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Obstacles in Educational Communication

Abstract

The events of September 11 – 2001 introduced to the world new challenges including challenges to our educational system regarding the pedagogical communication and the advent of the new era called "information apartheid". Despite that we are able to maintain and use all the experience and knowledge gathered from human society thanks to technology and that can be instantly useful and applicable by any person in the world! For us it is necessary a revolution in learning, which best meets the endless means of communication revolution - and this revolution is happening since several years. In addition, we must radically revise and restructure all aspects of the educational system, focusing on the risks arising from poor, short term, and without vision educational programs, as well as on psychological barriers in pedagogical communication. In teacher-student communication process, one often faces numerous difficulties, psychological barriers, which sometimes cannot be solved. This happens because many people do not recognize the objective difficulties that arise between the partners in educational communication situations within and outside of the learning process. Such difficulties often break and affect pedagogical communication. In contrast to external barriers that are dependent on external factors, psychological barriers are dependent on internal factors. The century that we are living is the century of communications and mass media, but the pedagogical communication is a necessity for assuring the quality in schools in accordance with the learning revolution rates.

Keywords: Pedagogical Communication; Psychological Barriers; Temper Barriers; Quality; Joy; Sorrow; Shame; Guilt

1- Introduction

Subjective factors associated to individual features of the partners in a dialogue often cause difficulties in the professional communication. This is not only found within the pedagogical sphere. The establishment of contact is often determined by individual psychological characteristics of each person. As a result there various factors which influence the educational communication. This study will focus on the barriers that exist in such communication. Several types of characters and psychological barriers will be dealt in this study including: psychological characters, barriers related to the temperament, barriers of lasting negative emotions, and bad humor barriers.

2- Psychological Barriers in Professional Pedagogical Communication

The individual obstacles known as psychological barriers, are avoided with greater difficulties, or in many cases they remain unavoidable obstacles in the inter-personal relationships among partners (Armstrong; Armstrong & Barton; 2000). The barriers associated with understanding arise as a result of the impact of external factors and as such can be avoided by changing the behavior of communicators (Armstrong; Armstrong & Barton; 2000). We distinguish these internal factors:

- Physical data of partners (including physical disablement and speech handicaps), which are impossible to cure.
- Temperament features that occur during relationships and attitudes associated with certain emotions.
- Some character data (mainly negative).
- Certain emotional condition with negative modality and nature.

Now let us deal with a more detailed analysis of the appearance of some types of psychological barriers.

2.1- Barriers Related to the Temperament

These barriers are established between people with different types of neural system. For example, someone who acts strongly and is bad tempered, impulsive and capricious in expressing his desires, (a choleric person) usually starts the dialogue without having the intention to argue with others, but during the conversation loses his temper, gets upset, and focuses on a statement or on a reprimand, which he considers disrespectful to his person (Armstrong; 2003). Such a person after feeling insulted, shows an unjustified verbal and non-verbal aggressiveness to the partner that he is communicating. Unable to control himself, he uses offensive words and expressions that hurt the other, and make him lose control and spiritual balance during the dialogue. Meanwhile the partner, an emotional person with weak neural system (for example a melancholic person), shy and withdrawn, a person that panics and worries a lot, reacts to such behaviour in a different way: he withdraws, keeps it within himself for a long period of time and avoids further contacts (Armstrong; 2003). The spiritual trauma which choleric person causes to the melancholic person makes the latter to lose contact with his everyday life (Kruse; Hale; 2003). He keeps thinking about what was said. He recalls the situation that caused him pain again and again and experiences it very badly. He misses the

tranquillity to get back to work, may feel that he is hopeless, and may even lose confidence of his own strength and avoids other people.

We can say that communication between a choleric type and phlegmatic person is associated with significant difficulties. The latter, being slow, often sloppy, perceives and acquires the new information more slowly while this delay in the acquisition of the information irritates the impulsive choleric (Axelsoon; Granier; Adams; 2004). Such behaviour of the choleric person cannot be imposed to the phlegmatic person.

When compared to phlegmatic person the sanguine is more active, more mobile, more balanced, so that he adapts quickly to the circumstances (Barnes; 2007). Sanguine excels for the flexibility of his attitudes and actions, and that gives him the opportunity to adapt quickly and appropriately in the current circumstances, gives him the opportunity to establish contacts quickly and appropriately with the surroundings and without putting much effort maintaining the appropriate contacts with partners.

The most difficult person to communicate with is the melancholic, a sensitive type of person who sometimes cries, speaks softly, and acts very slow (Axelsoon; Granier; Adams; 2004). Such a withdrawn person, quiet and passive upsets his interlocutor and makes him tired. For the lecturer it is important to know very well the psychological varieties of each character and keep this in mind in the learning process while conversing with others. He should also be informed for the features of the people he deals with, be informed for the actions and emotional attitudes of each person, for the behaviour of each, as well as the language particularities that each student speaks.

The sanguine people are known for their intense activity that is shown through their energetic character and vigorous actions, through persistence and high capacity at work. These people are lively, colourful, while speaking they associated it with miming and multiple gestures, but also with the explicit and rhythmic speech. An emotional state follows the other, while the supremacy belongs to positive experiences (Barnes; 2007). They perform rapid movements, walk strongly, stay close to the interlocutor, seek confidential relationship, have stare and direct looking, strong handshake, and are eager to communicate with others.

Choleric people are noticed for their irascible character, the impatience they manifest, the tendency to explode and suppress the emotions immediately. Their mimic and movements are quickly changeable, they get excited quickly and set back quickly, talk loudly, constantly they pass from one topic to another, and often they associate the words with sharp intonation. They cover the interlocutor with a hot looking that disappears quickly and surprisingly, they are friendly and withdrawn at the same time. They reply to loud objections from the interlocutors in the same way with a persistent tone. When they express disappointment or frustration, they are as emotional as expressive; they lose quickly the balance and can be engaged in the debate without any important reasons.

Phlegmatic people have patience as their main characteristic, endurance, and their ability to work humbly (Barton; 2005). They are reasonable, are balanced in their behaviour towards others. They are slow, their movements are limited, calm, talk slowly, and they make use of logic and reason, and speak softly. Their movements are slow. They stop the interlocutor often and ask him all kinds of questions, especially when he speaks quickly, in communication itself they are clumsy, passive and withdrawn. They create friendship with difficulties but they are consistent, loyal, and confident. Key features of phlegmatic people are strict behaviours, they adapt with difficulties in the created circumstances, in the new regime, and they react slowly to new environments and to new living conditions.

Melancholic people are characterized by high sensitivity, are sometimes sick from external influences (get insulted and angry quickly, are very shy, uncertain and undecided They hardly ever evaluate their skills, and are withdrawn even in the situations when they are convinced that they are right (Barton; 2005). If they encounter difficulties in performing teaching duties, melancholic people give up, they do not insist to accomplish the work they started. They get tired quickly, manifest awkwardness and lack of power, reveal too much negative emotions, and tend to be pessimists. They have slow reactions, their movements are slow, their behaviour is apathetic, and they always show signs of fatigue and are exhausted while their mime and gestures are limited. They speak softly and without intonation. They do not keep eye contact with the interlocutor and keep their lips released or tightened. What is more obvious is the lack of consistency at work. They perform accordingly only at times, especially when others reprimand them. They do not have the initiative, are dubious to any undertaking, stand aside in the company of strangers. They found it difficult to make public speeches, react slowly to what is said, lack the sense of humour, they rarely smile, and they get confused even when the situations are not so complex. After any accident or disorder, they need a long period to heal. They find it difficult to pass from one work to another.

After all these findings, we conclude that the psychological barrier of character is the result of not putting enough emphasis on issues, but is also a result of the insufficient attention to analysing accurately the individual features of interlocutors who may participate in a communication.

In the psychological literature devoted to the topic of psychological characters there are found these main types of characters:

1. Hypertime Type: They are energetic, have a thirst for communication, are the initiators, eager to seek the new, stand for boundless optimism. At the same time they are light-minded, tend to hasty and not moral action, are harassed, impulsive, and keep non-serious attitude towards the duties and obligations.

2. Distimic Type: They are serious, people with good moral, conscious, fair and accountable. At the same time are passive, dull, and rigid in decision-making, apathetic in actions and tend to fall quickly into a state of depression.

3. Cichloid Type: They are hypertonic in nature, and they show this feature particularly in crucial moments, and at difficult moments behave as distimic.

4. Excited Type: When they are not angry they are responsible on duty, conscious about their actions, and love children and animals. Meanwhile they get excited and nervous quickly, irritate quickly, argue with their superiors, sometimes prove to be ruthless, and cannot control themselves.

5. Amorprop Type: They are persistent aim at achieving the utmost to of predestine, very demanding and fair. They show more self-respect, and get insulted quickly, are suspicious, vindictive, arrogant and overconfident in their abilities.

6. Pedantic Type: They are conscious people, punctual, reliable, quiet, and serious in every action and are careful in each occasion. Meanwhile they are formal, pay attention to details, and have a desire to blame the others for deficiencies.

7. Alert Type: They are loving people, sensitive, feel sorry for the other, have self-critical mood, are punctual and try to be politically correct. They are withdrawn, self-restraint, and they feel unprotected. They fear being hoaxed from others.

8. Emotional Type: They are simple, are not ambitious about the career, enjoy the achievements of their friends, have developed a sense of duty, and are punctual. While at the same time they are extremely sensitive and take care not to be in a ridiculous position.

9. Demonstrativ Type: They are courteous, sycophantic, and persistent about the truth; know how to attract the others. Meanwhile they manifest selfishness, lack of self-restraint, make the black seems white, when necessary bow in front of others, are arrogant and use craftiness.

10. Labil Type: They are honest, participate in others fatality, have artistical feelings, are flexible and entertaining when conversing, know how to express sincerity. Meanwhile they are extremely vulnerable and sensitive, get emotional and panic quickly.

In the lecturer student interaction with students it is necessary to keep in mind the features of these types, emphasizing one or the feature. The attitudes of a type that are not serious, not appropriate can encourage a reaction from another type that has different characteristics. Selfishness, unrestrained nature of one type, can be seen from the others in a negative way and are condemned from such a sensitive type.

Types with significant features of the character are extremely sensitive about the appropriate use of non-verbal means of communication (Hoxha; Llambi; Gjermani; Kokomeri & Kita; 2000). So petting a certain type can irritate him, make him nervous and forces him to react poorly, and another type can be comforted and encouraged for good actions. The first reaction occurs with sensitive and dubious types, second reaction occurs with exited and enthusiastic types (Dyson; Milleard;

1997). So the inadequate use of touching (touch, physical contact) is associated with communication difficulties. Particular care should be taken when a partner is younger or is in a dependent position; therefore he cannot afford to avoid the touch even when for him that it is unpleasant.

Not only the differences in character, but also those with character similarity cannot reach perfection in communication. More difficulties are encountered by such types with unusual sensitivity trend types (French; Scan; 2004). As a rule, the greater difficulties in communication are faced by types with high similarity or types with extremely different featured in character. Only if you show willingness and desire, obstacles can be overcome, at least they can be reduced to a minimum, it is only required that each interlocutor to try to mind the particularities of the others. Barriers of lasting negative emotions can also be an important factor, which complicates the process of communication among the individual.

Emotions are part of one of the main regulators of human communication: influence the selection of interlocutors, determine ways and means of communication (Friend; 2007). Among these emotions, there are those caused by the pain, anger, disgust, contempt, fear and dread, shame and guilt.

Suffering is experienced as a cause of grief, mood decline, as the cause loneliness and as a cause of human emotional conveyance (Friend; 2007). Non-verbal presentation of suffering is manifested by worn or raised eyebrow, forehead wrinkles, and extension of the face, complaining voice and with tears. A typical cause for suffering can be the lack of success at school, career failures, love etc. During communication, suffering dissolves the perception of the world around us, because the joy of others may be associated with envy, can exacerbate the sense of egoism (self-pity), but it can also cause altruism, to keep inside the guilt that you feel towards the others (it is noted within lecturer- student relations).

Anger arises in response to the obstacle that appears in the realization of a specific request or need. Reaction occurs when entertainment and recreational activities are interrupted, when we hear insults, when you act against your desire. The teacher keeps the class after the lessons to complete a task neglected and the students get angry. Indignation may be associated with offensive words addressed to forbidders and conflict arises (Lulja; Koci; Mustafai; 2006). Anger shows the depth of the feeling experienced; as stronger the anger is, the stronger is the demand to take it out of us (Hegarty; 2006). Anger is associated with specific changes in appearance and internal shocks.

Irritation depending on the intensity can cause irritability, anger, protest, use of extracted words; can be accompanied by vibration of the lips and hands. Disgust arises due to non-compliance with the hygiene from the interlocutor, because of his bad behaviour, but also for the lack of self-control. In the case of communication you should do your best to overcome disgust. You should focus attention on the information.

Contempt arises in certain situations, when a partner performs non moral acts. It influences the reduction of the contact of interviewees, therefore, must be overcome. It can arise on the basis of racial bias (Hegarty; 2006). Negative emotions that arise on this basis are not easy to overcome, but we should use the logic and will. Ingenuity is required to separate the act that requires contempt by all partner's personality. As a phenomenon, contempt is demonstrative expression of the superiority of interlocutor one over the other (Henderson; 2006). It is also important to avoid negative emotions such as anger, disgust, shame, and so on. Psychologists have called hostile triad the three strong emotions anger, disgust and contempt.

Fear (horror) can be caused by biological factors (endangering of life and health), but also by social factors (fear from the loss of the goods, fear of deprivation of friendship, fear from threat received by another, the fear of maltreatment of personal intellectual values). If the fear is experienced repeatedly, there is a risk of losing the calm in general. Fear often appears as a warning of a trouble (Landgren; Kjellman; Gillberg; 2003). A typical example of that is the fear that a student feels before a lecturer. Being under the influence of psychological and social barrier, the student does not answer even for the things he knows well.

Shame, guilt and regret arise as a reaction of disagreeing with what is happening, as reluctant feelings of the person and others around him. Such a psychological barrier in the communication process arises more often when one is criticized or praised greatly. At this time interlocutor feels haunted, closes his eyes, blushes and try to leave there as soon as possible. Shame and guilt are very powerful emotions, they are painful, which are difficult to conceal. Usually people use such defence mechanisms such as denial, suppression of self, and compensation with other actions.

Bad humour barrier: They are usually not separated into a separate group, because it contains most of the emotions mentioned above, but keep in mind, intense emotional reactions of one of the interlocutors in an unconscious way, induce specific situations in the partner's mood. This is because the humour is contagious; it is transmitted from one partner to the other. When showing our resentment, we induce to the partner the feeling of guilt, when we show pride, we induce envy. Partner's negative emotions, as a rule, are the cause of negative experiences from him, and this may be accompanied by difficulty in communication, because it induces the desire to limit the contact with the uncomfortable person for us.

More vulnerable to negative emotions are people who have higher or low self-esteem. This is because their reaction to failure is stronger. Those who have low self-esteem, tend to deny the real situation, wanting to rank alongside those who have set up a higher self-esteem. These features should be taken into account not only during the communication between individuals, but also in any other type of communication. In any case, different individuals give certain signs that indicate the degree of self-esteem or lack of self-esteem of the person. Since the removal of performances in both cases is not an easy task (it should be noted that

it is virtually impossible), then you should work to be accepted as presented and communication should continue as normal.

3- Conclusion

It should be noted that in general psychological barriers undergo difficulties to avoid them because they are related to the individual features of the interlocutors. It is often noticed the mutual lack of desire to get in touch. It is noticed that psychological barriers end up ruining any relationship between interlocutors. We must not forget that psychological barriers that are associated with meanings are closely related to each other. Rejection of the communication with one individual is accompanied by distortion of the information itself. Misunderstandings of any kind may be accompanied by persistent negative emotions, for example, from fear, guilt, anger and others.

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