjen e rezultateve më të larta. Përdorimi i IE në mënyrë efektive në transferimin e njohurive mund të jenë një nga zgjidhjet më të mira dhe mjetet më efektive për të bërë që nxënësit të kuptojnë materialin e mësuar dhe ta kujtojnë atë për një periudhë të gjatë kohore.

#### **Studentët e Mësuesisë dhe IE**

Nënvizimi i zhvillimit të IE në programet e mësuesisë lidhet më faktin se “ Edukimi fillestar i mësuesve është faza e parë thelbësore në udhëtimin profesional të një mësuesi. Ai përcakton themelet e një mentaliteti profesional dhe i jep mësuesit të ri një kuti mjetesh themelore për ta bërë që në klasë të zhvillohet të nxënësve.... Ai përfshin të gjithë personin - qëndrime, besime dhe emocione. Burimet e para dhe më të rëndësishmet që përdorin mësuesit janë ata vetë; karakteristikat e tyre personale mund të jenë katalizatorë për të nxënësve të mësuarit e tyre dhe të tjerëve, aq sa njohuritë dhe kompetencat e tyre.” ( Caena, 2014, f.1)



Zhvillimi dhe përdorimi i inteligjencës emocionale për t'u kujdesur për dimensionin emocional të të nxenit e ndihmon mësuesin për dy qëllime .Së pari, ai është në gjendje të njohë dhe të reagojë ndaj ndjenjave të vetes dhe nxënësve në klasë, dhe së dyti, ai krijon dhe inkurajon një gjendje të tillë emocionale për lëndën që rezultojnë në rezultate të të nxenit.

Shumë studjues kanë vënë në dukje se " shumë pak vëmendje i është kushtuar rëndësisë së faktit se të rriturve janë nxënës emocionalë shoqërorë vetë" (Cohen & Sandy, 2007, f. 71), ndërsa Jennings & Greenberg,( 2009) theksojnë se mësuesve rrallë u jepet rrallë mundësi për t'u angazhuar në zhvillimin e kompetencat emocionale të tyre.

Përgatitja e studentëve me këtë kompetencë do të thotë që ata do zhvillojnë më tej aftësitë e tyre për perceptimin dhe rregullimin e emocioneve, do dinë të krijojnë gjendje të caktuara emocionale për të lehtësuar lloje të caktuara të të menduarit dhe do kuptojnë proceset e ndryshimit emocional në klasën e tyre. Zhvillimi i IE rrit efektivitetin dhe mireqenien e studentëve jo vetëm në auditor por edhe në karrierën e tyre profesionale.

Zhvillimi i inteligjencës emocionale mund të kryhet me studentët univeritarët brenda kurrikulit, duke e përfshirë dhe integruar më zhvillimin e lëndëve të tjera

Është e rëndësishme të thuhet se në kontekstin shkollor, zhvillimi i aftësisë themelore të mësuesve për të njohur emocionet tek njerëzit e tjerë ndihmon për të forcuar kompetencat specifike të nevojshme për zgjidhjen efektive të konflikteve, siç është një grindje e menjëhershme në klasë midis studentëve (Extremera & Fernández-Berrocal, 2004 ). Për më tepër, perceptimi i emocioneve është një aftësi e nevojshme paraprake për çdo strategji të rregullimit emocional dhe shoqërohet me aftësinë për t'u përgjigjur empatikisht ndaj të tjerëve

Ky proces i gjatë dhe i vazhdueshëm fillon me *ndërgjegjesimin*, që përkufizohet si "aftësia për të njohur dhe kuptuar emocionet tuaja" (Cherry, 2019). Ai i përfshin ndërgjegjesim për ndjenjat personale në çdo moment në lidhje me mësimdhënien; ndërgjegjesim për vlerat dhe qëndrimet veti si mësues; ndërgjegjesimin për sjelljet personale mësues dhe për perceptimet që krijon te të tjerët. Duke qënë i vetëdijshëm për ndjenjat në çdo kohë të mësimdhënies mësuesi do mund ta përdorë inteligjencën emocionale me sukses. Nuk mund të kërkojmë që një individ të fillojë të menaxhojë ndjenjat e të tjerëve pa mundur të punojë me emocionet e veta.Gjithashtu individ i duhet të jetë i vetëdijshëm për karakterin e vet e në veçanti për vlerat dhe qëndrimet e tij. Ndërgjegjesimi lidhet edhe me sjelljet e dukshme. Kjo përfshin mënyrën e sjelljes, zakonet, mënyrën e të folurit, komunikimin joverbal etj. Me fjalë të tjera, këtu përfshihen të gjitha ato gjëra që të tjerët mund të shohin dhe dëgjojnë dhe që mund t'i njohin te individ. Kjo vetëdije është e rëndësishme, sepse nëse mësuesi përpqet të ndikojë në motivimin dhe gatishmërinë e nxënësve për të mësuar , ai duhet të kuptojë dhe të di se perceptohet nga nxënësit dhe çfarë ndikimi ka ky perceptim i tyre në veprimtarinë e të nxenit dhe zhvillimin e përgjithshëm të tyre.

Mortiboys (2005) specifikon se si EI mund t'i ndihmojë mësuesit në profesionin e tyre, dhe jo vetëm në fushën personale. Mësimdhënia me inteligjencën emocionale do të thotë:

-Të planifikosh për mjedisin emocional,

-Të vlerësosh pritshmëritë e nxënësve, duke i dëgjuar dhe pranuar ato,



- Të kuptosh dhe të reagosh ndaj ndjenjave të individëve dhe grupeve,
- Të zhvillosh vetëdijen, të njohësh paragjykimet dhe preferencat personale dhe të përshtatësh komunikimin jo verbal,
- Të njohësh, trajtosh emocionet në mënyrë të përshtatshme.

Në shkollë, theksi është në krijimin e një mjedisi të favorshëm për zhvillimin e IE të nxënësve. Pjesa më e madhe e kësaj përfshin krijimin e një ndjenje identiteti, sigurie dhe vlere. Në këtë mënyrë, institucionet dhe mësuesit janë përgjegjës për nxitjen e ndjenjes së përkatësisë në shkollë ose universitet, sigurisë, lidhjes me të tjerët, për informimin e studentëve për atë që është në dispozicion, trainimin e tyre, dhe përfshirjes së tyre në studim dhe aktivitete fizike dhe sociale. Mësuesit me IE të lartë krijojnë më shumë marrëdhënie me nxënësit dhe kolegët, ata kanë vetbesim, kanë më shumë durim në marrëdhëniet me njerëzit e tjerë, menaxhojnë më lehtë veten e tyre, gjejnë zgjidhje lehtësisht për problemet që mund të krijohen. Mësuesit me IE të zhvilluar kanë aftësi më të mira komunikimi, lëndën e shpjegojnë në përshtajë me nevojat dhe moshën e nxënësve, i vënë re shpejt problemet që mund të krijohen në komunikim dhe përdorin strategji të ndryshme dhe efikase për zgjidhjen e tyre. Mësuesit kanë përgjegjësi të madhe sepse ata influencojnë në zhvillimin e inteligjencës emocionale dhe shoqërore të nxënësve të tyre.

Studentët e programeve të mësuesisë duhet të ushtrohen në universitet për aftësimin e tyre për të kuptuar emocionet e veta dhe se si t'i trajtojnë ato. Kjo mund të realizohet në seminare praktike të integruara me lëndet e tjera ku të identifikohen komponentët e IE dhe të zhvillohet lojra me role për të simuluar situata të ndryshme me të cilat mësuesi do përballet në jetë duke sugjeruar zgjidhje të ndryshme.

### **Disa drejtime të zhvillimit të IE në klasë**

Nëpërmjet një ambienti që ndikon në IE mundësohen gjendje të domosdoshme për nxënësit si ndjenja e përkatësisë të institucioni përkatës, ndjenja e sigurisë që edhe të tjerët përjetojnë të njëjtat probleme, lehtësimi i formimit të shoqërisë, njohja e nxënësve me mundësitë e shumta që kanë për të patur sukses, si dhe mundësia për trainimin e nxënësve më shprehë të nxënësve, me menaxhimin e klasës dhe uljen e stresit. IE zhvillohet nëpërmjet veprimtarive mësimore që përfshijnë komunikim, shkëmbimin e ideve dhe diskutimin në klasë, që janë pjesë e punës së përditshme të mësuesit, por i kushtohet vëmendje zhvillimit të IE.

Në gjithë këtë veprimtari nxënësve u mësojnë të kuptojnë shumëllojshmërinë e madhe të emocioneve, duke i diskutuar të gjitha llojet e emocioneve. Ka shumë emocione pozitive e të tilla si bezi, entuziazëm, nervozizëm, frustrim, mërzitje dhe padurim. Nxënësit duhet të kuptojnë këto emocione të ndryshme dhe të mësojnë si t'i kuptojnë të tjerët. Të përshkruajnë dhe të përdorin strategji të ndryshme për të kontrolluar emocionet e tyre. Ata duhet të shpjegojnë se si mund të reagojnë në situata të ndryshme dhe të kenë mundësi për të zbatuar

këto strategji. Të mësuarit social dhe emocional i referohet procesit të integritit të të menduarit, ndjenjave dhe sjelljeve në mënyrë që të ndërjegjësohemi për veten dhe të tjerët, të marrim vendime të përgjegjshme dhe të menaxhojmë sjelljet e veta dhe të të tjerëve (Elias et al., 1997)

Mësimi i nxënësve me ndjenjën e empatisë ( ndjeshmëri ) që është komponentët i IE bën që ata të të shohin jetën nga perspektiva e një personi tjetër dhe të ndihmojnë të tjerët.. Duke u mësuar nxënësve të ndihmojnë të tjerët, ata ndihen të rëndësishëm se po bëjnë diçka që me të vërtetë ka rëndësi për shoqërinë. Akti i bamirësisë i mëson ata të japin në komunitetin e tyre si dhe të zhvillojnë vlerat e brendshme positive që rrjedhin nga ky veprim. Nxënësit duhet të lejohen të bëjnë gabime. Ata duhet të mësojnë se çdo veprim vjen me një pasojë dhe është në rregull të bëjë gabime. Ne mësojmë nga gabimet tona. "... Gabimet duhet të mirëpritën: Ekspozimi ndaj gabimeve në një ambient të sigurt mund të çojë në një performancë më të lartë" (Hattie, 2011)

Një tipar i domosdoshëm është qendrueshmeria. Nxënësit duhet të përjetojnë mosmarrëveshje dhe konflikte dhe të dinë sit ë veprojnë. Të mësuarit emocional është të kuptuarit se nuk arrihet gjithmonë ajo që dëshërohet, por që individi duhet të mësohet ta trajtojë kete situatë. Ata duhet të mësojnë zgjidhjen e konflikteve dhe të mësojnë se si të japin dhe të përfitojnë në situata të ndryshme. Jeta nuk vazhdon gjithmonë si e dëshirojme dhe duke kuptuar këtë ata do fillojnë të shohin vlerën e arritjes së qëllimeve të grupit edhe pse nuk janë plotësuar te gjitha dëshirat e tyre.

Nxënësit duhet të provojnë ndjenjën e zhgënjimit. Në familjet tona, ne gjithmonë vendosim fëmijët ne qender te vemendjes dhe shumë prej tyre kurrë nuk e kanë provuar me të vërtetë zhgënjimin ose nuk kanë marrë atë që dëshironin menjëherë. Jeta nuk është gjithmonë kështu. Do të ketë raste kur askush nuk është prane tyre dhe ata duhet të gjejnë mënyra për të parë problemin nga këndvështrime të ndryshme dhe për ta zgjidhur atë vetë. Klasë eshte vendi për të luftuar dhe eksperimentuar me mënyrat për të trajtuar zhgënjimin.

Optimizmi dhe mirënjohja i ndihmon nxënësit të shohin në anën e ndritshme të gjërave, u lejon atyre të përballojnë veshtiresite dhe i ndihmon ta shohin të ardhmen me optimizem.

### **Përfundime**

Mësimi dhe zhvillimi i IE është pjesë përbërëse e procesit mësimor dhe con në një zhvillim të përgjithshëm të nxënësit dhe përgatitjen t tij për jetën. Mësuesit kanë potencialin më të madh për të ndikuar në sjelljen dhe edukimin e nxënësve. Mësuesi edukon jo vetëm me njohuritë e thella për lëndën, por me shembnullin e tij, i cili duhet të zhvillohet nga ai vet. Inteligjenca emocionale ndihmon mësuesit në planifikim më të mirë dhe ndihmon në marrjen e vendimeve me siguri. Inteligjenca emocionale motivon veten dhe të tjerët që të punojnë gjatë dhe të fort, duke mbetur entuziast dhe optimist për rezultatin përfundimtar. Nxitja e inteligjencës emocionale te mesuesit është e rëndësishme dhe mund të merret si një investim në të ardhmen. Eshte kurrë tepër vonë për të nxitur inteligjencën emocionale. Për Goleman (1998) inteligjenca emocionale kryesisht mësohet dhe vazhdon të zhvillohet ndërsa kalojmë nëpër jetë dhe mësojmë nga përvojat tona.

Në programet mësimorë të Masterit studentet marrin një bazë të mirë teorike dhe praktikë për mësimdhënien në lëndë të caktuar e domosdoshme për profesionin e tyre. Por atyre ju nevojiten dhe aftësi të tjera si qëndrime shumë të përcaktuara të motivimit, vetëvendosjes, të kapërximit të vështirësive dhe entuziazmit. Atyre ju nevojiten aftësitë që mundësojnë punën në grup, bashkëpunimin si dhe marrjen e një roli si drejtues grupi, si antar grupi ose si vartës. Keto aftësi dhe kompetenca emocionale mund të mësohen në mënyrë efektive nga studentët, duke I përfshirë ata jo vetëm vetëm në përvetsimin e njohurive teorike e praktike metodike, por edhe aftësi të një natyre emocionale që do ju shërbejë atyre për të arritur qëllimet e tyre personale, akademike dhe profesionale.

Nëse ofrohet një klimë pozitive në mjedisin universitar për pajisjen e syudentëve me aftësi të menaxhimit emocional, përvoja e tyre si nxënës në mësimin e një shumëllojshërie aftësish do jetë më e qëndrueshme dhe do ju shërbejë atyre në sfidat e jetës. Nëse mësuesi i ardhshëm pajiset më qëndrueshmëri, këmbëngulje dhe vendosmëri për të kapërcyer sfidat. dhe duke paturë një qëndrim ndryshe për mësimdhënien jo vetëm si proces mesimi por edhe nxënjeje, sferojë këto aftësi në klasën e vet. (Gibbs, 2010; Woods, 2012 )

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## **TOPIC: A COMPARISON BETWEEN FINNISH AND NORWEGIAN SPECIAL EDUCATION SYSTEM**

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### **Abstract**

*In this paper we are to discuss and to compare the special education system of Finland and Norway. There were some various reasons why we chose Norway as the state to be compared with Finland. First of all, both of them are Nordic countries. Although they might seem very similar because of their geographical position, their economy, their political relationship and why not, somehow even similar cultures, there can be a significant number of differences in how special education system is organized and how it works in these two countries. Even the stages they have gone through, from segregation to inclusion, are astonishingly different. The OECD PISA results show a remarkable performance of Finnish schools, which is also because of the bendable part-time special education. In Finland, they try to make an early intervention, which has proved to be successful. These measurements demonstrate that Finnish education system is converting the schools in more inclusive ones every day. Their purpose of education for all as well as schools for every child indirectly shows that support is offered instantaneously without implementing any difficult process, because even the government's aim is to improve the children's development in education. Regarding Norway, it has very weak instructive results contrasted with Finland, which could imply that despite the fact that they are attempting to have inclusive schools, they have not yet accomplished it. Special curriculum might be one reason that give success in school. In that situation, at that point it is extremely vital to discover about various systems everywhere throughout the world. So in this way we will likewise be finding the components that bring their success.*

**Keywords:** OECD PISA results, inclusion, special education system, intervention, performance.

## **Introduction.**

Ever since the Program for International Assessment, known as PISA, began to be administered in the OECD countries, Finland has been among the most highly ranked nations in international learning outcomes. Norway has ranked around average, and the ranking has increased over time until 2009 when Norway was above average (Takala, M. & Hausstätter S. R. 2012, p.1). The variance among the educational results in these two Nordic countries is even more outstanding for the reason that Finland and Norway are diligently connected, geographically and culturally as well. Moreover, Norway invests much more money in basic education than Finland. Both of these countries are models of the Nordic welfare system, and subsequently, the educational systems overall are pretty similar. As part of this welfare system, Finland and Norway have public schooling for all children, while there are very few private schools. This obligatory public education consists of primary and middle school.

Education for each and every child is a basic principle of Norwegian as well as Finnish educational dogma. Children and young individuals must have an equivalent right to learning, unrelatedly to their neighborhood, social and cultural background, gender or any special needs. The provision of special education varies in Norway and in Finland; Finland has more children included in special education than Norway. This difference is mainly worth mentioning for the reason that, from a Finnish perception, many academics have insisted that the provision of special education is one important factor in explaining the remarkable PISA results amongst Finnish students.

The provision of special education in Finland and Norway differs in terms of the percentage of students served, the process of identifying students, the development of IEP programs, the stage of schooling at which services are concentrated, and the content of the special education curriculum (Takala, M. & Hausstätter S. R. 2012, p.2). In order to deeply understand the dissimilarities experienced, the viewpoint must be expanded and the social culture within which the special educational system exists must be taken into consideration. In this paper, these different extents will be analyzed to highlight the level of dissimilarities amongst the two countries with an emphasis on special education.



## **Extent of Special Education and School Organization**

One of the differences in Finnish and Norwegian special education is the number of students attending this program. Despite the fact that from the measurements that have been done, the number of students receiving some kind of special education has increased in both countries last years, Finland has provided special education to a larger ratio of students (31%) than Norway (8.4%). But, we should not forget that these two countries can have different ways of defining special education needs (SEN). Usually, in Finland, the children that cannot benefit from normal education are being given full-time special education. This means that new and certain plans must be designed for each of them. While part-time special education provides only supplemental and alternative teaching for pupils that are known to have learning difficulties. In Finland, since this support is considered short term, there is no need of an IEP (Individual Educational Plan) and by this way, accessing to part-time special education has become easier. Whereas, in Norway, all pupils receiving either one or the other special education, form the number of pupils/students with an IEP. From this we can clearly see that these two countries have different ways of defining children with special needs, which shows a cultural difference between them. While in Finland, all alternative teaching, except the supporting one, are defined as special education, in Norway, only teaching students that own an IEP is being taken and measured as special education.

Another quite important issue that is counted as a difference is also the age/stage when special education is mostly concentrated. Finland and Norway differentiate not only in the number of students included in special education, but also in the distribution of resources according to the grades. Finnish schools give most of the attention to the early primary school, where 49% of the teacher resources are devoted to special education. So, they provide most of the needs and help during early primary school. As for late primary school or secondary school, have about one-fourth of the teachers in their disposition. But if we talk about the full-time special education, in Finland, is more evenly distributed. In contrast, Norwegian schools have an annual steady increase in the number of students included in special education by one-third (28.2%) of the resources related to grades in early primary school and one-third to late primary school and secondary school. So, as we see from these data, the use of special education in schools is a problem from a full-inclusion point of view. Here the differences between Finland

and Norway are more easily noticeable. Although both of them want an inclusive school system, we can say that Finland is closer to that comparing to Norway.

### **Early Intervention for Life-Long Learning**

Not less important are the procedures that should be followed in order to be able to identify the students with SEN. In Finland, among other duties, teachers in each and every school have an important role in evaluating a student's need for special education. The special teachers deal with first graders and if they need it, part-time special learning amenities start without any challenging demand. Although this is easier, the application of full-time special education is more challenging, involves specific procedures for pinpointing a student with SEN and creating an IEP. The teacher is the one who notices and starts it. Then the school's psychologist and a special educationalist make the test and assessment part. Teachers, with the help of the parents accomplish IEP, which is a legitimate document restructured every year. In Norway all this occurs quite unlike from that in Finland. Here, the teacher is the one who starts it and raises questions about special needs. Yet another difference is that the parents can also ask for special education for their child. The pupil will be evaluated by the pedagogical and the psychological staff, outside the school. The IEP is framed based on an academic assessment of the student. The main idea resting behind this system is to have the top experienced staff to help for outlining the need for special education and provide the most suitable education support for the student. Even though it can have a worthy outcome and effect on people, it can be also time consuming. It may be needed one year before they completely comprehend if a student needs special education or not. There is very little left to do if the parents disagree with your opinion. The caretakers can also easily effect the progress of the IEP, but the special educator can easily describe the content of special education support. In other words, in Norway, the development of an IEP is somehow a pedagogical mission for teachers. Once more, the cultural differences cause variances in the organizational process. In Norway, this way of resolution only rises the likelihood for a late intervention. On the other hand, Finland has an easier assessing system involved in special education.

To somehow fully understand the differences between these two countries' special education system, we would need a deep understanding of inclusion. The Finnish concept of inclusion



is “the right to learn”. According to them this right is provided in two different ways: by making the students a part of full-time special education so that they can have an effective learning in that environment, as well as by providing part-time special education, in order to give the right to learn to every student. According to a research (Moberg, S. & Savolainen, H. 2003, p. 26) reading test results of 15-year olds in 1965 and 2005, students in 2005 scored higher than those in 1965 and the percentage of students included in part-time special education in 2005 was 29%, while in 1965 was only 2%. From this we can sum up that Finnish comprehensive schools have dealt quite well with the gap narrowing between good and poor performers, partly because of part-time special education. And what is more important is that this part-time special education is given mostly at the early stages of the school career. In contrast, Norwegian schools, for the last forty years, have put in the center of attention the integration and inclusion as important goals for schooling. Full-time special education is used very little in Norwegian compulsory schools. This process was supported by a research that claimed that in integrated settings the results of the students were better than those in segregated ones. Different from this one, Finnish researchers think that the right to learn is sometimes better provided in a segregating setting. The use of special education related to inclusion, shows that there is a necessity to look into a wider social understanding of the role of special education in Finland and Norway. In Norway, it is shown that students’ academic results are weak in comparison to those obtained in general, inclusive classrooms.

## **Teacher Education**

Another important difference that we wanted to mention here is teacher education. They are very different beginning from the structure. In Finland there is present an elongated and more homogeneous schooling than in Norway. This is made known also from the special education, which has been incorporated more easily in Finland. Full-time special education started at the same time in both of these countries, but the part-time one began much earlier in Finland. Special education has been given more funding in Finland than in Norway. One more key point here is the changes in cultural attitudes toward teachers. In Finland, the instructing is profoundly regarded and chosen. Teacher education is widespread study opportunity and subsequently the determination strategy to enter the college is competitive; just 10 to 15 percent of applicants are accepted. The special education teacher education is organized as

part of the teacher education in six universities (Jahnukainen, M. 2013, p.5). The teacher education in Finland is constructed on master level degrees. Students can take special education as major subject of the master studies or after receiving elementary or subject teacher degree they can apply to one-year lasting qualification course in special education. Special education teacher, as well as teacher education in overall is extremely competitive in Finland, and there are entrance tests with written exam as well as interviews for all applicants.

While in Norway most of the jobs require an upper secondary or higher education. As a result, higher levels of specialization, a new and wider education subject plus better guidance and follow-up of new teachers makes new teachers better equipped for their job in the classrooms. The general teacher education has been reformed into two differentiated Primary and Lower Secondary Teacher Education Programs for years 1–7 and years 5–10. But in Norway, the entry into teacher training college does not need an examination. It is based on grades from high school. So, in principle, everyone who has passed high school with the minimum points needed in Norwegian language and mathematics can have the opportunity to study at a teacher training college. However, approximately 30% of the students entering this college do not manage to graduate.

### **Parental Perspective**

To have a child with learning disabilities or learning difficulties means posing extra challenges to parents in their confrontation with various educational institutions. For the parents to feel that the education system is working to meet the needs of their children, it is essential that an appropriate system is in place for early evaluation, follow-up, effective coordination among the nurseries and schools as well as for attaining a smooth transition amongst the different school levels along with appropriate organization and collaboration between the different support functions. Worthy collaboration amid the home and school is essential to the children, parents and the teacher. Once the school simplifies collaboration concerning home and school, it will be easier to accomplish the anticipated motivation, good working routines and a sensation of assurance in the school setting. In situations where a child needs special care, such collaboration will be mainly essential. Likewise, good collaboration amid the home and

the nursery is an important requirement for meeting the needs of each child in the greatest possible way.

Compared to Finland, in Norway, many parents of children who need special help and support in education feel that their children are not given the assistance and care they need. Many of the parents inform that the transition stages are difficult and that the coordination between the various institutions fails, leaving the parents to take on the role of coordinators themselves (Norwegian Ministry of Education and Research, 2011, p.8). It is vital that caretakers are informed of the constitutional rights of their children both in nursery and school, and their rights of lodging a complaint demand if they have suspicions or disagree with the system on whether these rights are being met in an adequate way. It is also essential to be well-versed on the support amenities, and which networks it might be useful to take part in.

The Ministry should clarify exactly what parents of children in need of special assistance and support are entitled to, and what they may expect from their education system. To that end, the Ministry must prepare a guide for parents of children who need special assistance and support. This guide is best to also contain a Poster for Parents giving an overview of the most important rights of the child. The Ministry must improve the facilitation for parents of pupils with special needs by means of improved training for the parents as well.

In Finland there already exist proper means of cooperation with parents. There are used appropriate methods for part-time inclusion by the teacher as well as full-time inclusion methods by the special educators. Parents are being given enough instructions and explanations regarding their children's progress as well as enough materials for them to collaborate with the children's school and his/her teacher. While in Norway, we still observe a lack of applicable methods used by the educational institutions and teachers. Usually, parents do not have the right information related to their children's improvement and this is mostly because of the problems with the system functioning.

However, we should not exclude the fact that some parents do not accept their children's special needs. They insist in the sole fact that their children do not have any kind of difficulty or disability and that they are "normal" just like "everybody else". When this happens, there

is too little that schools and teachers can do to improve their development, because without the help of the parents the educational institutions cannot intervene.

## Conclusion

To conclude, I can say that even with the similarities in economic status, political relationship and climate between these two countries, the differences are really striking. Although they are very close to each-other, they are surprisingly different in special education system and in the paths they have chosen to make forward. These two neighboring countries have chosen completely different ways and methods of improving their education and the Finnish one happened to be more successful. We were somehow able to see from above maybe not all, but at least the main differences in special education. We saw quite many differences in the participating number of the students in special education affected also by the cultural difference. Also the plans, structures and procedures followed by the institutions to develop the student skills and knowledge are different from one another. And we should not forget also the stage of schooling when special education is concentrated. All these show that the cultural and other similarities have affected more in creating differences than common points. Together with all of the things we said above I wanted to finish my work with an expression. The only thing we have to do, is think about its meaning in a deep way. Since it is related to all of us no matter the different characteristics that we might have, I think it is a meaningful expression for all the people. “We are all different. All differences are not developmentally significant.”

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## **KONGRESI I ELBASANIT DHE SHKOLLA NORMALE NË ARSIMIN SHQIPTAR.**

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### **Abstrakt**

Nga data 2 deri më 9 shtator 1909, në qytetin e Elbasanit do të mbledhej një kongres i rëndësishëm, për arsimin kombëtar shqiptar si dhe për Lëvizjen Kombëtare. Gjatë punimeve të kongresit u ngritën tri komisione, që trajtuan çështje me rëndësi për të ardhmen e zhvillimit të arsimit në vend. Një ndër këta komisione vendosi që të merrej me çështjen e hapjes së Shkollës Normale, e cila do të përgatiste mësues për shkollat shqipe në të gjithë trevat shqiptare. Në shtypin e kohës i bëhet jehonë këtij kongresi dhe vendimeve të rëndësishme të tij veçanërisht hapjes së Shkollës Normale të Elbasanit. Ky kongres dhe kjo Shkollë Normale, do ti sillnin një shtysë të re zhvillimit të shkollës dhe arsimit shqiptar në atë periudhë nga ku do të përgatiteshin mësuesit e ardhshëm të shkollave fillore. Shkolla Normale do të shndërrohej shpejt në një vatër arsimore ku do të punohesh me frymë kombëtare dhe hartimi i gjithë programeve të reja shkollore të pajisura me modelet didaktike bashkëkohore ka qenë një ndër kontributet e shumta të Normales në arsimin shqiptar. Aty do të jepnin mësim një trupë pedagogjike e diplomuar jashtë vendit, si: A.Xhuvani, L.Gurakuqi, S. Shuteriqi etj. Pavarësisht rrjedhës historike dhe vazhdimësisë së saj, Normalja e Elbasanit do të ishte dhe mbetet një ndër shkollat më jetëgjata dhe më me cilësi e arsimit në Shqipëri.

**Fjalë kyçe: Kongresi i Elbasanit, shkolla Normale, arsimi shqiptar, programe,**

### **Hyrje**

Elbasani është njëri nga qytetet shqiptare më me tradita kulturore në fushën e arsimit në trevat shqiptare. Në këtë qytet lindën dhe u rritën shumë personalitete të shquara si : Onufri, Kostandin Shpataraku, Theodor Bogomili, Theodor Haxhifilipi (Dhaskal Todri), Kostandin Kristoforidhi, Aleksander Xhuvani, Simon Shuteriqi, Hysen Ceka, Hasan Gjevori, Aqif Pashë

Elbasani, Lef Nosi, Dervish Biçakçiu etj, të me veprën e tyre arritën të vinin themelet në kulturën dhe arsimin shqiptar.

Lëvizja për arsim kombëtar përfshiu të gjitha shtresat e shoqërisë shqiptare dhe mori përmasa gjithëkombëtare. Edhe në Elbasan u manifestua një dëshirë e madhe për të mësuar gjuhën shqipe dhe për të hapur shkollat me karakter kombëtar.

Që në vitin 1905 Edit Durham do të prezantonte përpjekjet e mëdha që po bëheshin në Elbasan për ngritjen e një shkolle ku do të përdorej gjuha shqipe<sup>18</sup>.

Në një periudhë shumë të shkurtër u arrit të hapeshin shkolla jo vetëm në qytete, por edhe në disa fshatra. Sipas historianëve, mendohet që një nga shkollat e para fillore shqipe, që u çelën në Shqipëri ishte shkolla fillore shqipe më 2 gusht të vitit 1908 në qytetin e Elbasanit<sup>19</sup>.

Për entuziasmin e hapjes së kësaj shkolle, shtypi i kohës do të informonte se: “*Sot u çel në Elbasan shkolla shqipe. Ishin mbledhur me mijëra shqiptarë me gaz në buzë dhe me shpresë në zemër*”<sup>20</sup>. Po në muajin gusht të vitit 1908 u hapën shkolla të tjera shqipe, në Vlorë, Kaninë, Beratit, Gjirokastrë, Filat e në Luros të Çamërisë<sup>21</sup>. Përpjekje për të çelur shkolla shqipe u bënë edhe në mjaft qytete të tjerë si në Dibër, Manastir, Durrës, Kavajë etj.

Lëvizja për arsimin kombëtar pas shpalljes së Kushtetutës të vitit 1908 mendohet që u zhvillua në tri drejtime kryesore; në përhapjen e mësimit shqip në forma individuale, në hapjen e shkollave të reja shqipe dhe në përpjekjet për futjen e gjuhës shqipe në shkollat e huaja<sup>22</sup>.

Shkollat shqiptare të asaj periudhe do të dalloheshin për karakterin kombëtar dhe laik. Ato u kthyen jo vetëm në qendra të arsimimit, por edhe në vatra të zgjimit e të bashkimit të tyre kombëtar. Sipas të dhënave dokumentare arkivore dhe shtypit shqiptar në periudhën gusht-nëntor 1908 në trevat shqiptare qenë ngritur rreth 20 shkolla të ditës e 15 kurse a shkolla të mbrëmjes që dëshmonin për përparim të madh në fushën e arsimit kombëtar të panjohur më parë në Shqipëri<sup>23</sup>. Mësimin e gjuhës shqipe filluan ta japin mësuesit patriotë si Hysen Ceka, Babë Dudë Karbunara, Petro Nini Luarasi, Thoma Papapano, Josif Bajgeri, Nuçi Naçi, Motrat

<sup>18</sup> Edith Durham, *Brenga e Ballkanit*, Shtëpia botuese “8 Nëntori”, Tiranë 1991, f.81.

<sup>19</sup> AQS, Fondi. 102, Dos. 100, fl. 1. Telegram dërguar nga Elbasani Feim Zavalanit në 31 gusht 1324/13 shtator 1908.

<sup>20</sup> “Liria”, Selanik, 1908, 4 gusht 1908

<sup>21</sup> *Historia e Popullit shqiptar*, Vëll. II, vep e përm. f.387

<sup>22</sup> Prof. Dr. Hysni Myzyri, *National Education During the Albanian Renaissance (1844-1912)*, Tiranë, 2007, f.188.

<sup>23</sup> *Historia e Popullit shqiptar*, Vëll. II, vep e përm. f. 388.



Qiriazit etj. Krahas tyre përpjekjet për hapjen e shkollave të reja u zhvilluan edhe nga Refik Toptani në Tiranë, Aqif Pashë Elbasani në Elbasan<sup>24</sup> në Vlorë nga Jani Minga, në Shkup nga Nexhip Draga dhe në Kosovë nga mësuesit e klerikët atdhetarë Mulla Sylva<sup>25</sup>, Mulla Hamiti, Mulla Zeka, Mulla Dema etj<sup>26</sup>.

Duke u ndodhur përballë kërkesave këmbëngulëse të popullsisë shqiptare për çeljen e shkollave shqipe, Ministria e Arsimit e Perandorisë Osmanë në Stamboll nxori në tetor të vitit 1908 një urdhëresë, sipas së cilës gjuha shqipe futej si lëndë mësimi në shkollat mejtepe (fillore) dhe plotore (ruzhdie). Më pas mësimi i gjuhës shqipe u fut edhe në gjimnazin e Manastirit<sup>27</sup>.

Një rol të madh gjatë viteve 1908-1911 në përhapjen dhe mësimin e gjuhës shqipe në Elbasan kanë luajtur klubet Vllaznia, Afërdita, Bashkimi dhe shoqëritë kulturore *Dielli*, *Afërdita*, *Drita* etj<sup>28</sup>. Ato çelën shkolla, kurse në gjuhën shqipe në qytet dhe fshat. U kujdesën për sigurimin e fondeve, tekstet etj. Përfaqësues të klubit “*Bashkimi*” morën pjesë në kongresin mbarëkombëtar që u mbledh në qytetin e Manastirit më 14-22 nëntor 1908<sup>29</sup>.

### 1. Kongresi i Manastirit

Hovi që mori shkolla shqipe dhe përhapja e letërsisë kombëtare, çelja e shkollave të reja shqipe të ditës e të natës, përhapja e gjerë e shkrimit dhe leximit shqip, shtroi nevojën për caktimin e alfabetit të vetëm, në kushtet, kur disa lloje alfabetesh krijonin vështirësi në shkrimin e gjuhës shqipe. Pikërisht ky do të ishte një nga objektivat kryesore të kongresit të posaçëm që u mbledh në 1908 në qytetin e Manastirit. Kërkesa për njësimin e alfabetit ishte domosdoshmëri edhe kur u rrit më tej kërkesa për tekste shkollore, libra, revista, gazeta etj, që shtroi si një detyrë të ngutshme shkrirjen e tri alfabeteve më të njohura në shkrirjen e tyre në një të vetëm.

<sup>24</sup> Gazeta “Lirija”, Selanik datë 1 shtator 1908.

<sup>25</sup> Mr. Nuredin Ahmeti, *Krërët fetarë në lëvizjen Kombëtare Shqiptare në Vilajetin e Kosovës (1878-1912)*, Prishtinë 2011, f.113.

<sup>26</sup> Abdullah Vokri, *Shkollat dhe arsimit në anën e Llapit brenda viteve 1878-1944*, Prishtinë, 1995, f.18.

<sup>27</sup> AIH, Vj. 18-12-5463, Raport i konsullit austro-hungarez nga Janina, nr.47, 1 nëntor 1908, dërguar Ministrisë së punëve të Jashtme në Vjenë.

<sup>28</sup> Majlinda Peza, *Klubet Shoqëritë dhe Arsimit në Elbasan në vitet “1909-1911”*, Buletini Shkencor “UNNIEL” (Seria e Shkencave Shoqërore) (5), Viti XV botimit, 2011/2, f.114-126.

<sup>29</sup> Rudina Mita, Lira Gjevari, *Probleme të arsimit 1908-1909, parë në kuadrin e trevave të Elbasanit*, Buletini Shkencor “UNNIEL” (Seria e Shkencave Shoqërore) (5), Viti XIII botimit, 2009/2, f.42.



Gjithashtu, përdorimi i disa alfabeteve në shkrimin e librave në gjuhën shqipe në Shkodër përveçse krijonte probleme në aspektin e shkrimit të shqipes, konsiderohej edhe si shprehje e rivalitetit midis Austro-Hungarisë dhe Italisë për dominim në këtë zonë<sup>30</sup>.

Sipas burimeve të kohës, rezulton se ftesa e parë nga klub “Bashkimi” i Manastirit për Kongresin e Alfabetit është bërë në 23 shtator 1908<sup>31</sup>. Lajmi për mbajtjen e tij pati jehonë të madhe në opinionin e gjerë shqiptar. Në letrat që i erdhën klubit të Manastirit nga dhjetra klube e shoqëri atdhetare, si nga Elbasani, Janina, Shkupi, Shkodra, Ohri, Bukureshti, Kajroja, Aleksandria, Varna etj, shprehej entuziasmi i të gjithëve për thirrjen e kongresit dhe gatishmëria për të dërguar përfaqësuesit e tyre në kongres<sup>32</sup>.

Zgjidhja e çështjes së alfabetit ishte qëllimi kryesor për të cilin thirrej kongresi, por jo i vetmi, prandaj në thirrjen e lëshuar nga kryesia e klubit të Manastirit bëhej e ditur se “*në kongres do të shikohen edhe të tjera punëra për interesat e kombit shqiptar*”<sup>33</sup>.

Sipas programit të shpallur zyrtarisht nga klubi i Manastirit dhe që u shpërnda i poligrafuar, përveç çështjes së njësimin të alfabetit, një “objekt tjetër” diskutimi do të ishte dhe “çështja shkollore”. Duke dashur që të futej mësimi i shqipes në të gjitha shkollat shtetërore turke të Shqipërisë dhe të zhvillohej më tej arsimit kombëtar, programi parashikonte që kongresi t’i drejtonte qeverisë osmane një kërkesë zyrtare që ajo të emëronte e të mbante me shpenzimet e veta mësues të gjuhës shqipe në të gjitha shkollat turke që gjendeshin në Shqipëri dhe që vetë shqiptarët të kishin të drejtë të krijonin, ku ta shihnin të nevojshme, shkolla shqipe më të larta e më të pavarura “për të mësuar më të lartërat mësimet të çdo dege të diturisë”<sup>34</sup>.

Ky kongres për problemet që ngriti, çështjet që diskutoi si dhe për elitën përfaqësuese intelektuale të shqiptarëve që morën pjesë, vlerësohet si kongresi më i rëndësishëm kombëtar në historinë politike e kulturore të shqiptarëve në fillimet e shekullit XX. Pas punës së madhe përgaditore të klubit “Bashkimi” të Manastirit dhe të klubeve e të shoqërive të tjera shqiptare, më 14 nëntor 1908, në Manastir filloi punimet kongresi kombëtar. Në kongres morën pjesë 32 delegatë me të drejtë vote që përfaqësonin 26 qytete e shoqëri të ndryshme shqiptare<sup>35</sup>.

<sup>30</sup> Po aty.

<sup>31</sup> *Alfabeti i Gjuhës Shqipe dhe Kongresi i Manastirit*, Botim i Institutit të Historisë dhe Gjuhësisë, Tiranë: 1972, f.316.

<sup>32</sup> Shaban Demiraj-Kristaq Prifti, *Kongresi i Manastirit ngjarje me rëndësi në Lëvizjen Kombëtare Shqiptare*. (Me rastin e 70 vjetorit të tij), Tiranë, 1978, f.71.

<sup>33</sup> “*Kombi*”, Boston, Nr. 106, 26 tetor 1908, f. 3

<sup>34</sup> *Kombi*”, Boston, Nr. 110, 1 janar 1909, 1.

<sup>35</sup> R.Abdyli, *Lëvizja Kombëtare 1908- 1910*, Libri 1, Institutit I Historisë, Prishtinë 2004, f.116.

Midis delegatëve kishte personalitete të njohura të Lëvizjes Kombëtare, levrues të gjuhës dhe mësues të shqipes, drejtorë gazetash e letrarë në zë, si Midhat Frashëri, At Gjergj Fishta, Dom Ndre Mjeda, Sotir Peci, Luigj Gurakuqi, Dom Nikollë Kaçorri, Bajo Topulli, Mati Logoreci, Hafiz Ibrahim Efendi Shkupi, Refik Toptani, Dhimitër Mole, Shahin Kolonja, Simon Shuteriqi, Lef Nosi, Mihal Grameno, Glikor Cilka etj<sup>36</sup>.

Kryetari i Kongresit u zgjodh Mithat Frashëri, nënkryetarë ishin Luigj Gurakuqi dhe Gjergj Qiriazit<sup>37</sup>. Gjatë diskutimeve në punimet e kongresit duke përfshirë edhe mbledhjet e hapura, vendin kryesor e zuri çështja e caktimit të një alfabeti të përbashkët për të gjithë shqiptarët.

Sikurse u vu re nga diskutimet e delegatëve në ditët e para në Kongres, për shkak të faktorëve të ndryshëm, divergjencat për pranimin e një alfabeti ishin evidente. Në këtë kuadër, konsensusi i arritur nga delegatët e kongresit u finalizua me krijimin e një komisioni me kompetenca të plota që përbëhej prej 11 anëtarësh me kryetar At Gjergj Fishtën<sup>38</sup>.

Pas shumë diskutimesh komisioni vendosi që të mos merrej në vështrim asnjëri nga tri alfabetet e përmendura, por të krijohej një alfabet i ri mbi bazën e atij latin, duke u dhënë shkronjave latine vlera fonetike në përputhje me nevojat e gjuhës shqipe. Komisioni ndeshi në vështirësi për caktimin e shkronjave dyshe, që nevojiteshin për ata tinguj të shqipes, që i mungonin latinishtes (për dh, gj, nj, th, etj.).

Në këto rrethana, pas shumë diskutimesh, kongresi miratoi jo një por dy alfabete. Njëri ishte alfabeti i Stambollit, ndërtuar mbi parimin fonetik (për çdo zë një gërmë) me shumicën dërrmuese të gërmave të alfabetit latin dhe me plotësime nga alfabete jo latine. Me alfabetin e Stambollit ishte shkruar një letërsi relativisht e pasur. Tjetri ishte alfabeti latin që dukej si më i përdorshëm dhe më praktik.

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<sup>36</sup> AIH, Vj-18-9-901, Raport I konsullit austro-hungarez nga Manastiri, nr.64, dt.23 nëntor 1908, dërguar Ministrisë së Punëve të Jashtme në Vjenë.

<sup>37</sup> Kryesia e kongresit përbëhej nga: Mitat Frashëri kryetar, Luigj Gurakuqi n/ kryetar, Gjergj Qiriazit n/kryetar, Hilë Mosi sekretar, Thoma Avrami sekretar, Nyzhet Vrioni sekretar. Botuar në "Stëbleva", Nr. 12, Dhjetor 2008, 4.

<sup>38</sup> Komisioni për hartimin e alfabetit përbëhej nga: Gjergj Fishta kryetar, Mitat Frashëri anëtar, Ndre Mjeda anëtar, Luigj Gurakuqi anëtar, Sotir Peci anëtar, Gjergj Qiriazit anëtar, Shahin Kolonja anëtar, Bajo Topulli anëtar, Dhimitër Buda anëtar, Gligor Cilka anëtar, Nyzhat Vrioni anëtar. Botuar në "Stëbleva", Nr. 12, Dhjetor 2008, 4.

Alfabeti latin për shkak se ishte më i lehtë në përdorim u përhap gjithnjë e më shumë dhe nga fundi i Luftës së parë Botërore u bë alfabeti i vetëm për gjithë shqiptarët. Ky alfabet është edhe sot në përdorim.

## 2. Kongresi i Elbasanit.

Pas Kongresit të Manastirit, lëvizja politiko-arsimore u rrit më shumë në qytetin e Elbasanit. Në një artikull të botuar në gazetën Dielli thuhej se: *“të vetmet klube që po përparojnë janë ato të Korçës, të Manastirit, Elbasanit, Shkupit, Stambollit. Klubeve të tjera nuk u dëgjohet as zëri”*<sup>39</sup>. Në kuadër të rritjes së kërkesave për përhapjen e shkollave shqipe do të finalizohen me krijimin e klubeve dhe shoqërive patriotike. Më 18 prill 1909 hapet klubi Vllaznia dhe anëtarë të tij ishin klerikë ortodoksë dhe myslimanë<sup>40</sup>. Ky klub i quajtur Vllaznia do të theksonte Nathalie Clayer, ishte shumë aktiv nën drejtimin e Lef Nosit një ortodoks i qytetit, që organizonte kurse nate dhe diskutime mbi shqiptarizmin<sup>41</sup>. Njëkohësisht të dyja klubet e Elbasanit shkonin shumë mirë me njëri-tjetrin dhe kishin marrëdhënie të ngushta për çështjen e mësimin. Dy misionarët amerikanë F. Kendei dhe T.Erikson pas vrojtimeve në disa qytete të Shqipërisë zgjodhën Elbasanin si qendrën më të përshtatshme për çeljen e një shkolle fillore amerikane dhe të një shkolle të mesme me konvikt me shpjegimin se *“Elbasani konsiderohet si terreni kulturor më pjellor”*<sup>42</sup>. Meqenëse shkolla amerikane e mesme nuk u lejua të hapej nga autoritet osmane lidhur edhe me problemet që kërkonin zgjidhje sic ishte përgatitja e kuadrit arsimor të kualifikuar për mësimin e gjuhës shqipe në cdo cep të vendit. Simon Shuteriqi do të shprehej; *“Mësimore duam të çelim, po mjerisht mësonjës të zotët të marrin përsipër këtë punë të lartë, mësonjës që mund të mësojnë me system gjuhën tonë, dhe ta dijnë këtë mbi një shkallë të mjaftë të përgjithësisht të thomi na mungojnë”*<sup>43</sup>.

Sistemit arsimor mungonte pothuajse krejtësisht dhe duhej të ndërtohej hallkë pas hallke e nivel pas niveli. Ishte shumë e vështirë të gjeje njerëz të arsimuar që në të njëjtën kohë të kishin edhe bagazhin e duhur të njohurive, edhe të zotëronin në një shkallë të mjaftueshme gjuhën amtare të cilëve tu besohej detyra e mësuesit. Prandaj doli e ngutshme të mblidhej një

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<sup>39</sup> Gazeta “Dielli”, Boston, nr.2, 27 shkurt 1909, Atikulli “Klubet Shqip”

<sup>40</sup> Hysni Myzyri, *Shkolla Normale e Elbasanit*, Tiranë, 2004, f.181.

<sup>41</sup> Nathaliye Clayer, *Në fillimet e nacionalizmit shqiptar: Lindja e një kombi me shumicë myslimane*, Tiranë: Përpjekja, 2009, f.611.

<sup>42</sup> Hysni Myzyri, *Shkolla Normale...vepër e cituar*, .f.196.

<sup>43</sup> Gazeta “Tomorri” nr.10, Elbasan, 10 qershor 1909, autori Simon Shuteriqi me pseudonimin Ura e Shkumbinit.

kongres i ri në qytetin e Elbasanit. Ky tubim vinte në kuadrin kur mbledhja e tij bëhej pas konjunkturave politiko-arsimore që dolën në Shqipëri pas kongresit të Dibrës ku qëndrimi antishqiptar i xhonturve u duk evident.

Më 2 shtator 1909 u hap Kongresi i Elbasanit dhe kryetar u zgjodh Dervish Biçaku. Nëpërmjet *Aktit të Vendimeve të Kongresit* u morën një sërë vendimesh: -Çelja e një shkolle Normale në Elbasan, -krijim i një shoqërie qendrore shkollore në Korçë, (Shoqëria e mësonjëtove shqip "Përparimi"), -Zgjedhja e Klubit të Manastirit si klub qendror për dy vitet e ardhshme<sup>44</sup>.

Këto ishin vendime më rëndësi që u pasqyruan në shtypin e kohës. E përkohëshmjia "*L'Italia'all Estero*" me titullin një Kongres i shqiptarëve, theksonte se në "*Elbasan u mbloodh një kongres i madh ku morën pjesë shqiptarë të shklëqyer me qëllim që të bisedojnë dhe të venë në udhë të gjithë ato që janë të nevojshme për përparim dhe paqen e Shqipërisë*"<sup>45</sup>. Kongresi vendosi që një javë pas mbylljes së tij më 14 shtator 1909 të hapej Shkolla Normale ose siç qe njohur ndryshe "*Mësonjëtorja e mësonjësve*". Më 1 dhjetor 1909 u hap Shkolla Normale e para shkolle e mesme në vendin tonë. Normalja kishte 140 nxënës midis të cilëve edhe 70 vetë ishin nga Kosova. Drejtori i parë u zgjodh Luigj Gurakuqi. Kjo shkolle ishte mbarëshqiptare. Shumë djem nga gjithë trevat shqiptare braktisën shkollat e huaja dhe u regjistruan për të mësuar në gjuhën shqipe dhe për ti shërbyer më pas arsimit shqiptar. Një rëndësi iu kushtua planeve mësimore si dhe programit mësimor-didaktik po ashtu edhe karakterit kombëtar që pati kjo shkolle pedagogjike. Në vitin 1910 si pasojë e ekspeditës ndëshkimore osmane shkolla u mbyll. Nga kjo periudhë deri në shpalljen e pavarësisë së Shqipërisë në vitin 1912 nuk do të funksionojë kjo shkolle.

Por në vitin 1912 sapo filloi punën qeveria Vlorës, shënohet fillimi ligjor dhe formal i shtetit shqiptar gjatë së cilës Ministër i Arsimit u zgjodh Luigj Gurakuqi, ish drejtori i Normales së Elbasanit, i cili i ka shtuar kësaj periudhe vlerat dhe kontributet personale dhe qeveritare në fushën e arsimit kombëtar.

Më datë 31 gusht 1913, ai nxori një urdhër në krye të Ministrisë së Arsimit, sipas të cilit, shkolla fillore do të ishte e detyrueshme për të gjithë nxënësit e Shqipërisë, kurse shkollat e veçanta do të

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<sup>44</sup> Lef Nosi, dokumente historike për ti shërbye historisë sonë kombëtare, material depozituar në AME.

<sup>45</sup> *L'Italia'all Estero*, Roma 1920, vjeshhtë e parë, nr.18.

funksiononin vetëm pasi të kishin plotësuar kriteret e përcaktuara në ligj<sup>46</sup>. I gjithë sistemi arsimor duhej t'i nënshtrohej ligjeve të shtetit shqiptar. Shkollat duhej të merrnin leje zyrtare nga qeveria, të përdornin gjuhën shqipe si gjuhë mësimi, të kishin programe dhe libra të njohura nga Ministria e Arsimit. U vendos që mësimi, duke përfshirë edhe shkollat e komuniteteve fetare e të huaja, të bëhej në gjuhën shqipe. Për përgatitjen e mësuesve u rihap Normalja e Elbasanit, me drejtor, mësuesin e përkushtuar Aleksandër Xhuvani dhe e vazhdoi mësimin deri në vitin 1914 kur u mbyll për shkak të kryengritjes rebele të Shqipërisë së Mesme udhëhequr nga Haxhi Qamili. Pavarësisht situatave që u krijuan në vijëmsinë e saj duhet të theksojmë se ajo mbeti Instituti i parë pedagogjik shqiptar që nxori mësues për arsimin shqiptarë në të gjitha trevat shqiptare.

Krahas normales së Elbasanit, një tjetër shkollë normale nisi të funksionojë në Berat. Nëpërmjet drejtorive arsimore që u vendosën në prefektura, u organizuan kurse për nëpunësit që të njihnin më mirë gjuhën shqipe, me shkrim dhe lexim. Nga ana tjetër, qeveria e përkohshme iu përgjigj pozitivisht kërkesës së qeverisë italiane dhe austro-hungareze për studimin e të rinjve shqiptarë me bursa jashtë Shqipërisë<sup>47</sup>. Ministria e Arsimit i kushtoi rëndësi edhe përgatitjes së terminologjisë shqipe për degët e administratës, të arsimit dhe të sferave të tjera të jetës së vendit. Për këtë u ngrit një komision, i cili në qershor 1913 hartoi termat e nevojshme në fushën e ushtrisë dhe të drejtësisë.

Në nëntor 1913, qeveria parashikoi ngritjen e një qendre shkencore për studimin e çështjeve të gjuhës amtare, të programeve dhe të teksteve shkollore. Në thelb ky ishte një projekt për themelin e një Akademie Kombëtare për çështjen e gjuhës dhe të programeve shkollore.

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## **THEORETICAL VIEWS ON LANGUAGE DEVELOPMENT IN CHILDREN**

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### **ABSTRACT**

*The aim of this study is to explore the main theories of language development. The main focus of this paper is the language development of children, including various language elements. In this study, four main theories of language development were discussed: nativist, behaviorist, constructivist, and interactionist. Nativist theory is based on the concept of innate ability of children to learn the language. While, behaviorist theory has at its center the learning through behavior, imitation as well as practice of habits. Instead, constructivist theorists believe that children are actively involved in building their knowledge according to the impacts that the environment exerts on them. Besides, interactionist theory combines the biological readiness of children to learn their language and their language experiences in their environment to enable language development. These are the main theories faced by linguists as they strive to understand the complex process of language acquisition and development.*

**Keywords:** *language development, nativist, behaviorist, constructivist, interactionist, theory children.*

## INTRODUCTION

Individual's development is a complex process that begins in the prenatal period and continues throughout its living. Development takes place in several dimensions such as physical development, cognitive development, perceptual development, social development, linguistic development, etc. All these dimensions are interlinked and help one another develop. Different development theorists over the years have supported nature or growth as the main factors influencing the development process. Nature is considered as inherited genetic trend for development and on the other hand, growth which includes environmental conditions that influence development. Those who believe in natural inclinations tend to expect children to reach certain stages of development at the same time because of maturity. By contrast, those who believe in environmental enhancement emphasize external environmental impacts on the individual (Sigelman & Rider, 2009, p. 34).

At the same time, different theorists have given different thoughts on how the child learns the language, speaks, and expresses, or how he links language knowledge with cognitive experiences during expression. They have provided various explanations regarding the mental mechanisms that act when expressing themselves through language. Numerous studies have highlighted the active role of parents, teachers, schools, and the social and cultural environment in the development of language and communication for children of 0-6 years (Gleason & Ratner, 2009). According to Miller, development theories "describe changes over time in one or more areas of behavior or psychological activity such as thought, language, social behavior, or perception" (Miller, 2009). There are different ideas on how children learn to speak and understand the language. Researchers continue to study how this amazing process takes place so quickly in the early years of life.

Through this paper we can find answers to the following questions:

1. Which are the main theories of language development in children?
2. How does the language development in children occur according to each theory?
3. Which are some factors that impact the language development in children?



## LITERATURE REVIEW

### Language

Language is the main means of communication and one of the main elements that affect, in one way or another, every aspect of life and the development of the individual. It is influenced by many external and internal factors. Some external factors are the environment and social activity, school activity, culture to which it belongs, reading literary and scientific texts, learning foreign languages and knowledge of other cultures (Gleason & Ratner, 2009). Additionally, it is influenced by internal factors such as linguistic, mathematical, emotional intelligence, etc. (Gleason & Ratner, 2009). Imitation and reinforcement play an important role in language development as well. Undoubtedly, it is not incidental that children speak the same language as their parents and the dialect and the emphasis they are talking about.

Language and speech are constantly evolving and changing depending on how life experiences are. They begin to appear early in the infancy, about the age of 3 to 6 months, when the sound and the first string sounds and develop at a very rapid pace up to the age of 6 when the child is capable of correctly pronouncing the sounds of the language he speaks. At age 18, the child gains the vocabulary momentum and in 2 years he builds up a substantial vocabulary of about 200-300 words and has begun to form two-word sentences (Nadelman, 2004). The vocabulary and sentence structure of the child is enriched day by day through his social activity and cognitive capacity. The child is accustomed to correctly pronounce the sounds of the language he hears and speaks. It also develops syntactic skills, the formation of sentences and meaningful and linguistically correct texts. There are two periods in language development: the shortest one that prepares nerve pathways and central mechanisms that need to connect the sensory paths with the motions and one longer, determined by high psychic activities expressed through the mechanisms pre-formed language (Montessori, 1967). The entire pre-school period is what will determine the child's academic future.

### **Nativist Theory of Language Development**

Chomsky's nativist theory of language is based on the concept of innate ability to learn the language, and the stream was called nativism. We do not speak the same language and the

rules for grammar are not the same for all languages, then how can we have a universal grammar? We learn the rules system that specifies the sound-sense relationship. Chomsky believed that every language has some basic principles of language that have created nerve circles in the brain (Chomsky, 2006) like basic principles that enable the functioning of solid parts of a computer. Just as computer equipment can accept different types of programs, the brain language structure can process the specific characteristics of many different languages. This is what we call “grammar” or in more technical terms “universal grammar” of the language (Chomsky, 2006). Nativists support the idea that spoken language is an entirely biological, human, and innate attribute. From a native perspective, input plays a minimal role in developing the child’s language skills. According to them, it is argued that:

- 1) “input for the child is an inadequate database to promote the language structure;
- 2) children need relatively little exposure to input to promote the language structure; and
- 3) children should be equipped with a born linguistic knowledge so that they can build the language” (Hoff & Shatz, 2008).

Noam Chomsky examined issues related to language learning from a rational perspective. He proposed that language consists of two elements, “competence which is the system of rules that is owned by a native speaker, language knowledge and performance which is considered as the actual language use by the speaker, multiple verbal behaviors with all instability and mistakes” (Chomsky, 2006). From Chomsky’s point of view, the role of the linguist is to study linguistic competence. He discerned the superficial structure of the sentence from what lies beneath it, the deep structure (Chomsky, 2006). This was the concept of generative transformative grammar.

### **Behaviorist Theory of Language Development**

On the other hand, behaviorism is the flow that has at its center the learning through behavior, imitation, and practice of habits. Skinner tried to develop the classical behaviorism model of language learning in his famous book “Verbal Behavior” (Skinner, 1957). According to Skinner, “a child acquires verbal behavior when relatively unmodified, selectively reinforced vocalizations gradually take forms that produce the appropriate consequences in a

given verbal community” (Skinner, 1957, p. 31). Also, according to Skinner, language is formed through operative conditioning or reinforcement.

As a representative of the behavioristic perspective, Skinner rejected the language concept (*langue*) by considering it as an abstract concept and determined that the only concept that can be scientifically examined is the word (*parole*) (Noam & Skinner, 1959). He asserted that language development is entirely behavioral – a concept of development that operates in the verbal laboratory. According to him, language is taught only through imitation, conditionality and reinforcements given by parents and extensive contact with the environment (Noam & Skinner, 1959). Thus, children gradually create a “verbal repertoire”.

Moreover, according to Skinner, language is formed through operative conditioning or reinforcement. When a parent or primary guard reacts to baby’s stuttering with a smile or vocalization, children continue to stutter even more. Considering reinforcement as an important element that increases the likelihood of recurring behavior, this theory supports the fact that parents reinforce language development in many ways. In line with this theory, studies have shown that as much as a mother responds to her baby’s vocalizations, the sooner they will learn the language (O’Grady, 2005; Oates & Grayson, 2004).

The arguments against behaviorist dynamics focus mainly on the question of whether the child develops the ability to use and recognize grammatical constructs, and if grammatical mistakes are not corrected by parents, then how is the grammatical competence and meaning understood? (MacCorquodale, 1970). It is important to emphasize the fact that children are able to create distinctive sentences and use words in contexts different from those in which they are exposed. In this way, it should be the level of intelligence that is involved in the use and application of these constructs (Sundberg & Michael, 2001).

Some parents pay less attention to the vocalizations of their children, who continue to develop language despite this (Chomsky's point of view). Formation in the way presented by Skinner is a long process, while a child's linguistic development especially during the second and third year of life is quick.

### **Constructivist Theory of Language Development**

While the behaviorist approach centers completely around the effect of the child's learning condition (without perceiving biological or hereditary capacities or inclination to gain proficiency with the language abilities) and native approach centers around local, hereditary learning abilities (without perceiving the effect of natural components or social), the constructivist approach combines both of these theoretical components. Notwithstanding, there are diverse perspectives on language learning under this stream. Some constructivist scholars perceive that the capacity to create syntactic learning gets from the manner in which the human personality dissects and sorts out data and isn't really conceived. What constitutes the constructivists is the idea that children are actively involved in building their knowledge according to the impacts that the environment exerts on them.

Piaget, as a biologist-oriented constructivist, claimed that children develop skills under a predetermined framework. As the child passes to the next stage of development, biologically determined, he is ready to learn the other concept at each point of cognitive conflict (raised by the child's experience) either through assimilation of information in the existing framework or accommodation of information in a scheme of new. Piaget believed that language is a representative system that does not develop beyond self-centered speech until the child enters the stage of concrete operations around the age of seven (Singer & Revenson, 1996, pp. 58-60).

In Piaget's theory, egocentrism can be explained as an obstacle that hampers the logical thinking of the child. He explained that egocentrism is related to language learning, in the quality of inner speech. Egocentrism can take different forms at different levels of development but is characterized by a lack of differentiation in thought between itself as an object and other objects (Heo, Han, Koch, & Aydin, 2011). In this theory, it is shown that a child at the preoperational stage is initially unable to differentiate between the thoughts of others and their own opinions. Egocentrism, differentiation, and interaction are related to one another and these egocentric thoughts of the child at a preoperational stage will be reduced by the increase of interactions and cognitive development, while differential thinking increases in the stages of concrete and formal operations of children (Heo, Han, Koch, & Aydin, 2011).

Piaget emphasizes that the relationship between logic and language actually has the opposite of what Chomsky proposes. According to Chomsky, language is based on the essence of reason and logic is not derived from it. Chomsky even goes beyond saying that this essence of reason is born. In contrast, although Piaget admits that the structures present in a child of 14 to 16 months are the intellectual bases on which the language is developed, he denies that these structures are born. He claims that the language does not appear until the completion of the sensorimotor intelligence stage (Piaget, 1970). Since the last phase of the sensorimotor period further, the child is able to imitate certain words and attribute them a vague sense, but the systematic appropriation of the language does not start until the end of the second year (Piaget, 1970). According to Piaget, speaking is gained as soon as symbols are placed because the use of signs, such as symbols, includes a skill that is brand new in terms of sensorimotor behavior and consists in rendering a thing through something else (Piaget, 1970).

### **Interactionist Theory of Language Development**

The other approach combining nativism and behaviorism as well as constructivism is interactionism. According to this approach, the biological readiness of children to learn the language and their language experiences in their environment unite to enable linguistic development. These theorists believe that it is simultaneously necessary for the child to develop and practice language (Miller, 2009, pp. 427-428).

Interactionism or interaction means that language is created by social interactions, from the interaction of the child with the adults. One of the representatives of this approach is Lev Vygotsky. In many cases in communication, especially with younger children, adults simplify the language by restricting it, with the justification to become more understandable to children. However, studies have shown that such an approach is wrong because children learn to speak the language they hear (O'Grady, 2005; Oates & Grayson, 2004). So, they learn the language by imitating it.

According to Vygotsky, linguistic development passes to an internal stage where the child first observes interaction among other people and records the language in the verbal memory (Vygotsky, 1986, p. 86). According to him, the child develops conjunctions and

language as a result of social interaction with others and greater knowledge of activities that have specific goals. Vygotsky states that the development of thought is determined by language, for example by the linguistic means of thought and by the socio-cultural experiences of the child (Vygotsky, 1986). Therefore, verbal thought is not an innate natural form of behavior but is determined by the historical-cultural process and has specific laws and features that cannot be found in the natural forms of thought and speech (Vygotsky, 1986, p. 94).

To reiterate the socio-cultural elements, the child will have to imitate the adults and the behaviors they observe around. To imitate, however, it is imperative to have the ability to move from something known to something new. Vygotsky says that every child can do much with the help of adults but within the limits set by the development stage. If an imitative ability would have no limit, each child would be able to solve problems without the help of adults. But, being not the case, the child is only successful in solving problems that are of the same difficulty level as they could only solve (Vygotsky, 1986, pp. 187-188). Lev Vygotsky thinks that in the beginning, language and thought are developed independently. Thinking is rooted in the paramilitary stage, while language and speech have the roots in the paralyzing stage. After 2 years of age, language and thinking are closely related, and thinking becomes more verbal and the language gains the skills to control behavior.

## **METHODOLOGY**

The research methodology used in social sciences and more specifically in the field of language acquisition can have quantitative and qualitative character which is conditioned by the data collected and the sample. In general, field scholars prefer one way or another depending on the advantages and disadvantages that each of them carries. For the realization of this paper I have used two main methods: descriptive and analytical research. The descriptive and analytical research method is applied throughout the paper. The methods have been selected depending on the object and purpose of the work, the issue and the goals addressed in it. Mostly the paper is focused on theoretical literature, derived from different sources, always based on the goals and objectives of the study. The literature review through the theoretical materials has helped us to describe, analyze and interpret the acquired material.

## **RESULTS**

This article briefly addressed the views of the four main theories of language development in children. Chomsky's native approach supports the idea that children have an inborn ability to learn a language while the behaviorist approach is based on learning through behavior, imitation, and practice of habits. Further, the constructivist approach combines elements from both of these theories and supports the idea of complex mental representations learned through the interactions of the child with the world. Lastly, the interactionism that combines nativism and behaviorism, as well as constructivism, explains that language is mainly developed through the interaction of the child with the cultural and linguistic system.

## **DISCUSSION and CONCLUSION**

Language is a complex network of knowledge and coordinated movements despite the fact that it is being often considered a skill. It allows individuals to communicate with each other by talking and listening. To assess how this complex ability is taught, researchers nowadays unite the natural approach to the approach of self-esteem, which still leaves place for questioning in another course of linguistic development. Practice, language use, imitating, and correcting mistakes whenever a child interacts with adults provide language acquisition in all its components. Chomsky based his theory with respect to the idea of natural capacity of people to gain proficiency with the language. As indicated by him, language learning is naturally and hereditarily pre-customized, and does not rely upon the child's intellectual capacities or environmental motivating forces. Behaviorism is the stream that has at its center the learning through behavior, imitation as well as practice of habits. According to Skinner, "a child acquires verbal behavior when relatively unmodified, selectively reinforced vocalizations gradually take forms that produce the appropriate consequences in a given verbal community" (Skinner, 1957, p. 31). Constructivist theorists believe that children are actively involved in building their knowledge according to the impacts that the environment exerts on them. According to interactionism, the biological readiness of children to learn their language and their language experiences in their environment merge to enable linguistic development.



The aim of this paper was to present the dilemmas faced by the researchers who attempt to explore the language acquisition in children. A few parts of language advancement and acquisition are hard to be clarified. For example, it is hard to clarify how children map significance to words as well as how grammatical structures are formed. Scholars trust that language acquisition is a consequence of nature, but on the other hand, different studies mentioned above have demonstrated that language isn't just impersonation, yet without a syntactic structure, child will create the structure. Listening is not enough for language learning, interaction is also needed. The theories mentioned in this work are the main theories faced by linguists as they strive to understand the complex process of language acquisition.

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## VËSHIRËSITË NË PROCESIN E VLERËSIMIT TË VAZHDUESHËM STUDIM RASTI : LËNDA E GJUHËS SË HUAJ (ANGLISHT) NË GJIMNAZIN “HAVZI NELA”, KUKËS

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### ***Abstrakt***

Sistemi i arsimit të mesëm të lartë, në Shqipëri, ka aktualisht një sërë problematikash që lidhen me vlerësimin e vazhdueshëm gjatë orëve të mësimin. Kjo reflektohet edhe në rezultatet e Maturës Shtetërore, ku vlerësimet shpesh janë kontradiktore me vlerësimin në shkolla. Natyrshëm lind kjo pyetje e rëndësishme kërkimore :

*Cilat janë sfidat në procesin e vlerësimin në orët mësimore ?*

Si rast studimi u mor lënda e Gjuhës së huaj (Anglisht), duke qenë së është ndër lëndët që i nënshtrohet provimit të detyrueshëm të Maturës Shtetërore.

Në këtë drejtim vendi më i përshtatshëm për të marrë kampionin e këtij studimi është shkolla e mesme, si qendër e formimit bazë arsimor për çdo individ, e më konkretisht gjimnazi “ Havzi Nela”, Kukës.

Për nxjerrjen e rezultateve janë përdorur një sërë metodash, si : pyetësor me nxënësit, intervista me mësuesit dhe vëzhgim gjatë disa orëve mësimore për disa javë.

Kështu, i gjithë punimi ngrihet mbi çështjen e vlerësimin të vazhdueshëm të nxënësve gjatë orës së Gjuhës së huaj, si një përpjekje në gjetjen e problematikave dhe kufizime që e vështiresojnë këtë proces. Në këtë mënyrë synohet të gjenden metodave me efikasë mbi vlerësimin e vazhdueshëm.

**Fjalë kyçe :** *vlerësim i vazhdueshëm, kufizim, forma vlerësimi, arsimit i mesëm i lartë*

## ***I. Hyrje***

Koncepti i vlerësimit, në një kontekst më të gjërë, ka të bëjë me përcaktimin sistematik të meritave, vlerave dhe rëndësisë duke përdorur kritere apo standarde të caktuara. Po t'i referohemi një konteksti më të ngushtë, siç është arsimi, vlerësimi është një proces që përfshin këta komponentë të rëndësishëm: programet mësimore, mësuesit, nxënësit etj.

Qëllimi i këtij punimi është vlerësimi i arritjeve të nxënësve si dhe kufizimet e tij, ku si rast studimor do të shërbejë lënda e Gjuhës së huaj në shkollën “ Havzi Nela”, Kukës.

Kjo lëndë në Shqipëri është shndërruar në një ndër disiplinat prioritare në arsimin e mesëm të lartë. Mjafton të përmendim faktin që maturantët për të përmbyllur me sukses studimet e tyre të shkollës së mesme duhet t'i nënshtrohen testit të gjuhës së huaj.

Pasur parasysh rëndësinë që ka kjo lëndë, u pa me rëndësi studimi i procesit të vlerësimit të nxënësve, duke u fokusuar kryesisht në kufizimet apo sfidat që përbën ky proces.

Fillimisht është e rëndësishme evidentimi i formave të vlerësimit në klasat e Gjuhës së huaj e më pas evidentimi i vështirësive të këtij procesi, që më vonë sigurisht do të kontribuonim në gjetjen e rrugëve për kapërcimin e tyre.

Referuar rezultateve të provimit të Maturës Shtetërore në lëndën Gjuhë Angleze, shpesh nxënësit kanë ndryshime në rezultate, kjo sigurisht për shkaqe të ndryshme.

Nga arsyetimet e mësipërme lind nevoja të bëhet një studim i mirëfilltë në lidhje mbi format dhe kufizimet e vlerësimit në procesin mësimor.

Për këtë studim u përdorën një sërë instrumentash, të tillë si: Vrojtimi, intervistat me mësimdhënës dhe pyetësor me nxënës.

## ***II. Shqyrtimi i literaturës***

Vlerësimi i arritjeve të nxënësve përbën një proces i cili i jep vlera të caktuara pozitive apo negative arritjeve të nxënësve dhe vetë sistemit arsimor në tërësi.

Çdo test gjuhe është një formë vlerësimi, por ekzistojnë edhe shumë forma të tjera vlerësimi. Vlerësimi është një term shumë më i gjërë se thjeshtë kontrolli i njohurive. Brown (2007) thekson se një mësues i mirë vlerëson në mënyrë të vazhdueshme nxënësit e tij. (f. 445), pra si

rrjedhje vlerësimi është një term i gjerë, i cili përfshin ,testimin, listat e kontrollit në vlerësimin e vazhduar, vëzhgimi jozyrtar i mësuesit, etj.

Misioni i shkollës ka ndryshuar nga një vlerësim thjesht me qëllim klasifikimi në vlerësim që i mundëson dhe siguron nxënësit të arrijnë standardet minimale të arritjeve.

Më tej le t'i referohemi teorive konjitive dhe metakonjitive. Teoria konjitive e vlerësimit ka të bëjë me mënyrën sesi një ngjarje e veçantë ndikon në ndjenjat e dikujt, në vendosmëri dhe kompetencë, referuar kështu Deci dhe Ryan (1985). Thënë ndryshe vlerësimi ndikon në mënyrë të drejt për drejtpërdrejt në motivimin apo demotivimin e një nxënësi.

Më konkretisht në procesin mësimor, O'Malley dhe Chamot (1990), dy studiues të tjerë sugjerojnë praktika të rëndësishme të cilat duhet të merren si bazë nga mësuesit kur bëhet një vlerësim. Këto praktika kosnsitojnë në: përsëritjen, përkthimin, grupimin e informacioneve sipas kategorive, mbajtjen e shënimeve, deduksionin, përfytyrim dhe nxjerrjen e përfundimeve.

Praktikat konjitive të lidhura me gjuhën e huaj kanë të bëjnë me fjalët e panjohura, mënyrën se si i memorizojmë ato, apo me shkruajtjen e idesë kryesore të tekstit; nënvizimin e pikave kyçe, përmbledhjen e tekstit në mënyrë që të arrijmë nivelin optimal të analizës.

Nga ana tjetër, referuar studiuesve të lartpërmendur, praktikat metakonjitive janë kompetenca ekzekutive të një rendi më të lartë të cilat përfshijnë njohurinë mbi proceset konjitive, rregullimin e konjitivitetit, vetë-menaxhimin, planifikimin e mësimit, monitorimin dhe vetë-vlerësimin pasi të kemi përfunduar aktivitetet mësimore.

Mësuesit duhet të bëjnë vlerësimin e nxënësve duke u bazuar në përdorimin e praktikave metakonjitive dhe konjitive.

William Badder ( 2000), është një tjetër studiues që shërben si bazë në këtë punim. Sipas tij mësuesi duhet të bëjë vlerësimin e një nxënësi bazuar në këto parime:

**Qëllimi dhe impakti**> çdo mësues duhet të ketë parasysh qëllimin e vlerësimit dhe çfarë ndikimi do të ketë ai tek nxënësi.

**Vlefshmërinë dhe drejtësinë** > a mat ky vlerësim objektivin? A i lejon nxënësve të tregojnë edhe atë që dinë edhe atë që janë të aftë të bëjnë.

**Rëndësinë**- nxënësi duhet të vlerësohet duke u bazuar në përgjigjen apo opinionin e tij aktual mbi një temë të caktuar.

**Efikasitetin**- mësuesi duhet të marrë parasysh faktorin kohë.

Studiues të tjerë listojnë këto pika që duhen pasur parasysh nga mësuesi në vlerësimin e një nxënësi:

**Vlerësimi i vazhdueshëm .Vëzhgimi:** përgjigjet e dhëna në diskutim, ritregimi, diskutime, pjesëmarrja në grupe, vëzhgimi i performancës së përditshme në klasë.

**Përdorimi i testeve adekuate**- testet duhet të kenë objektiv dhe të përmbajnë informacionin e diskutuar dhe duhet të përshtatet në bazë të nivelit të nxënësve.

Përdorimi i testeve të ndara veçmas sipas aftësive.

Vlerësimi me portofol

### **III. Pershkrimi i rastit konkret që vërehet në studim**

Gjuhë e huaj në arsimin e mesëm të lartë zhvillohet tre herë në javë në klasën e X dhe XI, dhe katër herë në javë në klasën e XII.

Në rastin tonë të studimit, në klasat e XII A dhe XII C në gjimnazin “Havzi Nela”, Kukës, mësimi zhvillohet sipas udhëzimeve të IZHA –së dhe mësuesit kanë arsimin përkatës.

Si çështje problematike ngrihet kufizimet në format e vlerësimit. Numri i lartë i nxënësve në klasa bën të pamundur zbatimin e metodave të mësipërme në orën e mësimit. Shpesh mësuesit bazohen vetëm në teste duke lënë mënjëanë metodën e vëzhgimit në vlerësim.

#### ***IV.Evidenca e rastit***

Ky studim është kryer mbi kufizimet e vlerësimit në orën e Gjuhës së huaj në shkollën e mesme “Havzi Nela”, Kukës.

Sipas të dhënave statistikore (tetor 2016) të Drejtorisë Arsimore Rajonale Kukës (<http://darkukes.arsimi.gov.al/>), kjo shkollë përbëhet nga 1445 nxënës në total, nga këto 700 janë meshkuj dhe 745 janë fevemra.

Duke qenë se është një shkollë relativisht e madhe edhe numri i mësimitdhënësve të Gjuhës së huaj ( Anglisht),është i madh. Më konkretisht të dhënat jepen në tabelën më poshtë:

Tabela 1. Të dhëna mbi popullatën e shkollës “Havzi Nela”.

<b>Shkolla</b>	<b>Nxënës në total</b>	<b>Meshkuj</b>	<b>Femr a</b>	<b>Mësimdhënës të GJ.H</b>
1. <b>“Havzi Nela”,Kukës</b>	1445	700	745	6

#### ***Kampionimi***

Sigurisht, do të ishte e pamundur të studiohej si rast e gjithë shkollat, prandaj si kampionim u përzgjedhën dy klasa të XII, me nivel pothuajse të njëjtë. Klasa XII-A dhe Klasa e XII-C, të dhënat paraqiten më poshtë.

Tabela 2. Karakteristika të përgjithshme të kampionimit

<b>Gjinia</b>	<b>Numri</b>	<b>%</b>
Mashkull	40	45 %
Femër	49	55%
<b>Total</b>	<b>89</b>	<b>100%</b>

Mësimdhënësit ( 6 të tillë) u pyetën me anë të intervistave , ndërsa nxënësit me anë të pyetësorëve.

## V. Analiza e evidences se rastit

### Analiza nga intervistat dhe pyetësor

Mënyra e testimit të nxënësve është një nga komponentët më të rëndësishëm në vlerësim, dhe mund të themi se është faza finale e procesit mësimor, dhe si e tillë kërkon rëndësinë e saj. Krahas vlerësimit ditor të nxënësve në bazë të angazhimit në orën e mësimit, është e rëndësishme që nxënësit të mësohen edhe me testet teste këto të hasura gjithmonë në provime të rëndësishme kombëtare dhe ndërkombëtare të gjuhës së huaj. Po si dhe sa testohen nxënësit në Gjuhë të huaj? Rezultatet e të dy palëve, mësimitdhënësve dhe nxënësve paraqiten në figurën më poshtë.

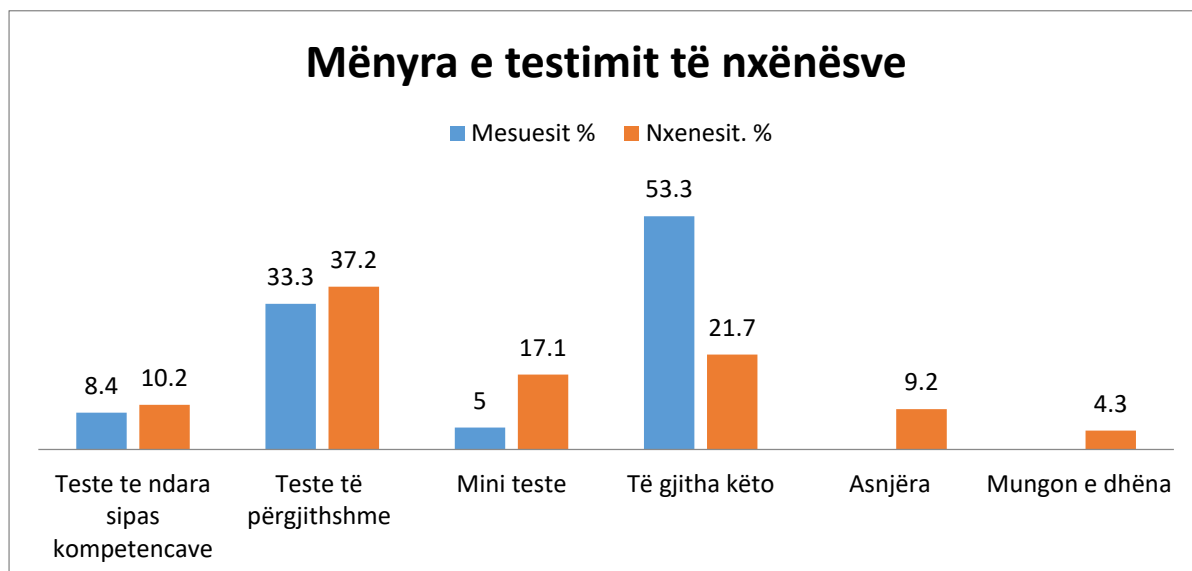


Figura 1 . Të dhënat nga mësimitdhënësit dhe nxënësit mbi mënyrën e testimit të nxënësve

Në figurën 1 u paraqiten mjaft qartë të dhënat si nga mësimitdhënësit ashtu edhe nxënësit mbi mënyrën se si testohen nxënësit mbi aftësitë analizuese të një teksti.

Vihet re që pjesa më e madhe e të dy palëve, edhe mësimitdhënësve, paraqitur me ngjyrën blu, edhe nxënësve, të paraqitur me ngjyrë të kuqe, shprehen se nxënësit testohen me anë të testeteve të përgjithshme dhe jo të ndara në kompetenca, psh shkrimi, leximi, gramatika etj. Një pjesë e konsiderueshme e mësimitdhënësve (33.3 %) dhe (37 %) e nxënësve zgjedhën si alternativë praktikën e mësipërme.

Gjithashtu është e rëndësishme të përmendet se më shumë se gjysma e mësimitdhënësve (53 %) deklaruan se përdorin të gjitha alternativat e mësimipërme, teste të veçanta, teste gjithëpërfshirëse, mini teste etj, ndërkohë vetëm një pjesë e vogël e nxënësve (21.7 %) pranojnë se përdoren të gjitha këto praktika.

Për sa i përket mini testeve, një praktikë mjaft e rëndësishme, që konsiston në një pyetje por që mjafton për të matur nivelin minimal të të nxënurit. Kjo aftësi që të paktën secili nga nxënësit duhet ta zotorojë, rezulton të përdoret shumë pak. Vetëm një shifër gati e papërfillshme e mësimitdhënësve (5 %) kanë zgjedhur një alternativë të tillë. Gjithashtu edhe numri i nxënësve që zgjedhën këtë alternative ishte relativisht i vogël (17.1 %).

Me tej nxënësit u pyeten mbi frekuencën e aktivizimit në klase dhe përgjigjet ishin si më poshte:

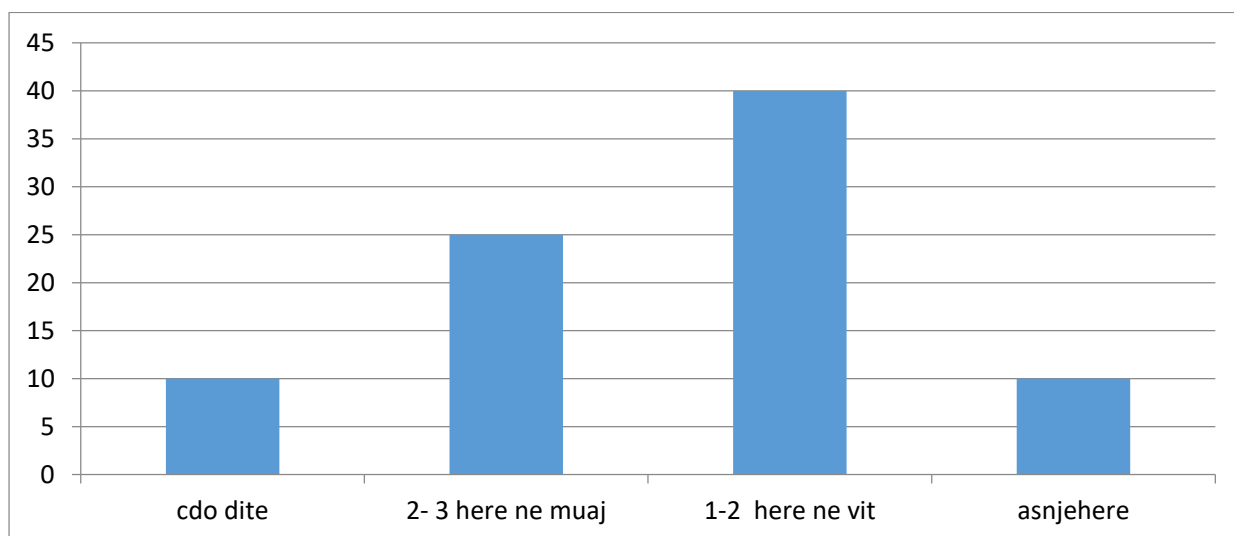


Fig2. Frekuenca e vleresimit te vazhdueshem ne klase

Mësimitdhënësit dhe nxënësit u pyetën gjithashtu për këto forma vlerësimi:

- vleresime ditore me shenja + , - , ose shenja të tjera
- detyrat e shtëpise
- projekte
- informacione ekstra mbi temen
- mesuesi motivon ne diskutime
- vlersimet behen vetem me teste
- vleresime me pyetje standarte dhe note



Bazuar në përgjigjet e mësimeve, ndër format më të përdorura rezultojnë të jetë vlerësimi me teste, vlerësimi detyrues të shtëpisë, vlerësimi me pyetje standarde me notë, dhe më pak përdorim të formave të tjera të vlerësimi, kjo justifikohet me faktin se klasat janë të mbingarkuara dhe shpesh bëhet e vështirë përdorimi i formave efikase të vlerësimit.

Bazuar në përgjigjet e nxënëve, përqindja më e madhe e tyre deklaruan se to vlerësohen me teste dhe me pyetje standarte me gojë. Format e tjera efikase të vlerësimit kishin një kufizim në përdorim, kus shifrat qëndrojnë nën (50 %).

Krahas rezultateve të deritanishme, në tabelën më poshtë jepen të dhëna mbi orët e trajnimit të mësimeve. Ata u pyetën nëse trajnohen ndonjëhere dhe sa shpesh trajnohet mbi metodat e vlerësimit.

**Tabela 2.**

*Të dhënat mbi frekuencën e trajnimeve të mësimeve*

		N	Përqindja %
<b>Trajnime të 2 herë në vit</b>		5	33.3
<b>përgjithshme ?</b>			
	1 herë në 1 muaj		6.7
	Më pak	9	60.0
<b>Trajnime mbi vlerësimin</b>	Po	5	33.3
	Jo	10	66.7
	Total	15	100.0

Në tabelën 2 përforcohet më tej pohimi se mësimeve e Gjuhës së huaj nuk trajnohen mjaftueshëm, kontribues i rëndësishëm ky në mësime dhe në format e vlerësimit.

Rezultatet tregojnë se ata nuk trajnohen mjaftueshëm gjë që shkakton edhe kufizim në format e vlerësimit.

### ***Analiza nga orët e vrojtuar:***

U vrojtuan 2 orë mësimore. Në të dy orët e para të mësimit u vu re pothuajse e njëjta procedurë pune. Mësimdhënësi përdor pothuajse të njëjtat praktika.

#### **-Mësimi 1**

Tema: “ *A fair to go cuckoo about*”

Klasa: XII<sup>a</sup>

Koha: 45 minuta

Teksti burimor: *Wishes*

Datë: 16.12.2016

#### **Praktikat e përdorura**

Mësimdhënësi shkruan temën në tabelë (*A fair to go cuckoo about*) dhe u kërkon nxënësve të japin mendimin e tyre rreth saj në përpjekje të një shpjegimi të saktë.

Më pas nxënësit japin mendimet e tyre, duke u stepur dhe gabuar herë pas herë në përgjigje.

Pas kësaj mësimdhënësi sqaron dhe shpjegon temën.

Caktohen nxënës të ndryshëm për të lexuar me zë të lartë, shpesh ata që lexojnë janë nxënës të mirë, duke lënë më një anë nxënësit me arritje më të ulëta.

Gjatë leximit korrigjohen gabimet në lexim dhe në këtë mënyrë ndërpritet herë pas here rrjedha e leximit.

Përkthehen fjalët e panjohura, në disa raste përkthehen edhe fjali apo i gjithë paragrafi.

Nxënësit në shumicën e kohës qëndron pasiv duke degjuar mësimdhënësin. Ka edhe nga ata nxënës që nuk kushtojnë vëmendje.

Vihet re që klasat janë të mbipopulluara dhe shumë nxënës qëndrojnë pasiv gjatë gjithë kohës, duke bërë që mësuesi të mos vlerësojë nxënësit në shumicën e kohës.

Vëmendja orientohet drejt pyetjeve pas tekstit (*E vërtetë/ E gabuar*) tek pyetjet e gatshme në tekstin mësimor, në rastin tonë “ *Wishes*”.

Ajo që vihet re është që në këtë pjesë përgjigjen vetëm 4 nxënës, duke dhënë vetëm përgjigje të saktë dhe në disa raste nxënësve nuk u kërkohet të argumentojnë përgjigjen.

Në fund të orës së mësimit mësuesi u kërkoi nxënësve të përmendin 5 (pesë) fjalë që mësuan sot.

### **-Mësimi 2**

Tema: ” *Shop till you drop* ”

Teksti burimor: ” *Wishes* ”

Klasa: XII<sup>a</sup>

Koha në dispozicion: 45 minuta

Datë: 30.11.2016

*Praktikat e përdorura para leximit:*

Mësuesi shkruan temën në tabelë: “ *Shop till you drop* ”

I pyet nxënësit se çfarë kuptojnë me temën dhe se çfarë ju vjen ndërmend.

Nxënësit shpjegojnë temën në mënyrë jo të plotë, mësuesi ndërhyr dhe jep shpjegimin e saktë.

Më pas mësuesi u kërkoi nxënësve të flasin për eksperiencat e tyre të ngjashme, më konkretisht nëse harxhojnë para/kohë duke bërë Pazar.

Ka një larmishmëri përgjigjesh, dhe diskutimesh. Nxënësit janë aktiv në diskutim.

Më vonë mësuesi u kërkoi nxënësve të vënë re strukturën e teksteve, ndarjen në paragrafe.

Nxënësve gjithashtu u kërkohet të lexojnë fjalinë e parë për çdo paragraf.

Mësuesi pyet nxënësit për idetë e përgjithshme të tekstit dhe nëse ata përmbushen pritshmëritë e tyre.

Mësuesi vizaton në tabelë këtë skicë:

Who	What	Where	Positive points	Negative points

Figura 30. Skicë e përdorur në orën e mësimit gjatë procesit të analizës së tekstit.

Nxënës të niveleve të ndryshme përpiqen të japin të paktën një përgjigje.

Më vonë mësimit nxënësve të lexojnë pyetjet në tekst të cilat ndiqen nga pyetja “Pse ?” e mësimit.

Vlen të theksohet se nxënësit ishin shumë aktiv.

Në fund të orës së mësimit nxënësit përmbledhin pikat kryesore të tekstit. Krahas këtyre, pikë e dobët mbetet shënimi i vlerësimeve. Vlerësohet një apo dy nxënës, për të tjerët nuk bëhen shënime dhe nxënësi nuk motivohet mjaftueshëm me komente pozitive.

### ***VI. Konkluzione dhe Rekomandime***

Me këtë studim dalim në përfundimin se në shkollën “Havzi Nela”, mësuesit përdorin formë të ndryshme të vlerësimit por sërish ka shumë kufizime të tilla si: vlerësimi ditë i nxënësve me shenja +, -; komenti i vlerësimit me fjalë motivuese, vlerësim më të gjërë në klasë etj.

Rrjedhimisht, lind nevoja për disa rekomandime.

Fillimisht disa rekomandime shkojnë për politikbërjen.

Së pari, u konstatua se mësimit e gjuhës së huaj në shkollat e mesme të rrethit Kukës trajnohen shumë pak ose aspak gjatë gjithë viteve të tyre të punës, e aq më tepër mbi format e vlerësimit në klasë. Kjo reflektohet, sigurisht, në rezultate kontraktore në Maturën Shtetërore. Prandaj është shumë e nevojshme që institucionet përgjegjëse të ofrojnë më shumë orë trajnimi për mësimit e Gjuhës së huaj. Në këtë mënyrë fillimisht do bëhej i mundur përditësimi i mësimit me praktikën e reja dhe më pas edhe i nxënësve duke ndikuar kështu tek arritjet e tyre në lëndën e Gjuhës së huaj.

Ndërkohë mësimit shprehen se janë të mbingarkuar dhe se numri i nxënësve në shumë prej klasave, krahas udhëzimit të ri për reduktimin e tyre, mbetet i lartë. Në këto rrethana, institucionet arsimore duhet të bëjnë më shumë për zbatimin dhe krijimin e standarteve të duhura, në ofrimin e kushteve optimale të mësimit.

Nga ana tjetër, mësimit, janë shtylla dhe mjeti kryesor për arritjen e të gjitha objektivave që synon arsimit. Si të tillë duhet të përdoren më shumë, së pari në formimin e tyre profesional dhe së dyti në zbatimin e praktikave të duhura në vlerësimin e një nxënësi.

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## **Shtojca**

### **PYETËSOR PËR NXËNËSIT E KLASAVE XII-A DHE XII-C TE SHKOLLES ” HAVZI NELA”**

#### **SEKSIONI I: TË DHËNA TË PËRGJITHSHME**

##### **1. Gjinia**

Femër <sub>1</sub>      Mashkull <sub>2</sub>

##### **2. Në cilin vit studioni?**

<sub>1</sub> vitin e parë <sub>2</sub> vitin e dytë      <sub>3</sub> vitin e tretë

##### **3. Sa shpesh pyeteni në mësim?**

- a) Shpesh
- b) Ndonjëherë
- c) Rrallë
- d) Asnjëherë

##### **4. Cilat nga format e meposhtme përdoren në klasë?**

- a) Teste të përgjithsme
- b) Teste të ndara sipas kompetencave
- c) Mini teste
- d) Të gjitha këto
- e) Asnjëra
- f) Tjetër \_\_\_\_\_

##### **5. Qarkoni format e vleresimit qe perdoren me shume ne klase:**

- a) vleresime ditore me shenja + , -, ose shenja të tjera
- b) detyrat e shtëpise
- c) projekte



- d) informacione ekstra mbi temen
- e) mesuesi motivon ne diskutime
- f) vlersimet behen vetem me teste
- g) vleresime me pyetje standarte dhe note

### **Intervistat me mësime të mësuara**

1. Moshë:
2. Gjinia:
3. Cili është niveli juaj i arsimimit:
4. Sa vite punë keni ?
5. Sa shpesh shkoni ne trajnime apo workshope :
6. A jeni trajnuar ndonjëherë mbi vlerësimin ?

-Nëse po sa orë trajnim keni bërë :

Krahas këtyre pyetjeve mësime të mësuara u pyeten edhe mbi pyetjen 3, 4 dhe 5 të paraqitur në pyetësorin e nxënësve.



## **ADULT LEARNING: FROM THEORY TO PRACTICE**

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### **Abstract**

*Adult learning theories shed light into how adults learn and can help tutors be more effective in their practice and more approachable to the requirements of the adult learners. Adults learn in a different way from children, and from students of traditional university age. With the recent change toward continuous education and adult learning, specifically in the professional context, it has become a priority to identify and define these differences more closely.*

*Adults take part in continuing professional development for different reasons. The most important thing for them is to develop and improve current skills that are necessary to one’s job. Generally, the reasons of their involvement are due to external factors, different from academic purposes, such as achieving a degree. For that reason, preparing instructional materials for adults demands a deeper level of understanding of the motivations, requirements, and aims behind their will to participate in a learning situation. Adult learning is very unique and fluid. As such, it requires that instructors be very elastic and use a variety of teaching methods and techniques in order to enhance learning.*

**Keywords:** *adult learning, professional development, andragogy, experience*



## INTRODUCTION

Nowadays, facilitated learning looks more about how instructors thought adults *should be* than how adults actually are; that is, not all adults are created equal. As such, when reading through the large amount of literature that is available concerning adult learning, it is crucial to comprehend that this is more about learning in which knowledge/skill building ranges from dependent and passive learning to independence and active involvement.

Over the years, people mature and tend to be independent and need a learner- centered environment in order to show all their potential. But studies have also shown that as learners, we can encounter adults that aren't enough mature and children who are willing and capable to learn by their own. It is presumed that adults who have a longer life experience than children, have done much more in their lives, but the contrary can also be true. There are children who have done a lot and can bring a huge experience to their learning.

Learning that is linked to real life experiences (i.e., family, parent-child relationship, job etc.) is particularly motivating for adult learners. Concrete knowledge has much more impact in one's life than simply acquiring abstract information. Meaningful learning is more stimulating for children too. The subjects might be different (adult learning might focus on everyday themes such as banking or home management whereas for children the focus would be on their routine lives such as the weather, holidays, nature, etc.), but the fundamental concept is the same. Learning is much more effective when it is meaningful to learners of any ages.

Research about adults as learners demonstrate that there isn't any model or theory that can be useful to all adults. The design principles defined here are based on four of the prevailing theories about how adults learn: andragogy, transformational learning, self-directed learning and experiential learning.

## 1. ANDRAGOGY

In the early 1970's, Malcolm Knowles suggested that adults learn in a different way compared to children and used the term "andragogy" to define his philosophy of teaching adults. Andragogy was considered as the opposite of pedagogy, the traditional approach favored in education at the time.

Gradually Knowles and many other important educators realized that defining andragogy as adult learning and pedagogy as teaching related to children was somewhat of a false distinction. Children feel good and understand better when the teacher uses simplified teaching methods in class. They are able, conscious and happy to collaborate and construct new knowledge rather than being passive receivers of it. In the same way, some adults like better the structure of a pedagogical classroom and aren't attracted by less directed learning environment. So, if age is not really the most appropriate way of describing the difference between these various approaches, what is?

Objectives make the biggest difference between directed and facilitated learning. In fact, directed learning aims to transfer knowledge and skills from the teacher to the student meanwhile facilitated learning tries to make easier the process of learning under the guidance and supervision of the teacher.

The terms "andragogy" and "pedagogy" are mostly replaced and used in the education system by the terms "directed learning" and "facilitated learning" respectively. Some examples of situations involving directed and facilitated learning are as follows:

Directed learning is considered to be a more detailed and specific skill or knowledge necessary to complete a special assignment such as learning a foreign language, becoming a dentist or learning how to drive a car. The class is teacher-centered and thinking in a critical way or reflecting is not a prerequisite (MacKeracher, 1996).

Facilitated learning, on the other hand, requires the teacher to act as a catalyst, to collaborate with learners, to encourage, motivate and guide them. A graduate student conducting a research study under the supervision of a faculty member would be an example

of facilitated learning, because of the collaboration with the professor but also for using its critical thinking skills and autonomy.

## 2.THE IMPORTANCE OF EXPERIENCE

According to David Kolb, adult learners are more successful and understand better when they are directly involved in the process of learning rather than being simply passive receivers of knowledge.

Kolb proposed a model called the “experiential learning cycle” which is composed by four distinct phases of learning. While the cycle can start at any phase, all phases are required in order for learners to study effectively:

- *Concrete Experience* - active learning in contrast to passive knowledge (i.e., learning by being involved in practice rather than learning about it)
- *Reflective Observation* – you have to reflect or to think critically about the experience.
- *Abstract Conceptualization* – connecting the experience to the theory or concepts underlying it.
- *Active Experimentation* – trying out one’s learning in new situations.

Often researchers refer to Experiential learning as learning "by doing" which means that learners must be more active and engaged in the process of learning from the cognitive point of view. This includes a deeper level of receiving and understanding information through experience and application.

Learning is fruitful when adults can link or can make a connection between their past experience and the new information they are gaining, or when they see the positive influence in their lives. (Knowles. M., 1980). For that reason, clarifying why and how the material will help them in their current or future work can make a big difference. (Knowles, M. and Associates,1984).

Also useful is finding ways for students to put in practice the new knowledge. The more concrete and authentic, the better. For example, many adult English language learners need to

enrich their vocabulary to complete basic job application forms. USA Learns, an online ESL program, created a lesson that teaches students the necessary vocabulary on how to fill out a sample job application. As a final assignment, students write a job application form for a real job. Other “concrete” strategies include simulations of real life situations, authentic problem solving activities, case studies, role-playing, and games. (Knowles, M. and Associates, 1984)

Furthermore, there is no one distinctive adult learner model to rely on — learners have diverse educational backgrounds, jobs, travel experiences, ethnicity, and family situations. (Merriam, S. B., Bierema, L., 2014). So when preparing authentic activities, it is essential to include multiple perspectives.

### **3. SELF- DIRECTED LEARNING**

In the 1970's, Knowles and other instructors such as Carl Rogers were beginning to support the learner – centered education instead of directed learning in which the teacher was the center of the class.

Supporters of this approach proposed that education should regulate the needs and wants of learners rather than the other way around. Students are stimulated to become more interested or self-directing in their learning. The notion of self-directed learning is based on a humanist philosophy, which means that education should focus on the growth and improvement of the student.

Self-directed learning theory suggests that adults can and should be active participants in their own learning (Knowles, M., 1980). For some learners, especially low-skilled students, this means having the possibility to control the progress of their learning by doing more practice, replaying a video or choosing the order of doing things (Merriam, S. B., Bierema, L., 2014).

An example is a program named myPlace Online, elaborated by the Mayor's Commission on Literacy in Philadelphia. This program consists of a short preparatory section that helps students learn basic computer skills and study skills. It then orients them through

the procedure of building their own learning plan, as well as setting career goals and organizing the courses they need to attain those goals. Program directors state increased retention and program completion among students who use myPlace Online.

But philosophers also recommend that self-directed learning means managing one's own learning at a larger level. In specific, students who are able to set goals, make plans to accomplish them, and observe their own progress are more predisposed to persist in learning and eventually realize positive outcomes (Caffarella, R. S. ,1993). While low-skilled learners frequently contest these tasks because they lack confidence in their learning (Merriam, S. B., Bierema, L., 2014). Research has revealed that with help and supervision, they can improve the skills for goal setting, planning, and insisting in their efforts.

#### **4.TRANSFORMATIVE LEARNING EXPERIENCES**

In the 1970's, Jack Mezirow proposed that the aim of adult instructors must be to lead learners toward transformation; that means to mature academically and to transform as a person your own beliefs, values and perceptions. That adult education should aim to directly effect change at a personal level was an important deviation from traditional education in which such change was considered an indirect result of learning.

Some experiences can transform the way a person thinks about himself and its world. This kind of knowledge often includes a change in consciousness in answer to an "ah-ha" moment (Mezirow, J., 1997). Such transformative instants can increase learners' motivation and self-confidence as they try out new ideas and perspectives.

Researchers from the transformative learning model approach suggest constructing an ambience where students can consider new or different possibilities about their lives and futures. To ensure this, it is first important to create trust and confidence. If students feel relaxed and comfortable they will be more predisposed to share their point of view, show their feeling or ask questions, and be open to probing or divergent opinions (Taylor, E. W., 2008).

This can be complicated in a non-classroom situation, but finding methods to make the experience more personal (using video conferencing or one-to-one coaching with a tool such as Skype) can help.

What's another important element? Educators should find different techniques to facilitate a “trigger” event. It's necessary to make students to stop, think and reflect on different perspectives or world view. Analyzing news articles, simulating different models, contributing in team projects, doing research, and interpreting videos can introduce opportunities for triggering events, where students are presented with alternative viewpoints.

As a final step, it is necessary for learners to reflect on these new viewpoints, and to be involved in some kind of action in order to crystalize the transformation. For example, the publication of a paper, reproduction of a video, changing and searching for a new job, developing new strategies for accomplishing goals or becoming part of professional organization are all ways to take action. Not all learners will have a transformative learning experience, but researchers argue that for some adult learners, this type of learning can make the difference between success and failure.

## **CONCLUSION**

Adult learners need a different treatment and transmission of knowledge than university students do. They are more interested in the extension of knowledge in the fields of everyday lives (e.g. workplace, parenting, relationships etc.). Determining the nature of support each learner needs to improve its life skills, makes easier the process of assisting adult learners to be more independent and self-directed (Pratt, 1988).

The educational philosophy of each teacher influence the way he approaches teaching and learning. But it's not the only element that counts because it has been suggested that teaching and learning are most effective when viewed as a continuum, as a process where the instructor must use the necessary tools to match the situation. Good teaching doesn't always mean following and respecting a rigid curriculum without flexibility, but adopting your teaching approach to the student's need and context.



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## **THE ROLE OF DIFFERENTIATED APPROACH IN ACHIEVING EFFECTIVENESS IN THE LEARNING PROCESS.**

**PhD. Juljana Laze<sup>48</sup>**

### **Abstract**

Differentiation is the approach to teaching which ensures that all children learn well, in contrast to the many differences they have between them. This study addresses the role of differentiated approach especially in achieving effectiveness in the learning process.

The purpose of this study was to find out: a) the importance of differentiated teaching in understanding learning processes; b) identifying factors, ways and opportunities for implementing and applying differentiated learning in our schools; c) the role of subjective factors as the main actor in this process.

To achieve the purpose of the study are presented some of the strategies that help in the differentiation process, trying to argue that differentiated teaching and learning is a method of involving all groups. Also, is argued the ways and forms of cooperation between parents, students and teachers in the differentiation processes, as building and developing the school and family partnership as one of the most current topics in the discussions and professional approaches of school instructors, teachers, in the field of education.

This study is a holistic approach by making a combination of research methods: a) direct /indirect observation was used as the main instrument, combining with b) focus group interview method. Also the study is based on a rich scientific literature as books, articles, and reports of various organizations focusing on effective teaching, children and their achievements in the community. Data processing was done on the basis of thematic analysis, oriented by the thematic guide

The main findings of the paper are that the family has a significant role and potential in the effectiveness of child education, where the idea of the greater and qualitative involvement of actors in education is, the more advanced the child is in every aspect.



Also, it contributes to the answer to the call for more quantitative and qualitative research and at the same time argues the need for more in-depth studies suggesting a variety of challenges to practice, policy and research in this area to Albania context. We end up with an effort to reflect the conclusions emerging from the study.

**Keywords:** Differentiation approach, subjective factors, effectiveness, Dalton Plan

## 1. INTRODUCTION

In Albania, in recent years, various reforms have been made in the education system. Research has shown that schools, families and students should build partnership relationships based on mutual communication, shared responsibilities and collaboration in organizing school life. Differentiated education provides the opportunity to receive effective educational services, in accordance with the needs, skills and support materials needed, in accordance with age, in order to be prepared to be a good citizen in society.

From the various studies that have been done to differentiate in our country, it is shown that much work is needed from all subjects so that the children are educated and developed their potentials, according to their abilities and opportunities in order to make the most of the potential them. To understand the subject matter more objectively, the recognition of the reasons, the ways and the strategies of the differentiation process in the school would help. The study focuses on the age group of children attending primary education, as it is the age where children spend a good part of the day interacting with each other and facing differentiation for the first time. In conclusion, high quality early childhood differentiation programs are required to have at least three key components: a) accessible to all children and their families; b) programs designed in accordance with the unique needs of each child; and c) include a continuous evaluation of programs to ensure full participation.

## 2. THEORETICAL FRAMEWORK

There are different theories and models that are concerned with this issue. Differentiated pedagogy is thought to facilitate the integration of children into school. Helen Parkhurst in 1919 developed an individual-based learning technique known as the Dalton Plan. This kind

of pedagogy arrived in Europe through publications of the movement called the new education. According to the theory of multiple intelligence (Gardner, H., 1983) it is imperative for teachers to recognize and promote in a wider space the talents and skills of students, which is why teachers, should also focus on student talents. An important issue, among other things, is the recognition of students, incentives, needs, interests and the way of learning effectively (Kolb, D. 1984). Pedagogies vary widely, as they reflect different social, political, cultural contexts from which they arise (Li, G., 2012). So, differentiated pedagogy should not be understood as a new pedagogical system, but as a dynamic to promote every pedagogical act, a moment needed for each teaching. In a paradigm of social constructivism teaching, differentiated pedagogy is thought to improve children's learning by considering children as the main actors in their intellectual development (N.Grenier, M. Moldoveanu, 2011). Meanwhile, the “Theory of Pedagogical Types”, based on the work of psychologist Carl Jung, (1961) has further expanded to create a more complete frame of personality categorization. The essence of differentiated teaching is the adaptation of contents, processes, methods and materials to the rhythms of different students to achieve the same goals and objectives.

In conclusion, pedagogical differentiation can be defined as an effort, willingness as a strategy, not as a new method. It takes in consideration group work and individual help, differentiating, adapting or negotiating with the child's interests.

### **3. LITERATURE REVIEW**

#### **3.1. The importance of differentiation**

Pedagogical differentiation is deeply oriented towards quality learning and student success. Diversity of students in the classroom makes the need to differentiate more urgently. This diversity can take many forms and have different origins: individual, social and cognitive. Students with different styles try to solve problems in different ways (Group of Authors, 1997). In order to realize differentiated teaching, the teacher should know well the content of the lesson and the characteristics of the students (D. Kolndreu, 2019). Pedagogical differentiation aims therefore to take into account the individual changes in the students, to allow each one to move as far as possible to the acquisition of knowledge and to the development of his / her own competences

### **3.2. When to differentiate**

Non-recognition of differentiated teaching risks the "learning disability", "behavioral problems", "fear of school" phenomenon and so on. The application of classroom pedagogy may take different forms of association (Trelfa, D. 1999). Working in groups is the most suitable form for organizing differentiated learning. Differentiated learning is often defined as the formation of student groups in order to make their learning more effective (Gaxhiqi, B. 2018). According to a group of authors (Karaj, Dh. P. Muka, and L. Qela: 2006), the teacher should keep in mind these goals for differentiated learning and the formation of a group of students: a) The group of students with disabilities in development; b) Formation of student groups by changing the grouping of methods; c) Formation of student groups by level or homogeneity; d) Forming student groups using supplementary time. Starting from the formation of the student groups methodically it is possible and permissible for the groups to be at three different levels of difficulty and progress that are required to remain relatively constant and that the studies show not dare to further reduce them.

### **1.3 Principles of differentiation of the learning process and ways of its realization**

Differentiating the teaching process does not mean that a teacher satisfies all the interests of all students all the time. It requires that the teacher establish a reasonable number of learning strategies most of the time so that students can see learning as appropriate during this time (Morina, A. 2017). Four elements of the curriculum that can be differentiated are: structure; content, process and product (Tomlinson, Carol A. 2001)

#### **3.3.1 How to differentiate structures?**

This differentiation can be done by differentiating activities in groups, subgroups and individually, facilitating mutual work assistance, forming subgroups according to different needs and adapting the classroom.

### **3.3.2 How to differentiate content?**

To differentiate from this point of view, it is necessary to hold a training program in order to determine what needs to be selected and taught. This kind of differentiation requires taking into account the objectives and the competences of the students as a learner.

### **3.3.3 How do we differentiate the processes?**

Differentiating processes implies changing the situations of the subject by considering the different ways in which students treat the information. To achieve this effectively we can change pedagogical strategies: strategic teaching, project pedagogy, etc. They must be sufficiently heterogeneous and in order to take into account the diversity of cognitive styles present in the classroom. These strategies are of different nature (Group of Authors, 1995): social constructivism (projects, tutorials, etc.); interactive (discussion and group discussion); individual work (problem learning and case studies); mastery strategy (exhibits and demonstrations). Armstrong Thomas (1999) proposes teaching strategies that consider different types.

### **3.3.4 How to differentiate products?**

The product is the result of the lesson, an evaluation or a project. One of the basic principles of pedagogical differentiation is based on continuous assessment and adaptation. The forms that student products can receive are multiple: product (written or oral) exposure and multimedia presentation. Moreover, these modes of communication may vary from one student to another.

## **3.4. The role of subjective factors in the differentiated learning process**

The full inclusion of factors in the so-called didactic triangle involves three elements: the student, the teacher, and the parents.

### **3.4.1. The student**

The learner, as subjective factors in the teaching work, represents the most important social structure of the multifunctional educational system. In order to achieve the purpose of the learning process, students should acquire and develop: knowledge, cognitive skills and

attitudes, so called the realization of the curriculum duties by the teacher or the cognitive, affective and psychomotor task. Recently, school psychologists have suggested that holistic education aims to help children achieve maximum capacity (K. Voko, Veronika D. and Izela T.; 2014). Education from a holistic perspective relates to the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potential. Ron Miller (2008) defines the holistic perspective of education as an attempt to cultivate human development as a whole human being. The holistic approach recognizes the fact that a child who grows to become a complete person must develop not only intellectual, but also physical, psychological, emotional, interpersonal, moral, and spiritual abilities. Miller identified four qualities that characterize holistic education: 1. Encourages learning through experience; 2. Creating personal relationships; 3. Emphasis is also placed on the inner world of children; 4. Holistic education expresses the "ecological" conscience (Kochhar, Bryant, C.A. and Heishman, A.; 2010).

### **3.4.2. Teacher**

As it is argued above, the teacher is a subjective factor of importance in the teaching work, which with his professional ability and didactic-methodical preparation, plans, organizes and realizes all the teaching work with students and enables the creation of basic conditions for doing successful learning outcomes. The teacher plays several multiple roles (Musaj, B., 1999). Differentiated teaching and differentiated learning can be done in three ways: a) Differentiating outcomes, where all children are given the same assignment, while differentiation is done based on their responses; b) Differentiating from tasks where children are given specific tasks depending on their skills; c) Differentiation from the teacher's attempt to adjust the level of teacher intervention (K. Voko, Veronika D., Izela T., 2014) Differentiation results if the teacher has some qualities (Behxhet G.; 2018), while Tomlinson (2003) argues that teachers should imagine the class as not a static one. The research showed that there are some forms of differentiated learning models. So, the need for differentiated teaching stems from the diversity of students and more specifically this situation has been presented by Burns, (1999) "There are no two students to progress at the same speed. There are no two students who are willing to learn at the same time. There are no two students to use the same techniques to study. There are no two students who solve problem points by point in the same way. There are no two

students with the same profile of interest. There are no two equally motivated students and achieve the same goals. There are no two students with the same behavior”

### **3.4.3. Parents of students**

Referring to the Dalton Plan (Forbes Magazine, 2010) each student belongs to a smaller community, (family), and to a larger community (school). The most popular forms of cooperation between our schools and parents can be: i) individual form is the direct contact mode; ii) collective form that enables full knowledge of the parents; iii) the group form is intended to collect parents of a general character.

Educational professionals today expect their classes to be with different children with high diversity. Some factors affecting children by making them more vulnerable, affecting their ability to learn or to have good relationships with teachers such as: i) children coming from low-income families; ii) children used or coming from other countries; iii) children from families with divorced parents who have experienced domestic or community violence; iv) children with physical or mental health problems; v) children living in families with economic problems; vi) children with special learning needs (K. Voko, Veronika D., and Izela T, 2014). In conclusion, through co-operation, teachers and parents add to their social and professional competence and contribute to the process of development and advancement of education.

## **4- METHODOLOGY**

### **4.1. Purpose/ objective and method of study**

The purpose of this study was to evaluate the practical implementation of differentiated work and its impact on the learning process effectively. To reach the object of the study, extensive literature has been used, focusing on effective teaching. Some of the objectives of the study are: 1. to identify how the differentiated teaching method is used in primary education; 2. to analyze the effects of the teaching and learning process in the primarily education; 3. to understand how the subjective actors are engaged in the processes

For the purpose of this study, qualitative design has been used. A research using qualitative research is primarily exploratory research. It is used to gain understanding of underlying

reasons, opinions and motivations of the participants in a certain field. As part of the work, a focus group with 20 elementary school teachers was also implemented. Some common methods include focus groups (group discussions), individual interviews and participation/observations (De Franzo, 2011). Data processing was done on the basis of thematic analysis, oriented by the thematic guide.

The principle of the study was also respecting subjects as human beings. The reason was the implementation of the ethical standards of the study. Participants were informed about the purpose of the study. Teachers have been explaining the nature of the study and the data was taken from them anonymous and confidential.

#### **4.2. Study research questions**

Searching through the selected methodology is intended to answer these research questions:

- What is the stakeholders' knowledge about the differentiation process?
- What were the difficulties encountered working with students during the differentiation process?
- How has the presence of strategies and differentiation methods influenced the learning process during the classroom?
- What was the frequency of meetings with parents and how did it affect the process?
- What were the difficulties the teachers have experienced working with these classes?

### **5- RESULTS**

It is important that all schools have organizational structures, processes and practices that enable and support collaborative learning and differentiation to continuously improve students' achievements.

Regarding the first question of research, *on the knowledge of actors regarding the differentiation process*, the subjects involved in this study were happy to share a wide variety of things they did and often differentiation as a method of knowledge contribute to improving students' achievements. Classes were often too overloaded and the available time was small. Some of the actors involved in the study had knowledge as working methods (grouping), but not about ways to differentiate. So often the process of differentiation was casual, immediate



grouping without considering products, structure and so on. The teachers of these classes need more knowledge or training to know more in depth to the differentiated work and the importance it attaches to the effectiveness of children, taking into consideration all their potentials.

Meanwhile, to the second questioning question about the *difficulties encountered in working with students* to realize the differentiation process and promote success for each child, teachers should first accept responsibility for each child. So they used the method of differentiation but encountered many difficulties in their grouping and full realization. Even some of them thought they needed to get more knowledge about this application, as they often did not know or were unclear whether they were grouping children properly. Many teachers understood differentiating work as a method that was used only for children with special skills. It seemed that teachers and parents were more interested in content learning than for the act of learning as a process. So the content seemed to appear to be more important than the way to get there. So, this kind of pedagogy seems to be still taught little in our schools. Traditional learning process still remains one of the main forms.

To the third question, *how has the presence of strategies and differential methods influenced the learning process during the classroom*, the findings showed that through classroom observations and talking to children, were sometimes implemented but children were not asked for feedback. The analysis of the study showed that differentiation as a class interaction method is little used. Some of the reasons highlighted by the observation are:

- Huge loads of curricula in learning areas or different subject areas.
- Learning objectives / outcomes are high, sometimes inaccessible to most students.
- Lack of continuous motivation to include students with different abilities.
- Using an outdated methodology that is not suited to psychological age characteristics.
- The use of a deterrent evaluation, which only determines levels of appropriation but does not stimulate and encourage students to create lasting skills.
- Physical learning environments unsuitable for the development of the learning process.
- .
- Lack of teaching-learning tools in the function of learning
- Insufficient involvement in this process of assistance of parents or others that may be interested in participating



While the fourth and fifth questions about *the difficulties / frequency of meetings with the parents the teacher has during the differentiated work* was evident in the fact that many parents do not at all use the opportunity to attend teaching and learning in the classrooms. This is a not known theory in our schools. Even so it seemed strangely surprising how parents could engage in curricula, programs, or even less in direct working groups. This shows once again how little parents are engaged within the school. The parents we talked with were proud to learn that their children also applied differentiated work, focusing on the learning process of their children in a visible way, but they had no knowledge of how they could become part of it. It seemed that in our schools is still the traditional concept of teaching that "the teacher is a master in his class". So traditional teaching methods still seem to be accepted and better known by other actors. The education system is permeated by the fulfillment of two students' rights. The first is the right to equality of opportunity for everyone; the second is the right to be different. So there is a need for the textbooks or curricula to be redefined in the function of the student. Teacher's assessment often focuses on knowledge rather than on the ways it is used to gain knowledge. The analysis of the study showed that students are little or no involved in the opportunity to talk at the end of their activities about the experiences they have experienced in learning: how they felt, what they liked, were they interested, to say what they learned, what they suggest to change etc.

Meanwhile, the European and wider experiences dealt with in the literature (Dalton Plan) greatly appreciate the teacher-parent co-operation. In addition, there are many schools that enter into agreements with companies and institutions where parents work, to allow them to attend 1-2 classes in schools once a week or 1-2 times a month. Even they themselves give their contribution to the fields of expertise they work for. Researchers of contemporary pedagogy appreciate greatly the contribution of parents to the classroom. While, the analysis of the study, emerges that parents'/teacher cooperation are mainly achieved through their periodic meetings, letters and, sometimes, on-line communications. Problems and concerns were encountered in the type of learning during the interaction we grouped as follows:

- Teacher interaction is temporary (when he or she runs a group),
- Equal activation of students is not guaranteed,
- Type and manner of differentiated activation is not the same for all groups.

Literature study showed that the teacher cannot be the only source of knowledge in the classroom; rather, they are students, even parents, who have diverse professions that are directly or indirectly related to subjects in different classes.

## 6- DISCUSSION

The discussion of the results of the study aimed at identifying the realization of the purpose of this study and answering research questions in the study on the differentiated work and its effectiveness, the difficulties faced by students, teachers and parents in the work of common factors in child education, factors affecting this new approach in teaching and learning, school practices and the challenges they face, identifying the needs / difficulties of support in achieving and fulfilling the potentials and skills.

The study conducted, that the development of differentiated work in schools is a challenge in itself. Some contextual factors such as classroom organization, time, curriculum, geographical area in which the school is located, personal and professional basic training of teachers, etc., may cause difficulties in the effectiveness of teaching. Also, the effectiveness of the teaching process and its full achievement depends on a number of factors that need to interact with one another.

Studies showed that differentiated work in different education systems has been achieved through drafting, implementing and monitoring policies at the school level, which often determine the effectiveness of differentiated work as the ultimate goal of ensuring the right to education of children with skills and various potentials. The importance of school culture is clear from the research. It has to do with "the way things are done" in a given place. So the role of differentiated work is more than a set of strategies or practices. It was important to emphasize that teachers themselves need to be aware of the importance of their attitudes in achieving the success of the effectiveness of differentiated work. Teachers have a great influence on the students' work.

The research has confirmed that parent engagement contributes to the quality and efficiency of teaching. This study highlighted that student parents are encouraged to cooperate more with the school. The importance of parents' involvement in school is an immediate need, in the last

decades this topic is the focus of many studies. An important goal of co-operation between parents and the school is the regular exchange of information and ideas.

Despite some positive trends outlined above, the study noted that schools did not provide the necessary support infrastructure especially in material resources to respond in the first instance to the needs of students with different achievements / skills but also the pedagogical staff involved in the process. Aspects to be considered by teachers developing co-teaching or using differentiated work are: i) characteristics and needs of students; ii) characteristics and needs of teachers; iii) the curriculum including content and teaching strategies. Teachers assert that teaching tools are not in line with student needs and their different abilities. The data obtained in focus groups and interviews brings other details to be mentioned. In many cases, teachers try to adapt to the environment and use the auxiliary equipment that may be available as laptop computers, calculator machines, and certain programs taken from their homes. Often the teachers themselves take care of the necessary material base for a classroom as the school does not provide anything to circumvent the possibility of applying differentiated work and this can affect the effectiveness of the learning process as the various studies show that students can acquire better new information with materialization with tools. The study highlighted the concerns of teachers in this as they exacerbate even parents as their economic situation does not allow, and this certainly affects the social and academic achievements of children.

The study also highlighted the problems that lie in school curricula, considering it too "burdened". Most teachers emphasize that the curriculum is based on content rather than on skills-building and orientated by exams and should be realized within a certain time limit. Also, the study revealed that classes are not large, which often hampers access and mobility for children; they are overcrowded where the average total of children per class in some cases exceeds 35 students. Also in a good part of the classroom schools' classes are organized with tournaments, which according to them brings together and stresses in the teaching processes. But as Sebba, J., & Sachdev, D. (1997) argues, the quality of organized planning is important for resource efficiency and flexibility to ensure the inclusive education process. In general, teachers still use passive teaching methods

## 7- CONCLUSIONS

The study clearly evidenced the tendency to have serious efforts to accomplish teaching through the differentiated work of children in mainstream schools, but it is still at low levels. In this context, its impact is assessed as important for: i) awareness of all actors, but also wider, of the positive and supporting role that this approach has for the quality development of children to fulfill achievement of their potential; ii) identifying the need for radical changes in the education system, in order to create the necessary infrastructure, to enable the implementation of differentiated education and to encourage and orientate the most necessary interventions; iii) creating a social positive climate in the school community, increasing the chances of developing differentiated work by significantly influencing the attitudes of stakeholders and the community in general; iv) reducing the role of parents in the process of differentiated work.

Despite the positive trends outlined above, the study noted that the infrastructure needed to respond to the needs of students with different skills and potential, and also the pedagogical staff involved in working process with them was not provided. Lack of complementary structures within the school with specialized staff, teachers-supporters, other professionals, didactic and information materials, textbooks and tools geared to quality education; the appropriateness of the classroom and school environment as a whole – were objective obstructive factors directly in the implementation of inclusive education for the development of this kind of teaching. The study also concluded that teaching for pupils with different potentials is carried out by teachers whose knowledge is very limited to fair pedagogical approaches. In conclusion, students gain partial knowledge of the curriculum or do not work all their potential. Based on the analysis of the aforementioned factors, is concluded that: - the role of differentiated work is not recognized and yet not fully realized, so that all students are given equal chances to fully express their potentials and values social and academic. Thus, differentiated work is a difficult process requiring dedication and maximum attention from subjects, but with little dedication it can be accomplish

## 8- RECOMMENDATIONS

From the perspective of the study was tried to make some modest recommendations such as:

1. Awareness of all stakeholders for the contribution they can make to the implementation of differentiated work and its role in teaching and learning of children and full realization of their potential in education.

2. School financial support by means of didactic teaching tools: The curriculum design with tools is very important for the effective implementation of the process.

3. All protagonists are required to receive training materials and modules so that they reflect interactive educational methods with the necessary information that focuses on their children and their abilities. Teachers/ parents are recommended to stay in close contact with their colleagues and field experts to address any children's educational and developmental issues.

4. Recognition of the role of differentiated pedagogy / differentiated work: Based on this teaching method, the learning objectives are: i) to tailor each student's program to its needs, interests and abilities; ii) to promote independence and credibility; iii) to increase student's social skills and sense of responsibility to others. The institution should provide opportunities for teachers to participate in trainings about education and child development for their further qualifications as well as to improve their work they do with children.

As a conclusion, it is recommended that more research (qualitative and quantitative) should be conducted in Albania and considers a larger number of teacher participants to have a clearer view of how and to what the role of differentiated approach is in achieving effectiveness in the learning process.



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## **ALEKSANDËR XHUVANI DHE NORMALJA E ELBASANIT**

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### **Abstrakt**

Ky artikull synon të trajtojë çështjen e hapjes së shkollës së pare të mesme kombëtare shqipe për përgatitjen e mësuesve të rinj në qytetin e Elbasanit në 1909, rëndësinë dhe vlerat që ajo përcolli për Elbasanin dhe Shqipërinë në përgjithësi dhe transformimin e saj ne Universitet shqiptar. Në këtë artikull janë përmendur pedagogët themelues dhe drejtues të saj, Luigj Gurakuqi dhe Aleksandër Xhuvani. Në detaje përshkruhet veprimtaria shkencore e Prof. Dr. A. Xhuvani (1880-1961), emrin e të cilit mban Institucioni më i Larte Arsimor në qytetin e Elbasanit, Universiteti “A. Xhuvani”.

**Fjalë kyçe:** Normalja, Kongresi i Elbasanit, Prof. Dr. A. Xhuvani.

### **Abstract**

This article aims to treat the issue of the opening of the first Albanian National High School for the preparation of the new teachers in Elbasan City in 1909, its importance and the values that she brought for Elbasan City and Albania overall and its transformation into an Albanian University. In this article are mentioned its founding directors and professors Luigj Gurakuqi dhe Aleksandër Xhuvani. In details is described the scientific activity of Prof. Dr. A. Xhuvani (1880-1961) whose name is given to the Highest Academic Institution in Elbasan City “A. Xhuvani” University.

## Hyrje

Hapja e shkollës Normale më 1909 në Elbasan, e para shkollë e mesme kombëtare shqipe, në hapësirat shqiptare, shënoi një pikë kulminore për kohën. Kjo jo vetëm për fushën arsimore e kulturore, por edhe për atë patriotike e shoqërore.

Qysh në fillimet e saj Normalja nuk u pa vetëm thjesht si shkollë e mesme, por si një institucion arsimor, që përfaqëonte dinjitetin e kombit, që do të rrezatonte dritën e diturisë shqiptare. Në këtë kuptim hapja e Normales nuk qe vetëm vepër diturie, por edhe patriotizmi. Normalja e Elbasanit qe vepër e iluministëve shqiptarë, e intelektualëve, e atdhetarëve dhe pedagogëve shqiptarë. Ajo qe rrjedhojë e luftës së mbarë popullit shqiptar për gjuhën dhe shkollën shqipe.<sup>49</sup>

Kjo shkollë u konceptua dhe u realizua si qendër e rëndësishme për edukimin patriotik të nxënësve, për lëvrimin e gjuhës shqipe, për vënien në themel të saj të metodave bashkëkohore arsimore e pedagogjike. Normalja aq e dëshiruar dhe e mirëpritur nga të gjithë pati mbështetje të fuqishme morale e materiale të të gjithë shqiptarëve kudo që ishin. Por mbështetjen më të madhe asaj ia dha populli fisnik i Elbasanit, traditëvënës në arsim e kulturë.<sup>50</sup>

Ishte Kongresi i Elbasanit që mori vendimet për hapjen e kesaj shkolle. Jo rastësisht Elbasani zgjidhet si qyteti mbajtjes së këtij Kongresi, i cile për problemet që trajtoi dhe për vendimet që mori konsiderohet si një nga ngjarjet më të rëndësishme në historinë e arsimit dhe të kulturës kombëtare shqiptare. Traditat patriotike arsimore e kulturore që në krye të herës së këtij qyteti kanë qenë qenë të njohura në të gjitha trevat shqiptare dhe kishin ushtruar një ndikim të fuqishëm në ata intelektualë që vendosën për mbajtjen e këtij Kongresi në këtë qytet. Njëkohësisht Elbasani në atë kohë ishte shndërruar në një qendër të rëndësishme të ngjarjeve dhe veprimtarive, për çështjen kombetare dhe paraqiste një nivel të kënaqshëm të zhvillimit arsimor dhe kulturor në shkallë kombëtare. Mjafton të kujtojmë këtu se në Elbasanin e asaj kohe ishin krijuar dhe zhvillonin veprimtarinë e tyre 5 klube dhe shoqëri patriotike. Gjithnjë në këtë kuadër, një faktor tjetër që mundësoi zgjedhjen e Elbasanit si qytet organizator të Kongresit ishte edhe pozita e tij gjeografike, e cila favorizonte ardhjen e delegatëve nga të katër anët e vendit. Në këtë mënyrë më 1 shtator 1909 arritën në Elbasan delegatët që do të

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<sup>49</sup> Koburja. Reshit. Normalja ne Fokus te Bashkëkohesise, Silver, Elbasan 1999. Fq. 7-8

<sup>50</sup> Bevapi. Kujtim. Normalja ne Tradite. Elbasan, 1995. Fq 63-64

merrnin pjesë në punimet e këtij Kongresi, ku gjetën në Elbasan një atmosferë të ngrohtë të krijuar nga klubet e këtij qyteti “Bashkimi” dhe “Vllazëria”. Midis 35 delegatëve që përfaqsonin të gjitha krahinat e vendit si dhe dëshirat dhe interesat e mbarë kombit shqiptar, ndodheshin, krahas personaliteteve të shquara edhe veprimtarë e mësues të njohur të arsimit kombëtar. Sikurse e theksuam më lart në Kongres morën pjesë përfaqësues nga të gjitha trevat shqiptare dhe nga ato ku banonin shqiptarë. Kongresi kombëtar i Elbasanit i çeli punimet e tij në pasditen e 2 shtatorit 1909. Punimet e tij vazhduan 8 ditë me rradhë në mbledhje me durr të hapura e të mbyllura dhe u karakterizua nga një punë e ngjeshur e të gjithë delegatëve. Theksojmë se vendimet me rëndësi historike të Kongresit kombëtar të Elbasanit përbëjnë një kontribut të vyer në drejtim të përhapjes së arsimit e të kulturës në gjuhën amtare.<sup>51</sup>

Normalja e Elbasanit, që në fillimet e saj, shfaqet dukshëm si një institucion arsimor kombëtar me përmasa shumë më të gjëra se sa destinacioni i mirëfilltë i saj. Këtu u përqëndruan forcat më në zë intelektuale të shkencës si dhe themeluesit e didaktikës shqiptare. Këto forca kontributin e tyre e shfaqën në mënyrë shumëplanëshe. Në këtë qendër të parë të përgatitjes së intelektualëve shqiptarë, kontributi nuk u kufizua vetëm në prodhimin e kontigjenteve të mësuesve, por shumë më gjërë. Në kushtet e mungesës së një përvoje brenda vendit, ky institucion nuk huazoi platforma, programe, tekste e literature të gatshme nga jashtë, siç ndodhi në disa shkolla profesionale që u hapën në Shqipëri. Duke qenë gjatë gjithë gjysmës së parë të shekullit XX institucioni më i rëndësishëm arsimor në vend, ai kontribuoi në arsimin kombëtar në tërësi.<sup>52</sup>

Vetë hapja e Normales shënoi krijimin e sistemit të arsimit në Shqipëri. Pas dhjetorit të vitit 1909 në Shqipëri kemi një sistem arsimor me hallkat e tij. Kur flasim për Normalen duhet patjetër të përmendim pedagogët themelues dhe drejtues të saj, Luigj Gurakuqin e sidomos Alexandër Xhuvanin, të cilët përsosën vazhdimësisht administrimin dhe veprimtarinë pedagogjike të shkollës deri në një fizionomi të plotë shkollë bashkëkohore të Normales.

Prof. Dr. Alexandër Xhuvani (1880-1961) është një personalitet i shquar i kulturës kombëtare, i gjuhësisë dhe i arsimit shqiptar, veprimtar politik-shoqëror, profesor, Mësues i

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<sup>51</sup> Varoshi. Liman. Normalja në Traditë. Elbasan, 1995. Fq 35-40

<sup>52</sup> Gjini. Roland. Normalja në fokus të bashkëkohësive. Silver, 1999. Fq 58-59

Popullit, i nderuar me “Urdhrin e Flamurit”, “Urdhrin e Lirisë”. Emrin e tij e mban institucioni më i lartë arsimor në qytetin e Elbasanit, Universiteti “A. XHUVANI”.

Veprimtaria shkencore e A. Xhuvanit i ka fillesat që nga viti 1905, kur me pseudonimet DOK SULA filloi të shkruajë në organet e shtypit brenda e jashtë vendit. Shkrimet e tij kishin problematikën e kohës, gjuhën shqipe, shkollën, arsimin kombëtar. A. Xhuvani eci në rrugën e Rilindasëve tanë, duke iu përgjigjur kërkesave të realiteteve shqiptare. A. Xhuvani që lëvrues dhe studiues i gjuhës shqipe, punoi me sukses në fusha të ndryshme të gjuhësisë e pati ndikim të rëndësishëm në fushën e leksikografisë, leksikologjisë dhe gramatologjisë si edhe për studimin historik të gjuhës. Bëri punë të vyer edhe për filologjinë dhe për dialektologjinë historike. E çmonte shumë gjuhën popullore, si burim të gjuhës letrare. I veçantë që kontributi i tij në përpunimin e normalizimit e drejtshkrimit.

Hartoi punime e studime për kategori e çështje të ndryshme të gramatikës, dha ndihmesë të madhe në harimin e “Fjalorit të gjuhës shqipe” (1954). Botoi shkrime e punime të ndryshme, si “Kritikë mbi fjalorët e shqipes” (1934), “Çështja e fjalorit të gjuhës shqipe” (1957).

Bëri një botim të dytë të sistemuar shkencërisht të “Fjalorit të gjuhës shqipe” të Konstandin Kristoforidhit dhe i dha këtij fjalori një jetë të re.

Aleksandër Xhuvani është një personalitet i shquar i arsimit, i shkollës dhe I pedagogjisë shqiptare. Ai zhvilloi veprimtari të gjërë teorike dhe praktike për arsimin kombëtar, për një shkollë të përbashkët për djem e vajza, për demokratizimin dhe laicizimin e shkollës shqiptare.

Idetë dhe pikpamjet e tij pedagogjike, problemet teorike e praktike të didaktikës, të pedagogjisë, të psikologjisë, të edukates i mbështeti dhe i shtjelloi në veprimtarinë e gjallë si mësues e drejtor shkolle, sidomos në Normalen e Elbasanit. Botimet e tij pedagogjike përfaqsonin një mendim të ri, përgjithsonin përvojën e tij të mësimdhënies dhe ndikuan shumë në zhvillimin pedagogjik në Shqipëri. Vepra e tij pedagogjike e psikologjike është e gjërë, botoi shkrime, monografi, informacione shkencore. Vepra e Alexandër Xhuvanit tërhoqi vëmendjen e shkencëtarëve të huaj e shqiptarë.<sup>53</sup>

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<sup>53</sup> Elbasani Enciklopedi. Sejko, Elbasan 2003, fq 649-652

Prof. Dr. Alexandër Xhuvani u lind në Elbasan, më 14 mars 1880. Periudha në të cilën ai jetoi përkon me ngjarje të rëndësishme të historisë së popullit tone. Prof. Dr. A. Xhuvani jo vetëm i përjetoi aktivisht, por mori pjesë drejtpërdrejt në to, duke kontribuar si një intelektual tepër i formuar dhe iluminist, i prirur gjithnjë drejt përparimit dhe zhvillimeve demokratike. Për më tepër, jeta e tij përkoi me atë periudhë që shënoi jo vetëm Rilindjen tone kombëtare në rrafshin shpirtëror, politik e shoqëror, por edhe fillimet intensive të zhvillimit të shkencës së albanologjisë dhe shkencave shoqërore e humane, më gjerë. Në këte lëmë kontributet e prof. Xhuvanit janë tejet të spikatur, duke vënë gurë themeltarë në ngrehinën e shkencave të veçanta humane apo të edukimit, në fusha të gjera dijeje dhe kerkimi shkencor.

Është e kuptueshme që për personalitete të tillë si A. Xhuvani, vepra që ato ngjizin, krijojnë dhe lënë pas dore të jenë ngushtësisht e përqëndruar në një fushë të vetme kerkimi, por të përfshinte lëminj më të gjerë.

Përqëndrimi në një fushë ngushtësisht të përcaktuar, përgjithësisht përbën vlerë, pasi mundëson thellim në studim, dhe nga ana tjetër është një shfrytëzim i mire i potencialeve të përvijuar nga shkollimi dhe formimi i drejtpërdrejtë intelektual. Në këtë rast studiuesi vepron me një komoditet shkencor e intelektual më të ndjeshëm. Por, kur studiuesi është vazhdimisht në kerkim dhe studim, përmes një angazhimi intelektual e atdhetar, për t'iu përgjigjur kerkesave të realiteteve në zhvillim, atëherë lënia mënjanë e atij komoditeti të parë shkencor dhe futja me guxim në kerkimet shkencore në fusha ku lipset kontributi dhe sakrifica, atëherë vlera e personalitetit bëhet më e madhe. Alexandër Xhuvani eci në mënyrë dinjitoze edhe në realitetet e tjerë shkencorë, jo vetëm në gjuhësi dhe në shkencën e letërsisë, por edhe në pedagogji, psikologji, histori e arsimit, tekstologji, bile edhe histori dhe memorialistike etj. Ai arriti të përvijojë me dinjitet kontributet e tij në këto fusha, si një ndër themeluesit dhe krijuesit e parë shkencorë në to.

Në veprimtarinë e tij të shumanshme si mësues, anëtar komisionesh, redaksues, përpunues e hartues librash mësimorë, drejtues institucionesh mësimore e detyra të tjera, me botime e artikuj, me mendime dhe iniciativa, ai dha një kontribut të shënuar zhvillimit të arsimit tone.

Por, një ndër fushat më themelore të veprimtarisë së prof.dr. A. Xhuvanit ka qenë gjuhësia. Ai shtjelloi një punë të vijueshme sistematike, të shumanshme e të frytshme për lëvrimin e studimin e gjuhës shqipe, frymëzuar nga idetë patriotike të Rilindjes dhe mbështetur në një formim filologjik të mire. Kjo veprimtari u karakterizua nga një njohje e mirë e natyrës dhe e veçorive të gjuhës shqipe, e visarit leksikor dhe e structures gramatikore të saj, nga vlerësimi i lartë i gjuhës së gjallë të popullit, nga lufta për një shqipe sa më të pasur e të pastër, nga përpjekja e vijueshme për ngritjen gjithnjë e më lart të gjuhës letrare. Ajo ka qenë e lidhur ngushtë, në pjesën më të madhe të saj, me problemet më të ngutshme, me çështjet aktuale të gjuhës së shkruar, të nevojave të shkollës e të praktikës gjuhësore, me kulturën e gjuhës. Ai la në të gjithë këto lëminj studime, tekste, monografi, artikuj, shkrime dhe recensionet me shumë vlerë. Botimet dhe studimet e tij, të spikatura për shtjellimet metodike dhe qartësinë e tyre, shquhen gjithashtu për vlerën e tyre shkencore.

Po kështu ai dha një kontribut të merituar në studimin historik të shqipes, sidomos në leksikologjinë historike, studimet etimologjike dhe gramatikën historike. Me kontributet në lëmin e gjuhësisë dhe në lëminjt e tjerë të shkencës dhe kultures shqiptare, prof. dr. A. Xhuvani e ka të skalitur qartë emrin e tij në ngrehinën dinjitoze të kultures sonë kombëtare.<sup>54</sup>

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<sup>54</sup> Plangarica. Tomor. Ne Panteon drejt Panteonit. Silver, 2000. Fq 159-170

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## **THE CHARACTERISTICS OF LENIENT TEACHER TEACHES POSITIVE PERSONALITIES TO THE STUDENTS**

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### **Abstract**

The first and foremost role of the teachers appears a transferor of knowledge and information. But more than that, they reflect a personality in terms of behavioral aspects, since behaviors are being learned through practice and the teachers as role models fulfill their duties. A certain characteristics of personality will have influence on the students and the students are likely to reflect the desired characteristics they learned from the teachers throughout their learning process.

But what kind of teachers might reflect these characteristics? The lenient teachers are able to engender role models, since these respective teachers give importance to both learning materials and personality. Because the teachers play important role in order to make the lesson happen with the aid of their personal approaches/thoughts through which intended learning occurs.

Lenient teachers are aware of their responsibility and as stated by (Strict Teacher Vs Lenient Teacher); teachers with their personal aids can help students gain interest towards their study, the students are likely to gain more confident and also they are likely to demonstrate brilliant personalities. Because these valuable traits, the students are able to study effectively and they can show successful performance in the future and also the students might gain the characteristics of “humor, collaboration, and geniality”. As research methodology, literature review was utilized in this educational study.



Therefore, the students firstly “prefer lenient teachers because they’re easier to get along with and to talk to during class” (Escalante, 2017), and secondly “another benefit the lenient teacher’s comfortable environment affords is greater student participation in class discussion. This promotes participation and activeness” (Escalante, 2017) and also “for some students they learn better without thinking of all the academic stress placed on them through the school day” (Escalante, 2017).

**Keywords:** *lenient teacher, personalities, characteristics, participation, traits, responsibility*

### 1. Introduction

The role of the teachers in teaching/learning always appears very significant. But the teacher’s role is not only making the students masters of a particular subject but also they should reflect a kind of personality through which the respective students are counselled as stated by Lanier (1997), “as they grow and mature -- helping them integrate their social, emotional, and intellectual growth -- so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge” in order to make better decisions for individual lives and any possible contribution to their respective society (Lanier, 1997), since the teachers are known as role models in every nation.

On the one hand, Lanier (1997) adds that the “teachers are reinventing themselves and their occupation to better serve schools and students” and on the other hand, “the most respected teachers have discovered how to make students passionate participants in the instructional process by providing project-based, participatory, educational adventures” But what kind of teachers might be most respected in schools?

Of necessity the students imitate their teacher’s actions, since children always follow suit the example of adults. It might be teacher’s positive or negative action on a daily basis. Sometimes teachers might reflect angry behavior, the next day they can show negative reactions that can impair the efficiency of the students (Roles of a Teacher).

Therefore, teachers are in need of reflecting prosocial behaviors and in this regard, they are kept responsible for their behaviors and manners in the classroom. They are best known for their role in terms of building a warm atmosphere, arranging the tone of the classroom, monitoring and nurturing the respective students and also considering many other pedagogical roles of themselves for positive outcomes of the lesson (Roles of a Teacher).



## **2. Responsibilities of the teacher**

Teachers in general have a lot of responsibilities; they should find ways for increasing the curiosity of the students towards learning materials. They should create an atmosphere where the respective students will feel free to ask questions, and also the students can easily communicate with the teachers, and the students will not be afraid discussing any topic they like to know. Because the teachers aim to stimulate students' interest towards learning materials. Like that, the students are likely to reach learning outcomes of the particular lesson. In this regard, the following characteristics of the teachers are likely to contribute to the students' learning the lessons fruitfully and manners of the respective teachers in a positive fashion as a role model.

## **3. Tolerance of the teacher**

Lenient teachers are tolerant. For that reason, students are likely to see the class as a safe environment where they can easily communicate with each other/teachers and they can easily express their feelings and thoughts, since tolerance opens ways for discussing any topic they like to share in the classroom. Also, tolerance engenders empathy through which the students put themselves in the position of their friends/teachers and treat each other accordingly.

## **4. Mildness of the teacher**

Lenient teachers are mild. Therefore, the respective students are likely to be inoffensive in their behaviors and manners in the classroom that can create a congenial atmosphere for feeling free to ask any questions they are interested to know. Because there is a role model that reflects how to be mild towards each other.

## **5. Geniality of the teacher**

Lenient teachers are genial. Because geniality can create an enjoyable class where the students will like learning and geniality can cause learning appetency in students through which the students increase their desires towards learning. The more students enjoy the lesson the more they might show desires for learning.

## **6. Compassion of the teacher**

Lenient teachers are compassionate. In this endeavor, compassion reflects understanding of the feelings of others and showing the feelings of how much you are concerned about them. Through compassion, compassionate teachers demonstrate their actions how to be

compassionate in manners and behavior towards students. Therefore, the students are likely to be more open in order to understand the world around them (Alrubail, 2015).

#### **7. Permissiveness of the teacher**

Lenient teachers are permissive. This approach supports student-centered teaching, since the lenient teachers “are focused on letting the students run the show. The students choose what and how to learn, and are supported in their learning by the teacher. But the ultimate decisions about learning are made by the students” (Boyd, (n.d.)).

#### **8. Easygoingness of the teacher**

Lenient teachers are easygoing. With the aid of easygoing nature, the lenient teachers can fully support their students’ through planning clear expectations and fulfilling them in the class every day. So that, the respective students will get accustomed to follow relevant actions and behaviors which are likely to become second nature to them. Secondly, teachers consider clear, concise, and easily understandable rules and regulations in order to manage the class simply and easily, since number of rules might vary. After considering high expectations and well-defined classroom rules, teacher need to consider consistency for better classroom management. Because, “consistency is key to creating a learning environment that fosters academic success” (3 Ways to Be Firm).

#### **9. Courtesy of the teacher**

Courtesy opens ways for learning a lot of polite behaviors, since it gives a comprehensive outlook to the students to see the world through which the students learn to respect themselves and as mentioned in (Why's and How's of Teaching); “thus develop a higher self-esteem and happier, healthier relationships with others”. Also, courtesy is inseparable friend of virtue and one pays the way for the latter. Therefore, it is better to instill courtesy in students during childhood and the lenient teacher can teach that knowingly or unknowingly, since courtesy is one of the characteristics of lenient teacher.

#### **10. Other distinct characteristics of the lenient teachers**

First and foremost, it is better to know several distinct characteristics of lenient teachers. Firstly; as stated by Fisk (2017); comfortability makes the students “feel comfortable enough to be vulnerable, work through their confusion with me, and ask any questions they have (especially when they think they’re ‘stupid questions’)”.

Student priorities depend on their personal interest and they might show interest towards other course but as mentioned by Fisk (2017); the lenient teachers never “take that as an attack on (them) as a teacher or a person” this is just personal preference of the students”. Regarding mindful grading, the lenient teachers have a comprehensive outlook on learning process and Fisk (2017) adds that their only “goal is for the students to learn and grow, not to be worried about whether they’re going to get enough points to pass”.

More than that, accounting for unknown, Fisk (2017) gives emphasis on that the lenient teacher does not blame for wrongdoing/wrong going but focuses on the learning process positively, since “there’s no way for (us) to know exactly why some of my students might not be performing as well as (we) wish they would, but as a teacher it’s (our) responsibility to support them in their learning regardless”.

### **11. Conclusion**

Teachers are responsible for teaching lessons and manners. Of necessity they form a personality for students and therefore become a role model to them, since they are not just responsible for teaching knowledge and information.

Lenient teachers fulfill a duty of role model in practice. They help students in terms of their social, emotional, and intellectual growth. For the first two, they help through role modelling and for the latter they boost the students through teaching knowledge and information. Like this, the lenient teachers equip the students with due knowledge and manners in order to make them have valuable personal characteristics for contributing to the respective society.

Lenient teachers mainly focus on how to promote actively participating of their students and what to do in this endeavor for the sake better learning? And also the respective teachers show an embodiment of lenient traits. If students like this personality, they will try to form leniency towards others and acquire other characteristics such as; tolerance, mildness, geniality and etc. from the particular lenient teacher as well.

Lenient teachers show themselves as touchable personality through which students find themselves in a congenial atmosphere where they can easily communicate with each other, participate in learning process, and discuss any topic they would like to know. Because geniality can solve many problems in the class and decrease academic stress. As a last, lenient teachers are those who promote participation and activeness of the particular students.

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## TEACHING AND MOTIVATING STUDENTS: A COMBINATION OF METHODS

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### Abstract

*This study aims to emphasize that choosing the right method during the teaching process and offering continuous motivation to students can lead to bilateral success. Methods which are used for teaching foreign languages are good ways to accelerate comprehension. Research has shown that there is no ideal method. Each of them represents its significance and disadvantages. Methods are seen only as avenues to prompt knowledge. Specifically, in this paper five main methods will be taken under consideration where the prime focus will be advantages and disadvantages of each method. Also, intrinsic and extrinsic motivation is strongly connected with teaching process. Every information will contribute to give the final result, an effective and successful teacher chooses the right method according to the age of students, their level of understanding and based on specific topics, without underestimating the power of motivation.*

**Keywords:** *Methods; Motivation; Strategy; Approach; Knowledge; Advantages; Success.*

## **INTRODUCTION**

One of the main issues that teachers face is how to convey information or what methods to choose. Since each approach or method has its advantages and disadvantages, the only concern that remains is the appropriate application of methods based on topic, grammar part and age of learners.

This study will be divided in two main parts. The first part will highlight the advantages and disadvantages that students can find in each method, while second part will be focused on motivation view that its purpose is to increase the desire to learn. The study group consists of 56 students of 5<sup>th</sup> and 6<sup>th</sup> grade at “Ibrahim Dalliu” school.

The concept of general methods of teaching is so broad as to need empirical delimitation in any summary of research data. Students might find interesting some activities which are parts of certain methods. Furthermore, not every method allows them to share their thoughts. Equally important during the teaching process is the role of the teacher to encourage them to communicate, to ask questions and to create an interactive and vibrant environment.

### **Method of the study.**

In this study, the qualitative and quantitative methods are used. These will contribute to describe the results of the questionnaire while the interpretation will contribute to understand the significance of methods.

### **The main characteristics of five methods.**

Grammar translation method offers some main characteristics. The main purpose of this method was to help students to read and appreciate foreign language literature. It was believed that through the study of the grammar of the target language, students become familiar and this will help them to grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be

beneficial anyway. (Anderson., 2000) In this case, teachers role is very traditional and they explain in native language. Furthermore, more attention is paid to reading and writing.

The Direct method involves other characteristics. In the early years of the 20th century was continuing mass immigration by speakers of many languages. So, new types of students, immigrants, business people and tourists created a new kind of classroom population. (Larsen). In addition to this, the new type of students needed spoken as well as written language and they needed it fast. Consequently, linguists advocated the Direct method. (Larsen). During the process of teaching, translation in first language weren't allowed. Students were encouraged to speak in class. The main focus was on reading, writing and speaking. They learned the target language in the classroom and they were adopted to know all words which they needed to communicate step by step.

Communicative approach has its main focus to accelerate communication. There are two main ideas: language cannot be learn through rote memorization and it cannot be learn in isolation. A lot of evidence shows that students who learn in small groups together exhibit higher academic achievement, motivation, and satisfaction than those who don't. Collaborative learning puts into practice the major conclusion from learning theory: that students must be actively engaged in building their own minds. (Elizabeth F.Barkley, 2014). The role of the teacher in this case is to monitor the learning process and they don't interrupt during the learning process to correct the errors of the learners. They note the errors and correct them at a later point. Role plays, dialogues and debates are some activities developed in classroom.

Content and language integrated learning (CLIL) refers to the situations where subjects are taught through a foreign language with dual focused aims. Simultaneously learners can increase their knowledge about something and learn a second language.

Task- Based language teaching. The primary focus of classroom activity is the task, and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning (Bowen) Students have to complete a task alone or in groups. It is



divided in three different stages. Firstly, in Pre-task stage the teacher gives clear instruction with some guideline before starting activity. She can ask personal opinion in order to involve as many students as possible. During the task, the teacher observes and participates in short discussion. Post-task will be based on the errors that students have made. Second language learning is the acquisition of a complex cognitive skill. In this respect language learning is like the acquisition of other complex skills. (Muriel Saville- Troike, 2006). When students work in group, they can develop communication between them, share experiences and they cannot 'hide' like if they are in a large group.

### **Advantages and disadvantages of each method.**

Every teacher has different reasons why he/she chooses a certain method. In the following part advantages and disadvantages of each method are taken under consideration.

Grammar translation method is focused only in reading and writing and not in speaking or listening. As a result, students will find difficult to communicate. Important to realize that teachers explain everything in native language which is considered the main disadvantage.

The main advantage of the Direct method is that students also can start conversation and it's not only the teacher. Students are focused on reading, writing and speaking. At the same time, the direct method has been a revolution but not a complete one. To illustrate, using only the target language might bring some difficulties not only for learners but also for teachers, like the problem when they face of how to explain students abstract words.

Communicative language teaching is learner- centred and experience – based. This approach has three main principles: communication, task and meaningfulness. Students can learn through magazines, advertisements, visual sources and so on.

A foreign language will be more effectively learned when integrated with content rather than isolated as a learned subject; thus the language should be more used in contexts than just formally learned. Recent language teaching methods have been geared toward involving both content and language teaching simultaneously, referred as CLIL use. (Ida).



Task- Based involves the main idea and this method keeps students interested and motivated. Researchers strongly believe that these elements can function in a synergy way in order to accomplish the goal. The main disadvantage in this case is that students can communicate in their native language, avoiding in this way the target one.

### **Motivation, definition and its two main types.**

Motivation can be defined as the act or process of giving someone a reason for doing something: the act or process of motivating someone. (Webster). The desire of learning might be created by several factors like students have English as their favourite subject or they want to understand English books and movies or they will travel to English spoken country. For these reasons, the desire of learning English can increase their curiosity and concentration.

It's believed, that motivation is a key element facilitating a successful teaching process. Language researchers created "The Motivation and Engagement Wheel", which comprises: positive thoughts, positive behaviors, negative thoughts and negative behaviors. It's believed, that positive thoughts and behaviors boost students' motivation, while negative thoughts reduce their achievements. Motivation can even be learnt and changed. (Gvelesiani)

Positive thoughts include:

- self-belief
- valuing school
- Learning focus

Positive behaviors include:

- Planning
- Task management (Gvelesiani)

The activities we ask students to take part in, if they involve the students or excite their curiosity - and provoke their participation - help them to stay interested in the subject. (Harmer, 2007). There is no doubt that teacher role is crucial in this point. That's why, he/she should ask some questions that will reveal students' interests. After that the teacher will find easier to develop different tasks and to engage students in class activity. Similarly, students with high motivation and focused are more able to complete their goals.

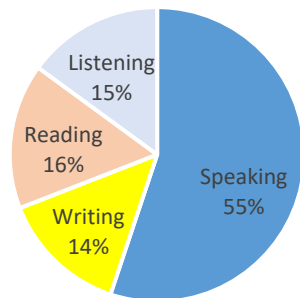
### **There are two primary types of motivation: - Intrinsic and Extrinsic Motivation.**

On one hand Intrinsic Motivation is geared toward internal rewards and reinforcers. We can celebrate our success when we do well and we can beat ourselves up when we don't. Some examples of internal rewards are enjoyment, achievement, a sense of competence. (Carter) . On the other hand, Extrinsic Motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual.

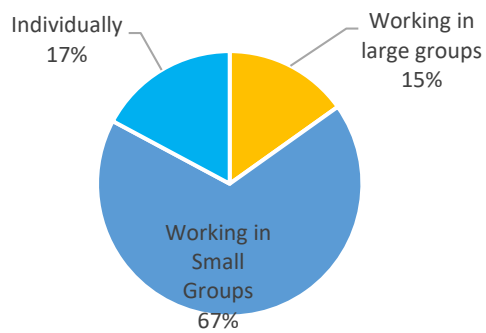
### **The result of the study**

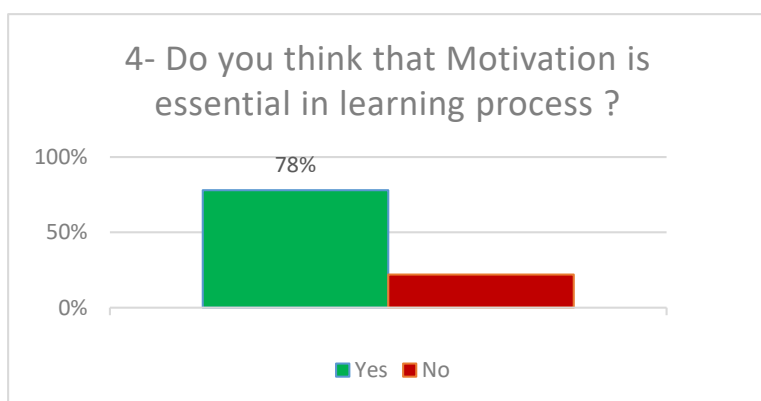
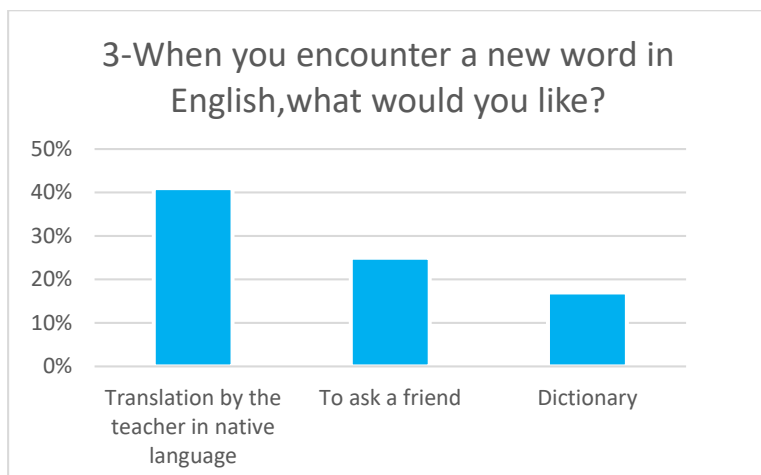
In this study 56 students of "Ibrahim Dalliu" school were participants in the survey. They are in the 5<sup>th</sup> and 6<sup>th</sup> grade. In general, they were enthusiastic in working in small groups. Moreover, motivation was considered important. Suggesting in this way, professors should highlight motivation act in their classes.

1-What would you like to improve in English Language?



2- How do you like to participate in a class activity?





### Discussion of the result

As the charts suggest, students are particularly interested in speaking. Apparently they are aware of the fact how important is to learn to communicate. While the others prefer other skills as well.

Nowadays, each unit in books for learning English has different sections where skills like reading, speaking are in focus. A good teacher not only should know advantages of each method but should also use them accordingly to the skills he/she wants to achieve. Moreover,

the integration of methods that focus on student different skills, can create an effective learning environment.

The fact that many students like working in small groups can push the teacher to apply this behaviour time after time. This will accelerate their comprehension and make the learning process more interesting.

Teaching through strategies is necessary. Choosing a particular method should have reasons in order to achieve ideal results. It is believed that during teaching process, professors should not hesitate to motivate students. Why they are learning FL? Beyond desired results this will establish good rapport teacher-students.

Encourage students to ask themselves why the ideas related in a text make sense. “Why” questioning can have great effect on learning by connecting readers to prior knowledge that can make facts in a text more sensible, and hence, more comprehensible and memorable. (Esther Uso-Juan & Alicia Martinez- Flors, 2006).

## **Recommendations**

Depending on the findings of the study and conclusion, the following recommendations are: -

1. The integration of methods would be a useful tool to improve students’ skills in learning a foreign language.
2. Since the desire of learning might be created by several factors, the teacher should know student’s interest and encourage them to achieve goals regarding to the learning process.

## Conclusion

The purpose of this study was to find the correlation of the triangle between methods, motivation and learners. Also to emphasize the importance of using the right methods during the process of teaching.

The main aim of grammar translation method was to help students to read and appreciate foreign language literature. It was believed that through the study of the grammar of the target language, students become familiar and this will help them. In this case, teacher's role is very traditional and they explain in native language.

In Direct method, the main focus was on reading, writing and speaking. They learned the target language in the classroom and they were adopted to know all words which they needed to communicate step by step.

Communicative approach has its main focus to accelerate communication. There are two main ideas, language cannot be learnt through rote memorization and it cannot be learnt in isolation. The role of the teacher in this case is to monitor the learning process and they don't interrupt during the learning process to correct the errors of the learners.

Teaching learning process characteristic of CLIL involve the main idea, this method keeps students interested and motivated. Researchers strongly believe that these elements can function in a synergy way in order to accomplish the goal.

One of the teacher's main aims should be to help students to sustain their motivation. They can do this in a number of ways. The activities we ask students to take part in will, if they involve the students or excite their curiosity - and provoke their participation - help them to stay interested in the subject. Since teacher's role is crucial in this point, he/she has to know students' interests and after that to find an appropriate way of conveying his/ her ideas. In reality is challenging but the result will bring bilateral benefits.

Choosing a particular method should have reasons in order to achieve ideal results. It is believed that during teaching process, professors should not hesitate to motivate students.



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## **HAPA DREJT STABILITETIT TË RENDIT DHE ÇARMATIMI I POPULLSISË NË PREFEKTURËN E DIBRËS NË FILLIM TË REGJIMIT MONARKIK (1928-1935)**

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### **Abstrakt**

Gjatë viteve të para të Republikës, Zogu arriti të pakësonte në mënyrë të dukshme dhunën, deri atëherë mjaft e përhapur në vend, si edhe të realizonte një përparim paraprak të brendshëm. Por mbetej ende shumë për t'u bërë, dhe gjatë viteve të para të monarkisë ai ishte i vendosur të përforconte edhe më tej këtë prirje pozitive, duke vazhduar paralelisht procesin e ndërtimit të një shteti të ri, modern e të pavarur. Vështirësitë me të cilat ballafaqohej Shqipëria edhe gjatë sistemit monarkik ishin tepër të mëdha, në disa raste lindën edhe të tjera, por Zogu arriti disa suksese, që çuan në fillimin e një periudhe qetësie, aq shumë të dëshiruar.

Për sigurimin e rendit dhe të qetësisë u organizua xhandarmëria, e cila drejtohej nga instruktorë anglezë, me gjeneral major Percy në krye, një oficer i lartë me përvojë të madhe shërbimi në vendet koloniale. (Akademia e Shkencave e Shqipërisë, *Historia e Popullit Shqiptar vëll.III*, 292)

Xhandarmëria kishte një komandë të përgjithshme, një qarkkomandë dhe një rrethkomandë respektivisht në çdo prefekturë e nënprefekturë, si dhe 280 postkomanda në komunat e në pjesët e tjera të vendit. (Historia e Popullit Shqiptar vëll.III, 292). Në rrethin e Peshkopisë të prefekturës Dibër postkomadat ishin përqendruar në komunat Kastriot, Muhurr, Reç dhe Maqellarë, kurse në rrethin e Zerqanit të po kësaj prefekturë postkomandat ishin vendosur në komunën Zerqan, komunën Homesh, në fshatin Ostren i Madh, në fshatin Klenjë dhe në Bulqizë, por krahas tyre në këtë rreth ekzistonin edhe këto rojkomanda, si ajo e Qafë Buallit, e Trebishtit, dhe rojkomanda e Shtushajve. (AQSH, F.152/17, V.1934, D.354, fl.161-166). Përveç detyrave që kryente për mbajtjen e rendit e të qetësisë, xhandarmëria kujdesej



gjithashtu që fshatarët të paguanin taksat e tatimet ndaj shtetit e pronarëve. Disa kompani shëtitëse lëviznin nëpër zona të ndryshme të vendit për të ruajtur qetësinë. Njësitë e xhandarmërisë merreshin gjithashtu me ndjekjen e kundërshtarëve të regjimit dhe të të arraturave. (Historia e Popullit Shqiptar vëll.III, 292). Sipas ligjit të 18 majit 1933, Arma e Xhandarmërisë Mbretnore (AGJM), përbehej prej komandës së përgjithshme, komandës së shkollës së xhandarmërisë, 10 komanda qarqesh, 31 komanda rrethesh, 253 komanda postash. Nga pikëpamja ushtarake, ajo varej nga komanda e përgjithshme, ndërsa përsa i përket mbajtjes së rregullit dhe sigurimit publik varej nga M.P. të Brendshme dhe për shërbimin e policisë gjyqësore, nga Ministria e Drejtësisë. (*Ligji mbi disa modifikime të ligjit mbi organizimin e armës Gjandarmërisë Mbretnore*”, Fletorja Zyrtare, Tiranë, nr.11, 8 mars 1935,1-4).

Më 1 gusht 1930, doli rregullorja mbi policinë kufitare. Sipas saj, shërbimi i policisë kufitare kontrollonte personat që kalonin kufirin në mënyrë të ligjshme si dhe mbikëqyrte ata që kërkonin të kalonin në mënyrë të paligjshme. Ligji përcaktonte, që kufiri të ruhej nga Roja Mbretërore e kufirit, policia, xhandarmëria dhe marina. Prefektura e Dibrës duke qenë zonë kufitare kishte si vende kalimi kufiri të autorizuar këto pika tokësore: Trebishti, Mireshi, Bllata si dhe aerodromi i Peshkopisë. (*“Rregullore mbi shërbimin e policisë së kufirit”*, Fletorja zyrtare, Tiranë, nr.50, 14 gusht 1930,1).

Nga piramida E.I. e Radomirës deri në piramidën E.32 të Steblevës ekzistonin 14 posta kufitare, kurse Jugosllavia kishte po në këtë gjatësi kufitare 90 posta kufitare. (AQSH, F.150, V.1932, D.250, fl.10).

Një nga shtyllat kryesore të ekzistencës kryesore të qetësisë në vend ishte çarmatimi i popullsisë, sepse ndodhja e armëve në duart e popullsisë kishte shkaktuar gjithmonë ngjarje të tilla si vrasje, plagosje, vjedhje, grabitje, rrëmbime etj. Edhe pse deri më tani, ishin bërë herë pas here dhe çarmatime të tjera, po tashmë shihej e domosdoshme një çarmatim tjetër në interes të qetësisë. Si rrjedhojë M.P. të Brendshme në fillim të vitit 1932, me anë të një qarkoreje iu drejtua të gjithë prefekturave, ku udhëzonte, që nënprefektët, rreth-komandantët, post-komandantët, kryetarët e komunave e kryepleqtë, duhej që të këshillonin popullsinë, që t’i dorëzonte armët pa leje autoriteteve përkatëse brenda një afati të caktuar , përndryshe do të merreshin masa ndëshkimore. (AQSH, F.152/15, V.1932, D.78, fl.13). Sipas M.P. të

Brendshme, çarmatimi në të gjithë vendin duhej të bëhej në mënyrë të pëlqyeshme nga ana e popullsisë, dhe jo në mënyrë të dhunshme siç rezultonte në disa vise, pasi ishte në kundërshtim me ligjin dhe me urdhrat e qeverisë. (Po aty, 35). Çarmatimi përfshinte mbledhjen e armëve të luftës dhe jo të revolverave të lejuar nga ligji i armëve të gjuetisë. ( Po aty, 20).

Gjithashtu ligji përkatës iu lejonte barinjve mbajtjen e armëve me leje, për mbrojtjen e bagëtive, në bazë të dispozitave përkatëse ligjore. ( AQSH, F.152/15, V.1932, D.78, fl.54).

Shuma e armëve të mbledhura në prefekturën e Dibrës, deri në fillim të marsit 1932 ishte 1892 armë, prej të cilave 767 prej tyre ishin mbledhur në rrethin e Qendrës (Peshkopi), 816 në atë të Matit dhe 309 në rrethin e Zerqanit. Ndërsa sasia e armëve që ndodheshin në duart e oficerave rezervë e të njerëzve të tyre, që i shoqëronin, ishte 522 armë. Përveç këtyre, 100 armë ndodheshin në duart e barinjve e të disa personave me leje të rregullt. “Mbledhja e armëve të mbetura akoma vazhdonte”,- citohej në telegramin e prefektit të Dibrës Zejnel Prodani më 11 mars 1932. (AQSH, F.152/15, V.1932, D.78, fl.57).

Herë pas here M.P. të Brendshme nxirrte qarkore të tilla në lidhje me çarmatimin e popullsisë si elementi kryesor i qetësisë dhe i sigurisë publike. Komanda e xhandarmërisë në raportimet e saj citonte se, pothuajse shumica e popullsisë ishte e armatosur, pra mbante revolverë pa leje. Prandaj ministria në fjalë, në qarkoren drejtuar të gjithë prefekturave në fund të gushtit 1933, urdhëronte të gjithë organet e sigurimit publik që në mënyrë të pëlqyeshme për të mos shkaktuar ndonjë incident, të kontrolloheshin të gjithë ato persona, gjyqtarë, fshatarë e malësorë, nëse dyshoheshin për mbajtje revolveri pa leje. (AQSH, F.152/16, V.1933, D.57, fl.108).

Edhe përgjatë vitit 1933 në prefekturën e Dibrës shumë armë gjendeshin në duart e popullsisë. Përpos kësaj edhe shumë armë me leje ishin shpërndarë. Kështu vetëm në rrethin e Peshkopisë u ishin dhënë armë 661 personave të ndryshëm si dhe 146 armë oficerëve rezervë, gjithsej 807 armë. Kjo situatë ngjallte vetëm pasiguri dhe ishte shkak i ngjarjeve të ndryshme që sillnin prishjen e qetësisë në vend. (AQSH, F.152/16, V.1933, D.57, fl.136).

Sipas njoftimit të prefekturës së Dibrës në dhjetor 1933 drejtuar nënprefekturës Mat e Zerqan, në këtë qark ishin shpërndarë shumë armë në duart e banorëve dhe sado që ishin me

vendim të Këshillit administrativ, rezultonte se shumica nuk ishin dhënë për mbrojtje të bagëtimeve sipas ligjit, por ishin shpërndarë për mbrojtje vetjake, që të tregoheshin superiorë para fshatarëve të tjerë dhe të kërcënonin dhe të abuzonin nën hijen e armës. Prandaj kjo prefekturë urdhëronte, që të mbaheshin nën survejim të largët të gjithë ata persona që mbanin armë dhe nëse konstatoheshin armëmbajtës të tillë, të raportonin në mënyrë që të autorizoheshin heqja e armës. (AQSH, F.152/16, V.1933, D.57, fl.139)

Në fillim të vitit 1934 u zhvillua në prefekturën e lartpërmendur një mbledhje sistematike e armëve dhe si rrjedhojë në komunës e Qendrës (Peshkopi) u mblodhën 116 armë dhe në nënprefekturën e Zerqanit, 51 armë, gjithsej 167 armë. (AQSH, F.152/17, V.1934, D.2, fl.9).

Në prefekturën e Dibrës problemi i çarmatimit ishte i komplikuar. Ekzistenca e armiqësive ndërmjet elementëve të parisë vendase, ku secili “luftonte” në mënyrën e tij, për të rritur influencën e tij tek popullsia, si dhe duke përfitur nga marrja e gradave ushtarake si major, kapiten, togerë, nëntogerë, aspirantë, bënte që shumë pjesëtarë të saj, të ishin të armatosur, bashke me një numër të caktuar njerëzish, që i shoqëronin ato (roje, në gjuhën e sotme: badigardë). Madje personat që shoqëronin oficerët rezervë (forca vullnetare të cilët ishin me grada të ndryshme) nuk duhej të lëviznin të armatosur pa prezencën e tyre, gjë që oficerave u ishte dukur si masë e rëndë, por në popull kishte bërë përshtypje të mirë. (AQSH, F.152/15, V.1932, D.78, fl. 33).

E ashtuquajtura pari përfaqësonte një shtresë, që nuk përfillte autoritetin qëndror, por që Zogu u kishte akorduar privilegjet e lartpërmendura. Termi pari në terminologjinë vendase do të thoshte të parët e vendit, duke patur parasysh forcën e pushtetit që posedonin. Njëkohësisht edhe nga ana ekonomike qëndronin më lart se shtresa tjetër e popullsisë, të cilët zotëronin prona tokësore. Ndërsa historiani Shaban Sinani e cilëson parësinë si një klasë qeverisëse me pushtet politik të mbështetur mbi tagrin etnozakonor. (I.Strazimiri,*Lufta kundër pavarësisë të Shqipërisë*, 345).

Konkretisht majorët rezervë në prefekturën e Dibrës, sipas njoftimit të muajit mars 1932 të Komandantit të Mbrojtjes Kombëtare gjeneral Xh. Araniti, ishin: D. Hoxha nga fshati Muhurr (Dibër), D.Dema nga fshati Homesh (nënprefektura Zerqan), T.Kaziu nga fshati Selishtë (Dibër), D.Lusha nga fshati Arras (Dibër), K. Nasufi nga fshati Maqellarë (Dibër),

M. Kaloshi nga fshati Kandër Dibër), Sh. Dema nga fshati Homesh ( nënprefektura Zerqan), D. Cani nga fshati Lladamericë (nënprefektura Zerqan), S. Shehu nga Peshkopia (Dibër), C. Elezi nga fshati Slllovë (Dibër) S. Noka nga Peshkopia (Dibër), A. Mati ( nënprefektura Mat), S. Kurti ( nënprefektura Mat). Ndërsa përta i përket numrit të përgjithshëm të oficerave rezervë ku përfshiheshin majorë, kapitenë e klasit të dytë, togera, nëntogera dhe aspiranta, në prefekturën e Dibrës bashkë me nënprefekturat e saj ishin gjithsej 189 veta. Nga këta, 13 ishin majorë, 43 ishin kapitenë të klasit të dytë, 39 ishin togerë, 69 ishin nëntogerë dhe 25 ishin aspirantë. (AQSH, F.152/15, V.1932, D.78, fl.63-67).

M.P të Brendshme me qëllim që të sigurohej qetësia në prefekturën e Dibrës kishte urdhëruar prefekturën në fjalë, që oficerat rezervë të kishin një numër të caktuar personash, që i shoqëronin si dhe të pajiseshin me armë si vijon : major D. Hoxha duhej të mbante 8 persona të armatosur, major C. Elezi 6 persona, major M. Kaloshi 8 persona, major S. Shehu 4 persona, major D. Dema 6 persona, major Sh. Dema 6 persona, major D. Lusha 4 persona, ndërsa të gjithë oficerët e tjerë me gradë major duhej të kishin nga 4 persona të armatosur, ato me gradën kapiten nga 3, togerët nga 2 dhe nëntogerët nga 1 person të armatosur. Gjithashtu shoqëruesve të oficerave rezervë, po sipas urdhrorit të kësaj ministrie, u liheshin armë me qëllim që t'i shoqëronin oficerët kur këta udhëtonin, por jo që të shëtisnin të armatosur nëpër krahina, kur nuk ishin në shoqërimin e tyre. (AQSH, F.152/15, V.1932, D.78, fl. 107).

Pavarësisht urdhrave qeveritare, paria dibrane nuk po i përmbushte detyrat e saj, përkundrazi ajo po abuzonte me këto urdhra. Një ilustrim të tillë paraqet dhe njoftimi i komandantit të qarkut Dibër të xhandarmërisë, kapiten Sul Zdrava drejtuar prefekturës së vendit më 27 shkurt 1932, ku ndër të tjera theksohej, se majori D. Hoxha akoma nuk kishte paraqitur listën me tetë emrat e personave që kishte të drejtë të mbante sipas urdhrorit të M.P të Brendshme, pasi kishte më tepër njerëz e armë, sesa caktonte kjo ministri. Mirëpo sjellja e tij ishte bërë shkak që edhe oficerët e tjerë rezervë të mos tregonin interes në përmbushjen e formaliteteve përta i takon çështjes së armëve. (AQSH, F.152/15, V.1932, D.78 fl. 179, 182).

Gjithashtu edhe Kryeinspektori i Oborrit Mbretëror Xh. Ypi që ishte për inspektim në prefekturën e Dibrës në muajin gusht 1932, kishte vënë në dijeni M.P. të Brendshme se urdhri

i saj i lartpërmendur në lidhje me mbajtjen e armëve të personave që shoqëronin oficerët rezervë, nuk ishte vënë në zbatim, pasi këta shëtisnin të armatosur dhe kur ishin vetëm. (AQSH, F.152/15, V.1932, D.78, fl.129).

Gjithashtu edhe Kryeinspektorja e Oborrit Mbretëror në inspektimin që kishte bërë në prefekturën e Dibrës në gusht të vitit 1932, parashtroi se gjendja e qetësisë linte për të dëshiruar, veçanërisht në fshatrat e rrethit të Qendrës (Peshkopi), ku ishin konstatuar vrasje, plagosje. Sipas hetimeve të bëra këto ngjarje shkaktoheshin nga intrigat e elementëve të parisë. Nga njëra anë ishte majori rezervë D. Hoxha dhe nga ana tjetër ishin majorët rezervë S.Shehu, M. Kaloshi e C.Elezi. Të dy këta grupe të parisë, mbanin në dispozicion njerëz të armatosur, me qëllim që të mundnin të ia shkatërronin njëra-tjetrës influencën në popullsinë vendase. Si rrjedhojë, veprat e këtyre majorëve kishin sjellë pakënaqësi te popullsia. Sipas statistikës së ngjarjeve, rezultonte se brenda tetë muajve kishin ndodhur 29 vrasje, 13 plagosje, 7 vrasje me qëllim dhe 80 ngjarje të ndryshme. (AQSH, F.150, V.1932, D.250, fl.1-3)

Prandaj, sipas kësaj Kryeinspektorje, në interes të mbarëvajtjes së sigurimit dhe të qetësisë në prefekturën e Dibrës, duhej që të merreshin masa nga ana e qeverisë si: të shpërndaheshin fuqitë private që dispononin majorët e lartpërmendur, duke i detyruar që t'i dorëzonin të gjithë ata kriminelat të arratisur që i mbanin dhe me ushqim; të bëhej një çarmatim radikal ku të mblidheshin të gjithë armët që prefektura kishte dhënë me leje; të shtohej fuqia e xhandarmërisë duke u formuar dy patrulla shëtitëse nën komandën e një oficeri të aftë; të vendoseshin aparate telefonikë në të gjitha postkomandat e komunave të qarkut Diber, gjë që lehtësonte veprimet e xhandarmërisë në ruajtjen e rendit dhe të qetësisë si dhe masa më kryesore dhe e domosdoshme ishte që për një kohë të pacaktuar të silleshin në Tiranë të gjithë majorët që u përmendën më sipër, derisa të zhdukeshin e të çrrënjoseshin intrigat e influencat në atë qark. (AQSH, F.150, V.1932, D.250, fl.3)

Megjithatë qeveria ndërmoi disa masa paraprake si pakësimi i numrit të oficerëve rezervë që mbanin armë. M.P. të Brendshme në fund të muajit janar 1933 i dërgoi Komandës së Përgjithshme të Xhandarmërisë listën e oficerave, që duhej të mbanin armë dhe ata që nuk ishin në këtë listë, nuk mund të mbanin armë përveç rasteve, kur leja të ishte akorduar me autorizimin e kësaj ministrie, ose në bazë të dispozitave ligjore. Në prefekturën e Dibrës

oficerët rezervë që do të mbanin armë ishin gjithsej 71 persona, prej të cilëve 13 veta ishin majorë, 29 veta ishin kapitenë të klasit të dytë, 10 veta ishin togerë, 16 ishin nëntogerë dhe 3 veta ishin aspirantë. (AQSH, F.152/15, V.1932, D.78, fl.263-268).

Gjithashtu prefektura e Dibrës në fillim të muajit shkurt të vitit 1934 i propozonte M.P.të Brendshme, që në favor të qetësisë personat që shoqëronin oficerët rezervë nga grada kapiten e poshtë, t'u merreshin armët si dhe majorëve rezervë t'u pakësoheshin armët e shoqëruesve të tyre. (AQSH, F.152/17, V.1934, D.2, fl.9).

Mirëpo atë çfarë e karakterizonte këtë prefekturë, përkatësisht komunat e rrethit të Qendrës (Peshkopi) ishte ndikimi i madh i parisë vendase te popullsia, e cila duke shfrytëzuar postet zyrtare, sillte një amulli në kontaktet popullsi- me institucionet shtetërore, sepse ajo ndërhynte përherë. Popullsia përpiqej që të shkëputej prej nënshtrimit, por nuk kishte mundësi, sepse nevoja e shtynte atë të futej nën hijen e parisë, se përndryshe i rrezikohej jeta. Popullsia e atjeshme për shkak të varfërisë, jashtë vullnetit e jashtë tendencave shoqërore e shpirtërore të saj, ishte e detyruar të mbante armë dhe t'i shërbente e të bëhej vegël e parisë, pasi nuk gjente mënyrë tjetër shpëtimi. (AQSH, F.152/17, V.1934, D.2, fl.11).

Prefekti Ethem Toto në raportin e muajit janar 1934 dërguar M.P.të Brendshme, paraqiste arsyet e një situatë të tillë, si vijon: S. Shehu dhe të tjerë nga paria, duke përfituar nga postet që qeveria u kishte dhënë, ishin kthyer në persona me prepotencë të madhe në popull. Ai me shokë ishte lejuar të mbante 30-40 veta të armatosur në lëvizjet e tij nëpër fshatra; Ç' do punë që i paraqitej fshatarit në dikasteret e administratës shtetërore (përveç asaj të Drejtësisë), ishte i detyruar t'i lutej e të përulej para parisë, që kjo e fundit të ndërhynte për kryerjen e punës. S.Shehu përveç pasurisë së tij në pronësi të tij, brenda këtyre viteve kishte përfituar një shumë prej 700-800 napolona në vit nga qiraja e godinave qeveritare, pronë e tij. Por si kryetar bashkie ai kishte në dorë dhe buxhetin e bashkisë, të vënë në funksion të interesave të tij. Toto theksonte se nëse populli nuk mbështetej në klikat e parisë, nuk mund të jetonte i lirë, se bazuar në faktet e mësipërme populli mendonte se, qeveria nuk kishte fuqi të përballej me parinë dhe t'u tregonte vendin që meritonte. (AQSH, F.152/17, V.1934, D.2, fl.12-13).

Një rast tjetër ishte edhe majori M.Kaloshi, sjellja e të cilit kishte shkaktuar pakënaqësi të shumta, por nga ana tjetër dhe veprimet e qeverisë linin për të dëshiruar. Nëse M.P.të



Brendshme i kishte lejuar të armatoste 8 persona të tij, po kjo ministri, urdhëronte prefekturën e Dibrës që të jepte leje për mbajtje armësh 11 personave të tij: K. Beg Çela nga fshati Dohoshisht( Dibër), O.Karaçiu, I.Merdini, M.Tafa, D. Spata, R. Maraçiu nga fshati Sohodoll (Dibër); S.Bitri nga fshati Laçe (Dibër), O.Shtirovica nga fshati Kandërr (Dibër), D. Koltraka, K.Hasi dhe I. Koltraka të cilët ishin nga fshati Kukaj (Dibër). Si rrjedhojë, prefektura në fjalë u kishte dhënë 11 armë, bashkë me lejet përkatëse këtyre personave. (AQSH, F.152/17, V.1934, D.2, fl.17, 36).

Gjithashtu po kjo Ministri urdhëronte që “këtyre personave u jepet leja e mbajtjes së armëve me konditë që t’i mbajnë vetëm kur të udhëtojnë me M.Kaloshin, por duhet të lejoni vetëm tre vetë emrat e të cilëve do të jua tregojë vetë Kaloshi që t’i mbajnë armët edhe kur dërgohen prej tij për ndonjë shërbim”, kjo sipas njoftimit të marsit 1934 drejtuar prefekturës së Dibrës. (AQSH, F.152/17, V.1934, D.2, fl.37).

Si kundërvënie e veprimeve të lartpërmendura, një pjesë e popullsisë dhe paria e përbërë prej 100 vetash, u ankuan në prefekturën e Dibrës, në lidhje me riarmatimin e personave të M. Kaloshit dhe kërkuan që dhe ata të armatoseshin. (Po aty, 26).

Po sipas kësaj prefekturë, që gjendja në komunat e rrethit të Qendrës (Peshkopi), të përmirësohej duhej të ndërmerreshin disa masa si: heqja e menjëhershme e S. Shehut nga posti i kryetarit të bashkisë Peshkopi, gjë që nga shumica e popullsisë do pritej me kënaqësi; çarmatimi i të gjithë personave që shoqëronin parinë dhe të kriminelëve që ajo kishte armatosur; t’u lejoheshin 2 deri në 3 armë personave shoqërues; vetëm oficerëve rezervë t’u liheshin armë, me lejen e Komandës së Mbrojtjes Kombëtare.; transferimin e nëpunësve, që ishin bërë e vazhdonin të ishin vegël e njëri-tjetrit. Kërkohej gjithashtu nga prefektura dhe akordimi deri në 1500 franga ari për blerjen e 200 kv misër për t’ua shpërndarë fshatrave Reç e Dardhë sepse ishin në varfëri të madhe si dhe akordimin për 1500 kv kripë. (AQSH, F.152/17, V.1934, D.2, fl.13-14).

Në përgjigje të kërkesave të mësipërme te prefekturës së Dibrës, M.P. të Brendshme mori hapa të menjëhershme. Kështu përta i përket çështjes së armëve, pasi u ishte dhënë secilit oficer rezervë për njerëzit e tij një sasi e caktuar armësh në bazë të urdhrin nr. 1222/75 datë 16 nëntor 1931, kushdo që shihej duke lëvizur me armë pa leje të rregullt arma do t’u

konfiskohej, u mor parasysh propozimi në lidhje me transferimin e nëpunësve dhe u miratua kredia për blerjen e misrit, që së shpejti do të sigurohej. ( Po aty, 15).

Edhe në nënprefekturën e Matit paria e cila donte të dominonte mbi shtresat e tjera të popullsisë, kishte qenë shkaktare e disa ngjarjeve ordinere për arsye gjakmarrjeje dhe sipas kësaj nënprefekturë duhej, që oficerët rezervë të thërriteshin nga komandat kompetente për të dorëzuar të arratisurit kriminelë që ata mbanin. (AQSH, F.152/15, V. 1932, D.46, fl.6).

Në përgjithësi në prefekturën e Dibrës përgjatë vitit 1934 qetësia ishte në ritme të kënaqshme. (*Vëllezërit Toto dëshmorë të atdheut*, ( Romë:1987), 11).

Sipas këndvështrimit tonë paria zinte një pozitë kyçe në popullsinë e qarkut të Dibrës, gjë e instaluar me kohë dhe mbreti Zog e njihte mirë një situatë të tillë. Prandaj me, dinakërinë e tij vepronte në atë mënyrë, që parinë ta merrte me të mirë, por ta kishte nën kontroll dhe njëkohësisht të maste dhe impulsin e popullit. Gjithashtu, disa elementë të parisë kishin influencë edhe pranë qeverisë. Sigurisht që brenda gjirit të parisë ishin krijuar klika në kundërvënie me njëra-tjetrën, por nga ana tjetër Zogu i vinte dhe në kundërvënie me njëri-tjetrin, nga privilegjet që ai u jepte, kujt më shumë e kujt më pak, duke demonstruar në një farë mënyre pushtetin e vet.



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**DISRUPTIVE BEHAVIOR AFFECTS LEARNING PROCESS:  
“A CASE STUDY OF BESNIK SYKJA HIGH SCHOOL”**

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**Abstract**

*The education system, not only in Albania but also in other countries, represents different problems that need interventions and improvement, starting from the legislation for these kinds of problems, to its implementation. One aspect of it is also the disruptive behavior phenomenon that occurs in the classroom. This study tends to investigate exactly for the frequency of this phenomenon, its negative influence that affects the teaching and learning process, gender differences if there are any, and the importance that effective classroom management has on reducing and improving the situation. For this reason, to have an insight of the reality in the high school in Albania, this study was applied through a focus group interview to twelve (12) teachers of a public high school in Tirana, who shared their experience and understanding about disruptive behavior. They claimed that talking out of turn, talking to each other, usage of the phones, inattentiveness, lack of interest, etc., are the most common type of disruptive behavior in the classroom.*

**Key words:** *disruptive behavior, teacher, student, teaching, learning.*

## 1. Introduction

Considering the real condition of Albania's education scheme, it can be said that many problems need to be considered not only as a study subject but also as an attempt to come up with some efficient suggestions and recommendations that will assist other skilled organizations to intervene and enhance it. The focus of this research is therefore linked to a significant problem, such as disruptive conduct that can happen frequently during class time and interfere with the teaching process. Experience has shown that such behaviors appear to be common, articulated in distinct ways and forms, and can occur for various purposes. After analyzing literature review and collecting empirical information, it will ultimately provide not only an insight into the present scenario in an Albanian high school, which may be a guideline for other schools facing the same problem, but also some additional suggestions on what can be done to enhance the situation.

### *Disruptive Behavior*

The most significant problem that concerns this study is disruptive conduct, a phenomenon that impacts the process of learning from a contextual view. Different theoreticians also refer to this phenomenon in varying terms such as misbehavior, the behavior of conduct, the behavior of problems, indiscipline, etc. "Disruptive conduct is any conduct that substantially and/or persistently interferes with the teaching process and/or the rights, safety, and security of those in the teaching-learning setting" (p. 4), according to Algonquin College (1995). As understood, disruptive conduct can be said to have a huge effect, taking into account different elements of the teaching-learning setting, and it is very important. Another problem raised by Kuhlenschmidt and Layne (1999) is that educators tend to take behavioral reactions from learners as something private that concludes they are accountable for such behavior. Besides, some educators tend to take the behavioral responses of learners as something private that can aggravate this phenomenon by taking sudden reactions without reflecting on them in search of useful alternatives. These writers also claim that educators may feel pressured to cope instantly with behavioral circumstances, which implies professors take a stance or respond in some manner without ensuring that such activities are sufficient to cope with the student(s); However, it is necessary to analyze and

reflect on the assessment of behavioral issues before taking any action to arrive at better choices on these types of behavioral issues. These kinds of teacher perceptions can occur particularly when they are in their first years of the learning experience and they may find it hard to manage disruptive behavior situations. But that would lead to other problems like the state of Kuhlenschmidt and Layne.

### *Classroom Management*

Classroom management is regarded to be the most efficient technique for reducing and improving the disruptive behavior phenomenon. Unal (2012) points out that "Classroom leadership is the complete spectrum of teacher attempts to supervise operations in the classroom, including teaching, social interaction and student conduct (p. 41). Taking the same concept into account, Brophy (1986) supplements the teacher's concept as a manager when reporting that the leadership of the classroom relates to the teacher's attempts to create and retain the classroom as an efficient teaching and learning setting. The teacher is therefore regarded responsible for developing instruments to keep the class going without any class interruption to effectively attain the class objectives.

According to Qinglan (2003), "Effective leadership needs educators at the start of the college year to identify their expectations for their students." Ground rules are the primary concern of young learners' educators. More specifically, teachers' classroom leadership abilities can be said to have a direct effect on the accomplishments of learners given that teaching in a messy and poorly regulated classroom setting does not have excellent outcomes.

As can be seen, the teacher's responsibility is the management of the classroom, its processes, and control, and this has a direct influence on how the teaching environment is developed.

### *Classroom Management Strategies*

Classroom management can be understood or described as any intervention the teacher carries out in the classroom to regulate and handle issue activities in search of the issue alternatives. Consideration of leadership methods in a classroom context is essential to reduce the disruptive behavior phenomenon. Strasser (1967) says that learning strategies are a generalized lesson or lesson plans that include a framework, required learner behavior, and a

description of the tactics needed to implement the suggested approach to tackle a particular scenario. In other words, teaching strategies guarantee that certain ideas or material are learned and minimize the conduct of problems while maintaining learners involved throughout the class.

In reaction to academic and behavioral issues that concern learners and educators, Kern and Clemens (2007) state that background strategies that concentrate on structuring the workplace to avoid problems and improve motivation have received attention when intervening and preventing behavioral issues in the classroom.

All in all, such classroom management strategies can be said to be useful not only in providing educators and learners with a secure setting but also in providing security for the entire teaching-learning cycle.

## 2. Methods

### 2.1 Sampling and procedure

Participants in this study were  $N = 11$  high school teachers, who were part of “Besnik Sykja” high school in Tirana. The focus group interview was applied just for a group of the teachers of this school.

The target group for the study was teachers of different ages (from 25 to +60 years old), years of teaching experience (from three (3) to forty-four (44) years of teaching experience), and teaching different courses (**Natural Sciences:** Mathematics, Physics, Biology, Chemistry and **Social Sciences:** Literature, English Language, Psychology, Philosophy, etc.). Initially, it was taken permission from the school directory staff through an informed consent form and from the teachers too. They were prior informed about the aim of the study.

### 2.2 Measurement tool

In this research, a self-constructed structured close and open-ended interview questions were used. Close-ended questions of the interview were used to obtain demographic data and open-ended questions were used to obtain information about the Disruptive behavior affecting the learning process. The items of the interview were open-ended questions dividing into some categories, such as: **Disruptive behavior and Teaching – learning process (its impact);**

**Gender issues;**

**Classroom management, and Importance;**

**Comments and Suggestions;**

The questions included in the interview were clearly stated and aimed to obtain the needed information about the teacher's perception and opinion related to disruptive behavior that daily occurs in their lecture hours. The interview used for the focus group consisted of five (5) parts. In the first part, there were questions related to the demographic information and professional background. The second part of the interview questions consisted of gaining information about:

*Table 1.*

<b>Domain</b>	<b>Number of Questions</b>	<b>In the Interview Questionnaire</b>
Demographic data	Four (4)	Q.1 - Q.4
Disruptive behavior and Teaching – learning process (its impact)	Eight (8)	Q.5 - Q.12
Gender issues	Three (3)	Q. 13 – Q. 15
Classroom management, and Importance	Eight (8)	Q. 16 – Q. 23
Comments and Suggestions	Three (3)	Q. 24 – Q. 26

#### **2.4 Design and approach**

For this study, a Qualitative Design, through a focus group interview has been used, and implemented in a high school in Tirana, in order to obtain some contextual data and to gain an insight in the situation. To analyze the data, the researcher interpretation took place, while consulting the literature related to studies conducted earlier in this field.

### **3. Results**

The data collection for this research has been achieved by a self-constructed interview applied in a focus group with high school teachers as participants. The results have been

evaluated through some main domains, such as *Demographic data (general information); Disruptive behavior and its impact in the teaching-learning process; gender issues; Classroom management; and Comments.*

#### 4. Discussion and conclusion

Disruptive conduct can be regarded as an element of all the problems addressed by the education scheme. But, since it has become a problem for educators from elementary school to high school, it has acquired its attention. And, variations can be discovered in the category, display method, disruptive behavior frequency, and so on during these phases. For this reason, the phenomenon of disruptive conduct requires the attention of schools, school employees, mental health professionals, policymakers, other organizations dependent on the Ministry of Education, etc.

More specifically, this research seeks to provide an insight into disruptive conduct happening in high schools as literature and other research were more oriented towards this lower-grade phenomenon. This research's hypotheses helped to find some precise outcomes linked to the schools' actual condition. They will be discussed based on information gathered from the view of the educators.

In the **first hypothesis**, this study intended to prove that *Disruptive behavior affects negatively the teaching-learning process.* To understand that, a variety of questions that fell under the domain of “Disruptive behavior & teaching – learning process (the impact)”, part of the focus group interview, were asked to the teachers. And their answer was unanimous and stated that:

- It takes a lot of teachers and students' time
- Ruins the planned schedule for the lesson
- Distracts other students' attention
- Makes it difficult to explain properly

And their responses are also endorsed by previous literature and other research, such as those behaviors that distract educators and learners from their teaching process (Fernandez & Balboa, 1991). They interact with the classroom's favorable climate, the students' social interaction with each other, and their involvement is reduced (Doyle, 1986). Another perspective on what disruptive conduct causes states that schools with frequent disruptive behaviors have less academic engagement time, and learners in disruptive schools tend to have



reduced grades and less standardized testing (Shinn et al., 1987). Also, tries to regulate disruptive behaviors cost significant time for teachers at the expense of academic instance.

In the **second hypothesis**, it was intended to prove that *Disruptive behavior is mainly caused by boys*. To understand that, a series of questions that fell under the domain of "Gender issues", part of the focus group interview, was asked to the teachers. About this category of the interview, the teachers' perspective was almost the same, and they expressed that there are no gender differences in causing disruptive behaviors since girls now are acting almost as boys and they do not try to minimize this thing. Instead, the opposite happens, and the girls feel proud while doing a certain behavior that before some times, it may be considered as a masculine action, such as talking with inappropriate words in front of everybody, fighting, etc.

Anyway, there still exists a slight difference in the way how boys and girls show disruptive behavior in the classroom.

And, in the secondary school research by Borg and Falzon (1989), Houghton, et al., (1988), Kaplan, et. al., (2002), Merrett and Wheldall (1984), and Stephenson, at. al., (2000), this last view of them has a positive background from literature linked to problem behaviors and stresses that male learners are more difficult than female learners in most of the problem behavior.

In the **third hypothesis**, the focus was to demonstrate that *Effective classroom management strategies and techniques can improve the classroom atmosphere*. And, to have a better understanding of that, some questions fell under the domain of "Classroom management", part of the focus group interview, that was asked to the teachers. And to answer the questions, they stated numerous ways and strategies of how classroom management can improve classroom situation and minimize disruptive behavior, as follows:

The major and the most important definition of classroom management and very helpful insight for the teachers resulted to be:

- **Knowing the psycho – socioeconomic characteristics of a student!!!**

And, after that, they stated definitions and strategies such as:

- Organization and orientations
- Student-centered teaching



- Dividing the students into levels of academic achievement while preparing the lesson plan, not to differentiate them, but finding ways to motivate them.
- All-inclusiveness – practicing as a methodology
- Motivating students
- Creating the teacher-student relationship
- The lesson should be touchable by students
- Using appropriate materials and teaching methods
- Giving importance to the lesson
- Dedication and communication
- Identify and put into attention the positive behavior

Also, in this case, the literature supports the findings of this study by focusing on preventive rather than reactive procedures that create a positive classroom environment in which the teacher focuses on properly behaving students (Lewis & Sugai, 1999). Furthermore, teachers' capacity to organize classrooms and handle their students' conduct is critical to attaining both beneficial student education results and teacher retention. Monitoring the conduct of the student enables the teacher to recognize learners who engage in inappropriate conduct and avoid escalating misconduct (Colvin et al., 1993), etc.

As can be seen from the outcomes of this study, all three hypotheses have been endorsed by the data collection of empirical information obtained from high school teachers, as well as the literature and other previous studies. This suggests that the disruptive behavior phenomenon still occurs in distinct concentrations and grades, in distinct ways of showing and exhibiting it in the classroom, it appears to be constant, and it appears that there is still no approach or technique discovered that can help to decrease significantly problematic behaviors in schools, which would benefit these learners and educators.

But, given the focus group's last domain interview *Comments*, educators were told to convey if they had any other concerns except the interview issues linked to the disruptive behavior problem. And, their focus was more on why disruptive behaviors occurred. They said that even though they occur in the school building, the school itself cannot be regarded as a significant reason for these behaviors. Their declaration was that external factors, such as



Family background, were more emphasized by skilled educators and older by era (emigration, rates of divorce, economic income, social status, parental involvement, form of parenting, etc.; Community (they said the college itself could not assist this phenomenon altogether) ; media (too much information, too much data, too much exposure, etc.);Technology (elevated phone utilization rates, virtual world, social isolation, etc.). And, if viewed from this view, the scenario appears to be more complicated than it can be regarded.

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**A SENSE OF SELF-IDENTITY  
 IN ZORA NEALE HURSTON'S *THEIR EYES WERE WATCHING GOD***

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She saw a dust-bearing bee sink into the sanctum of a bloom; the thousand sister-calyxes arch to meet the love embrace and the ecstatic shiver of the tree from root to tiniest branch creaming in every blossom and frothing with delight. So this was a marriage!

*(Their Eyes Were Watching God, 11)*

In Zora Neale Hurston's novel *Their Eyes Were Watching God* the main character, Janie, is on a quest of discovering her self-identity and achieving self-realization. On her journey, she lives three marriages taking one step towards her selfhood. Her experiences in each marriage contribute to her quest. She first develops a self-division, a silent self which is what she appears and behaves in public and an inner self, which is what she really feels to be. These two selves go far from each other to finally reunite in the end in the newborn woman that becomes Janie after she is able to have a voice. She also learns to love herself and protect it gaining so selfhood and becoming a complete woman.

As a young teenager, Janie spends a lot of time in self-reflection under a pear tree. On one occasion she is taken with a bee sinking into the sanctum of the bloom. As noted in the quote above her first impression of this amazing union isn't simply an abstract feeling of love embrace and blossom. She now connects it to her role of a married woman in the expecting marriage. Janie's journey to self-identity progresses step by step in the course of her three marriages.

However, the journey doesn't start with marriage. Janie's first step to her self-discovery occurs when she looks at the group picture of the girls in the neighborhood and realizes that

in the place where she was supposed to be there was “a real dark little girl” (*Their Eyes Were Watching God*, 9). Focusing on that face she remarks “Dat’s where Ah wuss’posed to be, but Ah couldn’t recognize dat dark chile as me. So Ah ast, ‘where is me?’” (*Their Eyes Were Watching God*, 9) A woman pointed to the dark girl and tells her “Dat’s you, Alphabet, don’t you know yo’ ownself?” (*Their Eyes Were Watching God*, 9). This passage underscores the initial step of Janie’s journey to self-identity. At this moment Janie realizes that ‘she is not like everybody else’. For the moment this is all that Janie knows, she is different.

Janie is now a girl who will later become a woman. She will also break the boundaries and will merge as a voice in a male dominant society. Growing up she will reject the past representations she learns from her grandmother’s knee. Janie will deny her cultural prescriptions and restrictions imposed upon her by Nanny on her quest to self-fulfillment. She learns about her and her family’s past from the oral telling of her grandmother, Nanny. Nanny used to be a slave, but Janie observes life from a different position, that of the African American women who had been outside the circle of slavery<sup>55</sup> and as such is influenced by the white culture.<sup>56</sup> “Us lived derehavin’ fun till de chillun at school got to teasin’ me ‘bout livin in de white folks’ back-yard...MIs’ Washburn useter dress me up in all de clothes her gran’chillun didn’t need no mo...” (*Their Eyes Were Watching God*, 9)

Janie’s marriages are exercises in domination. Her three husbands to one degree dominate her and exert power over her. Janie marries first with the much older Logan. There is little hope that this relationship will be her dream marriage. “Yes, she would love Logan after they were married. She could see no way for it to come about, but Nanny and the old folks had said it, so it must be so” (*Their Eyes Were Watching God*, 21). Janie accepts this marriage after Nanny giving her a slap forces her to obey just as later she will obey to her future husbands<sup>57</sup>. Nanny has been a slave. She experimented the extreme poverty and

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<sup>55</sup>DoVeanna S. Fulton, “On The Legacy of Slavery” *In Bloom’s Guides: Zora Neale Hurston’s Their Eyes Were Watching God*, (New York: Infobase Publishing, 2009), 80.

<sup>56</sup> Fulton, (2009), 82.

<sup>57</sup> Philip Goldstein, “Comparing *Pride and Prejudice* with *Their Eyes Were Watching God*” *In Bloom’s Guides: Zora Neale Hurston’s Their Eyes Were Watching God*, (New York: Infobase Publishing, 2009), 48.

deprivation forced on black people, especially women living in a racist society.<sup>58</sup> She only considers materiality not love reward. Having no voice Janie reluctantly conceals her grandmother. Her slight hope is that her grandmother has told her the truth that love will come later. She makes her first compromise and waits for Logan to become the bee for her bloom.

Nevertheless, her dream soon comes to an end. Logan one day tells her that he is going to buy another mule, "Ah aims tuh run two plows, and dis man Ah'mtalkin' 'bout is got uh mule all gentled up so even uh woman kin handle 'im" (*Their Eyes Were Watching God*, 27), implying that Janie will come out of her kitchen and help him in the fields. Logan ironically represents the old male slave, competitive, capitalist American, an ideology Janie certainly didn't fit into comfortably.<sup>59</sup> She didn't like the idea of having to do field labor but Logan will insist in his request to which Janie responds. "You don't need mah help out dere, Logan. Youse in yo' place and Ah'm in mine. You ain't got no particular place. It's wherever Ah need yuh." (*Their Eyes Were Watching God*, 31) Janie is being forced into the role of the mule and her dream of the 'pear tree' ideal marriage is now completely shattered. She contradicts him and Logan can't accept her contradictions so he tells Janie not to "change too many words wid me dis mawnin'... Ah'll take holt uh dat ax and come in dere and kill yuh!" (*Their Eyes Were Watching God*, 31). Logan threatens Janie that he will kill her. Threatened with Logan's outrage Janie will instead kill their marriage. Disappointed with Logan's behavior, Janie at this moment in her journey to womanhood learns what most women do. She behaves as the male dominant society requires. She acts without much contradiction, but inside her, she has a voice that speaks to her and to which Janie answers. Janie has thoughts and beliefs which she tells only to herself. She begins to talk with her inner self and confines a self-division which will develop more in her second marriage. This self-division consists of two different selves that Janie is now, the woman she is and the new woman who is preparing to get born. Her marriage with Logan teaches Janie that marriage did not make love a conclusion that marks her birth as a new woman. Janie now shifts from being an object to being a subject. She is not going to allow Logan to make her a mule and she won't certainly wait for love to come

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<sup>58</sup> Fulton, (2009), 82.

<sup>59</sup> Todd McGowan, "Liberation and Domination" *In Bloom's Guides: Zora Neale Hurston's Their Eyes Were Watching God*, (New York: Infobase Publishing, 2009), 52.

and find her anymore; instead, she searches for it. “She knew now that marriage did not make love. Janie’s first dream was dead, so she became a woman.” (*Their Eyes Were Watching God*, 25) Janie’s marriage with Logan moved her one step closer to womanhood. As McGowan observes, it is at this moment Janie “gains a sexed identity”.<sup>60</sup>

Her second husband, Joe Starks was a stylish man who proposed Janie to run away with him far to another town for colored people only. Janie was not so sure if she wanted to follow him at first as he “...did not represent sun-up and pollen and blooming trees, but he spoke for far horizon. He spoke for change and chance” (*Their Eyes Were Watching God*, 29). Hurston indicates that Janie’s marriage with Joe won’t have any bees and blooming flowers, what Janie will take from Joe is material and better-living conditions but not the love she is in search of. Joe spoke for ‘change and chance’, change in her life and probably chance to speak as he ‘spoke’, but Joe aims to be a big voice for himself.<sup>61</sup> “On the train the next day, Joe didn’t make many speeches with rhymes to her, but he bought her the best things the butcher had, like apples and a glass lantern full of candies.” (*Their Eyes Were Watching God*, 34) As soon as they arrive in Eatonville Jody to talk to people there asking questions and arranging meetings in order to prepare a future leadership for himself in this town but Janie is seen nowhere in these talks. Jody will later give Janie a high position of respect in that little town when he becomes mayor. But he will also change; he becomes an authority. Power has its requirements and faces Janie with objectification. Janie as the mayor’s wife has her role in public but she is denied her own voice in public. This imposes on Janie a harsher self-division then what she had with Logan.<sup>62</sup>

Hurston constantly leaves Janie out of speech so that it is clear that she is not allowed to have a voice yet. She tells about Janie's arrival in Eatonville through the eyes and words of men ‘on the front porch’ to put more emphasis on her “status as an object”.<sup>63</sup> Janie is a “window dressing<sup>64</sup>”, as she “could be seen through the bedroom window getting settled”

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<sup>60</sup> McGowan, (2009), 53.

<sup>61</sup> John D. Kalb, "The Anthropological Narrator of Hurston's *Their Eyes Were Watching God*", *Studies in American Fiction*. 1988, 16 (2): 173.

<sup>62</sup> Goldstein, (2009), 49.

<sup>63</sup> Washington, (2009), 33.

<sup>64</sup> Kalb, 174.



(*Their Eyes Were Watching God*, 36). That night somebody proposes to hear a few words from “Mrs. Mayor Starks”. They didn’t call her by name but identify her after her husband’s position. Joe Starks gives Janie a big slap at this moment as he says “...mah wife don’t know nothin’ ‘bout no speech-makin’. Ah never married her for nothin’ lak dat. She’s uh woman and her place are in de home.” (*Their Eyes Were Watching God*, 43). Joe in this way denies Janie the chance to have voice publicly humiliating and disappointing her. As Janie says, “she hadn’t thought about making a speech but the way Joe spoke broke something inside and “took the bloom off of things” (*Their Eyes Were Watching God*, 43), so Janie began to talk to her inner self again. Janie and other women in town are excluded from the public ceremonies or rituals. Joe doesn’t allow Janie to participate in the funeral that he organizes for the mule and when he comes back he begins a little discussion with Janie and “She didn’t change her mind but she agreed with her mouth.” (*Their Eyes Were Watching God*, 63). Janie accepts silently Joe’s domination on her. The inner and outer selves of Janie are much more different and distant to each other than ever before. Joe is a man who has the looks of powerful authority, that’s why Janie finds it more difficult to contradict him than she used to with Logan. Joe feels superior to Janie and expects her to do what he asks from her without questioning it, but Janie’s protest against him and her following steps to self-achievement are soon to come. One could argue that it’s Janie’s submission to her husband or her unwillingness to fight back that provided Joe the chance or conditions to oppress her. But, as Hurston tells in the novel Janie tried to fight back at Joe, but this ‘didn’t do her any good’.

Time came when she fought back with her tongue as best she could, but it didn’t do her any good. It just made Jody do more. He wanted her submission and he’d keep on fighting until he felt he had it.

So gradually, she pressed her teeth together and learned to hush.

*(Their Eyes Were Watching God, 71)*

One-day Joe beats her for not serving him the usual well-cooked dinner. Janie did not raise her voice one more time but she continued to develop her inner self. A different woman was growing inside her just like a baby grows inside a woman’s womb. “She went inside there to see what it was...She was saving up feelings for some man she had never seen. She had an inside and an outside now and suddenly she knew how not to mix them.” (*Their Eyes Were Watching God*, 72) Just the way she was waiting for a “bee for her bloom” while she was



married to Logan, she is now "saving feelings" for the man that will come. Hurston shows with these lines that Janie won't surrender to Jody but will rise for herself and that inner self who is silent now will soon speak.

Janie did what she had never done before, that is, thrust herself into the conversation. 'Sometimes God gits familiar wid us womenfolks too and talks His inside business. He told me how surprised He was 'bout y'all is goin' tuh be if you ever find out you don't know self out God Almighty when you ain't got nothin' tuh strain against but women and chickens.' (Their Eyes Were Watching God, 75)

Janie's first attack on men comes and her "private meaningful self" surpasses her "conventional insignificant self" this time and she involves in the conversation with man humiliating them by telling that they are "so weak as to show their strength only to women and chicken"(Their Eyes Were Watching God, 75).<sup>65</sup> Nevertheless, her fatal strike to Jody has yet to come. Janie knew that men, especially Jody take pride in their manhood. Jody boasted with the fact that he had a fine woman, who silently worked in the store. He believed himself to be irresistible and a potent man and he took power in it. Manhood is exactly what Janie is going to attack Jody at.

Jody as a man in power wants to keep Janie subjugated. He challenges her femininity by saying to her that she is not young anymore. In a moment of anger, he calls her an old woman and that was the end of Janie's patience, the end of Jody's domination on her and the beginning of Janie's liberation from Jody's power. Jody's words infuriated Janie. Calling her "old as Methusalem" was as if "somebody snatched off part of a woman's clothes while she wasn't looking and the streets were crowded" (Their Eyes Were Watching God, 78). At that moment Janie took one step to overcome her self-division and mixed her inner "private meaningful self" with her outer "conventional insignificant self".<sup>66</sup> She "took the middle of the floor to talk right into Jody's face" (Their Eyes Were Watching God, 78), and gave him the fatal slap by ridiculing his sexual potency.<sup>67</sup>She raises her voice so high and says to him

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<sup>65</sup> Goldstein, (2009), 49.

<sup>66</sup> Goldstein, (2009), 50.

<sup>67</sup> Goldstein, (2009), 50.

"Humph! Talkin' 'bout me looking old! When you pull down yo' britches you look lak de change uh life." (*Their Eyes Were Watching God*, 79). "de change uh life" signifies the period of menopause in women so her words had humiliated Jody in front of all the men, so much that he fell ill and eventually died. Jody had denied Janie having a voice in public but, one day she takes the floor and her voice kills him, engaging herself thus in the action of metaphorical self-defense. Metaphorically Janie commits her second murder. She first kills her marriage with Logan and then challenges Joe's manhood causing him to fall ill and die. Hurston purposely provides these events one after the other to show the strength with which a woman and a man face challenge. Joe humiliates Janie and challenges her womanhood and Janie responds with the attack. His words give Janie the courage to speak loudly in the "middle of the floor" (*Their Eyes Were Watching God*, 79). While, Joe's reaction to Janie's words is quite the opposite, his manhood has been challenged. He is not the strong male in the eyes of Eatonville and cannot overcome the humiliation eventually falling ill.

After Joe's death, Janie was wealthy enough and could live a comfortable life alone. She could afford to live a quiet life away from men but that is not the case. As mentioned before in this chapter Janie does not reach her self-realization alone. She needs a man by her side. One day she meets a young boy. The one for whom she was saving feelings. He looked "like love thoughts of women" and like somebody who "...could be a bee to a blossom-a pear tree blossom in the spring" (*Their Eyes Were Watching God*, 106). She soon leaves the comfort of Eatonville and goes to live in the muck with Tea Cake<sup>68</sup>. At first, her marriage with Tea Cake seems a relationship that gives her freedom of speech and act. Tea Cake not only allowed but invited Janie and taught her to do many activities only men did. Their first night out was fishing, something Janie had never done before. The other man action that Tea Cake invites Janie to undertake is to go shooting. He volunteers to teach her how to shoot joking that "it's always some trashy rascal dat needs uh good killin'" (*Their Eyes Were Watching God*, 130). Hurston at this passage foreshadows the other "murder" that Janie is going to commit. If in the first and second marriage she killed with action and words, it seems that she will literally

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<sup>68</sup>Diana Miles, "Female Identity and Rebirth" in *Bloom's Guides: Zora Neale Hurston's Their Eyes Were Watching God*, (New York: Infobase Publishing, 2009), 67.

kill this time, using a real rifle. Tea Cake and Janie go out to practice and other people would stay around to look at them, something Janie was not allowed to do before.

Janie doesn't resist to Tea Cake's commands probably because he knew how to ask her to do so. Tea Cake had the power of words that Janie mentions in her previous marriages either. Janie wore the blue dress that Tea Cake bought for her without questioning it. Janie is usually depicted in total obedience to Tea Cake. She even accepted to work in the fields with Tea Cake. While she never accepted to do that with Logan, she was happy in the field with Tea Cake as he asked her the way that made Janie feel loved and an equal to him. She helped Tea Cake in the fields and he helped Janie in the kitchen when they came back home.

What if Eatonville could see her now in her blue denim overalls and heavy shoes? The crowd of people around her and a die game on her floor! She was sorry for her friends back there and scornful of the others. The men held big arguments here like they used to do on the store porch. Only here, she could listen and laugh and even talk some herself if she wanted to. She got so she could tell big stories herself...

*(Their Eyes Were Watching God, 134)*

This quote from the novel indicates that Janie is wearing men clothes and what is most important she can participate in the talks. As she tells herself she can listen, laugh and even talk if she wanted to.

They lived a life as equal and seemed that Janie was living her free life and is able to have a voice but in a certain moment Tea Cake whips Janie, as he claims, "to show he was the boss" (*Their Eyes Were Watching God, 147*). That was an action that "reassured him in possession" (*Their Eyes Were Watching God, 147*). Janie's total submission to Tea Cake results in a solid and growing relationship for them but also reassures Tea Cake of his possession and empowerment over Janie.<sup>69</sup>

Tea Cake, you sho is a lucky man," Sop-de-Bottom told him. "Uh person can see every place you hit her. Ah bet she never raised her hand tuh hit yuh back, neither. Take some uh dese ol' rusty black women and dey would fight yuh all night long and next day nobody couldn't tell you ever hit 'em. Dat's de reason Ah done quit beatin' mah woman.

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<sup>69</sup>S. E. Miller, "Some Other Way to Try": From Defiance to Creative Submission in *Their Eyes Were Watching God*", *Southern Literary Journal*,(2004), 37 (1): 83.

You can't make no mark on 'em at all. Lawd! wouldn't Ah love tuh whip uh tender woman lak Janie! Ah bet she don't even holler. She jus' cries, eh Tea Cake?

"Dat's right."

*(Their Eyes Were Watching God, 147-*

*148)*

Everybody in the town spoke about the fact that Janie didn't say a word but just cried in silence. The rebel Janie did not say a word after the beating and this amazed the people both men and women. Sop-de-Bottom, one of the men in town puts more emphasis on Janie's submission by comparing her reaction to his wife's. He tells Tea Cake that he can't beat his wife because she would fight back. One more time Hurston shows the self-division in Janie. When she felt jealousy for Tea Cake she yelled and took action but she remained silent this time. Her big love beats her, even though "she done nothing" (*Their Eyes Were Watching God, 147*), and Janie doesn't speak. She shows again her "conventional insignificant self".<sup>70</sup> Tea Cake claims Janie is "wherever Ah wants tuh be. Dat's de kind uh wife she is and Ah love her for it" (*Their Eyes Were Watching God, 148*), reassuring the people in town about his possessiveness. Tea Cake's beating towards her and his claim of doing the act "to show he was the boss" implies that Janie is still under the male domination<sup>71</sup> that Janie has to overcome one more time. The new woman, the new 'self' inside her is not born yet.

Being bit by a mad dog, Tea Cake loses his sense and in his madness, he attacks Janie behaving aggressively at times. He even keeps a pistol under his pillow. Feeling threatened by him Janie takes precautions if she would have to protect her own life and keeps a rifle just in case she would need it. She also takes Tea Cake's pistol and makes sure that his first three shots will be clicks without a bullet. Tea Cake's attacks occur because he fears that he is losing his domination over Janie. He feels that he is not able to go around and control her anymore so he tries to keep Janie near him and orders her not to leave the room. He was going mad but Janie still obeyed to him "'Neb' mind 'bout all datcleanin' round de front yard,' he told her... 'You stay where Ah kin see yuh.'" (*Their Eyes Were Watching God, 181*). "All right, Tea Cake, jus' as you say." (*Their Eyes Were Watching God, 181*). She tried to calm Tea Cake

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<sup>70</sup> Goldstein, (2009), 49.

<sup>71</sup>Jennifer Jordan, "Feminist Fantasies: Zora Neale Hurston's *Their Eyes Were Watching God*", *Tulsa Studies in Women's Literature*, (1998), 7 (1): 109.

down obeying him silently. The moment that Tea Cake pointed the pistol in her breast Janie takes her first big step towards liberation from his domination. She took the courage to yell at him ordering to put the gun down. “Tea Cake, put down dat gun and go to bed!” (*Their Eyes Were Watching God*, 184). She hoped for Tea Cake to calm down and thought that he was not aiming to kill her so she waited until the last click of the gun.

When she finds herself in the situation to let Tea Cake kill her or decide to kill him, she chooses to protect her life and shoots Tea Cake right into the heart. Hurston continuously emphasizes the fact that Janie’s shooting is undesirable, but she had no other choice because otherwise, she would die herself. This way Janie is in the position of self-defense which makes her an equal individual towards her husband, the male of the family. The fact that the judge and the jury set her free for having taken Tea Cake's life in self-defense reassures Janie a position as an equal in the community either.<sup>72</sup> By taking the decision to save her own life and having the courage to take Tea Cake’s, Janie reaches the climax of self-evaluation. She is not willing to sacrifice herself for him. She does not simply hope endlessly for him not to shot her. Instead, Janie takes carefully calculated actions. If up to now Hurston has made Janie alternate between silence and subordination towards her male partners, at this point of the story she refuses to sacrifice herself. Loving Tea Cake deeply she still takes action against him. She finally gives an end to her self-division. The same way she metaphorically killed Jody with her words she now literally kills Tea Cake with arifle.<sup>73</sup> Janie’s shot towards Tea Cake has also been interpreted as an unconscious expression of rage against masculine dominance in her life.

Her shift from words to taking physical action against Tea Cake is the final slap she gives to males in order to completely free herself from their domination. The acknowledgment for her need for self-defense by the white authority’s trial as well as the support from the white community towards their racial and social inferior is the final step in Janie’s search for selfhood. She defends herself in the trial and goes home free. It is worth mentioning though that in the trial narration Hurston gives enough evidence that even though Janie has reached a self-climax with her act of self-defense, she cannot openly mention it in the trial. Giving a

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<sup>72</sup> Laura H.Korobkin, “Legal Narratives of Self-Defense and Self-Effacement” in *Their Eyes Were Watching God*, John Hopkins University Press, Studies in American Fiction, 2003, 12.

<sup>73</sup> Jordan, (1988), 110.

black member the right for self-defense means making her an equal to whites and the white community is not ready to accept this fact yet, white racism towards blacks is still there. The judge in his word to the jury shows sympathy towards Janie and implies that her act of killing Tea Cake was the self-sacrifice of a devoted wife who did her husband a favor by taking his life. He does not mention any circumstances of self-defense but instead calls her a "poor broken creature, a devoted wife" (*Their Eyes Were Watching God*, 188). According to the judge she was "trapped by unfortunate circumstances who really in firing a rifle bullet into the heart of her late husband did a great act of mercy" (*Their Eyes Were Watching God*, 188).

Janie herself in her testimony at the trial emphasizes the fact that she loved her husband and that he was so ill. She claims that it was not her intention to kill him but she had no other way to save him from the "mad dog". She tried to make them see how terrible it was that things were fixed so that Tea Cake couldn't come back to himself until he had got rid of that mad dog that was in him and he couldn't get rid of the dog and live. He had to die to get rid of the dog. But she hadn't wanted to kill him. A man is up against a hard game when he must die to beat it. She made them see how she couldn't ever want to be rid of him. She didn't plead to anybody. She just sat there and told and when she was through she hushed. She had been through for some time before the judge and the lawyer and the rest seemed to know it. But she sat on in that trial chair until the lawyer told her she could come down (*Their Eyes Were Watching God*, 188).

Janie in her word claims she had to save Tea Cake from the disease but she never mentions the fact that she was at the point to kill Tea Cake or let him kill her.<sup>74</sup> She doesn't mention in her testimony any word that would justify her action as self-defense. Instead, she insists on her love for Tea Cake and her love for him was so immense she had to sacrifice by killing him. Janie tells that she didn't abandon her husband when he fell ill, and how sorry she felt for him so that she had to take such an action. Janie's testimony is a narration that reaffirms her selfhood is complete. She told the white jury what they wanted to hear from her. A white jury as the judge words above suggest would not prefer to give a black citizen the right for

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<sup>74</sup>Korobkin, (2003), 16.



self-defense because that meant they could take it for granted and act in self-defense against whites. So Janie introduces to the jury a compassionate, devoted self-sacrificing wife.

Janie at the end of her journey becomes a complete woman and turns home to reveal to Pheoby the new woman she has become now. Janie returns home walking confidently through the neighborhood while people were “sitting in their porches”. She has gained selfhood as she says "Ah done been tuh de horizon and back and now Ah kin sit heah in mah house and live by comparisons." (*Their Eyes Were Watching God*, 191). She was at the end of her journey and she had come back because she had found what she had been looking for. She was now a strong, independent woman as she had been to the horizon and back, a journey that men could undertake.

When she got to where they were she turned her face on the bander log and spoke.

*(Their Eyes Were Watching God,*

2)

Ah see you is. Gal, you sho looks good. You look like youseyo’ own daughter.” They both laughed. “Even widdemoverhalls on, you show yo’ womanhood.”

*(Their Eyes Were Watching God,*

4)

As Pheoby notices Janie’s womanhood lies in the reborn girl she is now. Her inner and outer selves had divided to reunite in the end and produce a new and powerful self, Janie’s complete self and identity. She becomes a self-aware individual, a confident woman. She is also a woman with a big voice. Her voice was heard in a court full of whites and blacks and she is now narrating her story to her friend. A story that is going to pass to the rest of the people in that community. Janie didn’t give birth to any child in her three marriages, but she went on a journey to selfhood from which she gives birth to her new self.<sup>75</sup> Hurston finally made Janie a complete woman and gives her voice, returning also in the oral tradition of storytelling from which an African American woman's identity would be incomplete. She reveals her life story to Pheoby and tells her that she can pass the story to the rest of the people. "You can tell ‘em

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<sup>75</sup> Miles, (2009), 71.

what Ah say if you want to. Dat's just de same as me 'cause mah tongue is in mah friend's mouf." (*Their Eyes Were Watching God*, 6)

Janie's journey to selfhood began the moment she became aware of the color of her skin. She then is taken by nature under a pear tree, where she notices what she calls a "love embrace" between bees and the pear tree blooming. She names this union as marriage, imagining her coming marriage to be so. Thinking of love and marriage marks her way to womanhood. Janie is a colored woman. She is the daughter of a raped woman and niece of a former slave. She as a representative of her community is a woman without a self-identity. She is not aware of her abilities and rights yet. She knows only what she has been told, but her models had not been in the position she is now. Her only real model, the woman who had raised her is her grandmother who used to be a slave. Nanny wanted for Janie what a former slave would dream about but Janie wanted for herself a different life from the one Nanny dictated her. So Janie does not conform to the prescribed life for her but begins instead a quest for identity, a quest to find her 'self'. During her journey, she experiences three marriages. These marriages are the means she uses to achieve selfhood and self-awareness. Facing many difficulties in her life Janie learns how to overcome problems. She learns to love herself more than anything else in the world. When she comes back to Eatonville she is a woman who is not afraid to show her physical grace. She walks confidently through the neighborhood, returning as a newborn woman, a self-confident one.

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## **JOB STRESS FACTORS AND THEIR RELATIONSHIP TO JOB SATISFACTION, AFFECTIVE WELL-BEING AND PHYSICAL HEALTH AMONG HIGH SCHOOL TEACHERS IN ALBANIA**

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### **Abstract (English)**

Previous research evidence indicates that there exist a number of relations between job satisfaction and such factors as job stressors and physical health symptoms. Teaching profession is considered to be among the most difficult jobs. Schools have experienced shortages of quality teachers with strong skills in the areas of student engagement, instructional practices, and classroom management. The purpose of this study was to investigate the relationship between job satisfaction, job stressors and physical symptoms of high school teachers in Tirana/Albania. Respondents (29 male and 96 female high-school teachers) completed the following questionnaires: Teacher Job Satisfaction Scale (TJSS), Physical Symptoms Inventory (PSI), Interpersonal Conflict at Work Scale (ICAWS), Organizational Constraints Scale (OCS), and Quantitative Workload Inventory (QWI) (Der Doef & Maes, 2002; Spector & Jex, 1998). Overall, the findings suggested that emotional wellbeing correlates positively with JS and negatively with job stressors and PS. According to the predictions, teachers high in negative affectivity scored moderate in OC, ICAW and QWL. According to the predictions, teachers high in positive affectivity scored low in OC and ICAW. ICAW and OC correlate negatively with JS. Regarding PS, they correlated significantly with ICAW. A significant correlation was found with QWL, and no correlation with JS. Finally, no gender differences were found in the levels of job satisfaction and reported physical symptoms. Findings were discussed and future suggestions for further investigation are proposed.

**Key words:** job stressors, job satisfaction, physical symptoms.

## Introduction

Work is a very important aspect of people's lives because they spend approximately one third of their waking hours at work and during all life approximately 100,000 hours (Radafinos & Sideridis, 1998). It is not only a source of pleasure, satisfaction, and fulfilment, but also stress, conflict, dissatisfaction and tiredness. Many occupational psychologists and researchers have studied different aspects of work. Variables like job satisfaction, job stressors (i.e. interpersonal conflict at work, organizational constraints, and workload), and physical symptoms have been investigated in many working populations (Spector & Jex, 1998; Van Katwyk, Fox, Spector, & Kelloway, 2000). However, a lot of gaps exist in the literature regarding these work-related factors in a population like high school teachers in Balkan countries such as Albania. Teaching is considered as an integral part of this country that educates the new generations.

In spite of reports of high levels of teachers' work stress (Chaplain, 2008; Schwarzer & Hallum, 2008 as is cited in Klassen and Chiu 2010), numerous instructors discover individual fulfilment in their work. Job satisfaction (JS) perceptions of fulfilment determined from day-to-day work activities are associated with higher levels of work execution (Judge, Thoresen, Bono, & Patton, 2001 as cited in Klassen and Chiu, 2010). Caprara et al. (2003) as cited in Klassen and Chiu (2010), considered work fulfilment a "decisive element" (p. 823) impacting teachers' states of mind and execution and found self-efficacy to be an imperative supporter to teachers' work fulfilment.

Teachers report that activity fulfillment is closely related to the concept of everyday study classroom, for example, working with young children, seeing college students make improvement, working with supportive colleagues, and standard school climate (Cockburn and Haydn, 2004). Educators who are dissatisfied with their work display lower commitment and are at more critical hazard for leaving the profession (Evans, 2001; Ingersoll, 2001). Liu and Ramsey (2008) discovered that stress from poor work conditions had the most grounded effect on teachers' job satisfaction and observed that insufficient time for arranging and making plans and a heavy teaching work load reduced satisfaction from teaching. Teaching also can bring personal satisfaction, but it conveys stress, with demands from managers, colleagues, college students, and parents, compounds by means of work overload, student misbehavior, and a lack of acknowledgment for achievements (Greenglass and Burke, 2003).

Teachers with more stress defined as the experience of awful feelings resulting from a teacher's work (Kyriako, 2001 as cited in Klassen and Chiu, 2010) have lower self-efficacy (Betoret, 2006; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2007 as cited in Klassen and Chiu, 2010), poorer teacher-scholar rapport, and lower stages of effectiveness (Abel & Sewell, 1999; Kokkinos, 2007 as cited in Klassen and Chiu, 2010).

Cooper (2004) in his book points out evidence suggesting that women and men manifest the negative consequences of stress in different ways. Epidemiological evidence indicates that although women report higher levels of distress, their symptoms tend to be less lethal than those reported by men and more often of a psychological or somatic nature (Matuszek et al., 1995 as cited in Cooper, 2004). Women's distress symptoms often include headaches, heart palpitations, dizziness, shakiness, and insomnia and other sleep disturbances. Men report distress symptoms, such as cardiovascular diseases and injuries, which tend to be lethal in nature. This can account for their lower life expectancy, approximately 8 years less than that of women. Gender differences also exist in terms of behavioral symptoms of distress. Women are more likely to smoke and to use antidepressants, sleeping pills, and other prescription drugs compared to men, and this is especially characteristic of female managers (Quick et al., 1997). In addition, stress-related eating disorders are more common among women. Men, however, tend to turn to alcohol more than do women, although alcohol abuse among women is on the rise (Harrison et al., 1989). These findings must be tempered with the knowledge that women on the whole are more likely to recognize and report symptoms and to seek assistance in dealing with distress. This can be an explanatory factor pertaining to the differences in life expectations between men and women.

### **Theoretical Framework**

Douglas McGregor (1960), in his theory X and theory Y recommended two different elements of human behaviour at work: negative (theory X) and positive (theory Y). Certain assumptions have been also laid down on this context.

According to the assumptions of theory X, an average teacher does not want to work continually and finds out means to escape it whenever possible. As a way to make a teacher work, he has to be persuaded, compelled, warned or punished. For this to be achieved, close supervision with dictatorial style is warranted. Most of the teachers deal with job safety as the

top priority and therefore have almost negligible ambition or aspiration. On the other hand, assumptions of theory Y consider that teachers perceive their jobs to be relaxing and normal, while trying to put in their physical and mental efforts to the task assigned. Self-direction and are more essential for them than threat, external control or coercion. They will be more loyal and dedicated if the job is rewarding, resourcefulness and innovative capacities have to be completely applied to solve the organizational problems.

The Job Demand-Control (JDC) theory supposes that work-related stress can result from the interaction among several psychological job demands relating to workload together with cognitive and emotional demands, interpersonal conflict, job control regarding decision authority (organization to make work-related selections) and skill discretion (breadth of work-associated skills used) (Karasek Jr 1979). The JDC model is concerned with predicting effects of psychological stress, and workers who experience high demands paired with low manage are more likely to experience work-related psychological distress and pressure (Beehr et al. 2001). However, the original concept of job demand and management was expanded in 1988 to become the demand control support (DCS) theory, describing how social assistance may additionally act as a buffer in high demand situations (Johnson and hall 1988). As social assistance as a coping mechanism can moderate the negative influences of job stress, another later model of the JDC theory was developed to suggest that those individuals who experience high demands paired with low control and poor help are most at risk of work-related psychological distress (Van der Doef and Maes 1999). These later versions of the JDC theory were developed, as earlier versions have been taken into consideration to be too simplistic and ignorant of the moderating effects of social guide upon the main variables. However, the perceived job demands and decision autonomy outlined in the JDC theory were acknowledged as being key factors in determining the consequences and outcomes of work on employees' health (Cox, Griffiths and Rial-González, 2000).

Job satisfaction (JS) is estimated as one of the most studied and researched variables in psychology and in educational settings as well. This popularity derives from the fact that JS is very easily assessed and it is implemented in many theories of job organization (Spector, 2003). Moreover, JS is related to important variables like job performance, health-related wellbeing, longevity (Spector, 2003), global quality of life (Climate, Gencalp, & Keskin, 2003)



and life satisfaction (Brief & Hollebeck, 1985). In addition, JS in teachers has been related to teacher retention, quality of work, organizational commitment, and teachers' performance which in turn influence student's academic achievement, behaviour, satisfaction and motivation (Ostroff, 1992 as cited in Bogler 2002). Moreover, according to the path-goal theory of motivation, JS is related to turnover and absenteeism assuming that high satisfied individuals will be more motivated to go to works where needs are fulfilled (Vroom, 1964 as cited in Lawler & Porter, 1967).

Many controversies exist about the definition and conceptualization of JS as a construct. JS has been referred to as positive/negative feelings towards work (Ribeaux & Popleton, 1985). Similarly, Locke's (1976 as cited in Arnold, Cooper, & Robertson, 1995) definition of JS as "pleasurable or positive state resulting from the appraisal of one's job or job experiences" (p. 178), includes the cognitive and affective elements of the construct (Judge, Ilies, 2004). Other approaches consider JS as a positive or negative dispositional work attitude that is learned through experience (Griffin & Bateman, 1986 as cited in Arnold, Cooper, & Robertson, 1995). According to the social information-processing model of JS, the information provided by others at work is very important (O'Reilly & Caldwell, 1985 as cited Arnold et al., 1995). However, the most obvious model is the information processing one, according to which JS is directly influenced by the very characteristics of the person's job (Hackman & Oldman, 1976 as cited in Arnold et al., 1995). Although, it might not be plausible that only one model explains a complex construct like JS and probably a combination of approaches may provide a more complete explanation.

Considering JS of teachers of various countries, studies have shown different ratings on how teachers evaluate their job: in the United Kingdom, infant school to further education teachers are 91.7% satisfied comparing to 72.5% in secondary school teachers; in Canada, the overall satisfaction rates were 87% for females and 80% for males; in California 82% were fairly or very satisfied; and in Malta 75.1% of primary school teachers were satisfied with teaching (e.g.: Rudd & Wiseman, 1962; Kyriacou & Sutcliffe, 1979; Holdway, 1978; Galloway, 1985; as cited in Borg & Riding, 1991). Evidently, over time and place, teaching has been rated as a profession that gives high levels of satisfaction. However, differences exist in the levels of satisfaction among the different countries that were mentioned. One common limitation of these studies is that none of them explains why differences exist.



Some personal antecedents of JS are personality, NA, gender and age (Spector, 2003). Longitudinal studies (e.g. Schneider & Dachler, 1978 as cited in Spector, 2003) have found that JS levels seem to be constant over time and it was suggested that underlying personality traits played some role in this stability. However, other researchers have found that the interaction of personality with environmental or job conditions is more important than either of them alone (Newton & Keenan, 1991 as cited in Spector, 2003). High NA individuals who tend to respond more negatively to their job also have the predisposition to be less satisfied with it (Judge, 1993 as cited in Spector, 2003). Moreover, JAWB correlated with JS (Van Katwyk et al., 2000). Regarding gender, some gender differences still exist with women being more satisfied with some aspects of job and men with others, although most studies have found few or no significant differences (Witt & Nye, 1992 as cited in Spector, 2003). However, the study of Xin and MacMillian (1999) in 2,202 school teachers concluded that female teachers were more satisfied with their profession than male teachers.

Considering age and its relation to JS, a curvilinear correlation was found in two large sample surveys in UK and nine countries in USA, with JS declining until age 26-36, and then increasing again in the remaining working years (Clark, Oswald, & Warr, 1996 as cited in Spector, 2003). Supporting evidence for this finding comes from the aforementioned study of Xin and MacMillian (1999) who claimed that the gender gap in job satisfaction of teachers might grow because of increased teaching competence. Thus, teacher` JS might correlate with working experience as well, with increases in working experience followed by more JS. In addition, possible explanations for this relationship could be that job conditions can be better for older workers or they simply find their jobs more satisfying than younger workers. Furthermore, some determinants of teachers` JS were identified by Michaelowa (2002) who stated secondary school teachers in sub-Saharan Africa and concluded that teacher characteristics, communication, equipment with textbooks, salary and class-size were all important. In addition, a case study of an English school reported that the school specific issues and circumstances had a significant impact on JS (Evans, 1997).

### **Job-related affective well-being**

“Experience without emotion is like a day without whether. Emotions are the very stuff of what means to experience the world” (as cited in Cornelius, 1996, p. 3). In fact, the whole

human consciousness of the world and of ourselves is intertwined with emotion. More explicitly, when a group of adults was asked to keep a diary of their everyday emotional experiences they reported on the average one emotion a day (Oatley & Duncan, 1994 as cited in Cornelious, 1996). The majority of emotions lasted for approximately 5 minutes, with 33% of them continuing up to 30 minutes with an intensity level enough to provoke involuntary thoughts, urges to act, or bodily symptoms. Thus, it is not a surprise that job-related affective wellbeing (JAWB) is a variable quite studied and debated in occupational and health research. It is defined as an emotional indicator of strain and wellbeing at work reflecting different emotional reactions to the job (Van Katwyk et al., 2000).

One of the models that explain the measurement of job-related affective wellbeing is Warr's (1990 as cited in Francis-Smythe, 2003) model. It is composed of three main axes: job satisfaction (pleased-displeased), AC (anxious-contended), and DE (depressed-enthusiastic). This model was based on Russell's (1980 as cited in Van Katwyk et al., 2000) two-dimensional circumflex model of affect that considers emotions in a two dimensional circle with the two axes being pleasure vs. displeasure and level of arousal (high vs. Low). Synonyms of emotional labels are close together, whereas antonyms are opposite in the circle. This is a quite valuable model because it is based on affect and is not confounded by cognitive components or job descriptors (Van Katwyk et al., 2000). However, the literature suggests that different affective states are related to different antecedents and consequences (Izard, 1991 as cited in Van Katwyk et al., 2000). Future research is needed to explore the relation of job-affect with employee health variables and wellbeing (Van Katwyk et al., 2000).

A growing body of research has investigated the extent that negative affectivity (NA), defined as the personal predisposition to perceive the negative stimuli in the environment and the self (Watson & Clark, 1984 as cited in Burke, Brief & George, 1993), influences the association between self-reports of stressors and wellbeing. In a longitudinal study of 244 female British accountants, JAWB influenced the perceptions and the report of work stressors such a quantitative workload (Daniels & Guppy, 1997). Moreover, a prospective study by Spector & O'Connell (1994 as cited in Daniels & Guppy, 1997) has confirmed that NA predicted the range of perceived stressors. Moreover, NA was found to be associated to a variety of subjective complaints and reported physical symptoms (Watson & Pennebaker, 1989 as cited in Chen & Spector, 1991).

The reanalysis of Chen and Spector`s (1991) findings reflects the properties of NA in research using self-reports of stressors and strain, but not necessarily PA (Burke et al., 1993). Whenever self-reports of stress and strain at work are used, NA should be measured (Burke et al., 1993). Moreover, the bidimensional structure of affective experience including NA and PA should not be ignored (Parkes, 1960; Tellegen, 1983 as cited in Burke et al., 1993).

To summarize, JAWB is a very important work variable that influences and is influenced by other job-related factors. However, the specific relation of this variable to job stressors, physical symptoms, and job satisfaction will be emphasized in the corresponding consecutive sections.

### **Job Stressors and Physical Symptoms**

In general terms, occupational stress has been a major concern of human services (including teachers). It is commonly referred to as the negative environmental factors or stressors related to a specific profession (Cooper & Marshall, 1997 as cited in Borg, 1990; Ari, Krole, & Even 2003). When teacher`s job stress is considered, the definition takes the form of a response syndrome of negative affect associated to pathogenic physiological and biochemical alterations. These factors result from teacher`s profession and are mediated by the subjective perceptions of job demands threatening self-esteem and wellbeing, which activate coping mechanisms aiming to reduce the perceived threat (Kyriacou & Sutcliffe, 1978 as cited in Borg, 1990).

Many controversies exist on how many types of stressors exist. Goodall and Brown (1980 as cited in Adams, 1999) identified two types of stressors: within (internal characteristics like personal values, attitudes, and self-concepts) and without (environmental or work-related demands). According to Gupta (1981 as cited in Adams, 1999) the major types of stressors are environmental, organizational, and individual. Too much attention has been paid to internal characteristics, leaving environmental and organizational factors unexplored. Therefore, the stressors that need more attention and exploration are organizational constraints (OC, constraints on performance at work), interpersonal conflict (ICAW, conflict with other people at work), and quantitative workload (QW, amount of work and workplace) (Spector & Jex, 1998).

In addition, teachers' stress has been the focus of many studies since the 1930s because it is associated to factors like job dissatisfaction, burnout, physical health consequences and other negative outcomes as well (Adams, 1999; Pomaki & Anagnostopoulou, 2003). More specifically, Borg (1990) pointed out in a summary of studies conducted in UK that teaching (whether in primary, secondary, public or private schools) is a stressful job by itself and also in comparison to other professions. Different sources of teacher stress have been identified from various studies conducted in British educational settings (mostly primary and secondary schools). These stressful sources may be grouped into five main categories: workload and time pressure (i.e., meeting deadlines and goals); relationships with co-workers (i.e., conflicts with colleagues and management); working conditions; pupil behaviour; and school ethos (i.e., lack of agreement on standards) (e.g., Comber & Witfield, 1979; Dunham, 1976; Trendall, 1989 as cited in Borg, 1990). However, these sources of stress tend to change in existence and levels of intensity according to the context and as the time pass by (Borg, 1990).

Chandola (2010) in her book has examined that, work stress has been increasing in Britain since 1992. The increase in work stress is in particular marked for women. Moreover, there was an absolute increase of around 4–6 British academy stress at work percentage points in most measures of work stressors in the 1-year duration from spring 2009 to spring 2010. In comparison, the increase in one of the measures of work stressors from 1992 to 2006 was around 0.5–1.0% per 12 months. This indicates that work stressors in Britain have increased markedly since 2009. Favourable trends in flexible work arrangements making an allowance for greater work–life balance appear to have been reversed by the recession. Teachers report more dissatisfaction with their work–life balance, extra dissatisfaction with their company's support in helping them gain this balance, and increased work hours since 2009. Relative to other European international locations, Britain in 2004 was near the EU-27 average in terms of the work stressors – (excessive) job demands and (low) job manage. British workers experience better job security and help from supervisors, approximately the same levels of job control, and higher levels of repetitive and monotonous tasks. (p.20)

Reports have shown that many teachers exhibit dissatisfaction of their jobs due to job stress (Chaplain, 2008; Schwarzer & Hallum, 2008 as cited in Demirdag, 2015). Job satisfaction is considered as a notion of fulfillment, that is related to higher levels of job overall

performance (Judge, Thoresen, Bono, & Patton, 2001). Job satisfaction is decisive, which contributes to teachers' overall performance and attitudes. Research discovered that self-efficacy is an important contributor of job satisfaction (Caprara et al., 2003). Several indicators such as operating with children, seeing students make progress, working with supportive colleagues, and overall school weather in the schools may additionally create job satisfaction amongst teachers (Cockburn & Haydn, 2004). Teachers with low ranges of self-efficacy have a tendency to be dissatisfied with their jobs, thus leaving their teaching profession (Evans, 2001; Ingersoll, 2001). Poor working conditions and a heavy teaching workload might also strongly affect job satisfaction of teachers (Liu & Ramsey, 2008). Such working environments even affect instructors' study room management, which might also have a negative effect on student and engagement in learning duties (Demirdag, 2015).

Spector et al. (1988) investigated the relation between stressors, and symptoms in a comparison of multiple data sources. They find evidence for positive correlation between QW and PS. To ICAW little attention has been paid, although it correlated with PS and dissatisfaction (Kennan & Newton, 1995; Spector, 1997 as cited in Spector et al., 1988; Spector and Jex, 1998). In addition, in a 12-week longitudinal study, women reported that interpersonal conflicts with co-workers predicted affective well-being and physical symptoms with more conflicts related to more experience of NA (Potter, Smith, Strobel, & Zautra, 2002). However, caution should be paid to generalization of these findings because no men were inducted; they were not teachers, and some of them suffered from arthritis. As regards OC, it leads to unpleasant affective reactions (O'Connor, Peters, Rudolf, & Pooyan, 1982 as cited in Spector et al., 1988) and correlates with job performance, affective strains, intention to quit, and PS (Spector & Jex, 1998).

### **Aims and hypothesis**

The main purpose of this study was to investigate the relation of job satisfaction, job stressors (organizational constraints, interpersonal conflict at work, and quantitative workload), and physical symptoms in Albanian high school teachers. The secondary purpose was to investigate whether there are any gender differences in the levels of job satisfaction and report of physical symptoms.

According to the previous literature and research in this field, the following hypothesis were tested in the present study:

1. JAWB would correlate positively with JS and negatively with job stressors (OC, ICAW and QWL) and PS.
2. Negative affectivity would correlate positively with stressors and positive affectivity would correlate negatively with OC, ICAW, and QWL.
3. OC and ICAW would positively correlate with PS and negatively with JS; but QWL would have weaker correlate to them in comparison to the other two stressors.
4. Women would be more satisfied with their job than men, but would report more PS.

## **METHODOLOGY**

### **Design/approach**

In the present correlational study, a cross-sectional design was used to investigate the association between JAWS, JS, PS and three job stressors (ICAWS, OC, QW).

### **Instrument/Measurement tool**

In this study six questionnaires were used translated from English to Albanian, with the help of one English teacher in order to adapt the scales to the participants' native language. For a more rigorous procedure, the translation-back translation procedure was used to test the validity of the initial translation. This resulted in minor modifications in the wording of the original scales because some expressions had different meaning from English to Albanian. The first part of the questionnaire required participants to provide demographic characteristics i.e. age, gender, nationality, marital status, and tenure. The next part of the survey included the job-related factors measurement scales.

*Job-Related Affective Wellbeing Scale (JAWS)* was developed by Van Katwyk and colleagues (2000) in USA in a three-step study to measure pure and context specific effect (including a wide range of emotional reactions) in response to job and to consider the effects of arousal and pleasure dimensions on different outcomes to work. Finally, only 30 job-related affective statements were included in the final scale that was used in the present study as well. Responses consist of options distributed over a five-point scale from 1 (list often) to 5 (most often), namely, Never, Rarely, Sometimes, Quite often, Extremely often or always. The



Cronbach's alpha reliability coefficient as reported by Spector (2003) for total JAWS (all 30 items) is 0.95, whereas for the negative and positive emotions is 0.92 and 0.94, respectively.

*Teacher Job Satisfaction Scale (TJSS)* is part of the Leiden Quality of Work Questionnaire for Teachers (LAKS-DOC) and includes 72 items measuring 14 work characteristic and 2 outcome variables (one of which is JS) (Van Der Doef & Maes, 2002). It was based in three instruments: the Job Content Inventory the Questionnaire Organizational Stress, and the Structured Interview Content and Organization of Work. High scores indicated high levels of job satisfaction, with a possible range from 4 to 16.

#### *Job Stressor Scale*

Three job-stressor scales and one strain scale were used in this study: *Interpersonal Conflict at Work Scale (ICAWS)*, *Organizational Constraints Scale (OCS)*, *Quantitative Workload Inventory (QWI)*, and *Physical Symptoms Inventory (PSI)* (Spector & Jex, 1998).

*Interpersonal Conflict at Work Scale*, a four-item scale, measures how well the respondent goes along with others in the workplace. The internal consistency reliability across 13 studies averaged to 0.74 (Spector & Jex, 1998). The second stressor scale was *Organizational Constraints Scale* and it measured situations that interfere with task performance. The development of this 11-item scale was based on the work of Petter and O'Connor (1980 as cited in Spector & Jex, 1998) who listed 11 areas of constraints with each item assessing one area. The third stressor scale was *Quantitative Workload Scale*, a five-item scale that assessed the amount or quantity of work in a job in terms of place and volume. The reported internal consistency of this scale across 15 studies is considerably high ( $\alpha=0.82$ ) (Spector & Jex, 1998).

The last scale used in this study was the strain inventory, *Physical Symptoms Inventory* that measured physical or somatic health symptoms, conditions that involve discomfort or pain (I.e., headache or chest pain) associated with psychological distress.

The questionnaires were assessed once again for their internal reliability with the data from the sample of the present study. Alpha coefficients were as the following: for JAWS  $\alpha = .88$ , for Positive Affectivity Subscale  $\alpha = .88$ , for Negative Affectivity Subscale and Quantitative Workload Inventory  $\alpha = .85$ , for ICAWS  $\alpha = .74$  and TJSS  $\alpha = .77$  (see Table 2 in the results section). Thus, these questionnaires seem to have a good reliability that is considered to be relatively high (Howell, 2004).



## Sample

In the present study, 160 respondents were recruited and 125 of them returned the completed questionnaires. The final sample included in the analysis consisted of 125 Albania high school teachers. From those respondents, 96 were female teachers and 29 were male teachers. Thus, more were females (76.8%) in comparison to men who counted for (23.2%) of the respondents. Their mean of age in years was  $M=36.9$  ( $SD=9.4$ ), with a minimum age of 23 and a maximum of 64. Regarding tenure (years of experience), the mean for both men and women was  $M(125)=10.96$  years ( $SD = 8.8$ ) with a minimum of 1 and maximum of 40 years. All the respondents were treated in accordance to the Ethical Principles of Psychologists and Code of Conduct meaning that there were not deceived and not harmed in any aspect (American Psychological Association, 2002). Additionally, they completed a participation consent form where they were informed of the purposes of the study and all the procedure (a copy of the consent form appears in Appendix A).

## Results

Regarding the first hypothesis, which predicted that JAWB would correlate positively with JS and negatively with job stressors (OC, ICAW, and QWL) and PS, the results indicated that it is supported. The results showed that JAWS correlated negatively with OCS and ICAWS ( $r = -.55$ ,  $p < .01$  and  $r = -.54$ ,  $p < .01$ , respectively); moderate, negative correlation was found between JAWB with QWL and PS ( $r = -.38$ ,  $p < .05$  and  $r = -.29$ ,  $p < .01$ , respectively). Whereas the correlation between JAWB and JS was the highest in comparison to the correlation with the other variables ( $r = .46$ ,  $p < 0.01$ ) (see Table 2). Thus, teachers who were high in job-related emotional wellbeing tended to report less amounts of organizational constrains, interpersonal conflict at work, quantitative workload and experienced less physical symptoms than those low in emotional wellbeing at work. In addition, those high in job affective wellbeing tended to experience higher levels of job satisfaction than those low in emotional wellbeing at work.

It was expected that negative affectivity would correlate positively with stressors and positive affectivity would correlate negatively with OC, ICAW, and QWL. According to the

predictions, teachers high in negative affectivity scored moderate in OC ( $r = .48, p < 0.01$ ), ICAW ( $r = .49, p < 0.01$ ), and QWL ( $r = .29, p < 0.01$ ). Teachers high in positive affectivity scored low in OC ( $r = -.41, p < 0.01$ ), ICAW ( $r = -.39, p < 0.01$ ) and QWL ( $r = -.31, p < 0.01$ ) (see Table 2).

**Table 3**

*Pearson Product Moment Correlations Between all Work-related Variables*

	JAWB	NA	PA	TJS	ICAW	OC	QWL	PS
JAWB	1							
NA	-.74**	1						
PA	.81**	-.28**	1					
TJS	.46**	-.34**	.38**	1				
ICAW	-.54**	.49**	-.39**	-.38**	1			
OC	-.55**	.48**	-.41**	-.36**	.46**	1		
QWL	-.38**	.29**	-.31**	-.25**	.44**	.70**	1	
PS	-.29**	.47**	-.06	-.22*	.26**	.40**	.24**	1.00

*Note:* Number of cases = 125

\* $p < 0.05$ ; \*\* $p < 0.01$

Considering the third hypothesis (which claimed that OC and ICAW would correlate positively with JS; but QWL would have weaker correlation to them in comparison to the other two stressors), again only partial support was found for its predictions. To summarize, teachers high in interpersonal conflict at work and organizational constraints experienced lower levels of job satisfaction. On the other hand, physical symptoms correlated significantly ( $r =$

.24,  $p < 0.01$ ) with interpersonal conflict at work, meaning that teachers who had more conflict with others at work tended to experience more physical symptoms in comparison to those who had less conflicts.

Finally, independent sample t-test results showed that the fourth hypothesis was not supported. It was found that women and men were similar in their level of satisfaction with their job indicating that there is no statistically significant gender difference in terms of JS ( $t(125) = -0.33, p > .05$ ). Regarding gender differences in terms of physical symptoms, the independent sample t-test results confirmed the prediction that females would report more physical symptoms compared to males. ( $t(125) = -2.4, p < .05$ ).

Table 4

T-test. Independent sample.

Gender	N	t-test	Sig. (2-tailed)
<b>JS</b>			
male	29	-.33	.73
female	96		
<b>PS</b>			
male	29	-2.4	.02
female	96		

## Discussion

This study was conducted in an effort to gain more insights into the relationship between job-related affective wellbeing, job satisfaction, physical symptoms, and job stressors (i.e., interpersonal conflict at work, organizational constraints, and quantitative workload) in a population of Albania high school teachers. In addition, a secondary aim of this survey was to explore whether there exist gender differences in the levels of job satisfaction and in the report

of physical symptoms. The results of the present study supported some of the predictions made according to the existing literature, but contradicted the others.

The first hypothesis of this study was that JAWB would positively correlate with JS and negatively with the three job stressors (ICAW, OC, QWL) and PS. The results showed the expected correlations, meaning that teachers experiencing high job-related emotional wellbeing experienced high levels of job satisfaction and did not report as many job stressors and physical symptoms as those low in emotional wellbeing. The highest correlation of JAWB was with JS and the lowest with physical symptoms. As regards the association between JAWB and the three job stressors, the strongest negative correlation was with ICAW, followed by OC and ending with QWL. However, according to the strength of the correlation coefficients they can only be considered to vary from low (with PS and QWL) to moderately high (with JS, ICAW, and OC). These findings were in accordance with the previous conclusions that JAWB would correlate with JS, job stressors and physical symptoms in the predicted directions (Van Katwyk et al., 2000). Therefore, as the level of emotional wellbeing increases, so does the level of satisfaction with the job, while the report of physical symptoms decreases along with the experience of job stressors.

According to the results of the present study, the second hypothesis, which claimed that negative affectivity would correlate positively with stressors and positive affectivity would correlate negatively with OC, ICAW, and QWL was supported. According to the predictions, teachers high in negative affectivity scored moderate in OC. Teachers high in negative affectivity scored low in OC, ICAW and QWL. As the level of negative affectivity increases, the experience of stressors at work tends to decrease. Those teachers who were high in positive affectivity scored low in OC and ICAW; and a negative correlation was found between positive affectivity and QWL. These findings present a challenge to the 12-week longitudinal study of Potter and colleagues (2002) who claimed that more interpersonal conflicts related to more experience of NA in a population of women. However, the findings of this longitudinal survey were based on women only, half of them suffered from arthritis and probably they were not teachers. Therefore, no direct comparison can be made between this study and present study one since they deal with different populations and are of different types (the present study is cross-sectional and the other is longitudinal).

The third prediction of this study (“OC and ICAW would positively correlate with PS and negatively with JS; but QWL would have weaker correlation to them in comparison to the other two stressors”) was supported. ICAW showed the expected positive correlation with physical symptoms and negative correlation with job satisfaction. In addition, OC correlated negatively as expected with job satisfaction, but no significant correlation with physical symptoms was found. No significant correlation of QWL was found with physical symptoms and job satisfaction (in contradiction to the predictions of Spector et al., 1988, who found evidence for positive correlation between QWL and physical symptoms). An inspection of the studies with conflicting results may reveal that these studies differ in their broader conceptualization of job demands such as work overload, suggesting that more sophisticated measures of this construct are needed (Van Der Doef & Maes, 2002).

The prediction that women would be more satisfied with their job than men, but would report more PS was not confirmed in the present study. It was found that women and men were similar in their level of satisfaction with their job and regarding gender differences in terms of physical symptoms, the independent sample t-test results confirmed the prediction that females would report more physical symptoms compared to males. Thus, there are more similarities than differences in job satisfaction and physical symptoms when the two genders are compared in these two variables. These findings contradict the existing evidence that there are significant gender differences in the experience of job satisfaction between men and women with male teachers being less satisfied with their teaching than females (Borg and Riding, 1991; Chaplain 1995; Xin and Mac Millian (1999). A possible limitation of some of these studies is that they may have considered only schools with special needs children or higher levels above high schools. Thus, the findings need to be cautiously generalized to different types of schools in other countries.

### **Limitations**

The present study has its limitations as every other study. First of all the cross-sectional character of the survey does not allow to determine the causality of the relationship between the variables under investigation. Although the questionnaires were framed in that way so that respondents had to consider the last 30 days to answer the questions, still the direction of the

associations between the job stressors, health, emotional wellbeing, and job satisfaction cannot be determined. Thus, one of the suggestions for future studies regarding these factors would be to replicate the findings using a longitudinal design.

A second limitation relates to the size of the sample that was used for this study. The number of respondents was considerably small in comparison to the number of questions they had to answer. It would be an expansion of the present findings if in the future studies the sample would be more inclusive of teachers, coming from a greater variety of school levels as well as from teachers who work in the private sector, from schools located in rural areas of the country, and from other countries. If these suggestions will be taken in consideration, then comparisons between levels, sectors, location areas of the schools, and cultures would be possible and the findings would make the application of the findings to the teaching profession more suitable. At the moment, the results of the present study remain limited only to Albanian high school teachers.

In addition, the ratio of women vs. men (76.8 % vs. 23.2 % respectively) shows the fact that more women than man teachers participated in this study could be explained by the possibility that women had more free time to answer the questionnaires, were more interested in this kind of research.

Finally, the subjective nature of the questions included in the questionnaires used in the present study might present a limitation. It has been claimed that stress is very difficult to be examined because different individuals experience and react differently to stressors at work (Adams, 1999). Many subjective measures or self-reports of job stressors and strains have been criticized because their construct validity or psychometric properties were not reported or they are biased and affected by many factors other than the construct they were intended to measure (Salancik & Pfeffer, 1997; Taber and Taylor, 1990 as cited in Spector & Jex, 1990). Moreover, the total reliance on self-reports makes very difficult definitive conclusions and causal relationships (Spector, Dwyer, & Jex, 1988). However, Burke et al. (1993) mentioned some cases when self-reports are useful such as when investigating changes in intra-individual experience over time and when other methods to examine stress are missing.

Another problem regarding self-report questionnaire of job-related affective wellbeing is the possibility that people may not be able to have access to the whole experience of their emotions because some things cannot be put into words (Cornelius, 1996). Furthermore, the issue retrospective self-reports of emotions might present a memory challenge/problem to since they are fragile experiences and prone to change and modifications as the time passes by (Loftus & Loftus, 1980 as cited in Cornelius, 1996).

Despite these limitations, Job-related Affective Wellbeing Scale has been based on a sound theoretical background, assessing a meaningful construct, and has been found to be a more advantageous measure of emotional wellbeing at work in comparison to other measures of the same construct such as PANAS (Positive Affectivity and Negative Affectivity Scale of Watson, Clark, & Tellegen, 1988 as cited in Van Katwyk et al., 2000). In addition, the scales used in the present study were examined for their psychometric abilities in the sample that was used and they resulted to be highly reliable with alpha internal coefficients ranging from .74 (ICAWS), .77 (TJSS) and to .88 (JAWS).

### **Recommendations**

Based on the findings, conclusions, and implications which arose from the study, the following are recommended:

1. The study assessed the relationships between job-related affective wellbeing, job satisfaction, job stressors and physical symptoms based on self-reports by the respondents; therefore, other methods of assessment should be utilized to obtain objective data. For example, job stressors should be assessed by using also physiological measures.
2. More studies should be conducted on a larger scale in the country to identify sources of job stressors and factors that enhance job satisfaction and job affective wellbeing for the high schools in Albania, including more cities and rural areas as well.
3. Utilizing advanced inferential statistics would allow to test the direction of the influence between job satisfaction and perceived job stressors. Correlational statistics can only determine if a relationship exists between the variables, it does not provide information on the direction of that relationship.



## CONCLUSION

As a conclusion, this study represents a step forward in the investigation of psychological health related factors, job satisfaction and stressors as well as to physical health. One of the main findings was that job-related affective wellbeing was associated with all the other working variables, although the strength of the correlation varied from moderate to high. Another finding was that as the level of negative affectivity in teachers increases, the experience of stressors at work tends to decrease. As regards those teachers who were high in positive affectivity scored low in organizational constraints and interpersonal conflict at work. In addition, interpersonal conflict at work showed the expected positive correlation with physical symptoms and negative correlation with job satisfaction. Considering the association of organizational constraints and job satisfaction, a negative correlation was found between them as predicted, but no significant correlation with physical symptoms was found. Additionally, no significant correlation of QWL was found with physical symptoms and job satisfaction. Finally it was found that women and men were similar in their level of satisfaction with their job.

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## **POSTMODERNISM AND AMERICAN AUTOBIOGRAPHY**

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### ***Abstract***

This paper regards the postmodern autobiography as the one challenging the traditional concepts of a completeness of the Self and revolutionizing the narrative practice, by offering new patterns of meaning which reject completeness, linearity and order in the name of randomness and chance. The status of the female autobiography in the postmodern times takes spur from Simone de Beauvoir's pondering that woman has historically functioned as the culturally constructed and conditioned Other of the man. This kind of autobiography regards the largest departure from mainstream feminism: the argument that sex is constructed through language. Feminist politics and postmodern aesthetics become inextricably linked, abandoning the presence of a single, reliable narrative voice in favor of the postmodern blurring of the boundaries between fact and fiction, history and myth.

## 1. THE TEXTURE OF AUTOBIOGRAPHY: DEFINITIONS, TRAITS, CONTROVERSIES

### 1.1. Tentative Definitions, Autobiographical Forms and Practices

This chapter was named after Stephen Shapiro's essay because it seems to intertwine several considerations of mine regarding the actual status of autobiography in America. Firstly, as Shapiro himself asserts: "literary cartographers have long been precisely mapping the continents of fiction, drama, and poetry, all the while pretending that autobiography was not there, or simply coloring it a toneless black." (Shapiro 1968:425). The second reason why I entitled the chapter in this way is because it is considered a mode of expression characteristic of African Americans and because it uses subtlety to express the most intimate thoughts. Nevertheless, no matter the understatement of many critics, autobiography is a continent worth exploring.

I started this chapter with a citation from Joanne Braxton's *Black Women Writing Autobiography: A Tradition Within a Tradition* (1989), because I conceive that it is in this quote better than anywhere else that an African American autobiographer and scholar highlights the way the dimension of blackness, femaleness, modern discourse and cultural heritage intermingle to shape the unique individuality of an African American autobiographer. Faced with more challenges than any person should be, the female African American autobiographer becomes the best expression of individuality and sharedness, authenticity and artificiality, disarray and regularity, independence and subjugation, traditionalism and innovatory vision. Strictly speaking, autobiography is not a genre at all in the sense of poetry, fiction and drama are. It is just a subcategory of the confusing variety of writing we place under the heading of nonfictional prose. To begin with, autobiography in the West is itself hardly value-neutral since the Self, its principal referent, is in fundamental ways a construct of culture. Thus, its division into several periods was necessarily rough and heuristic.

The word autobiography was first used, according to the Oxford English Dictionary, by Robert Southey in the *English Periodical Quarterly Review of Portuguese Literature* in 1809. Before the emergence of



the term there were two categories of people's lives written by themselves: the confession and the memoir. Philippe Lejeune is the one to be considered as punctilious in providing us with an effective definition of autobiography. His definition runs as follows: "Retrospective prose story that a real person relates about his or her own experience in which he or she gives emphasis to his or her individual life and to the history of his or her personality in particular."(qtd. in Gudmundsdottir 1998:10).According to Olney: "The term autobiography is a post-enlightenment coinage. It was fabricated toward the end of the 18<sup>th</sup> century, beginning of the 19<sup>th</sup> century out of three Greek words auto combining from *autos*-- Self, bio combining from *bios*-- life, and the *graphe* substantive derived from the verb *graphein*-- to write"(Olney 1978:114). Jean Starobinski more sparingly defines it as a biography of a person written by himself. Rewriting Starobinski, Blanchard schematizes: "Autobiography is an act where the *writing* , the *graphein* on either side of the life, the *bios* it encloses, is itself the life and death, the presence and absence which it seeks, but only gives us as through a mirror: an image"(Blanchard qtd. in Smith, Robert. 1995:54).

As will be treated later in greater detail, the kinds of autobiography most widespread in American literature are: the puritan autobiography, the secular autobiography, the slave narrative, the memoir, the diary and the fictionalized autobiography. The beginning of the American autobiography dates back to the Puritan colonization because Early New England churches required candidates for membership to recite their spiritual histories before the congregations they hoped to join. Sometimes called *Revelations, Evidences, Narrations* or *Experiences*, these Self histories align an individual's life with the divine doctrine and imperatives.

Another heated debate nowadays is that of the hybrid character of autobiography. Is it like a memoir, like a diary, a biography or is it a fictionalized product? A memoir is slightly different in character from autobiography. It has a narrower, more intimate focus on the writer's own memories, feelings and emotions and has often been written by

politicians or military leaders as a way to record and publish an account of their public exploits. The English Civil War (1642-1651) provoked a number of examples of this genre, including the works by Sir Edmund Ludlow and Sir John Reresby. Diaries were originally written for personal reference, but

the successful publication of the diaries of the English 17<sup>th</sup> century civil servant Samuel Pepys in 1825 drew attention to the possibilities of the diary as a form of autobiography in its own right. As may be quite clear, a diary is marked by daily entries revealing the most intimate thoughts of the author. From the 20<sup>th</sup> century onwards, diary publication became a popular vehicle for politicians seeking vindication. Pondering on how the word autobiography encompasses the word biography, Olney regards the former as inevitably tied to and encompassing the latter.

There are marked differences between what we consider traditional autobiography and the contemporary fictional autobiography. Firstly, instead of trying to present the author's real life and providing the reader with access to his or her past Self in autobiography, the fictional format allows the reader to disregard the real person of the author. Secondly, as Regine Hampel states in her *I Write Therefore I am: Fictional Autobiography and the Idea of Selfhood in the Postmodern Age* (2004) in "traditional autobiography the gap between the time and the place of the discourse and the story is the only one. In contrast fictional autobiography is characterized by a gap between the writer, narrator and character, a gap which is not just temporal and spatial but also personal." (Hampel 2004:113). Thirdly, in traditional autobiography the protagonist is usually equipped, at least retrospectively, with some sense of his/her identity which he/she is then able to commit to or construct on paper. Postmodern fictional autobiography, in contrast, is full of characters who want to narrate their lives, yet can no longer rely on traditional methods. In the traditional autobiography there is recognition of a split in-between the extradiegetic level of the narrating discourse and the intradiegetic level of the story. Fictional autobiography, in contrast, "challenges these traditions by undermining the traditional chronology on the intradiegetic level and by differently treating the notion of time" (Cavaleiro 1985:168).

## **1.2. The Autobiography Critique: Periodization, Tenets and Criticism**

Autobiography, as the Greek origin of the word suggests, is a "biography written by the predicate or composed conjointly with a collaborative writer styled as told to, or with." (Wikipedia Feb. 20:2009). The term was first used by the poet Robert Southey in 1809 in the English periodical *Quarterly Review*, but the form goes back to antiquity. In antiquity autobiography took the form of an apology, oration or confession. Correspondingly, John Henry Newman's autobiography, published in 1864, is entitled

*Apologia pro Vita Sua*, the pagan rhetor Libanus (314-394) framed his life memoir *Oration*, as an oration of a literary rather than public kind; Augustine (354-430) applied the title *Confessions* and Rousseau used the same title in the 18<sup>th</sup> century.

Since Augustine's *Confessions* (397 A.D.) we start to become aware of the conflicting nature of the Self. We encounter two contrasted senses of the Self rendered as the "Naked Self and the Self Same: the first referring to his unrepentant soul, while the second to the God's qualities. In that which is considered one of the first autobiographies of the Renaissance written between (1500-1571), and entitled simply *Vita*(Italian-Life), Benvenuto Cellini declares since the very beginning that every person is important and distinguished in his own life and worth being described in an autobiography, but no one should attempt to do this before he comes to the age of forty, a time when he is mature enough to strive to reveal his real Self: "No matter what sort he is, everyone has to his credit what are or really seem great achievements, if he cares for truth or goodness, he ought to write the story of his own life in his own hand but no one should venture such a splendid undertaking before he is over forty."(Cellini 1956:15), and this is the criteria of autobiography, that has persisted until recent times.

The earliest known autobiography in English in the 15<sup>th</sup> century was the *Book of Margery Kempe* (1490), and early autobiographies of the 17<sup>th</sup> century include those of Lord Herbert of Cherbury (1764) and that of John Bunyan: *Grace Abounding to the Chief of Sinners* (1666). The traits of the Renaissance autobiography include: shifting the focus of concentration from Self to context, featuring typical aspects of Self and registering self-consciousness. The writing of the American Autobiography began in the 17<sup>th</sup> century

with the narratives of early European settlers by way of the explorer, travel, spiritual and Indian captivity narratives. According to Robert Sayre:

two periods precede and determine the emergence of the autobiographical mode in contemporary literature. The first one covers the range from puritan conversion narratives, through Franklin's secularized version in his autobiography, to Melville's early autobiographical novels which constitute the rise of a national American fiction. (qtd.in Hornung 1985 8/3:80).

Autobiography during the Colonial Period was marked by the development of such literary products as

journals and notebooks on the frontiersman, as well as the emergence of the early fictionalized versions. The propensity towards fictionalization is accompanied by a parallel shift from autobiographical certitude to the growing metaphysical obsession. The turn of the century literary production is marked on the other hand by recognition of the harsh realities of life and the frailty of human existence. In Paul John Eakin's words: "the rise of education, cheap newspapers and cheap printing, modern concepts of fame and celebrity began to develop and it became the expectation that those in the public eye should write about themselves." (Eakin 1991:79).

The contemporary autobiography status was defined even by John Hewitt who highlighted the immanence of misery-lit narrative versions. According to Hewitt in *Autobiographical Tightropes* (1990): "the trend of contemporary autobiography is such that increasingly fake autobiographies are encouraged, particularly those associated with 'misery lit' situations where the writer has allegedly suffered from dysfunctional family, social problems, or political oppression." (Hewitt 1990:123). The present condition of autobiography reserves much more space for the fictional versions, protagonists voicing their ideas as though they were writing their own biography.

An alternative periodization of the American autobiography has been brought by Robert Sayre in *American Lives: an Anthology of Autobiographical Writing* (1994), who divides the American autobiography into different periods on the basis of the historical and social developments of the time. According to him, the first period, that of *Explorers, Governors, Pilgrims and Captives*, is represented by the explorer journals and histories and captivity narratives, and bears the name of such writers as Cabeza de Vaca with his *Adventures in the Unknown Interior of America* (1542). The second period, named as *Great Awakenings, New Individuals (1700-1775)*, reveals the writing of some major full length autobiographical writings such as those of Benjamin Franklin (1706-1790), John Woolman (1720-72), and Hector St. John de Crevecoeur (1735-1813). Two short classics also come from this period: *The Journal of Sarah Kemble* (1704), Jonathan Edward's *A Narrative of the Uncommon Sufferings and Surprising Deliverance of Briton Hammon, a Negro Man* (1760)- the first black autobiography in America.

According to Sayre the sixty years to come reveal autobiography becoming as closely identified with the new nation. That is the reason why this period was called ***National Identities: Patriots, Promoters and Pretenders (1776-1837)***. Autobiographies here include: Ethan Allen's *The Narrative of Colonel Ethan Allen's Captivity*(1775), John Adams' *Diary and Autobiography of John Adams and Discourses on Davilla*(1790). In the period to come, ***Self Liberator*** (1836-1865), achievement of national identities did not necessarily mean personal and cultural independence. Approximately one ninth of the population was in fact enslaved and the native Indian population was not regarded as part of the nation at all. Personal accounts of this time include Lydia Sigourney's *Letters of Life*(1866), Jarena Lee's *The Life and Religious Experience of Jarena Lee, a Coloured Lady*(1836), Lewis Clarke's *Leaves from a Slave's Journal of Life*(1842).

The chapter ***Survivors and Self Teachers*** includes the literary production of civil war and post civil war America. In these autobiographies we see the emergence of a demonstrably different concept of Self. The dark evil Self was no longer within but outside, in the shape of the wartime enemy. Apologists from north and south continued to build up the evidence for heroism or horror, autobiographies of this period are William Dean Howells' *My Year in the Log Cabin* (1893) and *Boy's Town* (1904), Hamlin Garland's *Boy Life on the Prairie* (1899).

The period beginning in the late nineteenth century and extending up to WWI, what historians call the Age of Reform, or the Progressive Era, would add even more to the richness and significance of American autobiography. Named as ***Lives in Progress***(1900-1935), it bore the experience of reform, immigration followed by a facing with the difficulties of acculturation and assimilation. Autobiographies of this time include: Jack London's *What Life Means To Me* (1909), John Muir's *The World and the University* (1913), Du Bois' *The Shadow of the Years* (1920), Charlotte Perkins Gilman's *Love and Marriage and the Breakdown*(1927). The modern experience to autobiography was brought by Anais Nin, Gertrude Stein, and Dorothy Day in a period named ***Experimental Lives*** (1920-1960). They were influenced by the modernist awareness and by experiments with the narrative point of view. Autobiographies of this period are: F. Scott Fitzgerald's *The Crack Up* (1945), Gertrude Stein's *The Gradual Making of the Americans* (1925), Richard Wright's *The God That Failed* (1946), Dorothy Day's

*Having a Baby and Love Overflows* (1952), Anais Nin's *The Diary of Anais Nin* (1931-1934).

All autobiography involves a quest for identity, a revisiting of the past, a reconstruction of the paths that led to the present, a definition of the Self, or an attempt to defend the Self. That is why the subsequent period in the American autobiography was named *Quests for Identity (1960-onward)*. Finding one's identity in the sense of what is unique and shared, what is permanent but also subject to change and what is real and in some ways an artifice has been the great goal of the best recent autobiographers. Autobiographies of this period include: James Baldwin's *The Discovery of What it Means To Be An American* (1961), N. Scott Momaday's *The Way To The Rainy Mountain*(1969), Maxine Hong Kingston's *The Woman Warrior*'(1975), Annie Dillard's *American Childhood* (1987), bell hooks' *Black is A Woman's Color*(1981).

There are several people who have been writing about the actual status of autobiography in America. James M. Cox describes autobiography as growing out of the political necessities and discoveries of the American and French revolution. According to him:

The Self is in fact a fallen prince, tracing its nobility back to the charging fruitful vale of a faraway kingdom, and although the kingdom will not literally come again, freedom is its essential condition, and the text prophesies and then celebrates a return to that royal status. (Cox 1971: 252-277).

Olney, one of the founding fathers of the theory of autobiography, claims that no matter how fictional autobiography may be, it is the truest of all books if you know to read between the lines:

It is the truest of all books; for while it inevitably consists mainly of extinctions of the truth, shirking of the truth, partial revealments of the truth, the remorseless truth is there, between the lines, where the author-cat is racking dust upon it which hides from the disinterested spectator neither it nor its smell (Olney 1988:428-441).

While reviewing James Olney's *Metaphors of Self* (1972) critics consider the Self a trope worth being explored and delved into. Louis Renza tracks the complexity of the autobiography and the Self concept in the chaotic connotation of the first person pronoun: "For some years now the first person pronoun has been in a disarray as a transparent signifier of an authorial signified. Instead of referring to the



writing Self the I places this Self under erasure as a rhetoric-linguistic shifter, figure or trope."(qtd. in Olney 1980:268-295). Karl Weintraub, on the other hand, assigns the growing importance of the autobiographic genre to the "historical understanding of its existence and to the emergence of the historical mindedness we call historicism. "(Weintraub 1975:822).

Tracing the emergence of the Self as a concept in Western culture we can say that it has only been since World War II, when the formal analysis of all branches of literature flourished, that autobiography began to receive attention as a literature. The bulk of autobiography criticism recognizes the development of Anglo-American criticism and Cultural Criticism and contains the considerations of different schools of criticism, and a multitude of critics. According to Sidonie Smith, the most fruitful approach to the subject of autobiography is to approach it neither in a formal, nor in a historical way, but rather to see its tendency to create order out of chaos.

Two bibliographical essays have recently advanced our understanding of the subject of autobiography: the essay appended to William C.Spengemann's *Forms of Autobiography* (1982) and the introductory essay in Olney's anthology *Autobiography: Essays Theoretical and Critical* (1980). Situating the first surge of critical interest in autobiography in the late nineteenth and early twentieth centuries, Spengemann cites

three contributing phenomena: the increasing number of autobiographies, the increasing number of critical essays, and the influence of Wilhelm Dilthey's call for history-grounded autobiographical documents. According to him, the factors leading to the development of such criticism were: "the romantic preoccupation with the industrial revolution, the myth of the self-made man, social Darwinism and the survival of the fittest, Freudianism and psychoanalysis and ultimately the outburst of the literary activity." (Spengemann 1982:73).

By contrast the second generation of critics has concerned itself with matters of self-representation and has regarded the critic as a psychoanalyst of sorts, interpreting the truth in its psychological dimensions. A third generation of critics, the structuralists and poststructuralists, have challenged the notion of



referentiality. By considering this personal account as a narrative artifice that does not exist outside language, they view the text as a web of meaning in which relations are spun. Gates writes: "Blackness is not a material object or an event but a metaphor; it does not have an essence as such but is defined by a network of relations."(Gates 1990:83).

The criticism revolving around autobiography can also be discovered by dealing with the separate considerations and assumptions many autobiographers make about the art of autobiography writing. According to Gibbon, autobiography should be more markedly influenced by truth and historicity rather than show a propensity towards the fictional characteristic of the novel: "Truth-naked, unblushing truth, the first virtue of more serious history must be the sole recommendation of this personal narrative."(qtd in Gibbon 1795:37) Yeat's preface to the first of his series of autobiographies, on the other hand, emphasizes the unwilling fictionality of a non-fictional genre like autobiography. He notes: that he might have changed nothing to his knowledge, but many things without his knowledge. Du Bois seems to confirm the historical authenticity of African American autobiography while stating: "No Black American author has ever felt the need to invent a nightmare to make his point." (qtd. in Stone 1960: 517).

Other autobiographers such as Spender, Olney, Pascal and Hegel deal with the importance of the construction of the Self in the act of autobiography: While Spender considers that the real challenge of every autobiographer is to depict as faithfully as possible his real present Self: I have written of many presences, ghosts from the past which surround me and my aim has been to describe what I am. I want to depict these omnipresent selves rather than a new and emergent Self of today."(Spender 1951:39), Olney seems to set order to the various debates circumscribing autobiography by pointing out that each life reflects an "unrepeated and unrepeatable being."(Olney 1972: 92).

Roy Pascal in his influential book *Design And Truth in Autobiography* (1960) argues that the true autobiography tells us not merely of remembered deeds and thoughts, but is for both author and reader "a spiritual experiment, a voyage of discovery." (Pascal 1960:72). Past and language are regarded as patterns within which we create emotions and the moral character of the subject under consideration.

Furthering the considerations about the postmodern condition of the Self, Hegel confirms the fragmentation, indeterminacy and hybridization by stating: "Since I can not say what is my opinion, because nothing can be said that it is not general, therefore I mean everybody when I say I."(Hegel 1977:398).

### ***1.3.1. Postmodernism and the Status of Autobiography.***

The origin of the term postmodernism remains uncertain, though we know that Frederico de Onis used the word "postmodernism" in his *Antologia de la Poesia Espanola Hispano-Americana*, published in Madrid in 1934, and Dudley Fitts picked it up again in his *Antology of Contemporary Latin-American Poetry* (1942). As suggested in *Autobiography and Postmodernism*(1994), edited by Kathleen Ashley, Leigh Gilmore and Gerald Peters, "postmodernism results from a second wave of loss of belief in the twentieth century, prompted especially by the Cold War, the McCarthy hearings, the Vietnam War, and other events of the 1950s and 1960s which suggested the breakdown of traditional systems of meaning."(Ashley, Gilmore, Peters, eds.1994:59). More

profound and pervasive than the first loss, the second claimed that everything was dead to this generation: traditional values, social institutions, and even the novel and the author were proclaimed dead. On the other hand, while attempting to make a picture of the traits characterizing postmodernism as a movement and as a discourse, Warhol and Hendel state that postmodernism lacks a disciplinary or scientific stability and engages two divinities at once: sameness and difference, unity and rupture, filiations and revolt." (Warhol, Hendel eds.1993:66).

A glance at the history of autobiography studies reveals that at the end of the 1970s the study of autobiography was being remade. Two collections of essays published in 1980 inaugurated a new wave of interest: *Women's autobiography: Essays in Criticism* by Estelle C. Jelinek, and *Autobiography: Essays Critical and Theoretical* by James Olney. Jelinek's collection situated feminist criticism in relation to autobiography, and Olney's collection examined autobiography through a range of merging post-structuralisms.

According to Leigh Gilmore in his "The Mark of Autobiography: Postmodernism, Autobiography and Genre"(1994), postmodernism runs counter everything that is conventional and the concepts of Self and identity bear this influence more than anything else. In his own words: "Postmodern autobiography challenges the concepts of Self and identity underlying conventional autobiography, offers new patterns of meaning which oppose traditional concepts of completeness of Self, and queries its narrative practice and revolutionizes it."(Gilmore 1994:39). If autobiography traditionally features a first-person autodiegetic narrator who retrospectively recounts the story of his/her life using a two narrative level (that of the narrator, and that of the character), in the postmodern autobiography the narrator can use different verbal persons for him/herself, can employ another person to act as a focalizer, or invite several narrators with their own stories. In postmodern autobiography identity is never given a priori, it is never complete. According to Mike Featherstone in his *Undoing Culture: Globalization, Postmodernism and Identity*(1993): "The shifting boundaries of identification, involve an illusory image of presence, a sign of absence and loss."(Featherstone 1993:69).

### ***1.3.2. A Woman's Autobiography and Postmodernism.***

Postmodern feminism is anteceded by the publication in 1949 in post war France of Simone De Beauvoir's *Le Deuxieme Sex (The Second Sex)*. Asserting that the woman is made and not born, De Beauvoir investigated how woman has historically functioned as the culturally constructed and conditioned Other of the man. To follow the feminism development trend, a second generation response titled the New French Feminism furthered the concerns raised by De Beauvoir. In contemporary times, postmodern feminism has relevantly developed to refer to the second generation of French Feminists. Recognized in North America as the postmodernists, these feminists: "aimed to expose the internal contradictions of metaphysical discourse privileging the subject of certainty, the cogito, a disembodied and male-identified consciousness."(Taylor ed. 2003:142).

A prominent voice of postmodern feminism is that of Helene Cixous. In appropriating Derrida's concept of *differance*, she coined the term *lecriture feminine* (feminine writing) and analyzed its difference from canonized masculine writing (*litteratur*). The largest departure from mainstream feminism is the

argument that sex itself is constructed through language. The most notable proponent of the argument being Judith Butler in her 1990 book *Gender Trouble* whereby she criticizes the approaches of Beauvoir, Foucault and Lacan and the distinction drawn between biological sex and socially constructed gender. The same orientation is advocated by Mary Joe Frug who regards human experience as located inescapably and as helplessly entrapped within a system of meaning produced by language: "cultural mechanisms encode the female body with meanings." (Frug 1992:1047). While privileging the autonomous or metaphysical Self, the autobiography valorizes individual integrity and separateness and devalues personal and communal interdependency.

Another way of looking at postmodern feminism is by having a look at the intertwining of the dimensions of feminism and postmodernism. As asserted in *Women's Lives into Print: The Theory, Practice and Writing of Feminist Auto/Biography*, (1999) edited by

Pauline Polkey, postmodernism wavers between integrity and annihilation, wholeness and separatism:

While postmodernism's usefulness for feminism is debated in conference rooms and scholarly journals, the term postmodernism itself has become a catchphrase for any discourse that questions and subverts accepted notions of reality. Postmodernism's varying impulses range from the playful to the nihilistic to the polyphonic to the inarticulable. (Polkey ed.1999:103).

This is the reason why postmodern writing experiments with such formal elements and textual practices as genre closure, narrative shift, and nonlinearity. This experimentation sometimes called meta-fiction or deconstructive fiction was primarily associated with white male writers from the 60s and led to the assumption that there are no postmodern women writers.

The disruption of postmodernism by 20<sup>th</sup> century realism placed writers such as Virginia Woolf, Gertrude Stein, Djuna Barnes in the background. This problem was referred to by Betty Friedan in her book *The Feminine Mystique* (1963) as the problem that has no name. Resultingly, novels such as the *Diary of a Mad Housewife* (1970) by Sue Kaufman; *The Bell Jar* (1963) by Sylvia Plath; and *Fear of Flying* (1973) by Erica Jong; and successively autobiographies of writers such as Maxine Hong Kingston, Audre Lorde and Gloria Anzaldúa exemplify a postmodernism more thematically and stylistically innovative than that of male writers.

What seems to reconcile feminist politics and postmodern aesthetics is the abandoning of a single reliable narrative voice in favor of multiple narrators and shifting points of view for stable entities. The connection between the genre and the cultural ideology is brought forth by many postmodernist ethnic writers like Maxine Hong Kingston and Audre Lorde. While the former blurs the boundary between fiction, art, and history by revisiting Chinese myth and talk story to connect the dead ghosts of the cultural and familiar past with the live ghosts of the present world; the latter blurs the boundaries of biography, autobiography, and mythology to express in a daring way her activism, individuality, and even her lesbian inclinations. Reformulated in Smith's words, postmodernist female

writers "refuse the univocal, fixed subjectivity in the name of the multiplicitous, polyvocal, fragmentary and contradictory." (Smith, S. 1987:184).

There are many points of contact between feminism and postmodernism, but there are some differences between them as well. The main issue, according to Jessica Dallow, is: "the bridging of feminist activism and postmodernism's deconstructionism." (Dallow 2007:170). Postmodernists attempt to deconstruct many of the categories that feminists have placed at the centre of their theories and deny the presence of any essential core in any of the subjects. In Eileen Schlee's words: "there is no essential core natural to us, and so there is no repression in the humanist sense." (Schlee 1993 13/2). Feminists are pointed towards their oppressive categories and forced not only to answer for them but to destroy them.

In conclusion, we may state that autobiography is a form of communication that unites inner and outer worlds, past and present, individuality and collectivity. Autobiography does not communicate raw experience; it presents rather a metaphor for the raw experience. As an author translates his life into language he creates for himself a symbolic identity and sees himself through the mirror of language. In a world of Others, the subject who claims to be himself is just lying while trying to present a false image in front of the community. Autobiography lies in the domain of the intransitive, shifting from reality to fiction and vice versa.

In the mobile, multicultural environment of the contemporary United States, autobiographical

storytelling becomes a means of simultaneously unfolding convergences and divergences. The majority of autobiography critics still persist in either erasing the woman's story, relegating it to the margins of the critical discourse, or uncritically conflating the dynamics of male and female selfhood and sexuality. But women and mostly female autobiographers are never easy to be challenged, denied, or-- even worse-erased. The female autobiography is to be regarded as a matrix where gender and identity meet, a site where subject positions converge to produce what we call the female Self.

The truth is that women are there, part and parcel of society, and will continue to fight to get a say in the rumorous, multicultural and multiracial reality of the United States.

While African American female autobiographies are formally written self-reports that intertwine objective fact and subjective awareness, their agenda develops from the ideals of selfhood at the time of slave narratives, to the personal triumphs after emancipation, and to the task of full definition in the time of WWII. Black female autobiography forces are such that they impose careful treatment of extra textual conditions, bring the Self as wrapped in gender, and inscribe culture by sticking to impersonation

One of the beliefs rejected in postmodern autobiography is the concept of identity characterized by completeness, causality, linearity and order. Instead it is shown that we are subjected to randomness and chance. Unlike many other theories that tend toward a definitive closure, postmodernism develops toward openness flexible enough to allow diverse, heterogeneous and contradictory elements to cohabit, emerge and merge without final resolutions. So the postmodern approaches merge in the face of the modernist search for authority, progress, universalization and rationalization and involve a radical questioning of the grounds upon which knowledge claims are made.



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## **THE PERCEPTION OF ALBANIAN SOCIETY FOR CHILDREN WITH DOWN SYNDROME: YOUNG PEOPLE ABILITY TO BRING TO LIFE A CHILD WITH DOWN SYNDROME.**

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### **Abstract**

This study targets individuals with Down syndrome and people dealing/taking care of them. The research focuses on the factual idea, if our society is ready to discard prejudices on children with Down syndrome, and also to figure out what is the possibility to influence the others with their negative or positive perception. The instruments used are closed-ended questionnaires at the “Beder College University” and ‘Aleksander Moisiu University’ for student in Bachelor at the Department of Education Sciences with a sample of 133 students. The basic data as primary research is taken from parents that have children with Down syndrome who can better understand and explain the challenges that they face. Most of parents are initially shocked when they learn that their child has a Down syndrome. The overtaking of the first difficulties is accompanied with another feeling of love and gratefulness by understanding that their child is just like the others.

Actually, this is the focus of this research, emphasizing the fact that Down syndrome is not an illness, it is just a developmental disability and the society must treat such a category equally with the other children and not prejudicing them. Conclusion is that, unfortunately our society is not ready to bring to life a child with Down syndrome. And they still do not know what Down syndrome in the reality means.

### **Literature Review**

According to Berndt, people with disabilities are like the normal people, but differ only in the performance. All people in terms of their development process stand in a linear straight line and differ only from the place they occupy in this straight line, which means that they can be

standing in the beginning or in the later parts of it, it does not matter, what matters is that they are in a straight line, equal, in a place where everyone can develop, although everyone is different. So people are not born outside the norms, but it is society that makes them to be outside of them. (Analysis of the history of educational development of children with disabilities in Albania during 1945 – 2011, pg10).

‘Stop thinking in terms of limitations and start thinking in terms of possibilities’, says Josephson. (Terry Josephson, 2019)

Religious model suggests that disability was considered a condemnation and a curse by God and the society despised, denigrated individuals with disabilities, even condemned them through various forms of punishment. In other countries, people with disabilities were considered devoted and executed. In the early middle ages, the treatments of these individuals were originally driven by mercy and pity, and were viewed as worthless or not important, and as a burden to our society.

In the biological model people with disabilities began to be treated as sick people and disability began to be treated as a disease, making their treatment and assessment more human. Social model tells that these persons were diagnosed and on the other were excluded as members of society or community. They were divided into large groups and treated simply for their vital, utilitarian needs, thus being excluded from social life and from the circle of society. (Analysis of the history of educational development of children with disabilities in Albania during 1945 – 2011, pg10)

### **Methodology**

For the purpose of this study, a quantitative and qualitative design has been used. The instruments used are questionnaires carried out at the “Beder College University” and ‘Aleksander Moisiu University’ for student in Bachelor at the Department of Education Sciences with a sample of 133 students. The questionnaires include eleven closed-ended questions and one open-ended question where they can give their own opinion about what is Down syndrome.

The questionnaires include eleven closed-ended questions and one open-ended question where they can give their own opinion about what is Down syndrome.

### **Hypothesis**

Does our society have a positive perception for children diagnosed with Down syndrome?

### **Hypothesis problem**

The latest 10 years, have been seeing some cases when the ladies that were informed during their pregnancy that their child is diagnosed with Down syndrome, they have decided to take him off because they thought that he will be born with an ‘illness’ and their family were going to suffer from him all the time. And being afraid from children with Down syndrome, prejudging them, calling them ‘ill’ or ‘stupid’, is a huge problem of our society that we face all the time in nowadays.

### **Research questions**

1. Are young people aware for individuals with Down syndrome?
2. Does the background of people affect their perception?
3. Are they prepared to bring to life a child with Down syndrome?

### **Aim of the research**

The aim of this research is to raise awareness in our society that Down syndrome isn’t an illness; it is just a developmental disability and we don’t have to do labeling, not only for them but also for other children with special needs. Even it isn’t curable, in many fields, they can develop during their life with support and we must be aware that they are normal like the rest of us.

### **Objectives**

- To understand that disability is not an ‘illness’.
- Should understand that our life may be more beautiful if we don’t kill them.
- To know that only people change the nation future.
- To tell that seeking help at a psychology is the best thing you can do for your child.

## Obstacles

- Some students don't want to give their opinion because are afraid of prejudgments.
- Some questions may be misunderstood.
- A major number of students trick by searching on the internet about Down syndrome.
- The biggest part of our society is very poor in their heart and mind, they don't see those individuals with emotion intelligence.

## Results

While analyzing the results of the questionnaires it can be seen from demographic questions that 127 students are females and 6 males, 88 students study education and 45 psychology. Their age consists from 18 years old to 45 years old. Other answers are as follows:

- Do you think Down syndrome is an illness?  
 Yes 44(33.1%) No 89(66.9%)0
- Do you think that our society is ready to bring to life and also to carry for a child with Down syndrome?  
 Yes 62 (46.6%) No 71(53.4%)
- Does everybody can be with Down syndrome?  
 Yes 102(77.9%) No 29(22.1%) (2 didn't answer)
- If the first child would be with Down syndrome, will be the same the second child?  
 Yes 5(96.2%) No 126(3.8%) (2 didn't answer)
- Is the age of mother a factor that causes Down syndrome?  
 Yes 57(43.2%) No 75(56.8%)
- Do you ever think for the babies you will have in the future?  
 Yes 121(93.1%) No 9(6.9%) (3 didn't answer)
- If in the 3<sup>rd</sup> month of pregnancy will be noticed that the baby has Down syndrome, would you keep him/her?  
 Yes 76(58%) No 55(42%) (2 didn't answer)
- On the other hand, what if you will be noticed that the child has diagnosed with Down syndrome after birth, would you abandon him?



Yes 4(3%) No 129(97%)

- If your partner would think the opposite of you, would you accept it?

Yes 113(87.6%) No 16(12.4%) (4 didn't answer)

- Would you seek for help to a psychologist?

Yes 125(94%) No 8(6%)

- Do you think it is the best way to keep him in the institutions?

Yes 15(11.3%) No 118(88.7%)

- According to you, does our society should be more aware for individuals with special needs to be part of our everyday life activities (working, studying, participating, playing, etc.)?

Yes 132(99.2%) No 1(0.8%)

## Conclusion

It can be said that most of young people are aware about individuals diagnosed with Down syndrome, and their background is a good indicator for their opinion. Fortunately, our society does not feel embrace to seek for help to a psychology. According to the answers our society is not ready to bring to life and to carry on for a child diagnosed with Down syndrome.

## Recommendation

It is recommended to have a specific lesson in public and private high schools, so that starting from adolescence, people would be more aware for children with special needs and the perception of our society would be better than nowadays. A meeting could be arranged with directors of high schools in order to plan the proper procedure for this step.

We, as a society have to learn how to care for children with special needs even in daily life, to treat them with love, kindness and empathy, as it is a case that every family can be touched. Maybe, only by this way our society would reflect by making a real inclusion.



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