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**PERCEPTIONS OF KINDERGARTEN TEACHERS ABOUT POSITIVE
DISCIPLINE AND ITS IMPACT ON CHILD'S DEVELOPMENT: A CASE
STUDY OF A NON-PUBLIC KINDERGARTEN IN ALBANIA**

Ana UKA^a & Lubjana SHURDHO^b

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Abstract

Positive discipline is a model of education, used by scholars, which focuses more on positive behaviors given that there are no bad children but children with poor behavior. The purpose of this study was to examine the impact of positive discipline on the child's psychological development. Moreover, the purpose of this study was to obtain more concrete examples, to know the techniques that the respective educators of different age groups have used, and finally the success achieved somehow. The study method has been the application of an interview which is applied to a private kindergarten. There have been 13 interviews applied, where 4 interviews were used for educators of 3-4 years old group; 4 interviews were used for educators of 4-5 years old group and 5 interviews were used for educators of 5-6 years old group. The results showed that the perception of positive discipline is essentially the same from all educators, but the most typical and most obvious examples follow in the variety. The participants claimed that they have had positive results because they have used positive discipline, reaching successful cases. They added that for a successful class management, dedication and work-related patience with the parents are important. Finally, conclusions and recommendations are provided for all kindergarten educators who can consider them during their work.

Keywords: *Positive discipline, educators, children, perceptions.*

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1- INTRODUCTION

Teaching is a profession that requires the ability to be responsive and attractive to new demands and changing needs in the new century. Research indicates that teachers develop perceptions about discipline from their own experiences as students, and that they bring these perceptions which persist well into their early years of teaching. How a teacher manages student behavior is impacted by his or her assumptions about children, the models he or she adopts, and the strategies that correspond with several models (Allen, 2010). Referring to his work, scholars agree that discipline's "most typical current meaning seems to be most associated with the notion of bringing children into line"; and how teachers realize that is greatly influenced by their assumptions about how children learn, grow, and develop. Studies show that positive discipline is perceived as a different concept by teachers, based on the techniques they see most valuable during their work. Literature shows that positive discipline is more focused on the positive sides of behaviors but it does not ignore the problems. The main factors that influence children's behaviors are: neglected parents, lack of social influence, child's character, life changes, and the consequences of positive or negative behaviors. Examining these factors can increase awareness about the practices that should be used to become more effective in accommodating and disciplining all children. According to Montessori Philosophy:

"The greatest signs of success for a teacher... is to be able to say, 'The children are now working as if I did not exist.'" ~Maria Montessori

The focus of this research was to investigate the impact of positive discipline on child's education and development. More specifically, this study aimed at examining kindergarten teachers' perceptions of positive discipline and their thoughts on how positive discipline would have an impact on child's psychological development. Moreover, this study aims at recognizing if positive discipline could help teachers for a successful class management, dedication, and work-related patience with both children and parents.

2- THEORETICAL FRAMEWORK

There are different theories and models which are concerned with this issue. In 1920, Alfred Adler advocated treating children respectfully, but also argued that spoiling and

pampering children was not encouraging to them and resulted in social and behavioral problems. Dreikurs and Soltz (1964) blamed inappropriate or problem behavior in the classroom on the children's inability to fit in. According to this model, punishment is largely ineffective. Instead, Dreikurs' model of social discipline in the classroom focuses on consequences and encouragement as the keys to effective discipline. On the other hand, Skinner believed that we do have such a thing as a mind, but that it is simply more productive to study observable behavior rather than internal mental events (Skinner, 1953). He believed that the best way to understand behavior is to look at the causes of an action and its consequences. There is always a cause why a child does an action, maybe he does something because of the lack of attention or because he doesn't know the boundaries or established rules or many other reasons. By distinguishing the cause of the action the teacher should intervene immediately by following certain strategies.

3- LITERATURE REVIEW

3.1- POSITIVE DISCIPLINE AND CHILD DEVELOPMENT

It is widely known and accepted that positive discipline leads children's behavior toward self-control and self-esteem. During childhood, children seek for attention which makes them to behave inappropriately. During this period, some children consider as role models children with poor behavior without noticing consequences. It is known how tough teaching can be and how much teachers care for children. But children don't come with instructions. Every child needs and deserves his own lifestyle. However, studies of implementation of Positive Discipline techniques have shown that Positive Discipline tools do produce significant results. According to a study conducted by Frisby and Myers (2008), teachers reported improvement in classroom atmosphere, behavior, attitudes, and academic performance. Teachers play a vital role in shaping the lives of the children. How they are treated them in school, could have a long-lasting effect, whether it be positive or negative. Gongola and Daddario (2010) explained that in order to effectively implement positive reinforcement, first, a behavior must be identified as the target behavior. For a target behavior to be increased, a teacher must first think about the problem behavior the child is displaying and determine why the behavior is occurring.

3.2- POSITIVE DISCIPLINE AND SUCCESSFUL CLASS MANAGMENT

Based on previous studies, people often see ‘discipline’ as the same thing as ‘punishment’. Discipline actually refers to the practice of teaching or training a person to obey rules or a code of behavior in the short- and long-term (Durrant, 2007). Positive discipline aims to teach children to respect social rules not only in class but even outside (Canter, 2010). It encourages children to create self- respect and make them able to distinguish discipline from punishment, which makes it possible to behave in the right way in every situation without using physical or psychological violence (Osher et al., 2010). Moreover, there are some key concepts that lead into a successful class management such as, treating children with respect to encourage them to respect the right. Also, giving them opportunities to develop problem-solving skills is a very strong key of successful class management (Wolfgang, 2008). According to the National Curriculum Statement, educators need to lead by example, and provide children with positive models of behavior by always respecting the dignity and rights of other adults and children. The other reason is that positive discipline approaches also make teaching easier in the long term. By teaching self-control, helping children to understand what is expected from them and providing them with the necessary skills, positive discipline techniques enable children to moderate their own behavior (Emmer, & Hickman, 1991). This means that educators need to spend less time and effort correcting children’s misbehavior. Based on previous studies of Education Management and Development center (2007), by successfully managing classroom, teachers increase the success of children and create a productive and cooperative learning environment. Through behavior management, teachers can create an atmosphere of mutual respect in which all classroom participants feel safe to share their options without risk of censure (Charles, 2008; Hue & Li, 2008; Iverson, 2003). Without classroom management, students will likely feel that they are not free to speak their mind or participate, as their peers may make them feel unwelcome or unworthy. Classroom rules help prepare students to successfully follow the rules that will dictate their actions later in life.

4- METHODOLOGY

4.1- SAMPLING AND PROCEDURE

Participants in this study were N = 13 teachers who were teaching in a non-public kindergarten in Tirana. Teachers teaching 3 groups of children 3-4 years old, 4-5 years old and 5-6 years old in a non-public kindergarten in Tirana city. Participants were informed about the aim of the study. Teachers have been explained the nature of the study and where these data were going to be used. Teachers were volunteers and the data were taken from them anonymous and confidential.

4.2- DESIGN

For the purpose of this study, a qualitative design has been used. A study using a qualitative research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations of the participants in a certain field. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative research design is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations (DeFranzo, 2011).

4.3- MEASUREMENT TOOL

An interview with open- ended questions was used to obtain information about perceptions of kindergarten teachers on positive discipline. The questions included in the interview were clearly stated and aimed at obtaining the needed information about the kindergarten teachers opinion related to positive discipline and its impact on children's development and class management. In the first part of the interview, there was a short presentation of the purpose of the study. The second part included 5 questions and the third part consisted of 2 additional questions.

5- RESULTS

Results are organized by concluding teacher's perception of positive discipline and techniques of positive discipline that teachers follow during their work with children.

Furthermore, this study examined the impact of positive discipline on successful class management and psychological development of children.

At this step of study, there were distributed 13 interviews for educators of a non-public kindergarten. Almost all educators agreed to conduct the interview by answering the questions of the interview.

Q #1: Perception toward positive discipline

- Positive discipline has to do with the rule, which is necessary in the group to ensure children's effective learning. Positive discipline has to do with the mastery of successful teaching, in general, rather than correcting inappropriate behaviors of children (Educator 1).
- Positive Discipline is a method used to teach children behavior in certain situations without being physically or psychologically violated (Educator 2).
- With positive discipline we understand the whole of the rules that affect the promotion of positive behaviors in children (Educator 3).
- With positive discipline I understand rules (Educator 4).
- Positive discipline serves to encourage children positive behaviors. Positive positivity adds positive behaviors and helps increase confidence in children (Educator 5).
- Positive discipline is self-control, helps and prepares children to learn to control themselves by constantly improving behavior and attitude during the teaching process. Children need guidance and when they are wrong they should not be criticized, but the mistake should be seen as the opportunity from which they learn a lesson (Educator 6).
- Positive Discipline can be defined as a set of fine techniques used for child education. The use of positive discipline in the class leads to a successful accomplishment of the objectives set out for certain topics in the respective classes (Educator 7).

- Positive discipline does not include fear, reproach or shame. It involves a proper conversation between the child and the educator (Educator 8).
- Positive discipline is indispensable in kindergartens, schools and wherever we work or live. at first I wanted to explain what we understand with the positive discipline to avoid misunderstanding with the term discipline. experience teaches us that discipline is a process of learning a person who obeys the rules which implies the development of child behavior for self-control or belief to be in harmony with oneself and to go well with others (Educator 9).
- Positive Discipline is reflection, apparent behavior of positive behaviors in various cases not in accordance with the rules in the classroom, family and everywhere (Educator 10).
- Positive Discipline is based on children's rights for healthy development, protection against violence and the right to get educated (Educator 11).
- Positive discipline means the set of rules of conduct imposed on members of a collective or self-imposed. It sets boundaries between what is permitted and what is forbidden. Positive Discipline presupposes a mature and affective maturity that the teacher must apply to achieve acceptable behavior from the child (Educator 12).
- To educate children with positive discipline, a few rules should be set where the educator should not violate them. We should not raise our voice when they display improper behavior. Children should be given options, so that they learn to make the right decisions (Educator 13).

Q #2: Positive discipline techniques

Some techniques:

- obligations
- obedience
- patience

An effective group leader enhances the interest of children and reduces aggressive behavior, and also improves the classroom that brings harmony and order to the group.

The techniques I use are

- use of reasoning
- consultations
- group conversations
- parents (Educator 1).

Some used techniques:

- Encouragement for positive behavior
- Rewarding for certain behaviors
- Deprivation for a few minutes from the game to attract attention (Educator 2).
- Different examples are usually used for small ages. Through the fairy tales we give a certain message, for example, how to behave in the classroom (Educator 3)
- Motivation and formal obligation are two powerful techniques of positive discipline (Educator 4).
- The technique that I use most, is motivation to change their own behavior (Educator 5).
- Some of the positive discipline techniques are: to persuade children to display good behavior, offer alternatives to choose, to be determined and respect the child, to use the mistakes as a learning opportunity, not criticizing your child for behavior, to focus on the positive side of each child (Educator 5).
- Techniques:
- Self-control

- authority
- understanding
- positive purpose
- elections
- consequences (Educator 6).
- Positive discipline from the term understands the use of positive techniques in child education. Children learn from the behavior of an adult.
- The language used must be selected and clear.
- Keeping promises given by educators
- Rewards of good works and behaviors
- Calmness and positive discipline are very important (Educator 7).
- Positive discipline is applied also in games atmosphere, where children not only obey the rules of the game but they also are motivated to do their best (Educator 8).
- Positive Discipline is a good way to avoid bad behaviors through positive behaviors. It is self-control that helps and prepares children to learn good behavior by constantly improving their behavior and staying up to the learning process. Some of the principles of positive discipline are: 1. respecting the dignity of the child, 2. personal development, self-discipline and character, 3. respecting the child's needs, and 4. promoting the feeling of solidarity among the children (Educator 9).
- presenting examples of good behavior
- improvisation of different cases
- adaptation of stories and fairy tales (Educator 10).

- Some of the techniques of positive discipline are intrinsic or extrinsic motivation, encouragement, and rewarding (Educator 11).

I think some techniques are

- the encouragement which is essentially driven to expanding the child's internal energy
- suggesting certain behaviors
- reward, advice,
- reproach and restraint are forms of repressive value which should not be excessive in their use (Educator 12).
- When I see something going wrong with the child the first thing I do is finding the reason of problem, and helping the child to express what he feels (Educator 13).

Q #3: Effect of positive discipline in a successful class management

- children learn to speak with permission
- children are quiet
- children are attentive during the course of the lesson
- children respect their companion
- cooperation becomes more successful (Educator 1).
- encouraging the practice of a certain behavior
- children feel motivated and contented by appreciated behaviors
- facilitates the child's conviction to use positive behaviors (Educator 2).
- The more you talk to children about rules and how they affect them by showing concrete examples, the easier it is to work with them.

- Successful class management comes as a result of positive discipline (Educator 3)
- Positive discipline makes it possible to change aggressive behaviors into social behavior (Educator 4).
- Minimizes bad behavior
- Children learn to understand what is self-control
- Children begin to cherish themselves and learn that rewards or levitations are earned with merit
- Positive discipline creates a positive and friendly atmosphere among the children.
- Encourages the feeling of solidarity (Educator 5).
- It affects the assumption of responsibilities for the actions that children perform
- It makes children more loving with others which helps to increase self-confidence (Educator 6).
- If we want a successful class, positive discipline must be present. It has an absolutely important impact because by discipline children learn to behave in class and in families in different situations (Educator 7).
- Positive discipline has a very large impact on successful classroom management because in this process, children learn good behaviors, they learn how to communicate with each other and create a very positive and harmonious environment (Educator 8).
- Positive discipline is indispensable everywhere especially in kindergartens and schools. First, I want to explain what I mean by positive discipline. My experience, teaches me that discipline is a process of teaching a person to obey the rules which implies the development of the behavior of the children to self-control, the faith to be in harmony with each other and themselves. If managed well, positive discipline leads to a successful class management (Educator 9).

- No answer (Educator 10).
- For sure, positive discipline has a great influence on classroom management because through it, we emphasize or teach to children respect for others, encourage initiative, cooperation, for an effective teaching (Educator 11).
- The influence of positive discipline is very important, as positive discipline is the method of promoting and inhibiting (Educator 12).
- No answer (Educator 13).

Q #4: The use of positive discipline in working with children

- talking magic words
- showing love, respect for each-other
- by sharing things with each-other
- talking about the rules of the kindergarten
- tell the truth
- to talk freely (Educator 1).

Some techniques used:

- encouraging the practice of a certain behavior by praising the child for behavior
- putting them in the hands of loving symbols for children
- placing the first in the row (Educator 2).

When I need to talk about the theme of the day and the kids are playing. I ask them to gather the toys to get ready for study, in this case the child understands that it's time to study (Educator 3).

- In conversations in the game and during various activities,
- praising good behaviors and pointing to not good behavior (Educator 4).

Firstly, I want the attention of the children and I observe the children who are following me by praising them. Give clear reasons why they should listen to me with attention. This means that being quiet is respect for others. I would like to ask for approval. Keeping the peace is very important and encouraging good behavior by rewarding them with a game that I promised them at the end of the lesson (Educator 5).

- Praising them for good or good behavior.
- It is a tool that children need to develop a high self-esteem
- Attracting attention by asking straightforward questions
- Ignoring a bad behavior
- Listen to the respect of their ideas
- Setting the boundaries
- Explanation of decisions (Educator 6).
- Children are different from each other.
- The warmth we give them and love have a lot of render when working with the kids.
- I ask children to work without talking to each-other
- I ask children not to laugh at each other's work
- I ask children not to judge each-other for the actions they are doing
- Children should use magic words
- I speak to them about the rules and make them justify their behavior (Educator 7).
- No psychological violence should be exercised on children.

- Children should not be intimidated and should not be underestimated by pointing out at the difficulties they face in different areas of different activities (Educator 8).
- Without an answer (Educator 9).
- Fit stories or tales about a certain behavior
- I try to send a message indirectly
- I ask for approval from the child with improper behavior (Educator 10).
- The way I use the positive discipline is: reward, motivation, initiative, cooperation (Educator 11).
- I almost always use positive discipline as it becomes collectively but also individually.
- I reward the group or the individual, but also attract their attention by motivating positive behaviors (Educator 12).
- I give children the opportunity to make choices to make the right decisions (Educator 13).

Q #5: The effect of positive discipline in child's psychological development

- Children with aggressive behavior in my group become more comfortable when they talk to children with good behavior, over time their improper behavior changes (Educator 1).
- Through this discipline, children feel motivated and content to behave positively.
- It facilitates the child's obedience to use positive behaviors (Educator 2).
- Positive discipline makes children change their non-appropriate behavior.
- They want to be rewarded as children with good behavior so they start to behave well (Educator 3).

- Children feel more comfortable to collaborate with each-other (Educator 4).
- Because of positive discipline the child creates a personality.
- He becomes independent.
- He develops versatility and knowledge.
- He learns to respect himself and others (Educator 5).
- I think positive discipline affects the promotion of good behavior in achieving the objectives.
- Asking them to use good behavior encourages thinking ability for a proper direction and to learn (Educator 6).
- If a child is taught with positive discipline during the first years of life, he may become very successful in his life, personality, and society.
- Children are very good at absorbing certain behaviors (Educator 7).
- Positive discipline affects the child's way of thinking.
- After the child has displayed an inappropriate behavior and his attention has been attracted, it is likely that he will not be able to do it again.
- When a child does a good act or behavior and he is rewarded for this action, the pleasure he benefits from rewarding, it is likely that he will repeat good behaviors until he or she acquires (Educator 8).
- No answer (Educator 9).
- Positive discipline becomes a daily breeding of a child through which he acquires and manages behavior in different situations (Educator 10).
- Increases self-confidence
- Avoids fear
- Makes children become more responsible (Educator 11).

- Positive discipline has a great impact on psychological development because it increases the feeling of self-confidence (Educator 12).
- Child creates a personality based on good behaviors gained from positive discipline (Educator 13).
- Some successful cases during the use of positive discipline

1. I have the first group of children of 3-4 years of age. Nine children are very good with the corresponding educational development. A child does not have articulation, he babbles. Another child is highly impulsive and aggressive. I managed to integrate them into any educational teaching activity using the interaction with them. I have created a warm and social climate. Both children are willing to come to the kindergarten and they have many improvements in their daily activities.

2. During a visit to the lake, I asked children to do good not to leave the group and I would reward them with another visit to the zoo. Everyone was ready to respect the rules.

3. A 5-year-old boy who was afraid to speak in public refused to talk in front of his friends constantly. Then I decided to put all the children in front of each other by asking them from a poem. I stimulated everyone by putting a star on their hands. After continuously repeating this situation the boy began to behave alike his friends, later he recited in front of all the parents in the activity.

4. A boy changed his blues at class in front of classmates. The friends looked up and began to laugh. With them began to laugh the boy to himself. After a while, he began to wonder why his friends laughed at his action. The other boy who had to be changed went to the bedroom and entered the classroom clean and orderly. The children saw with attention and admiration. Later, all the children returned the bedroom to the dress room without the need of the teacher.

6- DISCUSSION

Referring to the first question as to “The attitude of teachers about positive discipline, during the analysis of the interview, it resulted that teachers perceive positive discipline as a whole set of rules that are needed in a group of children. Positive discipline

distinguishes between what needs to be done and what is forbidden based on children's rights for mental health development, protection against violence, and education. Also, based on teachers' responses, positive discipline promotes good behaviors in children and prevents poor behaviors.

Referring to the second question to the teachers, based on their responses, the most used techniques of positive discipline during their work were:

- intrinsic or extrinsic motivation,
- encouragement for good behavior,
- rewards,
- formal obligation,
- praise of good manners,
- depriving a few minutes from an activity such as playing a game,
- abolishing a privilege but also respecting the child's justified demands.

Based on teachers' responses about the influence of positive discipline on successful class management, they believed that positive discipline has positively influenced various fields of educational and teaching activities. During the use of positive discipline teachers reported that they had learned to teach their children respect for others as well as have been able to promote cooperative spirit for effective engagement, achieving group harmony, and achieving successful classroom management.

Moreover, teachers claimed that positive discipline is the method of encouragement and restraint. Positive discipline is the best way to avoid poor or externalized behaviors and effective ways to promote good behaviors by showing examples that children need to follow. Based on how teachers use positive discipline during their work, it turned out that they use it as a key factor to attract child's attention to a misbehavior, to praise someone or to draw attention to a certain behavior. Positive discipline is used as a convincing and clearing factor towards the child, requiring approval by that child after the taken decision has been explained. In terms of discipline and its impact on children's psychological development, all teachers agreed that the effect is positive, so

the impact is enormous and important because it increases the sense of confidence in children, makes them believe that mistakes can be improved and nothing can stop them from being themselves. Also a first-class teacher has emphasized that all children who have shown aggressive behaviors in their beginnings have improved their behaviors because of positive discipline. The results given from first groups teachers show that positive discipline makes children develop more self-confidence and self-control.

This study comes along with some limitations. First of all, this study is conducted in a small number of respondents and this limitation may have influenced our results. Secondly, it was very difficult to convince participants that interviews would be anonymous and wouldn't harm anyone. Thirdly, this study collected data only from interviews, using a qualitative design. This study did not use a self-reported survey to collect data. Lastly, the sample comes from a limited number of respondents of a private kindergarten. Therefore, the sample does not represent the whole population of kindergarten teachers and their perceptions and experiences with positive discipline.

7- RECOMMENDATIONS

It is recommended that more research should be conducted in Albania and consider a larger number of teacher participants to have a clearer view of how and to what extent positive discipline is being used in the kindergartens. Teachers need to be well-informed about the causes and consequences of disruptive behaviors, so that they can build strategies for behavior management. Next, teachers are recommended to stay in close contact with their colleagues and field experts to address any children's educational and developmental issues.

Lastly, 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.

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TRANSCRIPTION AND transliteration IN LITERARY WORKS FROM RUSSIAN LANGUAGE TO ALBANIAN LANGUAGE

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Abstract

Translation of literary work, represent the highest level of professionalism of a translator. The translations of a literary works do not just mean to translate the main idea into the translation language. But it also means that the translator must be careful in preserving the style of the author, the culture presented in this literary work, thus bringing the reader to the same sensation as the reader of the original. During the translation process, the translator may face linguistic units that may or may not have their equivalent in the translation language. This is due to the linguistic systems of the two languages, which during their history have undergone different linguistic developments. Due to the inconsistencies of the two language systems, the translator is required to use the translation transformations. Transcription and transliteration are one of them. The way and the necessity of using this method by translators is of interest to new translators to deeply understand the activity of translators. Many studies have been made on this method of translation

Keywords: *Translation methods, Transcription, Transliteration, Linguistic Units*

1- INTRODUCTION

Translation of literary work, represent the highest level of professionalism of a translator. During this process the translator faces some difficulties. The translations of

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a literary works do not just mean to translate the main idea into the translation language. But it also means that the translator must be careful in preserving the style of the author, the culture presented in this literary work, thus bringing the reader to the same sensation as the reader of the original. This is the main reason why translating literary works is one of the most difficult translation.

During the translation process, the translator may face linguistic units that may or may not have their equivalent in the translation language. This is due to the linguistic systems of the two languages, which during their history have undergone different linguistic developments. Due to the inconsistencies of the two language systems, the translator is required to use the translation transformations. Transcription and transliteration are one of them.

The way and the necessity of using this method by translators is of interest to new translators to deeply understand the activity of translators. Many studies have been made on this method of translation. Researchers have given their views as follow:

Komisarov expresses that transcription is the translation method of lexical units of the original text by creating the form of its pronunciation in the original language, with the help of the letters of the translation language (Vilen, 1990). For the lexical transformation of transliteration, he states that it is the transmission of the lexical language unit of the source language by recreating its graphic form with the help of the letters of the translation language (Vilen, 1990).

Garbovsky's linguist states that transcription is the transmission of the pronunciation of names in a foreign language, creating as much resemblance to the language of translation (Vilen, 1990).

About the transcription translation method Barhudarov points out that it is a translational way in which match between the lexical source and translation language units is defined at the phonemic level (Leonid, 1975). And the transliteration method is the compatibility in the graphic level of lexical units.

All these studies have in common the fact that the use of these translation methods is encountered in some variants.

Interest in knowledge and analysis is the current legislation of the Russian Federation, according to which four main variants for graphic translation can be used:

1. Letter for letter.
2. A letter is transmitted with some letter attached.
3. Some letters are transmitted with a letter.
4. Some attached letters are transmitted with a few attached letters (<http://daugavpils.mid.ru/6>).

Graphic transmission in different variants shows that there isn't an agreement for only one unified classification for the use of this method in translation, but there are some variants of the transmission of lexical units, which in themselves constitute a sort of classification. Most widely, this is found in the study of Natalia Nikolaevna Gavrilenko, where is determined a classification of possible methods that can be used for the translation of names (Natalia, 2008).

1. Specific names

- Anthroponyms
- Toponyms
- Acronyms / abbreviations

2. Historical cultural realities

Based on the above classification, the use of transliteration and transcription by translators will be analyzed through the translation process of literary works and from examples drawn to relevant linguistic dictionaries. All the lexical units defined in Gavrilenko's classification are included in what is known as the onomastic unit.

2- ANTHROPONYMS, THE WAY OF LEXICAL TRANSLATION

According to the explanation provided in Wikipedia, in the category of anthroponymy are included the unique names or the set of names and adjectives that represent a person (<https://ru.wikipedia.org/wiki/Антропоним>).

Names and surnames in each language system represent a particular thing such as cultural, religious, historical, and so on. These may or may not have their equivalents in the language of translation. When there are equivalent into the translation language, the work of the translator should not be mechanical. When there are not equivalent in the language of translation, their exact transcription in the target language requires the

interpreter to recognize specific communicative competencies of target language speakers.

Example 1

Наследник всех своих родных.

Друзья Людмилы и Руслана! (Aleksander, 1955).

Translation

Që trashëgonte fis e farë

Tek Zot`i madh siç ish vendimi

Miq të Ludmilës dhe Ruslanit (Lasgush, 2001).

In Example 1, the name "Людмила" has a corresponding semantic equivalent in Albanian language that corresponds to the phrase of the Albanian language; "Loved for people, pleasing to people" This semantic meaning is not transmitted in translation. Bypassing the semantic or the vocabulary equivalents of vague names in translation is indispensable, as it deforms the purpose of using the name and at the same time loses the meaning of the original text. Of course, it is worth pointing out that there has been an understanding between peoples where names should not have translated. Depending on the literary work in which these names are used and their function in it, the translator in those variants when he realizes that the character's names can affect the semantics of the work in general, then in the beginning of the work he can compose an epilogue to convey the use of each of the characters' names.

Example 2

Но Ленский, не имев, конечно,

Охоты узы брака несть,

С Онегиным желал сердечно

Знакомство покороче свести (Aleksander, 1955).

Translation

Po Lenski, me që s'kishte hirë,

Të lidhet pisk si bashkëshort

Desh me – Oneginin plot dëshirë

Të shoqërohen sa më fort (Lasgush, 2001).

Example 3

- Да ведь они по ревизской сказке числятся? – сказал секретарь.
- Числятся, – отвечал Чичиков.
- Ну, так чего же вы оробели? – сказал секретарь: – один умер, другой родится, а все в дело годится (Nikolaj, 1959).

Translation

Mirë, por, a janë përfshirë këta në listën e revizionimit? – pyeti sekretari.

- Janë, – u përgjigj Çiçikovi.
- Atëherë, pse turbullohi? – ia preu sekretari. – Njëri vdes, tjetri lind, pra, ti mos u Grind (Dhimitër, 2003).

In examples 2, and 3, translators have graphically constructed with the letters of the translation language the names; "Lenski", "Oneginin", "Chikikovi", of the original names; "Ленский", "Онегиным", "Чичиков", "Татьяна". The transmission of such names is done through the translation method of transliteration. The use of the translation method of transliteration allows the correct transmission of names in Albanian language.

Shembulli 4

- Да ведь, Павел Иванович, нужно будет лошадей ковать".
- Ах ты, чушка! чурбан! а прежде зачем об этом не сказал? Не было разве времени? (Nikolaj, 1959).

Translation

- Po, Pavël Ivanoviç, duhen mbathur kuajt.
- Derr, trung! Pse s'ma the më parë? Apo s'kishe kohë? (Dhimitër, 2003).

Shembulli 5

- Евгений Онегин (Pushkin, 1955).

Translation

– Eugjen Onjegin (Lasgush, 2001).

In Example 4, the Russian name "Павел", is transmied by the translator in Albanian language in the form; "Paul", placing the letter "ë". This letter does not exist in Russian language, but is a letter used in Albanian language. Transmission of the Russian name in this way gives the impression that it is not the name of a Russian literary character. In fact, the name "Pavel," came into use in the Albanian social life, although it is known that is non-Albanian origin. The Albanianization of the name Pavel has happened for many reasons, one of which may be the addition of letters that do not exist in Russian, as the concrete case where is used the letter "ë". This loses the coloration and approximation with the real world of the Russian people.

In Example 5, the Russian name "Евгений", is transmied by the translator in Albanian language in the form "Eugjen", placing the letter "gj". Even this letter does not exist in Russian, but is a letter used in Albanian. Transmission of the Russian name in this way gives the impression that it is not the name of a Russian literary character. There are two variants of use of the noun in Albanian speakers; "Eugjen" and "Eugen". The interpreter had the possibility to use any of them in translation. Since the work is written by a Russian author, it is estimated that the use of the name "Eugjen" lose the Russian color and it can be said that this character does not exist in the book. While the use od's the name "Eugen" would be appropriate for the translation reader, as it sounds and represents a foreign name, perceiving a character of Russian origin.

3- TOPMONYMS, THE WAY OF LEXICAL TRANSLATION

In the encyclopedia of geography, the toponyms are understood as particular names of geographic objects. Toponyms we encounter in names of cities, villages, provinces, states, etc. during trips or lessons in geography, reading of literary works etc. (<http://enciclopediya-geografa.ru/toponimy.html>).

Toponyms as a linguistic unit requires from the interpreter the use of transformation translation methods such as transliteration or transcription.

Example 1

Родился на берегах Невы,

Где, может быть, родились вы (Aleksander, 1955).

Translation

Dhe buzë Nevës leu ai,

Mbase, lexonjës, lindt`aty (Lasgush, 2001).

From example 1, is noted that geographic names are somehow well-known and accepted globally. Transmission of geographical names in translation, cannot be done through respective dictionaries words, as this would lead to alienation of the name. An interesting fact is that during the translation, the translator automatically uses the method of calculation therefor mixing the translation methods.

Exmaple 2

И хлебник, немец аккуратный,

В бумажном колпаке, не раз (Aleksander, 1955).

Translation

Furrtari, një gjerman i vyer,

Me kapë letre, nj`herë - e dy (Lasgush, 2001).

Shembulli 3

Под небом Африки моей,

Вдыхать о сумрачной России (Aleksander, 1955).

Trasnaltion

N`Afrikë nën qiellin t`im

T`i pshonj Ruisë – errësirë (Lasgush, 2001).

Example 4

Албáния (Shqipëria),

The full form –

Респу́блика Алба́ния (Republika e Shqipërisë) (<https://ru.wikipedia.org/wiki/>).

Often geographical names, when transmitted in the language of translation, are expressed in other variants that do not match the source language. Variants rely on the culture of target language users and the interpreter is obliged to bypass the naming of the source language by adapting the naming to the language version of the language of the translation. In the case of example 2, 3 the denomination by nationality of the

German citizen or the geographic name of the Russian state; "Немец", "России" were conveyed in Albanian according to the culture of the Albanian people. They are transmitted in form; "Gjerman" and "Rusisë". If the "Gjerman" and "Rusisë" names would be transmitted in the original language "Nemec" - "Немец" and "Rossii" - "России", it would sound unnatural for the Albanian-speaking reader. For this reason, the interpreter has transmitted these names as well as are usable in the language of translation.

In the case of example 4, the name of our country "Shqipëria" or the official denomination "Republika e Shqipërisë" cannot be transmitted in Russian as they are pronounced and written in Albanian language. This is why in Russian language, these names are transmitted according to the culture of Russian speakers in the form "Албания" and "Республика Албания"

4- ACRONYMS / ABBREVIATIONS, THE WAY OF LEXICAL TRANSLATION

Acronyms / abbreviations are generally understood as initials of denominations of different organizations or states that do not only have a lexical unit. Their transmissions in translation is usually a standard version of letter to letter

(<https://ru.wikipedia.org/wiki/>).

Example 1

UNESKO – ЮНЕСКО

NATO – НАТО

Example 2

USA – США

OSBE - ОБСЕ

In example 1, it is noted that the names of international organizations from Albanian to Russian are transmitted in a letter to letter standard. The names are transmitted graphically by being accepted in the language of translation. In Example 2, the translator uses the acronym for translating the label into translation by adapting it to the known acronym for translation language readers.

The analysis of the translations method of transliteration and transcription allows us to say that finding their use in a clean way is almost impossible. They always come with the use of translation transformations as both lexical and grammatical. These are combinations that allow the translator to transmit more fully the meaning of the lexical unit, supported and in the sense that it benefits in the context in which it is used. The translator should pay attention when he uses them, as names in general have a cultural meaning. Translator needs first to understand the communicative capacity of both readers, and second the capacity of the language and way to express thing in it, so he will be able to let the translation readers to feel the same sensation as the readers of the original literary works.

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<https://ru.wikipedia.org/wiki/%D0%90%D0%BB%D0%B1%D0%B0%D0%BD%D0%B8%D1%8F>

CORRELATION BETWEEN CONFIDENCE WITH ATTITUDE TOWARD SCIENCE IN SECONDARY SCHOOL IN INDONESIA

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Abstract

The purpose of the study was to determine the relationship between confidence and students' attitudes towards science subjects. The research method uses quantitative associative with a correlational design. The instruments used were 37 attitude questionnaire statements on science subjects and 21 confident questionnaire statements. The sample in this study amounted to 78 5 junior high school students in Indonesia. The results of the study show that there is a correlation between confidence and the attitude of students to science subjects in class 7 correlation is classified as low with a correlation number of 0.354, in class 8 correlation is classified as low with a correlation number of 0.280 and in class 9 the correlation is also classified as low with a correlation number of 0.357. From the research that has been carried out, it can be seen that the average correlation between self-confidence and students' attitudes towards science subjects in junior high is low.

Keywords: *Correlation, Attitude toward science, Confidence*

1- INTRODUCTION

The junior high school level in Indonesia there are various disciplines of natural disciplines and social sciences. One of them is subjects' science, science in junior high school integration and the natural sciences or science in them. According to Chandel

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(2016), “education science is not a separate and detachable unit of education”. Natural Science is a systematic and structured knowledge that is generally valid (universal) and in the form of a collection of data from observations and experiments. Science is organized knowledge ie a systematized body of knowledge, maybe to any subject or field of life (Chandel, 2016). According to Carin and Sund, the nature of science includes four main elements, namely attitudes, processes, products, and applications. The four elements are characteristics of a whole science that cannot be separated from each other and it is expected that the four elements will emerge in science learning.

Science learning is fun learning because students can learn through the environment (Imamah, 2012). But not a few students also think that science is one of the difficult subjects. In accordance with the opinion of Topcu and Sahin-Pekmez (2009), “the science education researchers have presented the argument that students are still having different learning concepts of science”. The concepts in science will be difficult for students to accept when relying on verbal communication conducted by the teacher. According to Chandel (2016), “science is a great human enterprise, not only endless and faceless but also stable and fluid. It is self-accumulating, self-growing, self-pervading, self-accelerating, and self-correcting enterprise which originated in the collective curiosity of man since time immemorial”. Indirectly a concept in science will be easily accepted by students when in the learning process students can see the process of finding a concept or theory. The extent to which students receive and master a concept in science is reviewed by the ability to understand the concept of science, which is able to solve problems determined in the teaching and learning process, this ability is indicated by the value of achievement (Mustika and Murniati, 2011).

In the learning process, the teacher does not only focus on the cognitive aspects of the students but also the affective aspects of the students, namely attitudes. According to Gagne (1985), “the attitude of having often been described as "responding to tendencies" or a state is characterized by "readiness to respond"”. This means that attitudes are often described as response tendencies or as characteristics of the state of readiness to respond. According to Sani (2016), the curriculum applied in Indonesia requires the formation of attitudes through the teaching and learning process is a mandatory thing to do so that the standard of assessment including attitudes is an obligation that must be done and reported. In this curriculum, attitude competencies

consist of spiritual attitudes and social attitudes (Endrayanto and Harumurti, 2014). The attitude of students towards science subjects is seen from how their responses to science subjects are either interest in science or the difficulties of science subjects. “One of the goals of learning is 'positive attitudes towards science'” (Sofiani, Maulida, Fadhilah, & Sihite, 2017). This positive attitude can be interpreted as an attitude that supports students to learn, such as liking lessons and negative attitudes is an attitude that prevents students from learning.

After students complete the teaching and learning process, there are other more important results in the form of evaluating the abilities students have as individuals who receive the results of the learning process. According to Thoha (1991), there are several models of evaluation formulation, one of which is the mental process approach wherein the goal of evaluation is more widely used to measure attitudes. Attitude measurement is very important because the teacher can know each student responds to science learning with an indication that students reject or accept science learning in students. In school, the word 'attitude' is often used in students' academic lives (Ali, Iqbal, & Saeed Akhtar, 2013). Attitude is an ability evaluation of something that is reflected by the attitude of accepting, rejecting, or ignoring (Dimyati & Mudjiono, 2006). Students' attitudes toward learning science in heterogeneous groups are not influenced by different cultures and backgrounds (Narmadha & Chamundeswari, 2013). According to Liaghatdar, Soltani, and Abedi (2011) “Attitudes toward science is important because attitudes can enhance the educational achievements of students and their affect performance”.

In the teaching and learning process, students must be able to convince themselves if they are able to solve the problems of their learning material. Self-confidence is the most important basic capital in a person to be able to actualize themselves (Komara, 2016). So that confidence becomes one of the personalities that must be possessed by each individual. Self-confidence is the most valuable attribute in a person in community life because, with the existence of self-confidence, a person is able to actualize all the potential that is in him (Sham, 2017). Confidence means feeling positive about what is done and not worrying about what is not done but having the willingness to learn (Perry, 2005), trying anything (in a positive sense) without feeling afraid or ashamed (Taylor, 2011). Feeling fearful or ashamed generally arises when

what is being done does not get appreciation and is not appreciated, so that his confidence decreases and there is a fear of being wrong. Individuals who are at a high level of confidence are able to apply positive thoughts in themselves to be able to manage all their life needs, including their learning needs (Pratiwi & Laksmiwati, 2016).

Confidence is one of the important aspects of the learning process. The higher the confidence of students, the higher the desire to learn and will change the attitude of students towards science. Students are more confident when learning science, which causes the attitude towards science to increase (Seba, Ndunguru, & Mkoma, 2013). This proves that to improve student attitudes toward the eyes of science students, great confidence is needed. This means that when students 'self-confidence increases, students' attitudes towards science also increase. Even research in America in 2017 also said that attitudes towards science and confidence are high (Ffolkes, 2018). This means that there is a similar tendency that high self-confidence will be followed by attitudes towards high science.

The purpose of the study was to determine the correlation between self-confidence and students' attitudes towards natural science subjects in Indonesia. In this study the research question is, is there a relationship between confidence and students' attitudes towards natural science subjects in Indonesia?

2- METHODS

2.1- RESEARCH MODEL

The research model used in this study is quantitative associative. The research is associative quantitative research that aims to determine the relationship between two or more variables (Siregar, 2015). The study used a correlational design to measure the degree of association (relationship) between two or more variables using statistical procedures for correlation analysis (Creswell, 2015).

Research Samples

The research subjects were junior high school students in Indonesia. The number of junior high school students studied was 785 students consisting of 7th grade, 8th grade, and 9th grade.

2.2- INSTRUMENTS AND DATA COLLECTION TECHNIQUES

Data collection is done through the provision of instruments, namely questionnaires. The questionnaire used consisted of 37 questionnaire statements on students' attitudes towards natural science subjects and 21 student confidence questionnaires. The dimensions of student attitudes towards the science subjects studied consisted of adoption of scientific attitudes, pleasure in learning science, and an interest in a career in science. The dimensions of self-confidence studied consisted of beliefs in self-ability, optical and objective. The questionnaire used in the study used a Likert scale. Likert scale with its scale type consists of strongly agree (SA), agree (A), not sure (NS), disagree (D), and strongly disagree (SD). Each positive item in the instrument has a value: SA = 5, A = 4, NS = 3, D = 2, and SD = 1. The score is reversed for the negative item.

2.3- DATA ANALYSIS

This research data in the form of quantitative data and to use it in an analysis using descriptive statistics and inferential statistics. The results of the questionnaire data were processed with the help of computers using the SPSS version 21.0 program. This processing aims to see the relationship between self-confidence and students' attitudes toward sciences subjects in junior high schools in Indonesia based on predetermined indicators.

3- RESULT

The attitude scale is used to see student attitudes towards certain objects, the results of attitude categories include; reject (negative), support (positive), and neutral (Sudjana, 2012).

3.1- ATTITUDES OF STUDENTS AGAINST SCIENCE SUBJECTS

The results of the research data shown below are based on the three indicators attitude, namely the social implications of science, pleasure in learning, interest in a career in science. The following are the results of descriptive data analysis using SPSS from questionnaire data on student attitudes towards science, can be seen from the table below:

Table 1. Adoption of scientific attitudes

Classification	%	Standard	Mean	Mode	Median	Min	Max
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Range	Attitude	total		deviation					
5.00 - 9.00	Very not good	1	0. 1	3. 382	21.62	22	22	8	30
9.01 - 13.00	Not good	33	4. 2						
13.01 - 17.00	Enough	252	32. 1						
17.01 - 21.00	Well	400	51. 0						
21.01 - 25.0	Very good	99	12. 6						

Table 2. pleasure in learning science

Classification			%	Standard Deviation	Mean	Mode	Median	Min	Max
Range	Attitude	total							
5.00 - 9.00	Very not good	6	0. 8	4. 365	22.60	24	23	7	30
9.01 - 13.00	Not good	49	6. 2						
13.01 - 17.00	Enough	172	21. 9						
17.01 - 21.00	Well	346	44. 1						
21.01 - 25.0	Very good	212	27. 0						

Table 3. A career interest in science

Classification			%	Standard deviation	Mean	Mode	Median	Min	Max
Range	Attitude	total							
5.00 - 9.00	Very not good	7	0. 9	4. 141	21.16	20	21	7	30
9.01 - 13.00	Not good	60	7. 6						
13.01 - 17.00	Enough	278	35. 4						
17.01 - 21.00	Well	323	41. 1						
21.01 - 25.0	Very good	117	14. 9						

Based on table 1, student attitudes towards natural science subjects on indicators The social implications of science at the first secondary school, the results of the data show that the self- attitude category is not very good as 0. 1% (1 out of 785), students are not as good as 4. 2% (33 out of 78 5 students), students with enough categories as much as 32.1 % (252 out of 78 5 students), students with good categories of 51. 0% (400 of 78 5 students), and students with very good attitude as much as 12.6% (99 out of 7 85 students). Whereas based on the scale of attitude shows that the data obtained is the mean value of 21.62, a mode is 22, besides that from the data analysis, there is a standard deviation value (3.382). The indicator of social implications of the most dominant attitude science is in the good category with a percentage of 51.0 %. Based on table 2, the attitude of students towards natural science subjects on indicators of pleasure in learning science in junior high school, the results of the data show that the categories of student attitudes are very bad as much as 0.8% (6 out of 785), students are not as good as 6.2% (49 of 785 students), students with enough categories as many as 21.9% (172 out of 785 students), students with good categories as much as 44.1% (346 of 785 students), and students with very good attitude as much as 27.0% (212 of 785

students). While based on the scale of attitude shows the data obtained is the mean value of 22.60, a mode is 24, besides that from the data analysis obtained the value of standard deviation (4.365). On the indicator of pleasure in learning science, the most dominant attitude is in a good category with a percentage of 44.1 %. Based on table 3, student attitudes towards natural science subjects on indicators of interest in a career in science in junior high school, the results of the data show that the attitude category of students is very bad as much as 0.9% (7 out of 785), students are not as good as 7.6% (60 of 785 students), students with enough categories as much as 35.4% (278 of 785 students), students with good categories as much as 41.1% (323 of 785 students), and students with very good attitudes as much as 14.9% (117 of 785 students) While based on the attitude scale shows the data obtained is a mean value of 21.16, mode is 20, besides that from the data analysis obtained the value of standard deviation (4.141). On the indicator of pleasure in learning science, the most dominant attitude is in the good category with a percentage of 41.1%.

3.2- CONFIDENCE

The results of the research data shown below are based on three indicators of self-confidence, self- confidence, optimism and objective indicators. The following is the result of descriptive data analysis using SPSS from student confidence questionnaire data, can be seen from the table below:

Table 4. Confidence in self-ability

Classification			%	Standard deviation	Mean	Mode	Median	Min	Max
Range	Confidence	total							
5.00 - 9.00	Very not good	3	0.4	2,906	20,33	20	21	8	25
9.01 - 13.00	Not good	13	1.7						
13.01 - 17.00	Enough	94	12.0						
17.01 - 21.00	Well	398	50.7						
21.01 - 25.0	Very good	277	35.3						

Table 5. Optimistic

Classification			%	Standard deviation	Mean	Mode	Median	Min	Max
Range	Confidence	total							
5.00 - 9.00	Very not good	3	0.4	2,917	19,59	20	20	8	25
9.01 - 13.00	Not good	20	2.5						
13.01 - 17.00	Enough	153	19,5						
17.01 - 21.00	Well	394	50.2						
21.01 - 25.0	Very good	215	27.4						

Table 6. Objectives

Classification			%	Standard Deviation	Mean	Mode	Median	Min	Max
Range	Confidence	total							
5.00 - 9.00	Very not good	2	0.3	2,887	18.89	19	19	7	25
9.01 - 13.00	Not good	30	3.8						
13.01 - 17.00	Enough	182	23.2						
17.01 - 21.00	Well	437	55.7						
21.01 - 25.0	Very good	134	17.1						

Based on table 4, students' confidence in the indicators of confidence in self-ability in junior high school, the results of the data show that the attitude category of students is very bad as much as 0.4% (3 out of 785), students are not as good as 1.7% (13 out of 785 students), students with enough categories as much as 12.0% (94 of 785 students), students with good categories as much as 50.7% (398 of 785 students), and students with very good attitudes as much as 35.3% (277 of 785 students). While based on the scale of confidence shows the data obtained is the mean value of 20.33, the mode is 20, besides that from the data analysis obtained a standard deviation value of 2.906. In the indicator of confidence in self-ability, the most dominant self-confidence is in the good category with a percentage of 50.7%. Based on table 5, students' self-confidence in optimism in junior high school, the results of the data showed that the attitude categories of students were not very good as much as 0.4% (3 of 785), students were not good as much as 2.5% (20 of 785 students), students with categories enough as much as 29.5% (153 out of 785 students), students with good categories as much as 50.2% (394 out of 785 students), and students with very good sika as many as 27.4% (215 out of 785 students). Whereas based on the scale of confidence it shows that the data obtained is a mean value of 22, a mode is 20, in addition from the data analysis the value of the standard deviation is 2.917. In the optimistic indicator, the most dominant confidence is in the good category with a percentage of 44.1%. Based on Table 3, confident students on objective indicators in secondary schools, the results of the data showed that the category is not very good student attitudes as much as 0.3% (2 of 785), students not goodak categorized either as much as 3.8% (30 out of 785 students), students with enough categories as much as 23.2% (182 out of 785 students), students with good categories of 55.7% (437 of 785 students), and students with very good attitudes as much as 14.9% (437 of 785 students). While based on the attitude scale shows the data obtained is the mean value of 18.89, a mode is 19, besides that from the

analysis of data obtained value standard deviation 2.887. On the objective indicator, the most dominant confidence is in the good category with a percentage of 57.7 %.

3.3- CORRELATION BETWEEN CONFIDENCE AND ATTITUDE TOWARD SCIENCE

The correlation test that has been done in grade 7 using computer assistance through the SPSS version 21.0 program shows the following results:

Table 7. Correlation Between Confidence and Attitude of Students Against Class 7 Science Subjects

Correlations			
		Confidence	Attitude Toward Science
Confidence	Pearson Correlation	1	,354**
	Sig. (2-tailed)		.000
	N	785	785
Attitude Toward Science	Pearson Correlation	,354**	1
	Sig. (2-tailed)	.000	
	N	785	785

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

Pearson product moment correlation results show that the correlation results are 0.354. Correlation tests conducted in grade 8 using computer assistance through the SPSS version 21.0 program show the following results:

Table 8. Correlation Between Confidence and Attitude of Students Against Class 8 Science Subjects

Correlations			
		Confidence	Attitude Toward Science
Confidence	Pearson Correlation	1	,280**
	Sig. (2-tailed)		.000
	N	785	785
Attitude Toward Science	Pearson Correlation	,280**	1
	Sig. (2-tailed)	.000	
	N	785	785

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

The Pearson product moment correlation results show that the correlation results are 0.280. Correlation tests conducted in grade 9 using computer assistance through the SPSS version 21.0 program show the following results:

Table 9. Correlation Between Confidence and Attitude of Students Against Class 9 Science Subjects

Correlations			
		Confidence	Attitude Toward Science
Confidence	Pearson Correlation	1	,357**
	Sig. (2-tailed)		.000
	N	785	785
Attitude Toward Science	Pearson Correlation	,357**	1
	Sig. (2-tailed)	.000	
	N	785	785

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

The Pearson product moment correlation results show that the correlation results are 0.357.

4- DISCUSS AND CONCLUSION

4.1- ATTITUDES TOWARDS SCIENCE SUBJECTS

Three indicators in students 'attitudes towards science subjects are a reference to see students' attitudes towards science subjects. Based on the results that have been analyzed, each indicator has a dominant value that is shown as follows:

Table 10. Percentage of Dominant Value in Each Indicator of Attitudes Toward Science Subjects

Indicator	Category	Percentage
Adoption of scientific attitudes	Well	51.0%
Fun in learning science	Well	44.1%
A career interest in science	Well	41.1%

Based on the table above each indicator has a dominant value with different values. First, the indicator of the adoption of scientific attitudes with a percentage of 51.0% is in a good category. Adoption of Scientific Attitudes of one's willingness to revise opinions based on experimentation and empirical data (Farenga & Joyce, 2010). Adoption of Scientific attitude will be high if the learning process uses the inquiry method (Wolf & Freser, 2007). Good attitude categories from the results of data analysis are also supported by the main factors, students have the attitude of happy reading towards something new even though that does not fit his thinking. More positive attitudes toward the science of associations with more positive attitudes about the utility of science (Akpinar, Yildiz, Tatar, & Ergin, 2009). Second, the indicator of pleasure in learning science with a percentage of 44.1% in the good category. participant's student assume science is one of the fun lessons. This positive attitude is proven that the average student who agrees that science lessons are fun and is also one of the most interesting subjects. One example of student pleasure in science is that

students are motivated to seek more knowledge in the field of science. “Enjoyment is a mechanism that encourages the concentration of learners, helps the learning process, and builds the learning environment” (Lucardie, 2014). Pleasure is considered an emotional variable and an important concept in learning because it describes the problem of education to students (Mohammad-Davoudi & Parpouchi, 2016). Third, indicators of interest in a career in science with a percentage of 41.1% in the good category. Based on these values, students are still interested in a career in science. The interest in a career in science is an important task for every parent to support. Positive perceptions and parental values towards the subject of science encourage parents to develop children's interest in a career in the field of science (Halim et al, 2017). Of the three indicators, the adoption of scientific attitudes is the most prominent indicator of the overall indicator. Scientific attitude is one indicator of the formation of positive attitudes towards science students. The synergy of developing this scientific attitude can make every student have the ability to understand scientific knowledge about science in life. Erdogan (2017) So it is critical to determine the scientific attitude and science teaching attitude levels of gifted students to guide the attitudes of gifted students on science.

4.2- CONFIDENCE

Confidence has three indicators that are a reference for seeing students' confidence. Based on the results that have been analyzed, each indicator has a dominant value that is shown as follows:

Table 11. Percentage of Dominant Values on Each Indicator of Confidence

Indicator	Category	Percentage
Confidence in Self Ability	Well	50.7%
Optimistic	Well	50.2%
Objective	Well	55.7%

Based on the table above the dominant values of the five indicators are described for each class level. First, the indicator of self-confidence in the dominant percentage of 50.7% is in a good category. Second, on the optimistic indicator, the dominant percentage of 50.2% is in a good category. Third objective indicator dominant percentage of 55.7 % is in a good category. Of the three indicators of the objective indicator are the most prominent indicators. According to lauster, objective person who sees the problem in accordance with the truth or something that should not according to

truth according to his personal ri (Rahayuningdyah, 2016). Someone who has an objective attitude will mean that person has honesty in his life. So individuals will judge anything to see what they should be.

4.3- OBSTACLES TO STUDENT ATTITUDES

Overall the results of the study showed a positive attitude and confidence. Based on the results obtained the percentage value is not good on the indicator of adoption of scientific attitudes of 4.3%, on indicators of pleasure in learning science by 7%, on indicators of interest in a career in science 8.5%, on indicators of self-confidence 2.1%. the optimistic indicator is 2.9% and the objective indicator is 4.2%. from these results the attitude indicator occupies the highest value, meaning that there are still many students who don't like science, even though students' confidence is high. Based on the results of questionnaires, s ost they consider that science lessons are tough, Teru all because the material learned erupakanis integrated science material. The findings of this study in accordance with the findings of the Dinatha and Laksanamata research (2017) integrated science lessons are one of the less appreciated lessons. The main factors are student displeasure when learning science based on student learning experiences. The pleasure of learning science is related to student experience (Joyce & Farenga, 2010). It was proven that from a number of these students disagreed about the discourse of adding the allocation of learning science in the classroom, and students were not happy to wait for science lessons in the study hours, because students thought that science was a less interesting and boring lesson. So that educators need solutions to increase student interest to science. According to Farenga & Joyce (2010) "to encourage pleasure in science lessons, educators should ensure that students see science as interesting through direct inquiry-based activities ". From these results, the indicator of interest in a career in the field of science has the largest percentage. Factors of high numbers of constraints on the interest in a career in science, because students still have a low interest in learning science. In improving students' interest and attraction to science, teachers can use an innovative learning model (Najemi and Wijayanti, 2014). This school environment has an influence on the interest in a career in science in each student. Furthermore, the low interest in a career in science is because students have experience in failing to learn science at school/life. The reason is that too often science

instruction fails to involve students' interests and students apart from their daily experiences (Kolodner et al, 2009).

4.4- CORRELATION BETWEEN CONFIDENCE AND ATTITUDE TOWARD SCIENCE

Correlation tests are carried out based on class level. In the hypothesis test if the probability value is $0.05 >$ of the probability value sig then H_0 is rejected and H_a is accepted, but if the probability value is $0.05 <$ from the probability value sig, H_0 is accepted and H_a is rejected (Riduwan & Sunarto, 2015). Based on the results of the correlation, each level has a different level of correlation. In class 7, the sig value is 0.000, the value has fulfilled the conditions with a correlation level of 0.354, the results show that the correlation level is relatively low. In class 8, the sig value is 0.000, the value has already met the conditions with a correlation level of 0.280, the results show that the correlation level is relatively low. In class 9, the sig value is 0.000, the value has saturated the conditions with a correlation level of 0.357, the results show that the level of correlation is also relatively low. Based on the results described, there is a correlation between confidence and students' attitudes towards science subjects. This correlation is a positive correlation with r approaching 1. $r = 1$ is a perfect correlation, which means that there is a relationship in the direction of variables X and Y , if X rises then Y rises or if Y drops then X falls (Siregar, 2015). This mean that when student' self-confidence increases, the attitude of students toward science also increases. Students are more confident when learning science, it causes the attitude towards science to increase (Seba, Ndrungu, & Mkoma, 2013).

5- CONCLUSIONS

Based on the results and discussion shows that confidence is quite good and attitude toward science is also quite good. The correlation between confidence and attitude toward science in Indonesia show that the level of correlation is also relatively low.

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**UNEMPLOYMENT IN ALBANIAN SOCIETY AS ONE OF THE DIFFICULT
AND PERSISTENT CHALLENGES FACED BY ALBANIAN CITIZENS,
ESPECIALLY YOUNG PEOPLE**

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Abstract

One of the strongest problems faced by Albanian citizens are the economic issues. In the reports reviewed while preparing the article, Albania is considered as one of the countries with worrying levels of poverty and unemployment. Finding a job position in Albania is a challenge, especially for young people that compound the biggest percentage of the Albanian population, 70.0 percent of the population (INSTAT, 2014 (f). Being without former experience and having few opportunities to find a job is a big concern among youth. Youth unemployment takes away their opportunities to contribute to development of the country and to exercise their rights as citizens. With no income they will not be able to buy as consumers, will not be able to invest, will not have the opportunity to improve their lives and those of others, etc. Young people employment increases opportunities not only for their own development and their families but for the whole country.

Beside review literature and reports regarding to unemployment and youth, 20 interviews are conducted with 20 students from the Faculty of Education, University Alexander Moisiu. By the interviews it results that according to the students, two are the main concerns that youth faces after graduation: First to find a job and second preferably find this job in another country. The result of the interview shows that young people main option after graduation is to go abroad, be it for a job or studies.

Keywords: *unemployment, Albanian society, Albanian citizen, young people, economic issues*

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1- UNEMPLOYMENT, ONE OF THE MOST SERIOUS PROBLEMS FACED BY ALBANIAN YOUTH

The Republic of Albania is experiencing a critical social situation, prolonged transition has led to a number of social problems such as: increasing the level of poverty and inequality, rising unemployment rates, deteriorating living standards and the emergence of vulnerable groups (such as young people, the unemployed, the poor, the pensioners, etc.), (Bogdani, M., and Loughlin, J., 2007: 78; United Nations Development Program Tirana, 2010: 11). The economic crisis has a major impact especially on young people (Lundberg, M., and Wuermli, A., 2012: 111) who face poverty, extension of dependence on families and the state, low opportunities for quality education employed, etc., (Barry, M., 2005; Giroux, H., 2009). According to Russell King and Julie Volunteer, "Poverty in Albania has several dimensions including not only income shortages, but also the hustle and bustle of hope, feel tired of social life, inability to feed, overwhelm and shelter the family, and the difficulties to follow the tradition, which is seen as a vital element for the welfare of the family "(King, R., and Volunteer, J., 2003: 13). According to the data, although the regional gap in poverty rates has narrowed in 2002-2008, the country's north-eastern part is the area where most of the poor are concentrated (Kukes District Council, 2011: 5).

Economic problems are among the strongest challenges facing citizens of the Republic of Albania (AIIS, 2011: 30; AIIS, 2013: 9). From international estimates, the Republic of Albania is considered as one of the countries with worrisome levels of poverty and unemployment (Unicef Albania, 2010: 1). Some of the factors that cause poverty in the Albanian society are:

- a) High level of unemployment;
- b) Lack of investment;
- c) Lack of private sector development;
- d) Lack of production and marketing;
- e) Underdeveloped infrastructure;
- f) Lack of security against crime;

g) The weakness of local and central government in mobilizing funds / resources and addressing problems in education, infrastructure and health (De Soto, H., Gordon, P., Gedeshi, I., and Sinoimeri, Z., 2002: XII).

In a society with many problems like Albanian society it is impossible to be young and to deal with them and with a lack of security for the future. Many young people nowadays are at risk of not meeting the simplest aspirations, such as finding a job, creating a family (Barry, M., 2005: 10), providing income to meet basic livelihoods.

With the deepen range of social issues that we have to face every day nowadays, the impact of having a job, the kind of job we have or the lack of having a job is a big issue for everyone as it affects us and people that depend on us in many dimensions.

The job we do has a big impact on our life. It effects the place where we live, on how we live, how we see the world and how we interact with it, etc. Malaj, N. & Sokoli, L. (2013).

Unemployment is considered as one of the most acute problems for Albanian society (Dervishi, Z., 2001) followed by poverty (Jenkins, L., 1998). Since the collapse of the totalitarian socialist regime, the level of unemployment grew to worrying levels, especially youth unemployment.

Even though from one year to another there have been slight improvements, still, unemployment remains one of the main social issues that Albania society has to deal with. Finding a job position in Albania is a challenge, especially for young people that compound the biggest percentage of the Albanian population, 70.0 percent of the population. Children and young people in the Republic of Albania account for more than half of the population and represent the largest group of skilled labor force in both rural and urban areas (INSTAT, 2014 (f)).

But the relatively young population increases the demand for spending in the education system, employment opportunities, putting the Albanian society in the face of many challenges (Gedeshi, I., and Jorgoni, E., 2012: 4). After the year 1990 the development of the Albanian society has been ruthless and characterized by a lots of fundamental changes in the social structure of the country, the education system, the economic system, employment, but also the values and aspirations of the people. The greatest

pressure on these changes has obviously been felt by the young people of the country. But despite the fact that they prevail as a social group, young people are often not seen as priorities among the challenges and problems of the country.

2- SOME OF THE CONSEQUENCES OF YOUTH UNEMPLOYMENT

Unemployment, working on the informal job market, especially by youth, affects the social conditions and issues in the Albanian society, by contributing for the emergence of many other social issues to deal with. The long-term unemployment of youth and the continuation of working in the informal economy, influences the prospects of young people to provide jobs, where they can make a career and have a decent salary. High unemployment rates among young people, otherwise imply the loss of investment in education and training, the shrinking of the taxable base and the increase in social assistance spending. Unemployment is a fundamental reason that leads to poverty and social exclusion. From this point of view, it is not only the fact that the lack of sufficient income is a cause of a lifestyle in terms of poverty, but the socio-psychological consequences of unemployment or employment in the informal market, low attendance of social networks, which have serious impacts (Silver, 2015). From this situation, young people, even though they are the most productive and active part of the population, suffer the consequences of unemployment and, above all, the lack of policies that support the empowerment and opening up of youth businesses and consequently increase the number of employed youth (Unicef Albania, 2010).

Youth unemployment takes away the opportunities of youth to contribute to their development and the society they live in. By having no income, young people will not be able to buy as customers, will not be able to invest, will not be able to improve their livelihoods and others, etc. By having no income, they cannot gain financial independence and autonomy (Lundberg, M., and Wuermli, A., 2012: 12-18, 210).

2.1- THE PROLONGED YOUTH UNEMPLOYMENT CAN CAUSE:

- a) Loss and damage to the development process of human capital invested in young people;
- b) Increased risk for social exclusion and adultery from the poverty of unemployed youth;

c) An increased risk of involvement in illicit and dangerous activities for unemployed youth;

d) Few employment opportunities make young people wait a long way to find work but also to be less selective in the type of work they do (Hackaj, A., 2015: 15).

On the other hand, employed youth increase opportunities for development not only to them and their families but to the whole country. Beyond their role as the most vital part of the labor market, young people have the capability to enhance society's development and enhance technological capabilities, enhancing its progress advantages, but also promoting integration and cohesion. Long-time joblessness in the first steps of life and the continuation of work in the informal economy affect young people's prospects to provide jobs that can make a career and have a decent salary (ILO 2010: 8). For a country, young unemployed are a lost economic opportunity for economic development (both national and global), (ILO, 2004 (b): 15). However, youth unemployment is a global and not just a national problem (World Bank, 2013: 12).

During 2013, according to the estimates obtained from the Labor Force Survey we have the following results:

a) The unemployment rate was 15.6 percent;

b) The participation rate in the labor force for the population aged 15-64 was 59.9 percent (70.2 percent for males and 50.4 percent for females);

c) Employment was generally dominated by the agricultural sector (44.6 percent), and by the service sector (37.9 percent);

d) Young people are characterized by a higher unemployment rate compared with other age groups (INSTAT, 2015 (b): 5, 77). The employment rate for the age group 15-29 is 23.3 percent (INSTAT, 2016: 30).

According to INSTAT data on Work Trail in Albania in 2016, the employment rate for young people aged 15-29 is 23.3 percent (INSTAT, 2016: 30). On the other hand, according to the ILO, over 55.0 percent of all young people working are insecure (65.0 percent for girls and 47.0 percent for boys) (ILO, 2010: 29).

Latest data on youth employment and unemployment rates show a slight improvement compared to the previous year, youth unemployment rate has decreased by 3 percentage points. The data show that young people (15-29 years old) unemployment rate is 25.9 %. Over the year 2017, youth aged 15-29 years old neither in employment nor in education or training account for 29.7 % of all youth population. In this group, 35.0 % are unemployed. The other part is outside the labour force because they are discouraged workers (9.7 %) or fulfilling domestic and family responsibilities (21.9 %) or for other reasons (33.4 %). Comparing youth who are neither in employment nor in education or vocational training by sex and their status in the labour market, it is noted that males are more active than females (49.7 % of males are seeking for a job and are available to work, while for females this percentage is 22.4 %) (INSTAT, 2018: 8-10).

2.2- YOUTH UNEMPLOYMENT IS LINKED TO:

a) Lack of experience or a good profession for this age group (Unicef Albania, 2000: 19); According to some studies, young people face more obstacles than adults with regard to employment, one of the biggest obstacles is the lack of work experience. Young people are generally educated, but are seen as 'very young' to apply to workplaces that fit their level of education (Williamson, H. et al., 2010: 22). According to researchers Melvin Delgado, institutions need to propose new ways to increase young people's opportunities to be successful in the labor market and to help young people's policies and strategies to adapt to the labor market, change (Delgado, M., 2004 10).

b) Due to school attendance (approximately 40.0 percent of the young population is in education or training); From the data, a significant proportion of young people, generally aged 18 to 22, attend full-time high school studies. As a consequence, they are not involved in the labor market, or do part-time jobs, generally in black.

c) Many young people are increasingly discouraged from job search (ILO, 2010: 26; INSTAT, 2013 (a): 34).

Also, lack of knowledge of youth over their rights as an employee often causes them to become victims of blackmail or poorly paid work (Mjaft, Agenda Institute, Mjaft, World Bank, without publication year: 11).

Another issue of youth employment is the low participation of girls in the labor force, about 39.7 per cent (ILO, 2010: 26); For 2009, the level of employment for men aged 15-29 was 41.1 percent and for girls 30.9 percent. Lower employment rates for girls, besides highlighting the limited opportunities to keep work and family responsibilities, also pose the problem of discriminatory practices in the labor market (ILO, 2010: 24-27). According to INSTAT data, a relatively high percentage of young men employed with wage and salary reward (41.3 percent) and a relatively high percentage of women working as a contributing family member (49.2 per percent). Consequently, new workers have the highest rate of unprotected employment than men (64.3 percent versus 57.9 percent), (INSTAT, 2015 (a): 55).

According to data from the Ministry of Social Welfare and Youth regarding employment, we have the following data:

The employment rate has dropped from 58.7 percent in 2011 to 56.3 percent in 2012. For 2012 there is a lower participation in youth labor force participation, and especially young people (with losses that fluctuate around 25.0 percent each passing year).

In the labor market, girls and women have more years of education than men, however, they receive lower salaries. Especially disadvantaged are girls and women living in rural areas. The percentage of employees in mountain regions is very small, highlighting the limited employment opportunities in these regions. According to the Time Use Survey 2010-11, girls and women perform 86.0 percent of unpaid work in the Republic of Albania and are almost entirely responsible for family obligations (96.0 percent).

Another challenge faced by young people is the transition from the education system to employment for the first time. According to AFP 2011, young people wait up to four years or more before finding first employment. Consequently, time spent waiting means lost productivity in the labor market. Moreover, this category also has other apparent disadvantages in terms of monthly wages, work experience, social security rights, and so on.

About half of the number of young people engaged in work reported that they have social security rights, compared to about 70.0 percent of the adult group. This leads to a

high level of informality when it comes to youth employment, which then relates to their professions, worsening their fragile status in the labor market. The large number of contributing family workers, especially among young girls and young workers, shows that informal employment still represents a high percentage of employment as a whole.

- For younger generations (15-24), passivity is mainly due to school attendance (74.8 percent of all inactive youth went to school during 2012). However, staying longer in school may also be a strategy for many young people to avoid a slow labor market (Ministry of Social Welfare and Youth, 2014 (a): 40-71).

A worrying phenomenon that emerges from the above data also seems to be high informality, especially in young people's employment. Most young people are doing unpaid work in the family, especially in rural areas. Informality affects many aspects of work security because contracts are lacking; the right to social security, which is very important for health insurance coverage and old age pension, endangering livelihood in a later period of life; reduces the payment and source of income, exacerbating economic well-being, etc. Also, informality increases the vulnerability of girls, their economic dependence on the family and men (Ministry of Social Welfare and Youth, 2014 (a): 40-71).

Providing a job after graduation is a concern that young people are being educated in the auditoriums of the Republic of Albania. Data show that education does not help young people find a job, and unemployment is higher among people with higher education (14.7 percent) than for people with basic or 9-year education (10.2 percent and 14.2 percent) (INSTAT, 2014; INSTAT, 2013 (a)). Successful transition of young people from school into the labor market is an issue of importance to any society.

Another important issue regarding unemployment is the lack of meritocracy in finding a job. From the conducted studies it turns out that personal recognition is very important in finding a job. Thus, according to the study data "Youth Employment Trends in Albania", it results that 87.5 percent of the individuals involved in the study indicate that they seek work mainly through their family relationships, 62.0 percent of surveyed enterprises show that they employ through recommendations coming from family and friends (Hackaj, A., 2015: 23). Also, it seems that young people value a job

with a high pay as good work, then comes work-related sustainability, satisfaction and the opportunity to work with people who like it (Friedrich Ebert Foundation and IDRA Research and Consulting, 2013: 26; Williamson, H., et al., 2010: 15).

Also from the interviews conducted with 20 students from the Faculty of Education, University Alexander Moisiu, two are the main concerns that youth faces after graduation: First to find a job and second to emigrate to another country. “The lack of possibilities to find a job, and more disturbingly the idea that there is no future here is making youth loose interest to engage, be passive and in apathetic state” told one of the interviewed students. “The only alternative we have is leaving to seek our future somewhere else. We would prefer to be for studies reasons at the beginning, but the goal is to build our life there. Things are very difficult here, little is offered to us and in this step of our life that is so insignificant” stated another student.

From the interviews it results that there is an atmosphere of pessimism between young people about their future in Albania, as one of the interviewed students said: “As most youth my age, I do not see my future here, alternatives do not exist in Albania”. The concern is not just for the issues they face but also for that these issues are persistent for a long time, “Since the fall of the regime” told one of the respondents. According to the interview results, having no jobs, feeling insecure for the future, feeling not taken in consideration, ignored by politics, are just some of the issues a young person faces in Albania.

According to Tyyskä, since these problems among the youth are stable, this means that they have no priority on the political agenda. Starting from this, Tyyskä concludes that young people are being placed in a state of dependence or dependence through poorly paid jobs or through public education institutions, they are also being depopulated by political power and are increasingly being seen as a problem to be controlled (Tyyska, V., 2009: 11).

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A COMPARISON STUDY ON THE MATHEMATICAL PERFORMANCE OF ALBANIAN PISA STUDENTS

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Abstract

This is a study about the mathematical performance of 15 year-old Albanian students, who participated in PISA 2009, PISA 2012, and PISA 2015 competitions. The information and results from OECD publishing were used to compare the mathematics main scores and proficiency levels of Albanian students with those from other Balkan countries. Despite their consistent progress made in these competitions, Albanian students continue to remain on the bottom of the list of Balkan countries. The study also deals with the effect of educational resources at students' homes to mathematical performance. While for the 10 analyzed Balkan countries this variable contributes in the amount of nearly 5-15% to mathematical performance, for Albanian students' performance this figure stands in almost top percentage of this scale. Despite the significance of this contribution, other educational variables with greater potential for contribution must be considered from further studies.

Keywords: *PISA competitions, mathematics performance, educational resources, Albanian 15-year-old students*

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1- INTRODUCTION

"PISA", which stands for "The Program for International Student Assessment", is an international large survey and competition that is held every three years to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students" (OECD, 2017). The last organization, in which participated more than 80 countries worldwide, took place in 2018. PISA focuses on the assessment of student performance in reading, mathematics and science because they are foundational to a student's ongoing education. PISA also collects valuable information on students' attitudes, motivations as well their family backgrounds and learning settings.

Although it was the PISA 2000 competition where Albania participated for the first time, there were PISA 2009, PISA 2012, and PISA 2015 competitions where this country was consistently engaged.

According to Harizaj (2011) Albania has achieved encouraging socioeconomic growth and stability during the last two decades. It is assumed that Albania socioeconomic development is the most important factor accounted for Albanian educational results. The reformation of Albanian educational system has been another contributing factor. Secondary mathematics content, methods and teaching has been important part of this reform. According to Nathanaili (2016), 2013-2014 was the first academic year when secondary schools were ranked nationally, based on students' performance in this discipline, including PISA results. This performance has been seriously analyzed from educational institutions with the final goal of raising the concern for a sustainable improvement of mathematics attainment.

The improvement of educational system has gone parallel with the improvement of economic status of Albanian families. More and more children reside recently in better homes equipped with more effective educational resources needed to support their academic progress. One of the aims of this article is to analyze the extent to which educational resources at students' homes influence mathematical achievement of Albanian students and compare this indication with those of 9 other Balkan countries. Another aim is related to the focus on the mathematical results of Albanian students who participated in competitions of 2009, 2012, and 2015 and compare these results with those of other Balkan countries.

2- LITERATURE REVIEW

A pertinent review was carried out in two aspects: students' proficiency in mathematics and in-fluence of domestic educational resources on students' mathematical achievement. In relation to the first aspect, Kilpatrick & Swafford (2002) state that student understanding of secondary mathematics follows a five-scale range: (1) fact understanding, (2) arithmetic fluency, (3) concept understanding, (4) logical reasoning, and (5) mathematical usefulness. A similar six-scale assessment, called "proficiency levels" was used to evaluate PISA participants in the discipline of mathematics. More specifically, "students' scores in mathematics were grouped in 6 proficiency levels starting from level 1, with a lower cutpoint score of 358 up to level 6, with a lower cutpoint score of 669 points". (Katsberg et al., 2016). According to PISA task descriptions, at level 1 students can answer questions involving familiar contexts where all relevant information is pre-sent and questions are clearly defined. They are able to identify information and to carry out routine procedures according to direct instructions in explicit situations. In terms of mathematical ranking OECD publications show that Albania has consistently participated only in the last four consecutive competitions: 2009, 2012, 2015, and 2018, of which the results of only the first three competitions are published and available.

The second aspect of literature review was dedicated to social, attitudinal and socio-economic variables that effect students' learning. OECD publishes a lot of educational products on PISA participating students' attitudes, motivations, family backgrounds and learning settings, taken from surveys with participating students, teachers, school principals and parents. In addition, OECD (2011c) points out there are many behavioral, economic, educational, and social variables that influence students' learning. Meanwhile, a number of studies have been dedicated to the in-fluence of such variables to students' attainment in specific disciplines. In Albania there are a few studies dedicated to this topic. Mita (2002) points out that quality of teaching, compared with other socioeconomic variables, has had a greater effect on learning of Albanian students, who participated in PISA 2000 competition. Harizaj (2011) compared reading skills and knowledge of Albanian students who participated in PISA 2000 and PISA 2009. He points out that there is an improvement from the first to the second competition and in both competitions, as a result of better educational

resources, students residing in urban areas performed better than those residing in rural areas.

From other countries, it may be mentioned Demirl (2016), who states that 'home possession' is the best predictor of scientific literacy skills of Turkish 15-year old. It is followed by 'index of economic, social and cultural status' and 'wealth'. Walberg (1981) in his book about 'educational productivity' has listed 'home variables' as one of these variables. Coleman, Hoffer and Kilgore's (1982) suggested that physical environment on student's families has been directly affecting the mathematics achievement. Carroll's (1982) suggested that the degree of student learning is greatly affected by quality of instruction and, in some extent, from education materials at students' families. In addition to perseverance, ability, prior knowledge and personality, home/cultural background actualize the learning (Bigg, 1985).

3- METHOD AND METHODOLOGY

Mathematics learning of students is demonstrated by a number of quantitative indices, but the main ones are the mean score in that subject and the indices of proficiency level. Since this study aims at comparing Balkan countries, the OECD published materials were studied to identify ranking and proficiency extreme levels of students from Balkan countries, who participated in PISA 2009, 2012, and 2015. Regarding the second aspect of the study it'd be interesting to take into account the variables that make difference when considering the economic status of the countries and its effect on students' learning.

This study used "educational resources at students' homes" to represent "the economic, social and cultural status" of a particular country. As "educational resources at home" PISA 2015 considered the following 7 items: a desk a quiet place to study, a computer that students can use for schoolwork, educational software, books to help with students' schoolwork, technical reference books, and dictionaries (OECD, 2017).

For analyzing the "index of economic, social and cultural status (ESCS), PISA International Data Explorer (IDE) was used. This program is a web-based application for accessing and exploring data from PISA, supported by the U.S. National Center for Education Statistics. This application helps creating tables, charts, and graphs following these steps: (1) Select criteria, (2) Select variables, (3) edit reports, and (4) Build

reports. In our case, criteria step included: PISA 2015, overall mathematics and 10 Balkan countries; variable step included all 7 items mentioned in the previous paragraph. The output came in multiple formats but we decided to choose the summary in the form of ESCS index.

4- RESULTS

Table 1. Mean scores and extreme proficiency level percentages of Balkan countries in PISA 2009, PISA 2012, and PISA 2015

	Proficiency levels in PISA 2009			Proficiency levels in PISA 2012			Proficiency levels in PISA 2015		
		Below Level 2 (less than 420.07 score points)	Level 5 or above (above 606.99 score points)		Below Level 2 (less than 420.07 score points)	Level 5 or above (above 606.99 score points)		Below Level 2 (less than 420.07 score points)	Level 5 or above (above 606.99 score points)
		%	%		%	%		%	%
Greece	466	30.3	5.7	453	35.7	3.9	454	35.8	3.9
Slovenia	501	20.3	14.2	501	20.1	13.7	510	16.1	13.5
Turkey	445	42.1	5.6	448	42.0	5.9	420	51.4	1.1
Albania	377	67.7	0.4	394	60.7	0.8	413	53.3	1.1
Bulgaria	428	47.1	3.8	439	43.8	4.1	441	42.1	4.4
Croatia	460	33.2	4.9	471	29.9	7.0	464	32.0	5.6
North Macedonia	m	m	m	m	m	m	371	70.2	0.8
Kosovo	m	m	m	m	m	m	362	77.7	0.0
Montenegro	403	58.4	1.0	410	56.6	1.0	418	51.9	1.5
Romania	427	47.0	1.3	445	40.8	3.2	444	39.9	3.3
OECD average	495	22.0	12.5	494	23.0	12.5	490	23.4	10.6

Source: (OECD, 2017).

Table 1 shows mathematics top performers and low achievers along with mean scores of Balkan countries, who participated in PISA 2009, 2012, and 2015. In PISA 2015 the Balkan countries students were grouped in 3 bottom levels, with Albania, Kosovo, North Macedonia, and Monte-negro, whose students belonged to level 1 (358-420 points) and Slovenia, whose students be-longed to level 3 (482-545 points), which is the international average.

The constant improvement of performance of the Albanian students is the first fact that comes from the table. More specifically, from PISA 2009 to PISA 2015 competition the Albanian mean score has an increasing tendency (377, 394, 413), percentage of its low achievers has a decreasing tendency (68, 61, 53) and percentage of top performers has also an increasing tendency (0.4, 0.8, 1.1). These facts are consistent with one of the conclusions of PISA 2015, according to which “Improvements among the lowest performing students do not have to be realized at the expense of the highest performing students. In none of the countries where the lowest performing students improved did the highest performing students show a decline in their performance” (OECD, 2011a).

Consistent participation of Albania in the three last PISA activities is to be pointed out. (See Figure 1).

It shows that "Albanian educational authorities are showing a greater concern towards mathematical performance of secondary schools during the last ten years" (Nathanaili, 2016).

However, compared with the most countries in the region Albanian schools continue to underperform. Besides North Macedonia and Kosovo, which missed PISA 2009 and PISA 2012, all other Balkan countries outperformed Albania in the three last competitions. PISA 2009 results show that "percentage of students with low achievements is too high, with 40.5% of students falling below Level 1, while 30% of students are in Level 2, Level 3 or Level 4". (Harizaj, 2011).

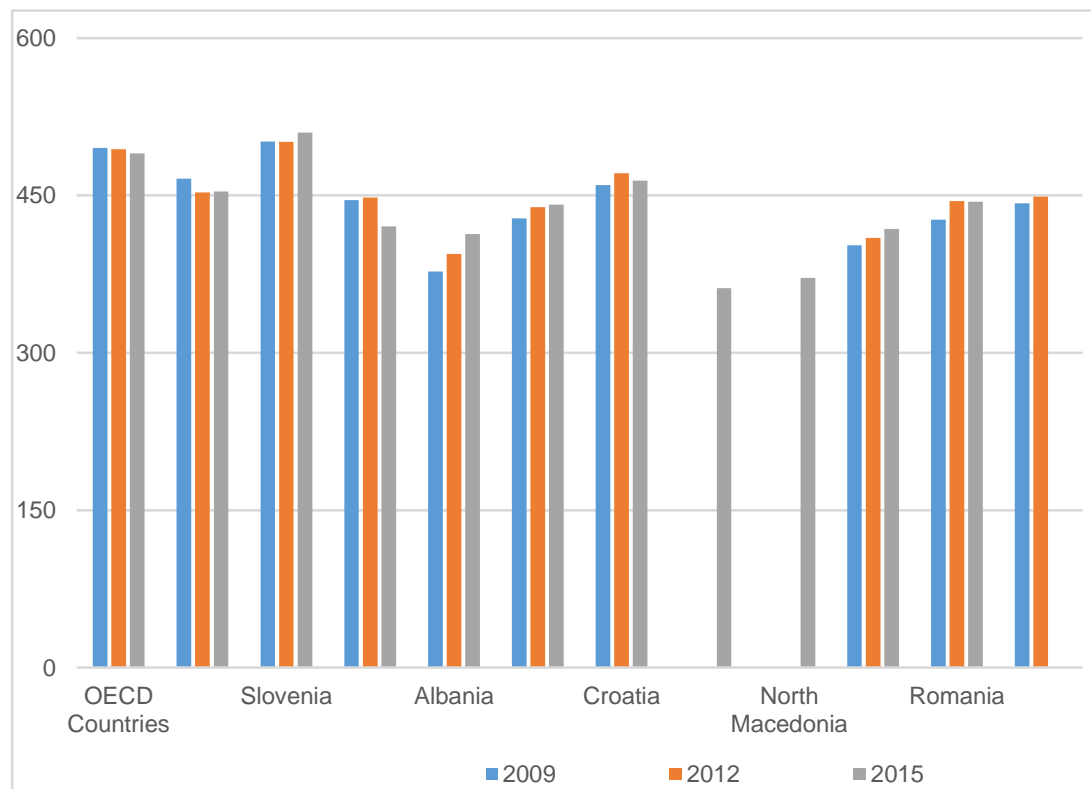


Figure 1. The mean scores of Balkan countries in PISA 2009, PISA 2012, and PISA 2015

Table 2 shows ESCS index, where positive values indicate a higher ESCS and negative values indicate a lower ESCS. Albania, with index -0.77, is ranked the 9th in the list of 10 countries, leaving behind only Turkey. In the three first place for social-economic status of students are Slovenia, which has a positive index, and followed by Greece and Bulgaria. It's interesting to notice that Kosovo not only outperforms Albania in this variable, but it is also ranked above Turkey, Croatia, North Macedonia, Montenegro, and Romania. What is the extent to which the educational resources at students' homes effect mathematics performance of students in a particular country from the Balkan region? Related to this issues OECD (2011c) suggests that there are many variables that effect students' learning of mathematics. Some of them are related to tradition, culture, family and students' attitudes.

To answer the above question the IDE application was used. Table 3 depicts the variance in student performance in mathematics explained by ESCS. This table indicates that mathematics' performance of students from Romania and Bulgaria are mostly effected by ESCS (respectively 15.2% and 15.3%). Learning of students from

Montenegro and Kosovo are slightly effected (respectively 5% and 5.9%). For Albanian students the variance is 13.4 %, which is moderately high in this percentage distribution.

2015	ESCS index	
	All students	
	Mean index	S.E.
Greece	-0.08	(0.03)
Slovenia	0.03	(0.01)
Turkey	-1.43	(0.05)
Albania	-0.77	(0.03)
Bulgaria	-0.08	(0.03)
Croatia	-0.24	(0.02)
North Macedonia	-0.23	(0.01)
Kosovo	-0.14	(0.02)
Montenegro	-0.18	(0.01)
Romania	-0.58	(0.04)

Table 2. PISA 2015 index of economic, social, and cultural status

Source: (NCES, 2017)

The other piece of information that stems from the table is the fact that educational resources at students' homes contribute approximately 6 to 15 % to students' mathematics learning. Apparently, other behavioral and educational variables, such as the quality of teaching, students' attitudes toward learning and others may more largely contribute to students' learning of mathematics. As OECD (2011c) points out “when it comes to learning, it’s the quality of teaching at school and students’ attitudes towards learning that count most, not the number of hours’ students spend studying” (OECD, 2011c). The effect of these variables remains an object of further studies.

Table 3. Educational resources at students' homes and mathematics performance.

2015	Unadjusted mathematics score		Mathematics score adjusted by ESCS ¹		Percentage of variance in student performance in mathematics explained by ESCS (strength of the socio-economic gradient)	
	Mean score	S.E.	Mean score	S.E.	%	S.E.
Greece	454	(3.8)	456	(3.2)	10.6	(1.3)
Slovenia	510	(1.3)	509	(1.3)	10.7	(1.1)
Turkey	420	(4.1)	450	(5.3)	8.7	(1.9)
Albania	413	(3.4)	415	(3.2)	13.4	(1.1)
Bulgaria	441	(4.0)	446	(3.3)	15.3	(1.5)
Croatia	464	(2.8)	473	(2.7)	12.7	(1.5)
North Macedonia	371	(1.3)	379	(1.4)	8.6	(1.0)
Kosovo	362	(1.6)	365	(1.6)	5.9	(1.0)
Montenegro	418	(1.5)	423	(1.4)	5.0	(0.8)
Romania	444	(3.8)	467	(3.6)	15.2	(2.0)

Source: (NCES, 2017)

5- DISCUSSION AND CONCLUSIONS

It is a great achievement that Albania has constantly participated in the last three consecutive PI-SA competitions for 15 year-old students, during which a continual progress has been noticed in mathematics performance. This outcome supports Harizaj (2011) and Nathanaili (2016) findings about the progress made by Albanian society and its educational institutions during the last two decades. However, Albanian students continue to remain on the bottom part of the list of Balkan countries, a situation which calls for further action and more resources from Albanian society and educational institutions to enhance the educational performance.

During the last years many initiatives from the Albanian government has been taken towards textbooks and technology furnishings for Albanian students. These steps are accompanied from a growing concern of Albanian families to provide their children

with all necessary school materials and proper places to study. Despite these efforts for enhancement of students' learning, the study shows that educational resources at students' homes have a modest contribution to students' learning of mathematics. Although this variable may not be the best predictor of students' success in mathematics, its respective variance is the largest among Balkan countries. This finding supports Carroll (1982) statement, according to which student learning is modestly affected from education materials at students' families. Although Walberg (1982) and Demirl (2016) point out the importance of 'home' related variables for students' learning, these statements should be considered in cultural contexts, which may be different for different cultures.

This study referred to the influence of a few socio-economic variables for mathematics learning of Albanian students. It would be interesting to know what are the most influential variables for such a learning in the context of Albanian education. This scope would be an interesting object of further studies undertaken in this field.

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**SOME REFLECTIONS ON THE DEVELOPMENTS OF THE ECHR
JURISPRUDENCE REGARDING THE PROTECTION OF PROPERTY
RIGHTS IN ALBANIA**

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Abstract

This paper analyzes recent developments in ECHR jurisprudence towards Albania regarding respect for the right to peaceful enjoyment of property, sanctioned by the additional protocol of the ECHR. At the beginning, the paper deals with the role of ECHR as the ultimate supranational mechanism in guaranteeing human rights and fundamental freedoms and the efficient functioning of the rule of law. The paper then addresses some concrete developments in the exercise of governmental responsibilities over the last five years in Albania, which have had an impact on the right to peaceful enjoyment of property and some other related fundamental rights. In 2015, a new legal system was adopted regarding property treatment and the finalization of the compensation process for properties expropriated during the communist regime. The new property compensation scheme has received support not only from the Constitutional Court, the Venice “Amicus Curiae Commission”, but recently also from the Committee of Ministers of the Council of Europe through Resolution (2018) 349. However, despite these attitudes, the expropriated subjects continue to be skeptical of the compensation scheme, particularly with regards to the resources, ways and timing of the organization of the process, which only postpones in time the negative impact on their rights.

The focus of this paper will also be the review of some administrative actions and acts of public authorities' subject to executive power that have had effect on the right to peaceful enjoyment of property, which in turn have triggered a series of reactions from the affected entities from the public and politic opinion. The case of the demolition of

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the constructions on the Ionian coast for instance has had a great social and legal impact. For this case there is legal treatment, not only by the competent administrative and judicial bodies within the internal jurisdiction, but also a legal response from ECHR. The latter has found out that the actions of the public authorities have been arbitrary, contrary to not only the right to peaceful enjoyment of property but also to the articles 6 and 8 of the European Convention. The paper supports the hypothesis that ECHR jurisprudence has a significant impact on installing the principle of good governance in exercising public responsibilities and stopping arbitrary governance approaches. Therefore, the paper emphasizes the necessity of having public authorities install ECHR standings in the exercise of governmental responsibilities such as the legislation drafting process and the law enforcement practices in concrete cases.

Keywords: *European Convention on Human Rights and Fundamental Freedoms, right to peaceful enjoyment of property, ECHR, rule of law.*

1- INTRODUCTION

About 3 decades have passed since the change of the political and juridical system in Albania and the installation of a constitutional and legal system that has fundamental human rights and freedoms as well as democracy and the rule of law as a governing philosophy. An important step in consolidating and overseeing democratic developments in Albania has remained adherence to a number of mechanisms of international law by ratifying relevant legal documents. Undoubtedly, the European Convention on Human Rights and Fundamental Freedoms remains the most important current achievement; in addition to it of great importance is also the role of ECHR as the basic mechanism with a supranational role of action that controls the application of the provisions of the Convention with regards to human rights, democracy and the rule of law.

This paper makes methodological use of two approaches. First, the theoretical approach, which aims to analyze the role of the ECHR in monitoring the functionality of fundamental rights and freedoms and the rule of law as the ultimate mechanism that protects not only the individual rights and fundamental freedoms of an individual but also as a binding mechanism that imposes the Member States on taking general measures in order to match their internal legal systems with the standards required by the Convention. In this respect, the paper makes a substantive analysis of the jurisprudence of the Court, concluding that it has an erga omnes nature, ie a normative

effect on the orientation and direction of the contracting parties in improving the internal legal system in accordance with its attitudes.

Second, the paper has an empirical approach, considering recent developments in ECHR jurisprudence towards Albania regarding respect for the right to peaceful enjoyment of property sanctioned by the European Convention Additional Protocol. In fact, the main incentive for this work have been some concrete developments in the exercise of governmental responsibilities over the past five years in Albania, which have had an impact on the right to peaceful enjoyment of property and some other relevant fundamental rights, which have brought social economic consequences for the implicated subjects, and for society in general. In 2015, a new legal system was adopted regarding property treatment and the finalization of the compensation process for properties expropriated during the communist regime. This new compensation scheme, which came as a result of the ECHR pilot decision, stirred up constitutional and legal debates in the midst of law scholars, and particularly among subjects impacted by the effects of the law. Regarding the adequacy of the installed mechanism to enable respect of the right to property, there have been standings from, for example, the Constitutional Court, the Amicus Curiae Commission of Venice and, lastly, the Committee of Ministers of the Council of Europe through Resolution (2018) 349. Despite these standings, expropriated entities continue to be skeptical not only about the compensation scheme, but in particular with respect to the resources, ways and timing of the process, which only postpones the negative impact on their rights.

The focus of this paper will also be on the review of some administrative actions and acts of public bodies subject to executive power that have had an effect on the right to peaceful enjoyment of property, thereby triggering a series of reactions from the affected entities and from the public and political opinion in general. The destruction of the constructions on the Ionian coast for instance has had a great social and legal impact. For this case there is a legal treatment from both the competent administrative and judicial bodies within the internal jurisdiction and the ECHR. The main aim in this approach, both theoretical and empirical, is to recall the importance of installing the principle of good governance in exercising public responsibilities in Albania and stopping arbitrary governance approaches. The paper therefore emphasizes the necessity of installing ECHR standings in the exercise of governmental responsibilities

both in the process of drafting legislation and in the adoption of law enforcement practices by public bodies.

2- THE ROLE OF THE EUROPEAN COURT OF HUMAN RIGHTS IN RESPECTING HUMAN RIGHTS AND THE RULE OF LAW

The European Convention for the Protection of Human Rights and Fundamental Freedoms was drafted within the framework of the Council of Europe, an international organization formed after the Second World War, in the course of the post-war effort for the unification of Europe. In response to the serious human rights violations that took place during World War II, the Convention was established with a specific purpose and scope, as stated in its preamble: to provide universal and effective recognition and respect for the human rights promulgated in the Universal Declaration of Human Rights. (Preamble to the Convention, paragraph 2). The Convention represents a general guarantee of the fundamental principles embodied in the Universal Declaration of Human Rights in the European context. To guarantee this catalogue of civil and political rights and liberties, the Convention established a special mechanism for the implementation of the obligations accepted by the Contracting States, and the European Court to most of the other international and regional human rights treaties, this system has proved a very effective enforcement of these rights as it guarantees the right to appeal of a State Party to another State, as well as individual appeals against states. The success of the mechanism at the basis of the Convention lies in two plans.

First, the Convention recognizes the possibility for any person whose rights sanctioned in it have been infringed to seek reinstatement of this infringed right and, where appropriate, to obtain financial compensation for the damage by the European Convention as long as all legal remedies in the domestic system have been exhausted. (Article 35 of the Convention). In the narrow interpretation of the Convention, the substantive effect of the operative part of the court decision is limited to its field of action, creating rights and obligations only for the applicants (*ratione personae*), having effects from the moment of the Court Verdict (*ratione temporis*) and only for those facts and circumstances that it refers to (*ratione materiae*). Secondly, in a broader perspective, the Court's jurisprudence goes beyond the above-mentioned goals, standing on the legal system of each member state. This "supranational" role of the Court's jurisprudence relates to the effects of Article 1 of the Convention, which

obliges Member States to respect the fundamental rights and freedoms set out in Chapter I, and thereof in its jurisprudence, which materializes the meaning and the foundation of these rights. Thus, the decisions of the Court and, in general, its jurisprudence serve not only to resolve individual complaints but also to interpret, supervise and develop the rules sanctioned by the Convention, thus contributing to the respect of the obligations undertaken by the Contracting Parties. (Article 46 of Convention). The Court has emphasized that individual complaints are the subject matter or object on which the Court expresses legal arguments in the interpretation of the specific provisions of the Convention, thereby affecting its standings to the domestic legal order of the Member States. Therefore, the jurisprudence of the Court has an *erga omnes* nature, hence a normative effect on the orientation and direction of other contracting parties. On the other hand, the *res judicata* principle poses to the contracting parties, the domestic (legislative, executive and judicial) authorities the obligation to recognize the jurisprudence of the Court and to act in accordance with its standings in similar cases. The Court has in several decisions stated that: "With the ratification of the Convention, the Contracting States have taken the commitment to ensure that domestic legislation is consistent with it."

Since the inception of the Convention, these two aspects have had a radical evolution. The first important step in this regard was the adoption of Protocol No. 11 in May 1994, which fundamentally reformed the control mechanism established by the Convention in 1950. The adoption of this protocol came in response to the large influx of claims deposited at the ECHR in the period when a number of Southeastern European countries had just ratified the Convention. The purpose of Protocol No. 11, which entered into force on 1 November 1998, was facilitating the previous control system of the Convention, shortening the procedural timing and strengthening of the judicial character of this system. To achieve this goal, the main effect of Protocol No. 11 was on the replacement of two part-time overseeing bodies created by the 1950 Convention, such as the European Commission and the European Court of Human Rights, with a single full time court capable of performing all of their previous functions. Under this Protocol, an individual who complains about a violation of a right would have direct access to the Court. This protocol had a direct impact not only on the formulation of the Court (Additional Protocol 11), but also on the evolution of the case

filtration system, on speeding up decision-making procedures, but also on improving the decision-making enforcement system, thereby putting the Committee of Ministers of the Council of Europe in charge of overseeing the enforcement of these verdicts. Despite the positive impact of the Additional Protocol 11 to the Convention on the Functioning of the Court and the Guaranteeing of Human Rights on a European Level, the need to increase the efficiency of its work (the Court) became again a timely requirement.

On May 13th 2004, the Additional Protocol 14 of the Convention was adopted addressing not only further structural and substantive changes that would affect both the mechanism of control of the Convention and the improvement of the enforcement of the Court's decisions. The adoption of Protocol No. 14 to the Convention, which entered into force on June the 1st 2010, reformed the role and impact of ECHR on the domestic legal system of the Member States. ECHR abandoned its role as a super-loop of the internal system reviewing individual complaints towards a "quasi" constitutional role. In fact, since 1995 in the case of *Loizidou v. Turkey*, the Court stated that it represented "a constitutional instrument of European public order." (*Loizidou v. Turkey*, para.75) The same position was also reconfirmed by the Court in 2005, in the case *Bosphorus Airlines against Ireland*. The adoption of this protocol marked a further advancement and evolution in the role of the Court from a mechanism that safeguarded individual rights and fundamental freedoms towards a mechanism binding in its character that obliged member states to comply their internal legal systems with the standards required by the Convention. This was also confirmed in Recommendation 5 (2004) "On Verification of Compliance of Draft Laws, Existing Laws and Administrative Practices with ECHR Standards" adopted on 12 May 2004, in which the Committee of Ministers asked States to adapt national standards to those of the Convention, in the light of ECHR jurisprudence.

In fact, in the documents of the preparatory stage of the Convention, the Court was supposed to have the power to invalidate the decisions of the internal administrative and judicial authorities as well as the legislation on which they were based, but the Member States had opposed this constitutional or supranational court. ("Travaux Préparatoire" of the European Convention on Human Rights 45 (1975), pg. 7). Since its inception, the Court has held that its decisions may create the obligation for a Member

State to amend its legislation if the breach of the applicant's right originates from the legislation. The failure of the state in this regard would create the conditions for the violation to continue in other cases. (Frowein, J, 2007: 261-262) The adoption of Protocol 14 paved the way for the application of the Pilot Judgment procedure. Although the latter does not appear formally expressed in this Protocol, the Committee of Ministers during the discussions on the adoption of Protocol 14 on 12 May 2004 through Resolution (2004) 3 "On Trials that Show a Systemic Problem" (Res (2004) 3 : 12) authorized the Court to apply the Pilot Judgment procedure when it identified systemic and repeated violations of human rights.

The main purpose of the pilot trial procedure is to facilitate the enforcement of the quickest and most effective solution to a dysfunctional situation that violates the protection of the rights guaranteed by the Convention in the national legal order. Also, this procedure aims to encourage the non-knowledgeable states to resolve a large number of individual issues arising from the same structural problem on a domestic level, thus applying the principle of subsidiarity which enhances the Convention system. (Case Maria Atanasiu: ph.212) In the Pilot Judgment procedure, the Court's assessment of the situation of the case goes beyond the complainant's individual interest. It is the duty of the Court to as soon as possible to investigate the causes that have led to the structural problem and examine the case in the light of the general measures to be taken in order to protect the interests of other persons that may be affected. (Case Maria Atanasiu: ph. 214) The court has an obligation to investigate whether the violation has been committed by the actions or omissions of the member state. Even if the offense is the result of any administrative act of an internal authority or of any judicial decision, the responsible state is obliged to investigate whether an abstract provision of the law has been the source of the violation of the individual applicant's right. (Fyrnus, M, 2011: 1235) According to Fyrnus, even in cases where violations arise from the discretionary acts of national administrative or judicial authorities, under the conditions where the legislation is not the basis of the offense, the Member State has the obligation to eliminate such violations in similar cases. (Fyrnus, M, 2011: 1236) It is therefore the task of the Court to analyze and determine whether the alleged violation of individual rights protected by the Convention has resulted from the situation created by the law or administrative practices.

Consequently, the Court, alongside the measures aimed at restoring individual violation of rights, routinely instructs member states on how domestic legislation and administrative practices need to be adopted in order to comply with the provisions of the Convention. The adoption of Protocol 14 to the Convention constitutes an important step in the enforcement of the Court's decisions. The Committee of Ministers would have already adopted a proactive approach to overseeing the execution of court verdicts by member states, especially for decisions that identified systemic and complex problems in the domestic legal system and in those decisions requiring emergency measures to be taken in order to prevent further violations of human rights and fundamental freedoms. (CoE, Res (2011): b) The main task of this body is to review the remedial measures suggested by the states on any issue or group of similar issues to discuss these measures during special human rights meetings with delegates from all member states and to adopt a final resolution after having created the conviction that the judgment in question is in accordance with the Court's decision. Therefore, the role of the Committee of Ministers in the enforcement of the Court's decisions lies in two main aspects, first, in assisting Member States in identifying the appropriateness of the measures required by the Court to be adopted (in order to be implemented in domestic legislation); and secondly in constituting a pressure instrument to member states for the enforcement of the Court's decisions.

3- ECHR JURISPRUDENCE, THE ULTIMATE GUARANTEE IN RESTORING FUNDAMENTAL RIGHTS

This paper, empirically, extends its analysis in two main directions. First, the paper examines the evolution of ECHR case law on the process of property restitution and compensation in Albania, expressing some views on recent developments in the jurisprudence of the European Convention and on the eligibility of the new legislation No.133 / 2015 "On Property Treatment and the finalization of the property compensation process" with the provisions of the Convention. Secondly, this paper deals with cases from the case law of the Strasbourg Court relating to the control of administrative actions and acts of public bodies that have had effects not only on some fundamental rights of affected persons but also on the whole society.

3.1- REFLECTIONS ON THE NEW PROPERTY COMPENSATION SCHEME

The issue of the return and especially the compensation of property expropriated during the communist regime represents one of the most complex issues with serious consequences for human rights and fundamental freedoms and the rule of law in Albania. This is due to the fact that for more than 30 years there has been a failure in finding a fair and effective solution within a reasonable time, which defines the obligation the state to address the right of subjects whose property was unfairly expropriated during the communist regime in accordance with the conditions and real possibilities of the Albanian state. In Albania, unlike in other Southeast European countries, this issue has never been addressed with a serious and sincere willingness to give a definitive solution, but it has represented a political cause or has been subjects of the abuse of the narrow interests of the actors in power.

In the 26-year timeframe in the legal archive there exist three organic laws that have temporarily regulated the rights of this category. The ECHR in its jurisprudence, through the pilot decision "Manushaqe Puto and others to Albania", noted that the law of 2004, with the changes that occurred with the coming into power of the right-wing coalition, was not an effective mechanism for the realization of the right to property restitution and compensation. In dealing with the applicants' requests for failure to implement or enforce the court verdicts recognizing the right to compensation for land etc., the court has consistently recognized violations to the provisions of the Convention, namely the right to property (Article 1 Protocol 1), the right to a fair trial (Article 6 European Convention), and right to an effective solution (Article 13 of the Convention). In its decisions, the Court held that the observed violations were of a structural nature and had as their source: a) the legislation on compensation and some particular aspects of it and b) the actions of the authorities based on it and for its enforcement, causing the complainants to stumble in the peaceful enjoyment of their property. Precisely, this finding and the high number of complaints forced the Court to issue a pilot decision in the Manushaqe Puto and Others v. Albania case, forcing the Albanian State to construct a more effective legal scheme while dealing with claims for compensation of expropriated property during the communist system.

The new Law No.133 / 2015 "On the Treatment of Property and the Finalization of the Property Compensation Process" with the solutions it offered was proclaimed by the Albanian Government as an effective instrument to provide real, quick solutions to the initial property treatment requirements, as well as to the handling of those who had previously received a compensation decision. The law stipulates that the handling of the expropriated property claims will only be made through the compensation instrument, both for initial claims and for those previously dealt with by the compensation decisions. Underlying the law is the establishment of a final assessment scheme based on the cadastral item that the property had at the time of expropriation, according to a property evaluation map established by a decision of the Council of Ministers in 2014. (Ibid., Article 6). To ensure the effectiveness of the compensation measure, the law establishes the creation of two compensation funds, both in money and in kind. (Ibid., Article 9, item 1 / a / b) Under the corresponding sub-legal act, subjects are entitled to receive only 20% of the total amount of cash compensation, while the remainder will be taken in kind in the form of different types lands, buildings or other state assets that will be distributed by auction. (DCM No.766 / 2017, Item 18). The law stipulates that the payment process for all final verdicts that foresee the right to compensation shall expire within a period of 10 years from the moment of entry into force (Law no. 133 / 2015, article 16, item 6), while the initial processing of claims will be completed within a 3-year term. (Ibid Article 34). The Legislator sanctioned that the effects of the new legal compensation scheme would be extended not only to claims that were under administrative procedure but also to those under the national judicial jurisdiction and to those brought before the ECHR. (Law no.133 / 2015, Article 3, item 2 / a / b).

Immediately after its entry into force Law No.133 / 2015 "On the Treatment of Property and the Completion of the Property Compensation Process" became subject to constitutional review by a wide range of complainants who opposed many aspects the law in relation to the compensation measure, the compensation fund, etc., but also the procedural elements related to the deadlines, the manner and the bodies where the right to appeal against the decisions of the Property Treatment Agency would be exercised. (CCV no.1 / 2017). Having received the opinion of the Venice Commission "Amicus Curiae", the Constitutional Court, decided to leave the compensation scheme based on

the compensation assessment in accordance with the cadastral item to which the property had pertained at the moment of expropriation and not based on the categorization to which the property belonged at the time of the treatment of the demand. (Law 133/2015, Article 6, points 1 and 2). The Court decided to annul only two provisions of the law, namely paragraphs 3 and 5 of Article 6, with the argument that these provisions were conceived as a new expropriation as they provide for the revaluation of previously returned or compensated property, thereby creating legal certainty in terms of the uncertainty and unpredictability of legislation. (CCV no.1 / 2017, point 40).

By the end of 2018, the Committee of Ministers of the Council of Europe decided to close the procedure of the supervision of the establishment of a new effective property compensation scheme in Albania. Through Resolution (2018) 349, this Committee evaluated that progress has been made in establishing a new functional property restitution mechanism in Albania. Since the entry into force of the law, the Property Treatment Agency has continued with the procedure of assessing the decisions taken on property compensation from 1993 to 2013, and has announced the property evaluation process distributed along the years. But the question that arises in this context is whether the solution that sets out the new property compensation scheme guarantees the respect of the fundamental rights and freedoms of expropriated subjects? The answer to this question should be seen in three directions. First, it is necessary to analyze whether the new mechanism enacted by Law No.133 / 2015 meets or not the criterion of fair compensation, in accordance with the requirements of Article 1 of Additional Protocol 1 to the Convention and the pilot decision stating that "the new compensation scheme property should take into account land development and market fluctuations. "(Pilot decision *Manushaqe Puto v. Albania*, ph 113).

Although the Committee of Ministers of the Council of Europe, as a monitoring mechanism for the execution of ECHR decisions, has given a positive recommendation for the new scheme, there can be no evidence from the case law of the ECHR against Albania that goes against the effectiveness of this scheme. Specifically, the basic element to be discussed is whether the value of the property for compensation purposes based on the 2014 value map, which is in force under Law No.133 / 2015, reflects or does not reflect the land market value of the time. Precisely regarding these values, the

Court held a negative attitude stating that "it is disquieting that property prices in some cities, especially in areas that are experiencing a rapid growth, such as Tirana's center, the capital, have marked a significant decline. The court is not in a position to speculate on the reasons for such a decline but is not convinced that they objectively reflect the actual market value and were "indexed with the interest rates and inflation rates " to offset for the damage caused by the inability to compensate all these years ". (Sharra v. Albania, paragraph 87) This concern of the Court is also manifested in the case of Rista. In this case, the Court notes that: "Considering that monetary damage should be determined based on the 2008 property valuation map, the Court finds no reason to distance itself from these findings." (Issue Rista v. Albania, para. 60) As mentioned above, the pilot decision *Manushaqe Puto, Sharra and Rista* argues above all that the Map of Value reflects the market price. The new law, with its map, based on the previous property cadastre item categorization, not only does not reflect the market value of 2015, but bypasses the Court's stances in the pilot decision. These attitudes, despite belonging to 2016, are important arguments to establish the belief that the new property valuation scheme will be difficult to pass the proportionality test.

Secondly, from the Property Treatment Agency data review, it turns out that very little has been done with regards to the execution of these decisions, according to the forms defined by the law. When the law stipulates that the entire process of enforcement of the court decisions must be completed within 10 years from the entry into force of it, any delay in the effective implementation of this scheme may have serious consequences on the fundamental rights of the expropriated subjects and the state itself. There is no data from PTA for the realization of the physical compensation process, which supposedly covers about 80% of the execution of the decisions for the property restitution and compensation. According to several official sources it turns out that the process of the physical compensation in state property compensation funds has not yet begun, despite having spent about half of the legal deadline to complete the property compensation process. There is also no publicity and transparency from PTA on the progress of the physical and financial compensation process. The information published by PTA is mainly related to: a) assessment of property treated by previous decisions and b) financial compensation of entities expropriated in accordance with the legalization legislation. In the pilot decision *Manushaqe Puto and Others v. Albania*

ECHR emphasized that: "The decision-making process for the type of compensation to be granted requires transparency and maximum efficiency with the aim of increasing public confidence. It would be in the general interest to make the results public and disseminate them through various, accessible communication tools. It is essential that the decisions of the authorities contain clear and sufficient reasons and be subject to judicial review in the event of a dispute. "(Manushaqe Puto v. Albania, point 114). Lack of performance indicators of the physical and financial compensation process is considered to be the next challenge in ensuring efficiency of the implementation of the property compensation scheme in Albania.

Finally, another major failure in implementing the law with consequences for the expropriated subjects is that no administrative decision has been taken over the last three years for 12,000 initial property treatment claims. After all these years of prudence, subjects need to seek solutions within the judicial jurisdiction to decide on the fate of their right. Under these circumstances there is a paradox, not only in the legal resolution of the issue of property restitution and compensation, but also in the failure of the public authorities to handle the initial claims for restitution and compensation of property over the 3-year term. This is due to the fact that after the expiration of this deadline, the government has entrusted the solution to the judicial system, which in its view, on the one hand, has significant problems in the field of moral, professional and corruption integrity, and on the other hand suffers of shortcomings in human resources because of the implementation of the vetting reform. All of these factors negatively affect the performance of the property restitution and compensation process.

3.2- ACTIONS OF PUBLIC AUTHORITIES OVER LEGITIMATE CONSTRUCTIONS: THE CASE OF THE IONIAN RESIDENCE

If the above case shows the impact the reform has had on reforming a failed legal system with serious consequences on human rights and fundamental freedoms, the case of the demolition of the Ionian Residence on the Vlora coastline indicates the arbitrary emphasis on the concrete actions of a series of public bodies that have violated the right to peaceful enjoyment of property. In November 2013, the National Urban Construction Inspectorate (NUCI-Albanian INUK) took action in demolishing a building, with several service and residential units. The inspectorate had itself

considered the construction as undertaken against the law on grounds of land ownership, despite the fact that the local authorities had issued construction permits for the respective subjects who had legal property documentation for this construction. In view of its purpose, NUCI circumscribed the construction by preventing the subjects and owners from entering their residential/commercial units or homes. The subjects in turn objected to the judicial jurisdiction, through their request for securing the lawsuit of the public bodies, demanding the ban on the demolition of the building. The Administrative Court of First Instance of the Internal Jurisdiction accepted the applicants' request, by issuing a decision to ban the demolition of the building. In order to realize their purpose, public authorities pursued another legal way of expropriating the building, while in the judicial system the case continued to be examined. Therefore, within the time frame of one month from the day the order to demolish the building had been issued, the authorities decided to expropriate the building, by having it demolished. In January 2014, while examining the matter at the Administrative Court of Appeal regarding the lawfulness of the order for securing the lawsuit for stopping the demolition of the building issued by the lower court, the Court of Appeal found that the object no longer existed because it was already demolished in December 2013.

When examining the lawsuit on the merits of the case, the First Instance Administrative Court dealing with the object of finding the unlawfulness of the administrative action of the NUCI and the Local Urban Inspectorate (LUI) that resulted in the violation of the complainants' rights found that the authorities had acted in flagrant violation of the constitutional and legal rights of the complainants, acting without a legal act, without a legal cause, in the absence of a court decision. Also, the Court of Appeals found the same legal violations and held responsible the respective public authorities considering them to have extra-contractual liability for the damage they had caused to the complainants. Following the administrative procedures, the Council of Ministers issued a decision in November 2013, which was subsequently amended in 2014 on the expropriation of the complainants and their remuneration. The complainants had to undertake another legal battle to appeal the remuneration measure imposed by the authorities for the expropriation of their property. The courts found the inappropriateness with the market value of the amount of compensation, granting them another higher sum for the expropriated property. But the process was suspended at the

request of authorities of the High Court without a clear legal cause. Under these circumstances, the complainants appealed to the Strasbourg Court which, for the first time in its practice, in the case of "Sharxhi etc against Albania", agreed to consider a case before the case was brought to the domestic courts.

The court emphasized that the actions of the authorities were not in accordance with the rule of law in a democratic society and did not respect the fundamental rights and freedoms guaranteed by the European Convention. These administrative actions represented a flagrant violation of the right to a fair trial pursuant to Article 6, paragraph 1 of the Convention, the right to a private, family and place of residence, in conformity with Article 8 of the Convention, the right to peaceful enjoyment of the property under paragraph 1 of Protocol 1 to the Convention and relating to the right to an effective remuneration under Article 13 of the Convention. The Court held that: "...in the present case the expedited procedure on the applicants' expropriation was carried out in a hurry and was thus not in accordance with the domestic law." (Sharxhi etc against Albania, parag. 173). The court considered that "in the present case the whole procedure on the applicants' expropriation was carried out hastily and was thus not in accordance with domestic law. "Sharxhi etc against others, parag. 173). The Court further considers that the taking of the Jon Residence entailed sufficiently serious consequences for the applicants as their properties had been unlawfully dispossessed, in a manner incompatible with their right to the peaceful enjoyment of their possessions. (ibid) Court finds that legitimate concerns arise about the adequacy of a procedure whereby the authorities could decide, in such a short time, to expropriate the applicants' properties in the public interest, and immediately proceed with the demolition.

The review of Jon Residency case is of particular importance to the impact of the ECHR in guaranteeing fundamental rights and freedoms in two main aspects. Firstly, for the fact that this is the first case when the Court accepts to examine in its jurisdiction an issue which is still a pending case in domestic jurisdiction? Acting as an effective mechanism guaranteed by the Convention, the Court noted that the suspension of the trial in the High Court not only did not contain legitimate legal grounds but could have serious legal consequences for the fundamental rights and freedoms of applicants. Secondly, the administrative actions of public bodies had repeatedly violated the

complainants' rights. The government had used a number of illegal means in the name of protecting the public interest, abusing with the principle of legitimate discretion and good governance in the exercise of public responsibilities. Given that in the present case one of the complainants was the father-in-law of the opposition leader, in the subjective aspect it is shown that arbitrary actions coaxed with political frustration have consequences not only for the individual, but for the society as a whole. It is the latter that has the obligation to pay the costs of the violation of the law from the administrative actions of the next leaders in power. In this respect, the Court along with its jurisprudence, by interpreting the system of human rights and fundamental freedoms sanctioned by the Convention affects both the effective guaranteeing of human rights and fundamental freedoms, but also serves as a guide to nurturing good governance and avoiding arbitrariness.

4- CONCLUSIONS

In conclusion, it can be said that the decisions of the Court and, in general, its jurisprudence serve not only to resolve individual complaints, but also to interpret, supervise and develop the rules sanctioned by the Convention, thereby contributing to the respect of the obligations undertaken by the contracting states. Individual complaints represent in fact the concrete object based on which the Court expresses legal arguments in the interpretation of the specific provisions of the Convention, thereby affecting the domestic legal order of member states. The jurisprudence of the Court has an *erga omnes* nature, hence a normative effect on the orientation and direction of other contracting parties. Therefore, the installation of ECHR standings in the exercise of governmental responsibilities such as the legislative drafting process and law enforcement practices by public bodies in concrete cases represents an important obligation to the functioning of the rule of law and human rights in Albania. Above all, the state has the obligation to create a climate of functioning of human rights, avoiding not only the costs on behalf of the affected entities, but also the payment of the bill of redress from the public budget.

The specific cases discussed in this paper show the concrete impact of the ECHR and its monitoring mechanism on the enforcement of the judicial decisions by the Committee of Ministers of the Council of Europe for the functioning of the system of

fundamental freedoms and human rights in Albania. With the pilot decision *Manushaqe Puto*, the Court made an extraordinary contribution to enforcing a failed legal system that had for years caused the violation of the right to peaceful enjoyment of the property of the expropriated subjects by the communist regime. Regardless of the problems that this scheme shows through Resolution (2018)349, the scheme has received certification from the Committee of Ministers of the Council of Europe. However, the performance of the law on property compensation, particularly with respect to the resources, methodology and timing of the process, remains the next challenge that may have the same consequences on the rights of expropriated subjects. On the other hand, the jurisprudence of the Court in the case of the demolition of the Ionian Residence on the Vlora coastline indicates the significant impact of ECHR on the installation of the principle of good governance in the exercise of public responsibilities and the prohibition of adoption of arbitrary governance approaches.

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AN ISLAMIC APPROACH TO PEACE EDUCATION THROUGH ITS CONTENT AND DIFFERENT APPROACHES

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Abstract

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. There are numerous United Nations declarations on the importance of peace education.

Looking at the historical development of peace education, it can be said that its history is as old as the history of mankind. Because the divine books being in the first place, all the prophets, many philosophers, thinkers, statesmen and social scientists endeavored to live in peace and have written many works to obtain it.

Among the causes of breaking the world peace, two important factors stand out in relief: wars and defense expenditures and socio-economic imbalance under the name of a preparation for a possible war. Unfortunately, Muslim societies are the most affected by these two negative cases. In fact, this situation is not caused by the religion of which they believe and try to implement. It seems to be simplistic and not realistic enough to claim that the current situation of Muslim communities is originating in external powers so that we do not wish to be in tendency to having such a claim uncompromisingly. The problem and its solution in no small measure lie within themselves.

There are different reasons for interrupting the world peace, two significant components emerge in understanding the situation: wars and protection expenses and financial irregularity under the name of a planning for a conceivable war. Sadly,

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Muslim countries are the most influenced by these two negative cases. Truth be told, this circumstance isn't brought about by the religion of which they accept and endeavor to practice. It is by all accounts oversimplified and not sufficiently practical to claim that the present circumstance of Muslim communities has its root in outer powers with the goal that we don't wish to be in propensity to having such a case uncompromisingly. The issue and its answer in no little measure exist in themselves.

This research will talk about peace education, which is an important issue that can play an essential role to resolve these fundamental issues. This study will focus on the following topics: the peace education through its definition and different approaches; the feasibility study of peace education for Islamic countries.

Keywords: *the world peace, peace education, war, cold war, unbalanced distribution, religious education, society.*

1- INTRODUCTION

The problems we are facing today can be the results of errors made by past generations. Similarly, the mistakes we are making today can become the problems of future generations. Today as a matter of fact, a significant part of the world's population, especially Muslim communities, are living in a great economic and social crisis.

Among the causes of breaking the world peace, two important factors stand out in relief: wars and defense expenditures and socio-economic imbalance under the name of a preparation for a possible war. Unfortunately, Muslim societies are the most affected by these two negative cases. In fact, this situation is not caused by the religion of which they believe and try to implement. It seems to be simplistic and not realistic enough to claim that the current situation of Muslim communities is originating in external powers so that we do not wish to be in tendency to having such a claim uncompromisingly. The problem and its solution in no small measure lie within themselves.

This research will talk about peace education, which is an important issue that can play an essential role to resolve these fundamental issues. This study will focus on the following topics: a) the peace education through its definition, scope, purpose and historical development; b) The feasibility study of peace education for Islamic countries; c) the perspective of Islam on these problems and its relation with religious education.

2- DEFINITION OF PEACE EDUCATION

James Page suggests peace education be thought of as “encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others” (Page, 2008, p. 189). Often the theory or philosophy of peace education has been assumed and not articulated. Johan Galtung suggested in 1975 that no theory for peace education existed and that there was clearly an urgent need for such theory (Galtung, *Essays in Peace Research*, 1975, pp. 334-339). More recently there have been attempts to establish such a theory. Joachim James Calleja has suggested that a philosophical basis for peace education might be located in the Kantian notion of duty (Calleja, 1991). James Page has suggested that a rationale for peace education might be located in virtue ethics, consequentialist ethics, conservative political ethics, aesthetic ethics and the ethics of care (Page, 2008). “Peace education” programs around the world have represented a spectrum of focal themes, including anti-nuclearism, international understanding, environmental responsibility, communication skills, nonviolence, conflict resolution techniques, democracy, human rights awareness, tolerance of diversity, coexistence and gender equality, among others.

Peace education hopes to form and develop in the human consciousness a commitment to the ways of peace. Just as a doctor learns in medical school how to minister to the sick, students in peace education classes learn how to solve problems caused by violence. Social violence and warfare can be described as a form of a pathological disease. Peace education tries to inoculate students against the evil effects of violence by teaching skills to manage conflicts nonviolently and by creating a desire to seek peaceful resolutions of conflicts. Societies spend money and resources training doctors to heal the ill. Why should not they also educate their citizens to conduct affairs nonviolently? Peace educators use teaching skills to stop violence by developing a peace consciousness that can provide the basis for a just and sustainable future. The word ‘education’ comes from the Latin word ‘educare,’ to draw or lead out. Peace education draws out from people their instincts to live peacefully with others and

emphasizes peaceful values upon which society should be based (Harris I., 2011, pp. 348-357). Educators, from early childhood to adult, can use their professional skills to tell their students about peace. The study of peace attempts to nourish those energies and impulses that make possible a meaningful and life enhancing existence.

3- DIFFERENT APPROACHES TO PEACE EDUCATION

A European peace educator, Staehr has defined peace education as: “The initiation of learning processes aiming at the actualization and rational resolution of conflicts regarding man as subject of action (vor Staehr, 1974, p. 296).” According to this definition, peace educators teach peacemaking skills. A Japanese peace educator states that peace education is concerned with peaceless situations (Mushakoji, 1974, p. 300). These include struggles for power and resources, ethnic conflicts in local communities, child abuse, and wars. Students in peace education classes study institutions that create violence as well as the values that give credibility to those structures. An American peace educator, Betty Reardon, defines peace education as “learning intended to prepare the learners to contribute toward the achievement of peace”. She goes on to state that peace education “might be education for authentic security,” where a need for security motivates humans to form communities and nations. Because individuals disagree about how to achieve security, there are many different paths to peace (Reardon, 1982, pp. 38, 40). An Israeli educator has stated that peace education programs take different forms because of the wide variety of conflicts that plague human existence. Each different form of violence requires a unique peace education strategy to resolve its conflicts. Peace education in intense conflicts attempts to demystify enemy images and urges combatants to withdraw from warlike behavior. Peace education in regions of interethnic tension relies upon an awareness about the sufferings of the various groups involved in the conflict to reduce hostilities and promote empathy for the pain of others. Peace educators in areas free from collective physical violence teach about oppression within that society, explain the causes of domestic and civil violence, and develop a respect for global issues, environmental sustainability, and the power of nonviolence (Salomon, 2002, pp. 3-14). In addition to providing knowledge about how to achieve peace, peace educators promote a pedagogy based upon modeling peaceful democratic classroom practices. They share a hope that through education people can develop certain thoughts and dispositions that will lead to

peaceful behavior. Key aspects of this disposition include kindness, critical thinking, and cooperation (Harris & Morrison, 2013, pp. 164-181). Developing such virtues is an important part of peace education. However, it is not the complete picture.

The struggle to achieve peace takes place at both individual and social levels. Peace educators work with individuals to point how the root problems of violence lie in broader social forces and institutions that must be addressed in order to achieve peace. Peace activists use community education to alert people about the horrors of violence. Working through nongovernmental organizations they use public relations techniques – guest speakers, press releases, media interviews, and newsletters – to provide awareness about nonviolent solutions to conflict. Educators from many different academic disciplines also practice peace education. Sociologists in college classrooms talk about violence in civil society. Political scientists describe world order models meant to manage global conflicts. Psychologists explain the structures in the human psyche that lead to violent behavior. Anthropologists debate about violent and peaceful tendencies of collective human behavior. Historians write about the history of peace movements. Literature professors review works of art devoted to peace. Professional teachers in primary and secondary schools teach about peace in many settings, from early childhood to high school. Most infuse peace themes into their curriculum while some organize peace studies programs that provide a more comprehensive overview of peace strategies (Harris I., 2011, pp. 348-351).

In a broader sense, peace education aims to act with love and respect for the people, establish healthy relations among people, resolve conflicts and disagreements, secure social justice and human rights, benefit equally from the natural resources of the world, inform and educate the public about the causes and consequences of war, regulate the relationships between nature, human and God, and enable individuals to live in peace, security, liberty, justice and dignity with one's neighbors and other people no matter regardless of their ethnicity, religion or sects. (Naidu, 1986, p.9; Naidu, 1988, p.1-10.)

In the words of Joseph J. Fahey, peace education is academic in nature, interdisciplinary in terms of its method, global with respect to scope of point of view, action oriented provided that it is implemented constructively, creatively and wisely. (Fahey, 1986, p.3)

4- THE FEASIBILITY STUDY OF PEACE EDUCATION FOR ISLAMIC COUNTRIES

Especially after the industrial revolution, the development trajectory of countries changed and the nations that held the reins of industrial and military power continued their dominance in many respects. The vast majority of the world's population had to complied with them. Although slavery and colonialism were officially abolished in the 20th century, many nations and countries still live under political, military and economic colonialism. Unless the underdeveloped countries regain consciousness and put an end to war, conflicts and defence expenditures for excessive militarization as developed countries, their developments in the social and economic spheres will not go beyond an imagination.

This is the same case for the Islamic countries and their people. One solution recommendation for people of underdeveloped Muslim countries to fix their situation is to believe that the poverty, misery, and backwardness they are suffering from are not an integral part of their destiny but mainly as a result of their actions and failures without denying the possibility of the involvement of other factors; the one possible remedy to get rid of these daunting situations is to make an effort to get rid of these negative situations through logic, mind and willpower. One of the experienced side effects of having such an understanding of fate is to interiorize the current situation and not to take measures for change of state. In Islamic understanding, fate is related to the knowledge of God which is unlimited, absolute and incomprehensible in all its aspects by human beings. One should look at the unfolding events in front of him or her from the viewpoint of such human capacities as the power of mind and will power. As Suzanne C. Toton states that the current economic, political, social structures and systems will continue to oppress us as long as we don't care about them (the current negativities), accept them as a normal situation and do something to prevent them.

So, enjoining what is right and forbidding what is evil as being one of the Islamic obligations upon Muslim believers (Āl al-Imrān, 3:104), faithful followers of Islam must do their parts against evil. In today's conditions, this Islamic characteristic seems to be possible for its implementation through the peace education within contemporary education systems.

On the other hand, peace education is not meant to raise passivated people who take refuge in their fatalistic beliefs and so they don't object against human rights violations. This approach is similar with that of Jabriyyah (compulsionists) that is a school of theology which is considered as a sect departed from the mainstream Islamic creed. They denied human freedom of will. They held that all human acts occur under the compulsion of divine power.

5- CONCLUSION

Today, it is a fact that we live in a very different world in the sense of social, economic and political sphere compared to the past. This is as a natural consequence of the principle that is "the only thing that does not change is change itself" which had its root with different articulation as "no man ever steps in the same river twice" in the teachings of a pre-Socratic Greek philosopher Heraclitus of Ephesus.

Peace education raises awareness of people on what is happening globally in terms of injustice, inequity and oppression and methods of how to be protected from them and so it evokes consciousness in humans. Therefore, peace education is very crucial today to work for a society based on principles of social justice, integrity, equal rights and opportunity.

Peace education is meant to raise brave, hardworking, conscientious and principled generations who know their own rights and freedoms and do all the legal efforts to achieve them. An ideal society can only be made up of such young generations who have been raised in this consciousness and who are able to think globally and act locally.

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**THE CHARACTERISTICS OF PASSIONATE TEACHERS AS ROLE
MODELS OPENS WAYS FOR ENTHUSIASM, IMMERSION IN THE
SUBJECT, CREATIVE & INNOVATIVE APPROACHES AND TEACHER AS
A LEARNER**

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Abstract

Everybody wonders about their future and especially about to be/do whenever they are grown up. Many people would like to be teachers but some teachers consider to make service for the good of their nations. Less teachers take into consideration the teachership as their passion.

Also, teacher`s role in each nation appears very significant in terms of role modelling and teaching. The first requires reasonable characteristics of personality and the latter involves pedagogical knowledge and information.

But what kind of teachers might have these characteristics and pedagogy? And what makes them more respected? What kind of teacher makes difference in the instructional process? The passionate teachers are able to reflect the characteristics of enthusiasm, immersion in the subject, creative & innovative approaches and teacher as a learner (Wangberg, 1996) through which they are likely to give fruitful contributions to the positive outcomes of the lessons, since these characteristics also show their pedagogical knowledge herein. In this educational study, literature review was utilized as research methodology.

Passionate teachers are cognizant of their responsibilities in both ways; teaching and role-modeling. A passion is a strong and barely controllable emotion (passion (n.d)) that can “concerns a particular person, object, or situation” (Solomon, 2019), a passion “challenges you, arouses your curiosity, and motivates you” (Fisher, 2017). Predominantly, passion provides enthusiasm. Passion opens ways for becoming a passionate learner. “Knowing your passion in life gives you something to build the rest of your life around “(Fisher, 2017). Also, “the most respected teachers have discovered how to make students passionate participants in the instructional process” (Lanier, 1997).

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Keywords: *passionate teacher, personality, characteristics, role model, passion, enthusiasm*

1- INTRODUCTION

Each nation educates a lot of promising teachers. But less number of them would like to teach with passion. Many of them might consider that it is just their job. Regarding passion, Vallerand (2010) states that “passion is defined as a strong inclination toward a self-defining activity that people love, find important, and in which they invest time and energy”. What kind of passion the teachers need to have? Do they need harmonious passion or obsessive passion?

Teachers always aim to be role models and fulfill teaching. Therefore, according to Lanier (1997), the teachers counsel their students “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; to make better decisions in their personal lives; and to value contributing to society”.

2- LITERATURE REVIEW

According to Oxford dictionary, a passion is a “strong and barely controllable emotion (passion (n.d)) that can “concerns a particular person, object, or situation” (Solomon, 2019). Which passion can be “internalized into one’s core self or identity” and which passion a teacher needs to develop through which engagement will be controlled or not? What are the benefits of both engagements in instructional process?

On the other hand, according to Vallerand et al. (2003, p. 756), “obsessive passion (OP) refers to a controlled internalization of an activity in one’s identity that creates an internal pressure to engage in the activity that the person likes”. Actually, OP is related to general negative affect. Regarding this point, there should be a big question in the mind of the teachers. If they want a teacher-centered lesson that causes a controllable perspective for the good of the teacher but the students do feel compelled for learning which creates a rigid learning environment. Because obsessive passion nurtures teacher-centered learning environment and puts the teacher in the center not the students.

Whereas, Vallerand et al. (2003, p. 756) give emphasis on both passions such as; “harmonious passion (HP) refers to an autonomous internalization that leads individuals to choose to engage in the activity that they like. HP promotes healthy adaptation”. Actually, HP is concerned with positive affect. Because harmonious passion causes an uncontrollable perspective for the good of the students not for the teachers and the students do find a flexible learning environment which opens ways for students to express their feelings and emotions, since obsessive passion engenders student-centered learning environment and the students do feel that the current learning environment creates a platform to actualize themselves.

At the same time, harmonious passion opens ways for intrinsic motivation. Because it creates a congenial atmosphere where students might have “autonomous internalization” (Vallerand et al, 2003) that environment helps the students see themselves as the cause of their behavior. But obsessive passion involves in “controlled internalization of an activity” (Vallerand et al, 2003) where students cannot see themselves as the cause their behavior. Because external cause directs the behavior herein. The first is intrinsically motivated. The latter is extrinsically motivated (Weinberg & Gould, 2015).

3- THE CHARACTERISTICS OF PASSION

With the aid of passion, teachers are likely to make a difference in the instructional process. Because their moto will be “sharing is caring” and “caring is sharing” that can create a congenial atmosphere for teaching/learning in the classroom. Otherwise, teaching without passion might appear just delivering information or a kind of mechanical action. Also, the passion of the teachers might enhance the interest of the respective students towards the subject, since passion will cause passion reciprocally amongst students and the teachers (Wangberg, 1996). But how teachers can manifest their passion towards students?

In relation to manifestations of passion, Wangberg (1996) emphasizes that enthusiasm engenders passion for teaching. We never forget the teachers who brought their enthusiasm into the classroom in our past, since enthusiasm is contagious through which the students might be more motivated and also enthusiasm appears a feature of effective teachers. Teachers might show their enthusiasm through “animated presentation techniques, stimulating or inspirational speech, and emotional deliveries.

Unbridled enthusiasm can sabotage a classroom, but, when harnessed and mastered, enthusiasm contributes significantly to a positive learning environment” as well.

According to Wangberg (1996), if the teachers have passion towards their subject that causes immersion in the subject. For that reason, they completely focus on what they teach and they do. Also, teachers are likely to demonstrate their passion with the aid of creative and innovative approaches. Because they aim to motivate students and to enhance their learning. Also, these approaches refresh the atmosphere of the class and add newness through which students will get rid of boredom.

More than that, passion gives way for becoming a teacher like a learner. If the teachers consider themselves as learners, they will keep their passion for their teaching actively. Therefore, they will like to do research, review relevant papers and discuss with the colleagues that bring valuable contributions to the preparation of relevant course materials. Actually, “when students perceive their teacher as a learner, they may become more passionate learners too” (Wangberg, 1996).

4- CONCLUSION

Passionate personality of the teachers gives valuable benefits to the students in terms of their intellectual growth through teaching knowledge and information.

The passionate teachers are able to reflect the characteristics of enthusiasm through which the students make a difference, they would like to be on track with the teachers and especially they would be enthusiastic to learn like the teachers, since enthusiasm is a contagion and affects both parties reciprocally. Like that both teachers and students are motivated for better teaching/learning towards learning materials.

The passionate teachers are likely to immerse in their respective subject that enables both parties to focus on the learning materials attentively. Herein, the flow towards learning materials will continue for the good of both parties, since immersion in the subject causes this flow.

The passionate teachers demonstrate tendency towards newness in the teacherships and they carry on keeping up with the latest development in their respective subject that causes creative & innovative approaches through which the students will enjoy learning materials, since newness will distract their boredom.

The passionate teachers consider themselves as learner. Therefore, they continue their passion for their learning/teaching actively, do research, review relevant papers and discuss with the colleagues for the good of students.

Eventually, passionate teachers are cognizant of their responsibilities in both ways; teaching and role-modeling. They know that a passion is a “strong and barely controllable emotion (passion (n.d)) that can “concerns a particular person, object, or situation” (Solomon, 2019), a passion “challenges you, arouses your curiosity, and motivates you” (Fisher, 2017). Predominantly, passion provides enthusiasm.

Lastly, Passion opens ways for becoming a passionate learner and accordingly, “knowing your passion in life gives you something to build the rest of your life around” (Fisher, 2017). Also, “the most respected teachers have discovered how to make students passionate participants in the instructional process” (Lanier, 1997).

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EDUCATION AND THE ALBANIAN SCHOOLS DURING 1908-1910

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Abstract

During the years 1908-1910, apart from the war for the establishment of the constitution and the open opposition to the politics carried out from Young Turks, efforts were made and ideas were proposed for education and teaching in the mother tongue. This would be achieved with the spread of Albanian schools. On the eve of the “Congress of Manastir” in 1908, there were only 15 schools in Albanian lands.

Therefore, the main objective of the Albanian National Movement in that period remained the opening of schools in Albanian language and the education of children in national independent schools that would be opened. Attempts were made and a new alphabet was created based on the Latin alphabet at the Congress of Manastir.

This alphabet would be more practical and therefore spread increasingly until the end of World War I. Afterwards, this would be the only alphabet for all Albanians. In 1909, it was held the Congress of Elbasan, where with the decisions that were made for opening the Normal School, or as it was known otherwise “Mësonjëtorja e Mësonjësve”, it would open the way to the development of education in the Albanian language through the preparation of teachers that would come out of this school.

Keywords: *education, Congress of Manastir, alphabet, Albanian schools*

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1- INTRODUCTION

The years 1908-1910 were characterized by many developments and historical events. In the Ottoman Empire had begun a movement against the sultan called "Young Turks". They created in Istanbul a secret committee called "The Committee of Union and Progress" whose purpose was to overthrow the absolute regime of the sultan, establish a parliamentary constitutional regime and implementation of reforms for economic and social modernization. The Young Turks promised to recognize the national rights of the oppressed nations of the Empire. That was the reason why Albanians had joined the movement of Young Turks and had made efforts to create in the center of this movement a democratic- progressive division.

They were associated with representatives of the oppressed nations of the Ottoman Empire as well as with moderate Turkish elements who aimed to overthrow the absolutism of Sultan Abdül Hamid and proclaim the constitution. In the articles published in the printed press of the Young Turks and in the correspondence with Ahmet Rıza and other Young Turks' leaders during the years 1896-1905, urgent requests were made for "the recognition of the Albanian nationality and the opening of the Albanian schools", the "union of Albanian lands in a single vilayet ", and as well always presenting the request for the formation of an autonomous Albania. The Renaissance patriots, regardless of the obstacles that Young Turks would create, always considered as a main task the struggle for the liberation of Albania, therefore, exploited the legal possibilities that were created after the declaration of the Hürriyet-constitution to organize the Albanian political-cultural movement. Albanians welcomed the announcement of Hürriyet because they thought that her triumph would bring a new era, the era of freedom, equality and civilization

In its beginnings, when the Young Turks had not strengthened yet their positions, they made some concessions to the oppressed nations by giving them some rights but later no, they began to take measures to limit these rights and then afterwards suppress the broad cultural-educational and political movement that had started in Albania.

2- NATIONAL CLUBS

Soon Albanian patriots realized that the Young Turks' revolution would not meet the requirements of the Albanian National Movement. Therefore, taking advantage of those few rights that were granted after the announcement of the Hürriyet- constitution, they

started to fulfil on legal ways some of the fundamental rights in order to further enhance the educational and cultural movement (Peza, 2011).

The declared freedom was not only temporary but also "false" freedom (Dielli e Flamuri, 1911), so Albanian patriots rushed to the realization of political objectives, working on the spread of Albanian education and culture as well as the political unification of Albanians. Therefore, began the establishment of national clubs that expanded in many cities and villages of the country and also in different cities of the Empire where Albanians were. According to the newspaper "Awakening of Albania", these institutions constituted the "center stage" where Albanians would approach and unite regardless of religion (Te Hapurit e Klubeve, 1909).

The clubs had their own statutes and programs in which it was expressed and required that the Albanian nation should enjoy all the freedoms guaranteed by a constitutional regime, such as the right for education in the mother tongue. According to them, each club had its own governing bodies (Prifti, 1972).

On 31 July 1908, was established the first Albanian club "The Union" of Manastir, with President Fehim Zavalanin and as members of the leadership Gjergj Qiriazin and Naum Naçin, who played an important role in the spread of other clubs in all the regions where Albanians lived during that time. This club turned into one of the largest and most important clubs and played an active role in the formation of other clubs and in the development of the Albanian National Movement during the Young Turk regime. With its establishment this club, sending representatives to various cities of the country, they would establish new committees in the cities of Korça, Vlora, Elbasan, Shkodra, Skopje, Tetovo, Berat, Thessaloniki, in the capacity of other branches of the club of "Manastir" (Historia e Popullit Shqiptar, 2002).

During 1908, were opened 80 clubs and national patriotic societies (Myzyri, 2004)⁶. Clubs were organizations that included representatives from all the classes of society in order to support the union because "we are a nation, we are a tribe, all men of this Albania" (Klubet tane, 1909).

The clubs were attended by intellectuals, civil workers, school teachers, officers, and so on. They united and brought together the main political ideologies that emerged during the national movement as well as patriots with radical and modern points of views.

Along with their creation, it started the establishment of Albanian schools, the teaching of native language in foreign schools in Albania, and efforts were made to adopt the use of a single Albanian alphabet.

The importance of teaching the mother tongue, to patriots was related to the fact that it provided Albanians with the following: - The preservation of national identity, the unification for national liberation, paved the way for independence and led the country on the path of progress. These were the reasons that the patriots initiated the process of publishing books and the spread of national education which was a vital matter for the time and consisted of: teaching the writing of the Albanian language, the opening of Albanian schools and the organization of national education.

The clubs and their patriot representatives' worked hard on spreading knowledge and education in the Albanian language, further develop the language, the cultural growth of Albanian people by opening schools, building up printing press agencies and publishing newspapers and books. Care was taken to provide the necessary funds and premises for the development of the teaching process, the preparation of pedagogical staff and at the same time, the provision and distribution of textbooks. Meanwhile, in their statutes, these clubs would be presented as organizations of a purely humanitarian nature. In addition to the vilayet centers such as Shkodër, Shkup, Manastir, Janinë, clubs were opened in other cities of Albania as well; in Korça, the "Dituria" club in 1908 (Diturija e Korces, 1908), the same year they opened other clubs like " Bashkimi " in Filat and "Labëria" in Vlorë (Klubi i Vlores, 1908), then "Drita" in në Gjirokastër, in Kavaja, in Tepelenë, Leskovik (Nga Filati, 1909) etc.

Two large clubs that were formed and operated outside the ethnic Albanian lands were those of Selanik and that of Istanbul, which, compared to other clubs, pursued a more moderate policy.

Clubs enjoyed the support of the people and in a short time through cultural work they turned into agitation centers and propaganda through which they organized the national movement. The intention to lead their activity in a legal way, faced difficulties with the ruling regime because they were all the time under constant observation of their activity which restricted them to act openly on their political-national activity. For this reason, secret committees were set up next to them, which began to deal with the propaganda against the Ottomans and the organization of the war for the autonomy of the country.

Austro-Hungarian sources indicate that the first secret committee was formed near the "Union" club of Manastir. It started this way a new important stage in the organization of the national movement and its development.

With the initiative of the clubs for the first time in the history of Albania, the Albanian-language newspapers started to be published in Albania and abroad. The newspaper "Korça" (1908-1910), "Lidhja Orthodoxe (1909-1910), "Koha " (1911-1912) was published in the city of Korça. In Manastir was published the "Bashkimi i Kombit" (1909-1910) by Fehmi Zavalani and others. Outside Albania, important publications of the Albanian patriotic press were published: "Shqypeja e Shqypënisë", "Shkopi", "Rrufeja", "Dielli", "Liria e Shqipërisë", etc. In the years 1908-1912, in the printed media were reflected in the main problems and events of the National Movement of those years which led to the growth of the educational-cultural movement. In the printed media was described step by step by the conflict that broke out at the beginning of 1910 on the alphabet issue of the Albanian language. In the media of that time, a series of texts were published for the protection of Albanian culture.

3- OPENING OF ALBANIAN SCHOOLS IN 1908

From their beginnings, the clubs became the center of the cultural activity of the Albanian intellectual elite, who started efforts to open the schools and to deliver the Albanian language. In a very short period, schools were opened not only in cities but also in some villages. Such as primary schools in Elbasan, Vlora, Kaninë, Tirana, two schools of Berat, Gjirokastra, resumed the girls' school in Korca and a school for boys was opened, as well as schools that were open in Filat and in Loros of Chameria (1908). Efforts to open Albanian schools also took place in many other cities such as Dibër, Manastir, Durrës, Kavajë etc.

Also, schools were open in Nistrovë të Dibrës, Manastir, Myzeqe (Libofshë), Korenckë, Gostenckë and Çorovodë. Albanian schools of that period were distinguished for their national and laic character. They were not only educational centers but also became the centers of their national unity. The National Education Movement, after the proclamation of the Hürriyet developed in three main directions; the spread of the Albanian language learning in individual forms, the opening of new Albanian schools and attempt to introduce the Albanian language into the foreign schools (Myzyri, National Education During the Albanian Renaissance, 2007).

However, we must emphasize that the increasing interest in learning and reading in the Albanian language was accompanied by a great demand for books and school texts in Albanian language but also for the opening of new schools. The schools turned into a wide patriotic movement and they were attended not only by children but also by adults in evening courses.

According to sources from the archive documents and those of the Albanian press in the period August to November 1908, were established about 20 day schools and 15 evening schools in the Albanian territories that witnessed great progress in the field of national education (Historia e Popullit Shqiptar, 2002). The teaching of Albanian language was taught by patriotic teachers like Hysen Ceka, Babe Dudë Karbunara, Petro Nini Luarasi, Thoma Papano, Josif Bageri, Motrat Qiriazi etc. Noticing that there were having difficulties in opening up Albanian schools, Albanian patriots made efforts to include Albanian language learning in the state school system, both in Turkish and in Greek schools, as they had a state budget which was the first step towards turning elementary schools to national ones. The first attempts were made by Refik Toptani in Tirana, Aqif Pasha Elbasani in Elbasan (1908), Vlorë from Jani Minga, in Shkup (Skopje) by Nexhip Draga and in Kosovo by the patriotic teachers and clerics like Mulla Syla (Ahmeti, 2011), Mulla Hamiti, Mulla Zeka, Mulla Dema (Vokrri, 1995) etc

Faced with the persistent demands of the Albanian population for the opening of Albanian schools, the Ministry of Education issued on October 1908, the ordinance according to which the Albanian language was introduced as a subject in the *mejtepe* (primary) and *plotore* (*ruzhdie*) schools. Later on, the teaching of Albanian language was also introduced in the gymnasium of Manastir (Raport i konsullit austro-hungarez, 1 nentor 1908).

At the time when the Ottoman government did not have a specific budget for Albanian schools, on the initiative of patriots in some cities were created local national funds for opening and managing Albanian schools. Their needs for didactic tools and Albanian books were answered by the Albanian colonists in Bucharest and Sofia who sent and supplied the Albanian schools with the right tools. In 1908, the association “*Bashkimi e Bukureshtit*” (Union of Bucharest) sent to Albania 20 thousand pieces of ABC texts and other books (Myzyri, National Education during Albanian Renaissance, 2007).

4- CONGRESS OF MANASTIR

The widespread of Albanian schools and national literature raised the need to designate a single alphabet considering that some the types of alphabets that were used in the printing of school books created difficulties in writing the Albanian language. This would be one of the main objectives of the special convention that was held on November 14-22, 1908 in the city of Manastir. On September 23, 1908, according to sources of that time, it turns out that the first invitation was made by the "Union" Association of Manastir for the Alphabet Congress (Alfabeti i Gjuhës shqipe dhe Kongresi i Manastirit, 1972). The congress was attended by 32 delegates with the right to vote to represent 26 different Albanian cities and societies (Abdyli, 2004). Among the delegates were well-known personalities of the National Movement, language promoters and teachers of Albanian language, directors of magazines and papers such as 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 (Raport i konsullit Austro-hungarez, 1908) etc.

This Congress, taking into account the issues it raised, the topics that discussed, as well as having a representation of representatives of the intellectual elite of Albanians, is considered the most important national congress in the political and cultural history of Albanians in the early 20th century. After much discussion, the Congress approved not one but two alphabets. One was the Istanbul alphabet, built on the phonetic principle (for each voice a letter) with the overwhelming majority of Latin alphabet characters and with non-Latin alphabets. With the alphabet of Istanbul, a relatively rich literature was written. The other was the Latin alphabet that seemed to be more usable and practical. Its practicality caused the alphabet (Latin) to spread more and more and by the end of World War I became the only alphabet for all Albanians. It was the alphabet that today is used for writing and reading the Albanian language.

5- CONGRESS OF ELBASAN

Although in July 1909, the Ottoman state admitted that in the curriculum of the Ottoman city and secondary schools be included the teaching of the Albanian language, it was getting clear that with the moves they were making after the Congress of Dibra, they were trying to oppose by any means the National Movement. This was a concern

for the national elite of the time that started working on calling a Language Congress in Elbasan. On 2-8 September 1909, the Congress of Elbasan was opened and the chairman was elected Dervish Biçaku. Delegates at the congress were representatives from all Albanian territories. At the congress were made some decisions of an educational character. First, the establishment of a National Normal School in Elbasan that would prepare the first teachers for primary schools in Albania. Second, it was decided to establish a central school organization in Korçë, (Shoqëria e mësonjëtove shqip e quajtur "Përparimi") (Albanian Language Society called "Progress"). Thirdly, the election of the Manastir Club as the central club for the next two years (Nosi) etc.

The Normal School was opened on December 1, 1909, the first pedagogical school in the history of Albanian education (Historia e Shqiptareve gjate shekullit XX, 2017). Its first director was Luigj Gurakuqi, who led a pedagogical body with distinguished teachers from Elbasan and Tirana, such as Aleksandër Xhuvani, Simon Shuteriqi, Sotir Peci, Hysen Blloshmi, Hafiz Ibrahim Dalliu etc. A year after its opening, The Normale School had 140 pupils, out of which 70 were from the vilayet of Kosovo. This fact Luigj Gurakuqi would appreciate that 1/3 of the students came "from the brave Kosovo who has always been home of good patriots and brave soldiers" (Myzyri, Arsimi Kombetar Shqiptar (1908-1912), 1996).

But even the "Normal School" did not have a long life, because during 1910 the relations between the Albanians and the Young Turks aggravated greatly. On all four sides of the country broke out rallies and protests organized against the Arab alphabet and the Young Turk regime.

Young Turks on their part took severe measures to suppress these riots in Albania by sending Ottoman military forces led by Shefket Turgut Pasha. The Ottoman army took severe measures in Middle Albania, particularly in Elbasan. In this city, not only they closed the Normal school, but also followed and mistreated his supporters and members of club leaders. Inhuman torture was done to teachers of Normal school. Hafiz Ibrahim Dalliu, who was sentenced by a military court in Elbasan with ten years in jail. In Elbasan, Shefket Turgut Pasha, assisted by Turkish elements, drafted the list of persons to be arrested under the charge: " He supported the Latin alphabet, has sent his son to an Albanian school, has made friendships with Christians, has brought Albanian newspapers and books etc. Many well-known teachers and patriots who had worked in

Normal School or assisted on it, such as Luigj Gurakuqi, Aleksandër Xhuvani, Dervish Biçakçiu, Refik Toptani, left their homeland to escape the pursuits. Many others were sentenced in absentia and Lef Nosin, the leader of the newspaper "Tomorri", was interned at Bursa (Anatolia), Simon Shuteriqin was tortured and so on.

6- CONCLUSIONS

Albanian patriotic elite took great strides in spreading and fulfilling the mission they had undertaken to open Albanian schools and teaching in their native language. Albanian patriots had to face three major difficulties: First, the obstacle by Turkish and Greek foreign authorities and reaction within the country. Second, the lack of funds and that of educated teachers. But despite these obstacles, the education and the Albanian school system, at any moment did not lack the assistance, the moral and financial support provided by the intellectuals, patriots, cultural societies, clubs and colonies of Albania inside and outside the country, especially from the Albanian diaspora. These patriots and brave men who put the interest of their homeland above their personal ones, fought for protection against fragmentation, and tried by any means necessary for the development of education and culture in their mother tongue as well as the economic progress of Albania, by totally using their personal assets and sparing no life.

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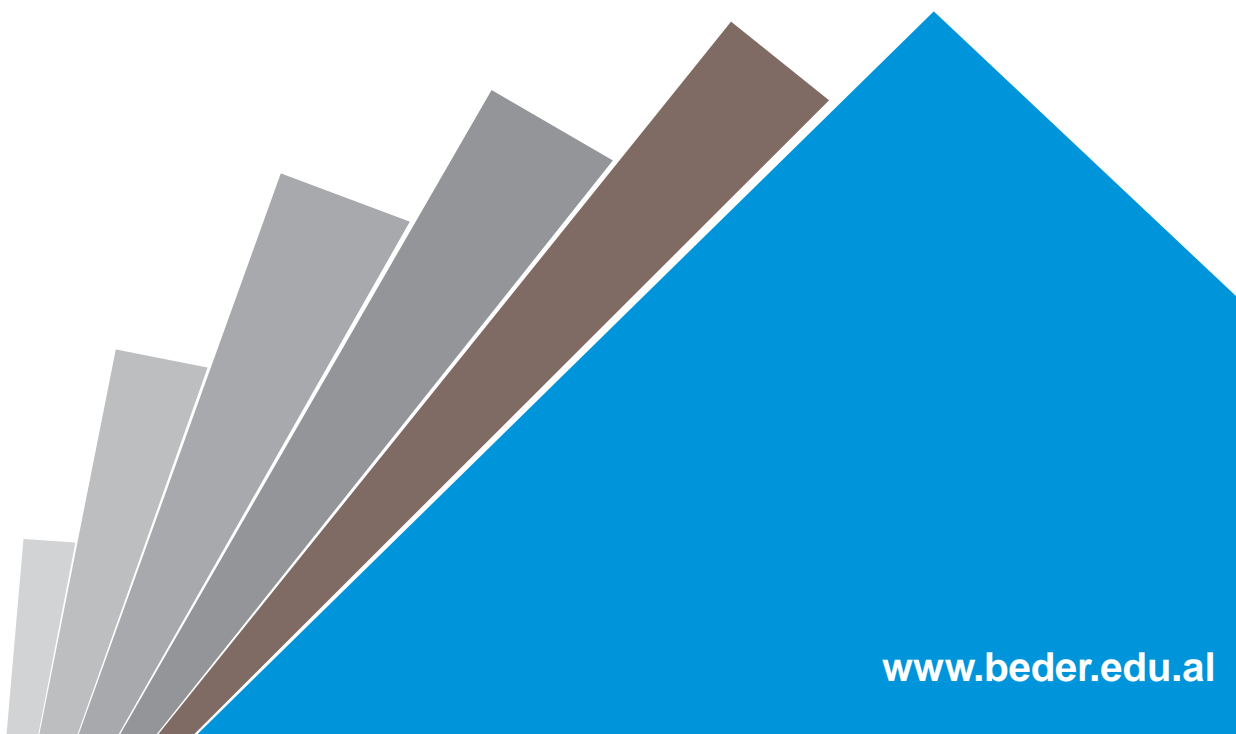
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