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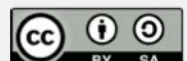
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Depressed Economy and Deviant Behavior among some Selected Nigerian Students

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Abstract

The incidence and accounts of current global economic happenings around the world is marked by several challenges, with the high cost of living being a prominent issue affecting people worldwide. Narrowing it down to local economy outlook of Nigeria, this research delved into perceived effect of depressed economy on undergraduate students, the deviant behaviours caused by the depressed economy and the coping mechanisms adopted by the students in addressing the depressed economy. A quantitative survey research method was adopted with the use of structured questionnaires carried out in Olabisi Onabanjo University, Ago-iwoye, Ogun state among Social Science Faculty students, with a sample size of 357 respondents selected through the Taro Yamane formula. The collected data was analyzed using SPSS. The findings indicate that students face significant financial challenges, such as difficulty affording school fees, deteriorating living conditions, and increased transportation costs. These economic pressures affected the affordability of essential items like food and groceries. The findings draw attention to how the financial stress and limited economic opportunities contribute to the adoption of deviant behaviours such as gambling, cybercrime, transactional relationships etc., among students. Engaging in online classes to reduce transportation costs and reducing non-essential spending appear to be top on the coping mechanisms adopted by students in response to economic challenges. The study then concluded that there is significant correlation between economic hardship and the rise of deviant behaviours among students.

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Keywords: Depressed Economy, Students, Deviant Behaviour, Nigerian Economy.

INTRODUCTION

The economy, as a social institution, plays a vital role in shaping the structure and functioning of societies. It encompasses the production, distribution, and consumption of goods and services at national, continental, and global levels, influencing how individuals interact and organize themselves. According to Marx, the economy, or the mode of production, forms the substructure of society, which in turn shapes and influences the superstructure, including other social institutions. The economy is a major determinant of a nation's standard of living, life expectancy, and global standing (Lawanson & Umar, 2021). During periods of economic prosperity, key indicators such as employment rates, consumer spending, and business investments tend to rise, reflecting robust economic growth, low unemployment, and increased business activity. This positive cycle of growth and development is often associated with periods of high GDP growth (Pham-Truffert, Metz, Fischer, Rueff & Messerli, 2020; Chen, Kumara & Sivakumar, 2021).

Conversely, a depressed economy is characterized by prolonged downturns in economic activity, marked by high unemployment, negative GDP growth, and a sharp decline in productivity. A depressed economy typically lasts for three or more years and leads to substantial decline in economic output, bankruptcies, reduced trade, falling currency values, and rising inflation rates (Guttmann & Guttmann, 2022). Other symptoms include poverty, homelessness, stock market declines, and elevated rates of personal and business bankruptcies (Eid Balbaa, 2020).

On a global scale, the current economic landscape faces significant challenges, with the high cost of living emerging as a critical issue. The World Economic Outlook reported an uneven recovery, driven by financial sector instability, high inflation, and geopolitical events such as Russia's invasion of Ukraine and the aftermath of the COVID-19 pandemic. The pandemic severely disrupted global economies, with inflationary pressures, supply chain breakdowns, and increased government spending contributing to the rising cost of goods and services, thereby eroding individual purchasing power (Free & Hecimovic, 2021). According to the International Monetary Fund (IMF), the global economy contracted by 3.5% in 2020, illustrating the gravity of the crisis (IMF, 2021). Geopolitical tensions and trade disputes among

major economies further create uncertainties, undermining global trade and investment flows and threatening overall economic stability (IMF, 2022).

In the United States, inflationary pressures have escalated, diminishing consumer purchasing power and raising concerns about economic stability. Rising costs in housing, healthcare, energy, and education have exacerbated the financial burden on American households (Dadush, 2023). Similarly, in sub-Saharan Africa, the region's economic growth is expected to slow to 2.5% in 2023, down from 3.6% in 2022 (Awolaja, Onakoya & Akinola, 2024). The region faces a multifaceted crisis, including climate change, corruption, political instability, and the lingering effects of the COVID-19 pandemic, all of which have contributed to escalating debt levels and economic stagnation. Approximately 462 million people in the region continue to live in extreme poverty, underscoring the need for sustainable economic solutions ((Eid Balbaa, 2020).

Nigeria, Africa's largest oil producer and economy, exemplifies the economic challenges confronting developing nations. Despite its wealth in natural resources, Nigeria has experienced high poverty rates and prolonged economic depression. During the late 20th century, Nigeria's economy prospered due to an oil boom in the 1970s and early 1980s, which led to significant growth in government revenues, infrastructure development, and living standards (Brown, Elenwo, & Johnbull, 2022). However, the collapse of oil prices in the 1980s, coupled with resource mismanagement, triggered a severe economic downturn. In the past decade, Nigeria experienced two recessions, in 2016 and 2020, with a 1.8% contraction in GDP in 2020 marking its steepest decline since 1983 (Samuel, Odo, Atewologun, Adeyeye, & Olaegbe, 2021). The country's overdependence on oil, coupled with poor governance and widespread corruption, has perpetuated its economic challenges (Emmanuel, 2023). Volatility in global oil prices has led to revenue shortfalls, fiscal instability, and rising external debt, while systemic corruption and mismanagement have further stifled economic growth and deterred foreign investment (Oladejo & Adenuga, 2021).

The consequences of Nigeria's economic difficulties are profound, with widespread unemployment, poverty, and a deterioration in living standards. As the economy continues to falter, access to essential services such as healthcare and education has become increasingly limited, deepening socio-economic inequalities (Adewusi, Ogunyemi & Aluko, 2017; Oladejo & Ijimagbura, 2024). This economic instability has also contributed to a mass exodus of young Nigerians seeking better opportunities abroad. The ongoing economic crisis in Nigeria affects

all sectors of society, including students. As participants in the economic system, undergraduate students are directly impacted by the country's economic conditions. According to Oladejo and Oseni (2024), students engage in economic activities such as saving, purchasing, and selling goods and services, often within the context of higher education institutions. The economic downturn has had a noticeable effect on students' lifestyles, education, and financial well-being. Many students have reported significant financial strain as a result of rising costs and limited resources.

Therefore, this study seeks to explore the Nigeria's economy downturn and the experiences of higher education students, by examining the nation's economic woes and its impacts on personal struggles faced by undergraduate students.

Statement of the Problem

The Nigerian economy is currently grappling with severe challenges, characterized by persistent currency devaluation, escalating inflation, low GDP growth, high unemployment rates, and a sharp increase in the prices of essential commodities, all of which have led to widespread hardship for its citizens (Samuel et al., 2021). The effects of these economic difficulties are evident in the daily lives of many Nigerians. Numerous businesses have been forced to shut down, transportation costs have soared, and a significant portion of the population is struggling to afford basic necessities.

One of the foremost issues contributing to the current economic crisis is the rising inflation rate, which has become a significant concern due to its erosion of the purchasing power of individuals and households. As the prices of essential goods and services continue to rise, many Nigerians find it increasingly difficult to meet their basic needs, leading to a marked decline in their standard of living (Emmanuel, 2023).

Additionally, the continuous depreciation of the Naira against major foreign currencies remains a critical concern. The devaluation of the Naira has exacerbated economic hardship, particularly in a country where consumption of imported goods far exceeds local production and exports. The declining value of the Naira has significantly affected both domestic and international trade, making imports more expensive and further contributing to the rising cost of living (Obidike & Abiria, 2020).

Another factor aggravating the economic crisis is the removal of fuel subsidies by the Nigerian federal government. Although this policy measure may be seen as necessary for addressing fiscal imbalances, it has led to a surge in fuel prices. This increase has had a direct impact on transportation and energy costs, resulting in higher prices for food and other essential commodities. Consequently, the removal of subsidies has placed an additional financial strain on a population already struggling with widespread poverty.

Despite these economic challenges, education remains a crucial asset for Nigeria, and it is imperative that the nation prioritizes the protection of its educational standards. The current economic depression should not be allowed to compromise the quality of education at the tertiary level, as this would hinder the development of innovative and capable minds needed to uplift the nation. In light of this, the present study aims to **examine** the impact of perceived depressed economy **on students in** Olabisi Onabanjo University, determine the influence of depressed economy on **deviant behaviours and identify coping mechanisms adopted by undergraduate students** at Olabisi Onabanjo University in response to Nigeria's depressed economy.

Literature review

Economic downturns have been closely associated with increased stress and financial strain, which can lead to a variety of deviant behaviors, including criminal activities, as coping mechanisms. In times of economic depression, social and psychological stressors are exacerbated, contributing to higher rates of criminal activity. Ogunyemi, Adenuga and Lawal (2019) notes that economic downturns create "a breeding ground for criminal activities", as individuals face difficulties in meeting their basic needs. This is particularly evident in Nigeria, where economic instability and widespread poverty have been linked to high crime rates. Akinyemi and Akindutire (2019) emphasize the impact of economic hardship on criminal behavior in Nigeria, arguing that poverty and unemployment significantly increase the likelihood of engaging in illegal activities. The scarcity of legitimate economic opportunities pushes many individuals towards illicit means of survival, including theft, fraud, and drug trafficking.

Corman and Mocan (2016) similarly found a positive correlation between economic hardship and deviant behaviors among college students. During economic downturns, students are more likely to engage in riskier behaviors such as excessive drinking, drug use, and casual

sexual activities as a means of coping with financial stress (Oladejo & Oseni, 2024). This phenomenon, describes how individuals resort to deviant behaviors to alleviate the stress caused by economic hardship.

In Nigeria, the economic situation has also been linked to a rise in gambling activities among undergraduate students. Jack and Ibekwe (2018) argue that economic downturns create conditions in which individuals are more likely to engage in gambling as a way of seeking quick financial gains or as an escape from economic difficulties. The growing popularity of online betting platforms, which provide easy access to gambling opportunities, further fuels this trend (Bosun-Arije, 2019). Additionally, the prevalence of cybercrime among Nigerian youth, including students, has been directly linked to the country's economic challenges. Adegbola and Akande (2020) explain that the high unemployment rate and limited job opportunities have driven some students to engage in cybercrime as a means of generating income. This is compounded by the widespread availability of internet access and the relative ease of participating in cybercriminal activities such as email scams and online fraud (Adegbola, 2018).

One prominent economic challenge faced by Nigerian undergraduate students is the rising cost of tuition and other educational expenses. Adebayo (2023) highlights that the rapid increase in tuition fees has made it increasingly difficult for students from low-income backgrounds to afford higher education, leading to significant financial strain and stress. Ojo and Fasina (2019) further note that limited access to financial aid exacerbates the economic burden on students, particularly those from disadvantaged socio-economic backgrounds.

In response to these challenges, Nigerian undergraduate students have adopted various coping mechanisms to manage their financial situation. Adeyemi and Akinwale (2020) identify part-time employment as a common strategy for supplementing income and covering educational expenses. Additionally, Ogunmakin and Agboola (2017) emphasize the importance of family support networks, with many students relying on financial assistance from parents or relatives to navigate economic difficulties.

Entrepreneurial activities have also emerged as a popular coping strategy among Nigerian undergraduate students. Oladejo and Ijimayowa (2024) observe that students often engage in small-scale businesses, such as selling goods or offering services online, to generate income and achieve financial independence. Furthermore, online freelancing platforms provide

additional opportunities for students to earn money remotely further mitigating the economic hardships they face.

Theoretical framework

Theoretical framework is a systematic guide that researchers use to establish a basis for their work by presenting relevant knowledge within a particular school of thought. For this research work, Lazarus and Folkman's Transactional Model of Stress and Coping will be employed in order to provide a comprehensive explanation on the coping strategies and the depressed economy among undergraduate students.

The Lazarus and Folkman's Transactional Model of Stress and Coping

The Lazarus and Folkman's Transactional Model of Stress and Coping is a seminal psychological framework that has been widely recognized and applied to understand individuals' responses to various stressors, including significant socio-political events. This theoretical framework, developed by psychologists Richard Lazarus and Susan Folkman, provides a comprehensive lens through which to understand the dynamic relationship between individuals and their environment, especially in high-stress situations such as socio-political and economic changes. This theory provides a framework for understanding how undergraduate students cope with the stresses induced by a depressed economy. This model posits that stress is a result of the interaction between an individual and their environment with emphasis on cognitive appraisal and coping strategies as key components.

In application of the theory in a depressed economy, undergraduate students are likely to experience heightened financial pressures, uncertainty about future employment, and an increased burden to succeed academically despite limited resources. According to the model, students first engage in primary appraisal, where they assess whether the economic conditions pose a threat to their well-being. If perceived as a threat, they proceed to secondary appraisal, evaluating their resources and options to manage the stressor.

Moreover, coping strategies, as outlined by Lazarus and Folkman, are divided into problem-focused and emotion-focused approaches. Problem-focused coping involves actions aimed at addressing the root cause of stress. For students, this could include seeking part-time employment, applying for scholarships, or cutting down on non-essential expenditures. These strategies aim to alleviate financial strain directly, thereby reducing the stress associated with economic hardship. Besides, emotion-focused coping, on the other hand, aims to manage the

emotional distress resulting from the economic situation. According to Oladejo and Adenuga (2023), students might engage in activities that promote relaxation and mental well-being, such as exercise, social support, or engaging in hobbies. Cognitive restructuring, a key component of emotion-focused coping, enables students to reframe their perspectives, fostering resilience by focusing on positive aspects of their situation, such as the development of financial management skills.

However, the effectiveness of these coping strategies is influenced by personal and contextual factors which include social support networks, individual resilience, and access to resources. A supportive environment, both at home and within the academic community can significantly bolster students' capacity to cope with economic stress. Additionally, universities can play a pivotal role by providing financial aid, counseling services, and career guidance to help students navigate the challenges posed by a depressed economy.

Therefore, Lazarus and Folkman's model describes the dynamic connection between cognitive appraisal and coping strategies, while portraying how undergraduate students can effectively manage the stress of a depressed economy through a combination of problem-focused and emotion-focused coping mechanisms. This approach not only addresses immediate financial concerns but also promotes long-term emotional resilience.

Methodology

This study was descriptive in nature and the study area was Olabisi Onabanjo University, Ago-iwoye main campus. The population consisted of undergraduate students of the Faculty of Social Sciences. The total population was 3287 and Taro Yamane's formula, aiming for a 5% (0.0025) error margin and 95% confidence level was used to calculate the sample size giving a total of 357. The study employed stratified sampling techniques and simple random sampling technique. The sample size was stratified across the six departments in the Faculty, and then simple random sampling technique was used to select undergraduates as the population of the study. The major research instrument used was questionnaire which was appropriately moderated. The data was later analyzed with the use of statistical package for social sciences (SPSS) version 21.0.

Data Presentation and Analysis

This section presents the findings of the study and the analysis from the data collected from respondents which focuses on the depressed economy and deviant behaviour among

undergraduate student of Olabisi Onabanjo University. In the analysis both descriptive and analytical form were used. Throughout the investigation, a total of three hundred and fifty-seven (357) online form questionnaires were disseminated and administered to the participants.

Analysis of Socio-Demographic Characteristics of the Respondents

This section provides a comprehensive overview of the socio-demographic variables of the sample, including sex, marital status, age, religion, departments, and academic levels etc. of the 357 respondents. The frequencies and percentages were presented for each category within each variable. Table 1 reveals the gender distribution which is relatively balanced, with males comprising 52.9% of the respondents and females accounting for 47.1%. This suggests a nearly equal representation of both genders in the study. Age distribution indicates that nearly half of the respondents are within the range of 21-25 years of age (47.0%), followed by those within 26-30 years (31.4%). The younger age group (16-20 years) comprises 20.2%, with a minimal proportion (1.4%) exceeding 31 years.

In terms of religious affiliation, the majority of respondents are Christians (44.5%), with Muslims representing 32.2% and others (including non-religious and various minority faiths) making up 23.3%. Marital status data shows a significant majority of single respondents (84.9%) compared to a smaller proportion of married individuals (15.1%).

The distribution across academic departments highlights a diverse range of fields, with Mass Communication (21.8%) and Political Science (18.5%) being the most common, followed by Sociology (17.4%), Economics (16.0%), Psychology (14.3%), and Geography (12.0%). Level-wise, most respondents are in their 200 level (34.7%), with 100 level students comprising 17.4%, 300 level at 26.6%, and 400 level students at 21.3%.

Regarding financial support from parents or guardians, 37.0% of the respondents receive allowances monthly, while 24.3% get them weekly. A notable 25.8% receive allowances quarterly, and 12.9% do not receive any financial support. Allowance varies in amount, with the largest group (28.6%) receiving between #5,001 and #10,000, followed by 24.9% getting between #10,001 and #20,000 while 20.2% received between #20,001 and #30,000 with a smaller percentage receiving higher amounts.

This data provides a clear picture of the demographic and economic characteristics of the respondents, which denotes their diverse backgrounds and financial circumstances.

Table 1: Analysis of the Respondents' Socio-Demographic Characteristics

Variable	Category	Frequency	Percentage (%)
Sex	Female	168	47.1
	Male	189	52.9
	Total:	357	100.0
Age	16 - 20	72	20.2
	21 - 25	168	47.0
	26 - 30	112	31.4
	>31	5	1.4
	Total:	357	100.0
Religion	Christianity	159	44.5
	Islam	115	32.2
	Others	83	23.3
	Total:	357	100.0
Marital status	Married	54	15.1
	Single	303	84.9
	Total:	357	100.0
Department	Sociology	62	17.4
	Mass communication	78	21.8
	Psychology	51	14.3
	Geography	43	12.0
	Economics	57	16.0
	Political Science	66	18.5
	Total:	357	100.0
Level	100 level	62	17.4
	200 level	124	34.7
	300 level	95	26.6
	400 level	76	21.3
	Total:	357	100.0
How often do you receive allowance from parents/ guardians	Weekly	87	24.3
	Monthly	132	37
	Quarterly	92	25.8
	Never	46	12.9

	Total:	357	100.0
Allowance Received from parents/guardians	< #5,000	44	12.3
	#5,001 - #10,000	102	28.6
	#10,001 - #20,000	89	24.9
	#20,001 - #30,000	72	20.2
	#30,001 - #40,000	24	6.7
	> #40,000	26	7.3
	Total:	357	100.0

Source: Field Survey, 2024

Analysis of the Research Objectives

To examine the depressed economy and deviant behaviour among undergraduate student of Olabisi Onabanjo University, descriptive statistical tools was used such as mean, percentage, and frequencies. The variables were gauged using a nominal scale, specifically, the 5-point Likert-type rating scale. This Likert scale spans from 1 to 5, where 1 corresponds to "Strongly Disagree," 2 to "Disagree," 3 to "Undecided," 4 to "Agree," and 5 to "Strongly Agree." These values will be multiplied by the response frequencies, and the resulting a mean values will be calculated. A mean of 0.01 - 1.80 will interpreted as "Strongly Disagree," a mean of 1.81 - 2.60 will indicate "Disagree," a mean falling between 2.61-3.40 signified "Undecided," a mean ranging from 3.41- 4.20 will denote "Agreement," and a mean of 4.21-5.00 will represent "Strongly Agree."

Research Objective one

The first objective was to examine the impact of perceived depressed economy on students in Olabisi Onabanjo University

Table 2 offers a detailed analysis of the impact of the perceived depressed economy on undergraduate students at Olabisi Onabanjo University (OOU). The data portrays significant challenges faced by students due to the current economic conditions. The mean values of the responses indicate a general agreement on the adverse effects of the economic downturn. Students find it increasingly difficult to afford school fees, with a mean response of 3.56, suggesting that the majority struggle with tuition costs. Living conditions have also deteriorated, as reflected by a mean of 3.64, indicating that economic hardships have substantially affected students' daily lives. The cost of transportation to the campus has seen a

notable increase, with the highest mean of 4.15, underscoring that this is a critical issue for many students.

Moreover, stress and anxiety levels have risen significantly, with a mean of 3.46, showing that economic pressures are taking a toll on students' mental health. Affordability of essential items, such as food and groceries, is another major concern, evidenced by a mean of 3.91. This indicates that many students are struggling to meet basic needs, which further compounds their stress.

Additionally, educational expenses beyond tuition, such as books and supplies, are also a significant burden, with a mean of 3.64. The sense of hopelessness among students is voiced, with a mean of 3.41, reflecting the emotional and psychological strain caused by the economic situation. Anger towards the economic conditions is common, as shown by a mean of 3.66, indicating frustration and dissatisfaction among the student body.

Overall, the grand mean of 3.68 suggests adverse impacts of the depressed economy on various aspects of students' lives.

Table 2: The Impact of the perceived depressed economy on undergraduate students of OOU

	Item	Original Scale					Mean
		SA	A	N	D	SD	
1	The current economic situation has made it difficult for me to afford school fees.	104	107	61	54	31	3.56
2	The current economic situation has impacted my living conditions	105	121	52	56	23	3.64
3	The economic downturn has increased the cost of transportation to the campus.	146	157	26	19	9	4.15
4	The current economic situation has increased my level of stress and anxiety.	89	108	71	57	32	3.46
5	The current economic situation has affected my ability to afford essential items such as food and groceries.	137	119	48	37	16	3.91

6	The economic situation has impacted on my ability to cover educational expenses.	102	116	65	56	18	3.64
7	The current economic situation has made me to become more hopeless	89	101	67	68	32	3.41
8	I always feel angry whenever I think about this economic situation	105	118	64	49	21	3.66
	Grand Mean = 29.43/8 =3.68						

Field Survey 2024

Research Objective Two

The second objective was to determine the influence of depressed economy on the prevalence of deviant behaviours among undergraduate students at Olabisi Onabanjo University (OOU). Table 3 reveals a marked prevalence of various forms of deviant behaviour caused by the depressed economy with significant implications for both individual students and the broader campus environment. Among the behaviours listed, skipping classes emerges as the most common, affecting 44% of the respondents. In addition, gambling ranks as the second most prevalent deviant behaviour, reported by 34.7% of the respondents, followed by substance abuse as reported by 31.7% of the respondents. Furthermore, cybercrime is noted by 27.4% of respondents, suggesting that some students are engaging in illegal online activities; transactional sex, though less common, affects 21.8% of the respondents, highlighting a desperate measure some students may resort to in the face of severe financial constraints; gang fights and violent crimes, such as stealing and rape, are reported less frequently but still point to a troubling undercurrent of violence and criminal behavior within the student body with a cumulative 14.8% of the respondents exhibiting such behaviour.

Overall, the data indicates a significant correlation between economic deprivation and various forms of deviant behaviours.

S/N	Deviant Behaviours	Frequency	%
1	Transactional Sex	78	21.8%

2	Gambling	124	34.7%
3	Cybercrime	98	27.4%
4	Substance Abuse	113	31.7%
5	Gang Fights (Gangsterism)	43	12.%
6	Stealing	2	0.6%
7	Rape	8	2.2%
8	Skippping Classes	157	44%

Table 3: Deviant behaviors exhibited by undergraduate students of oou due to depressed economy.

Field Survey, 2024

Research Objective Three

The third objective was to identify the coping mechanisms adopted by undergraduate students of Olabisi Onabanjo University (OOU) in response to economic challenges. The data from the tablr shows a variety of strategies employed by students to manage increased living and educational expenses. The highest mean score of 4.05 indicates that a significant number of students engage in online classes to mitigate the effects of increased campus bus fare inflation. This suggests a pragmatic approach to reducing transportation costs by leveraging digital platforms for their education. Additionally, students have notably reduced their non-essential spending, with a mean score of 3.75, reflecting a conscious effort to prioritize essential expenses over discretionary ones. Moreover, seeking part-time jobs or additional income sources also emerges as a prevalent coping strategy, with a mean score of 3.63. This indicates that many students are actively seeking ways to supplement their income to cover increased costs. Similarly, reducing the number of days they attend school each week, with a mean score of 3.61, highlights another practical measure taken to minimize transportation and related expenses. The adjustment of spending habits and adoption of a more frugal lifestyle, reflected in a mean score of 3.76, further underscores the students' efforts to manage their limited resources more effectively. Social support from friends and family also plays a crucial role, with a mean score of 3.43, indicating that many students rely on their social networks to navigate financial difficulties. Overall, the grand mean of 3.71 suggests that students are actively adopting a range of strategies to cope with the economic challenges they face. These measures, from leveraging technology for education to altering spending habits and seeking

additional income sources, highlight the resilience and adaptability of the students in managing their financial burdens.

Table 4: Coping mechanisms adopted by undergraduate students of OOU

	Item	Original Scale					Mean
		SA	A	N	D	SD	
1	I seek part-time jobs or additional income sources to cover increased fare and living expenses.	102	114	65	58	18	3.63
2	I have reduced my non-essential spending	114	126	47	53	17	3.75
3	I engage in online classes to cushion the effect in the hike of campus bus fare inflation.	147	132	39	27	12	4.05
4	I have reduced my numbers of days in week to go school	98	126	52	57	24	3.61
5	I rely on social support from friends and family	93	105	57	67	35	3.43
6	I have adjusted my spending habits and try to live a more frugal lifestyle	113	126	53	48	17	3.76
	Grand Mean = $22.23/6 = 3.71$						

Field Survey 2024

Discussion of Findings

The findings from the field survey on the depressed economy and deviant behaviour among undergraduate student of Olabisi Onabanjo University revealed valuable insights into the impact of the depressed economy and coping mechanisms related to these economic crises. The result from research objective one unveils the impact of the perceived depressed economy on undergraduate students at Olabisi Onabanjo University (OOU), which portrays significant

challenges. The finding indicates that economic hardship is adversely affecting various aspects of students' lives, ranging from affordability of school fees, living conditions, to transportation costs. These findings align with studies by Aristovnik, et al, (2020) which highlight that economic recession causes high inflation rates which reduces purchasing power, financial instability and exacerbate poverty. Besides, the rising levels of stress and anxiety among students, reflect the psychological impact of economic downturns noted by Browning et al. (2021), who ascertained that increased stress, anxiety, and depression are due to financial worries.

Additionally, in terms of deviant behaviours, the findings from the second research objective shows the prevalence of deviant behaviors among OOU students. The high frequency of skipping classes and engagement in gambling suggests that economic pressures are leading students to prioritize immediate financial gains over academic commitments, similar to findings by Price (2022), who reported increased gambling activities among financially stressed students. The substantial incidence of substance abuse and cybercrime underscores a troubling trend where students resort to illegal or harmful behaviors as coping mechanisms, echoing the patterns observed by Oladejo and Oseni, (2024) in their study.

Moreover, the last research objective on the coping mechanisms adopted by students in response to economic challenges shows that engaging in online classes to reduce transportation costs and reducing non-essential spending were more pragmatic which aligns with strategies documented by Price (2022), on the increased reliance on digital platforms and frugal living among students during financial hardships. Seeking part-time jobs and adjusting spending habits further reflect the adaptive measures students take to manage financial burdens, similar to findings by Ogunmakin and Agboola(2017) on student coping strategies during economic downturns.

Overall, the data from OOU underscores the profound impact of Nigeria's depressed economy on undergraduate students, manifesting in financial hardships, increased deviant behaviors, and diverse coping strategies.

Conclusion

The study concluded that there is a significant correlation between economic hardship and the rise of deviant behaviours such as gambling, cybercrime, transactional relationships etc., among students. The findings draw attention to how the financial stress and limited economic opportunities contribute to the adoption of these behaviours as coping mechanisms. By

addressing these factors, the university can help mitigate the adverse effects of a depressed economy on student behavior, fostering a more supportive and resilient academic environment.

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Mbi Tipologjitë e Trashëgimisë në Qytetin e Elbasanit

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Abstrakt

Jeta dhe përparimi i çdo shoqërie njerëzore mbështetet fort në arritjet dhe kulturën e shoqërive dhe brezave paraardhës. Kjo është e vërtetë edhe për shoqërinë tonë bashkëkohore. Në mjedisin që na rrethon, ruhen elemente të ndryshme dhe të shumta të trashëguara deri tek ne nga shoqëritë dhe brezat para nesh. Trashëgimia kulturore është një realitet dinamik, historik, sepse është një tërësi e hapur dhe jo e mbyllur dhe si e tillë jo definitive, por gjithnjë në zgjerim, sepse ajo vijon të jetë pjesë e gjetjeve të vazhdueshme në fusha të ndryshme. Trashëgimia kulturore e shek. XX, apo “Trashëgimia Moderne” është një koncept i ri në sistemin e trashëgimisë kulturore shqiptare e më gjerë. Në se bëjmë një vlerësim të qytetit të Elbasanit (Elbasani si objekt studimi) gjatë periudhave të ndryshme historike vemë re ndryshime të mëdha sidomos në arkitekturë, mënyrën e jetesës, industrializim, urbanistikë, zhvillim ekonomik etj. Në Elbasan kemi dy tipologji të trashëgimisë. Elbasani është mjaft i pasur me objekte të trashëgimisë kulturore, por ka edhe prani të objekteve të periudhës komuniste. Kjo trashëgimi e krijuar veçanërisht gjatë kësaj periudhe mbart elementë të sistemit ekonomik e politik kur u krijua. Në tërësi ajo tregon jetën reale të qytetit në sistemin komunist. Për të shkruar këtë artikull kemi shfrytëzuar dokumente arkivore, literaturë historiografike dhe gjithashtu janë evidentuar në terren të objekte të kësaj periudhe. Në përfundim mund të pohojmë se tipologjia e trashëgimisë shpreh në të gjithë dimensionet periudhën së cilës i përket. Zhvillimi i shoqërisë, në cilëndo etapë, ka formuar një trashëgimi të pasur kulturore dhe të shumëllojshme. Kjo trashëgimi e pasur dhe me cilësi shumë të ndryshme duhet vlerësuar, studiuar dhe pse jo duhet të kthehet në impakt për zhvillimin e turizmit. Gjithashtu edhe veprat e krijuara sot, por që kanë vlerë arkitekturore duhet të jenë pjesë e trashëgimisë dhe të vlerësohen. I tillë është rasti i xhamisë së Ballies, që fitoi çmimin si objekti i kultit më i mirë në botë për vitin 2025.

Fjalë kyçe: Elbasan, arkitekturë, periudhë historike, trashëgimi kulturore, trashëgimi modern

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Hyrje

Trashëgimia kulturore është një nga pasuritë e çmuara të krijuara nga njeriu. Jeta dhe përparimi i çdo shoqërie njerëzore mbështetet fort në arritjet dhe kulturën e shoqërive dhe të brezave paraardhës. Kjo është e vërtetë edhe për shoqërinë tonë bashkëkohore. Në mjedisin që na rrethon ruhen elemente të ndryshme dhe të shumta të trashëguara deri tek ne, nga shoqëritë dhe brezat para nesh. Aftësia krijuese e shoqërisë së kaluar ka lënë gjurmë të prekshme (lëndore) që i ndeshim në formën e mbetjeve arkitekturore që gjenden përreth nesh, ashtu edhe në formën e strukturave arkeologjike në sipërfaqen e tokës, në formën e objekteve të përdorimit të përditshëm, në formën e objekteve apo të veprave të artit; në formën e botimeve apo objekteve që vijnë si rrjedhojë e veprimtarisë krijuese letrare, shkencore e artistike. Çdo objekt i prodhuar përmban në vetvete një informacion të pasur historik dhe kulturor për ato shoqëri dhe brezat që e kanë krijuar. Si të tilla, këto objekte, përfaqësojnë pjesë të trashëgimisë sonë historike. Gjithsesi, kjo duhet parë dhe vlerësuar edhe brenda përmbajtjes së vlerave më së shumti, përveç aspektit kohor.

Koncepti i Trashëgimisë kulturore ka ndryshuar me kalimin e kohës në aspektin e konceptit kohor. Në se më parë legjislacioni kombëtar apo dhe ai i huaj e konceptonte trashëgiminë në kufijtë kohorë jo më pak se 100 vjet¹ për objektet e vëna në mbrojtje si monumente kulture, sot ka një tjetër vlerësim, jo vetëm në konceptin kohor, por edhe në përmbajtje. Trashëgimia Kulturore është trajtuar si koncept ku përfshihet midis të tjerave koha e realizimit të objekteve dhe në këtë drejtim janë bërë përparime të mëdha. Konkretisht, në drejtim të vënies në mbrojtje të disa objekteve që në fakt nuk janë 100 apo më shumë se 100 vjeçare. Shoqëria shqiptare ka filluar të sensibilizohet ndaj këtij problemi, sidomos tani që ka filluar të prishen objekte të vjetra, që ndoshta mund të mos jenë 100 apo mbi 100 vjet. Këto objekte që i përkasin shekullit të kaluar bëjnë pjesë në atë që quhet “Trashëgimi Moderne”². Periudha e shkurtër që ka kaluar e vështirëson pak problemin e njohjes dhe trajtimit të këtyre objekteve. Në këtë kontekst, gjykimi i kësaj trashëgimie duket si gjykim i vetvetes. Në se do të nisemi nga vlerësimi i “Trashëgimisë Moderne” do të na duket sikur vlerësojmë vetveten dhe kjo sigurisht është e vështirë. Të gjitha trashëgimitë nga më e vjetra tek më e reja ajo moderne, ka në vetvete një dëshmi historike, i përket një periudhe të caktuar historike. Por konteksti

¹ Legjislacioni për Trashëgiminë Kulturore, Nr.9048, datë 7.04.2003, “Për Trashëgiminë Kulturore” i azhurnuar, Ministria e Kulturës dhe Sporteve Drejtoria e Zhvillimit të Turizmit dhe Kulturës Kombëtare, Sektori i Kulturës Kombëtare, Neni 4, pika 1.a.

² Lorenc Bejko, Trashëgimia Moderne, leksione për studentët e nivelit master Shkencor në Trashëgimi Kulturore, Tiranë 2017, f. 1.

historik i Trashëgimisë Moderne është shumë i ndryshëm. Ai ka në thelb modernizimin e vrullshëm të shoqërisë njerëzore që është karakterizuar nga shumë studiues të filozofisë dhe sociologjisë si një tërësi procesesh të formimit të kapitalit dhe mobilizimit të burimeve, të zhvillimit të forcave prodhuese dhe rritjes së rendimentit të punës, të konsolidimit të pushtetit politik të centralizuar dhe formimit të idenditeteve kombëtare, të përpunimit të të drejtave të pjesëmarrjes politike dhe të formave urbane të jetesës, të edukimit formal dhe të sekularizimit të vlerave e normave etj. Pra, në qendër të modernizimit nuk qëndron vetëm koncepti teknologjik, por edhe ai i individualizimit të shoqërisë, demokratizimit dhe industrializimit të saj³.

Një qasje moderne nuk nënkupton jo vetëm mbrojtje të trashëgimisë kulturore, por të çon në dëshira më të madh të këtij procesi. Kjo qasje tregoi se përdorimi me kujdes i objekteve historike (ndërtesat, zonat) është më e favorshme për rivitalizimin ("kthimi në jetë") e trashëgimisë kulturore se sa të përqëndrohet vetëm në sigurinë. Monumente të trashëgimisë kulturore janë bërë jo vetëm një kujtesë e së kaluarës, para së gjithash, ato janë bërë të rëndësishme si një vlerë në sytë e bashkëkohësve. Ato janë të mbushur me kuptime të reja.

1. Metodologjia

Për të shkruar artikullin jemi mbështetur në një metodologji shkencore, e cila konsiston në vlerësimin e literaturës të parë në këndvështrimin kritik dhe krahasues. Veç kësaj kemi shfrytëzuar dokumente arkivore dhe me verifikimin në teren të objekteve të trashëgimisë. E veçanta është se tipologjitë e trashëgimisë i vlerësojmë, jo vetëm në përmbajtje, por edhe në aspektin e impaktit për zhvillimin e turizmit dhe promovimin e qytetit. Vënd me rëndësi ka trashëgimia moderne si koncept i ri në terminologjinë e trashëgimisë dhe domosdoshmëria e identifikimit të saj.

2. Periudhat e para të krijimit të trashëgimisë kulturore historike

Gjatë shekujve në këtë mjedis ekonomik u krijua edhe një psikologji që kultivohej drejt punës, përparimit dhe lulëzimit të gjithanshëm. Puna, duart dhe mendja e njeriut krijuan thesare dhe tradita në fushën e kulturës dhe artit. Dëshmi të kësaj tradite të përvijuar ndër shekuj janë kontributet e piktorëve të mëdhenj Onufri, David Shpataraku, ndërtimet në fushën urbanistike, produktet e zejtarisë etj.

³Po aty.

Një nga objektet me vlera të rralla historike dhe kulturore është kalaja. Kalaja është objekti simbol i qytetit të Elbasanit. Për hërë të parë përmendet nga Ptolemeu në shek. II të erës sonë, si stacion i rrugës Egnatia e më pas si vend fushimi i legjioneve romake⁴. Më 1466 Sulltani e rindërtoi kalanë dhe më pas u bë fillesa e qytetit të Elbasanit. Nga qendër për vendosjen e ushtarëve, gradualisht filloi të popullohej me banorë të ardhur dhe vendas. Rindërtimi i kalasë së Elbasanit, kishte rëndësi të madhe strategjike për turqit, pasi ndodhej në mes të Shqipërisë, mbi rrugën ushtarake tregtare që kalonte nëpër luginën e Shkumbinit, Via Egnatia.⁵ Kalaja e Elbasanit përmban në perimetrin e mureve të saj rrethues një histori tepër komplekse. Aty gjejmë te mbivendosur muret e ndërtimeve romane, byzantine, osmane dhe së fundmi bashkëkohore. Veçanërisht pas Shpalljes së Pavarësisë, kalaja paraprin ndryshimin brenda saj, por edhe në mendësinë e njerëzve në Elbasan.

Brënda mureve të kalasë është kisha e “Shën Marisë” e cila ka qenë egzistuese që në vitin 1661 dhe është rindërtuar në vitet 1826-1823 pas një zjarri të rënë në vitin 1818. Ajo përbën një shëmbull të veçantë në studimin e arkitekturës postbizantine. Përveç kishës, në kala ndodhet edhe xhamia “Mbret” që është më e madhja dhe e vjetra faltore e qytetit, në qendër të kalasë, në të djathtë të rrugës, nga hyrja e portës për në qendër. Ajo i përket vitit 1492 dhe ka interes të veçantë, pasi ruan format e dikurshme. Xhamia e “Nazireshës” mendohet se i përket vitit 1599, ndodhet në jug të qytetit të Elbasanit dhe paraqet mjaft interes për aspektin arkitekturor, që lidhet me tendencën për të rritur lartësinë në hedhjen e saj vertikale⁶.

Pjesë e traditës së kulturës osmane janë edhe hamamet. Në Elbasan në shek. XIX dhe në fillim të shek XX ka pasur tre hamame⁷. Hamami i Vjetër ndodhej brenda kalasë, Hamami i Shabanajt në pjesë qendrore të tregut, si dhe Hamami i lagjes “Haznedare”. Këto hamame vlerësohen për anën ndërtimore dhe arkitektonike e cila është tipike otomane⁸.

Vlera të veçanta kulturore u krijuan edhe në punimet zejtare të cilat kanë qenë të përmëndura jo vetëm në Shqipëri, Ballkan por dhe më gjerë. Zhvillimi i zejtarisë në shek. XVII e në vazhdim, lidhej edhe me faktin që ai ndodhej në një pikë të rëndësishme të rrugës tregtare Egnatia. “Rolin kryesor në jetën ekonomike të qytetit e luante pazari me njësitë e

⁴Ylli Cerova, *Castrum Skampis*, ILIRIA, Revistë Arkeologjike, Akademia e Shkencave e Republikës së Shqipërisë, Instituti i Arkeologjisë, Tiranë 1997, Nr.1, f. 285

⁵ Gj.Karaiskaj, *5000 vjet fortifikime në Shqipëri*, Shtëpia Botuese “8 Nëntori”, Tiranë 1981, f. 206.

⁶ A.Meksi, *Arkitektura e Xhamive të Shqipërisë shekujt XV-XIX*, Shtëpia Botuese “UEGEN”, Tiranë, 2007, f. 57.

⁷ AQSh, F. nr 113/1, dosja 3-19.

⁸ Po aty.

veta të prodhimit dhe shkëmbimit”⁹. Të gjitha produktet e dala nga duart e zejtarëve elbasanas dallonin për cilësinë e tyre.

Zeja e gëzoftarëve numëronte 51 dyqane¹⁰. Në dokumentet e kohës thuhet se lëkurët e dhelprës, shqarrit, kunadhes, qengjave të qumshtit, të qafës së rosave të egra, ishin material i rëndësishëm eksporti. Këto materiale njëherazi përdoreshin për veshjen dhe zbukurimin nga brënda dhe jashtë të rrobave verore e dimërore për shtresat e pasura qytetare dhe për aristokracinë e lartë feudale si dhe kërkoheshin në tregjet e huaja¹¹.

Një rëndësi të veçantë gjatë shek. XIX mori zejtaria e argjendarisë, u rrit dhe u zgjerua prodhimi i sendeve artistike. Këto prodhime ishin mjaft cilësore e pëlqeheshin nga vendasit dhe të huajt. Për gratë prodhoheshin byzylykë, unaza, karfica, vathë, gjerdanë, etj. Për burrat argjendarët prodhonin: qostekë, zinxhirë dekorativë, zbukurime armësh etj. Një vënd të veçantë zinin objektet artistike të përdorimit të gjërë si: shandanët, kandilët, gotat, lugët, pirunjtë, etj. Në këtë periudhë në Elbasan kishte 64¹² dyqane argjendarie. Zeja e vjetër e kazazëve (mëndafshpunuesve) ka qenë mjaft e përmëndur. Në fillim të shek. XX Elbasani prodhonte përveç tekstileve të holla edhe shami paje për nusët që ishin me zë në të gjithë Rumelinë¹³. Në lidhje me zhvillimin e kësaj “industrie”, gazeta lokale “Shkumbini”, e vitit 1921 shkruante se: “Para Luftës së Parë Botërore, artzanati, zejtaria shtëpiake e prodhimit të pëlhurave të pambukta dhe të mëndafshita nëpërmjet avlëmendit, ishte një zanat, ku pothuajse në çdo shtëpi të Shqipërisë së Mesme punonin gratë. Pëlhurat e prodhuara në Elbasan, ishin me nam në të gjithë Toskërinë e Maqedononë”¹⁴.

Për Elbasanin nuk do të lemë pa përmëndur edhe zejen e prodhimit të biçakëve ose brisqeve siç quhen ndryshe. Zeja e prodhimit të biçakëve ishte e zhvilluar. Punishtet ishin vendosur prapa Portës së Kalasë. Produktet ishin me një cilësi të lartë artistike. Cilësia dhe bukuria e tyre i bënte të mjaft të pëlqyera edhe në tregjet e huaja. Madje në bisedat e kohës për mallrat e këtij lloji thuhej: do të jap peshqesh dhe një biçak prej Elbasani¹⁵.

E njohur në qytetin ishte edhe zeja e terzinjve (rrobaqepësve). Kjo zeje, ka qenë mjaft e hershme, mendohet se kodiku i testirit të tij i përket vitit 1727. Terzinjtë e talentuar

⁹ V.Duka, *Qytetet e Shqipërisë 1912-1924*, Shtëpia Botuese “Toena”, Tiranë 1997, f. 11.

¹⁰ A.Q.Sh, F.nr, 113/1, dosja 3-19.

¹¹ Z.Shkodra, *Esnafet Shqiptare*, shek.XV-XX, Akademia e Shkencave e R.P.Shqipërisë, Tiranë 1973, f.184.

¹² A.Q.Sh, F.nr, 113/1, dosja 3-19.

¹³ Z.Shkodra, *Esnafet.....*, vep e cit, f. 128.

¹⁴ Gazeta Shkumbini, viti 1923.

¹⁵ Sh.Demiri, *Histori e shkurtër e trevës së Elbasanit*, Egnatia, Tiranë 2007, f. 46.

elbasanas punonin kostumet e burrave dhe të grave, që shquheshin për stilin e veçantë shqiptar. Kjo zeje artistike e punës me dorë shkëlqeu për dy shekuj, e vetëm në fillim të shek. XX, pësoi rënie. Pa dyshim që pjesë e kësaj trashëgimie është edhe guzhina tradicionale e qytetit. Elbasani është përmendur për gatime, që nga simitja me bugaçe, tava e kosit, ballokumet, etj të cilat, janë të njohura jo vetëm në Shqipëri por edhe më gjerë. Në përgjithësi, këto janë disa nga elementet e trashëgimisë kulturore në Elbasan, të krijuara në shekuj, pa përmendur aspekte të jetës shpirtërore të cilat nuk mungojnë. Jeta njerëzore në zhvillimin e saj, shfaqet si një rrjedhë e vetme, e cila përgjithësisht shkon drejt bashkëpërfshirjes së shoqërisë. Kështu qartazi kuptohet, se e tashmja dhe e kaluara shfaqen veçse si faza ecurie të një bashkësie të vetme, shoqërisë njerëzore. Prandaj studimi i historisë i kalon natyrshëm kufijtë e një kureshtjeje, për t'u kthyer në një fushë të rëndësishme të dijes, e cila qartëson të kaluarën në dobi të së tashmes dhe të ardhmes.

Eshtë në natyrën e qënies njerëzore kjo rrekje drejt zotërimit të realiteteve dhe dukurive me shfaqje të veçanta kohore hapësinore. Eshtë i natyrshëm ky moment, që është konkret në materializimin e tij tek një individ apo individë dhe përgjithësues, kur karakterizon në tërësi një grup njerëzish, një popull, një komb. Në këtë çast qëndrimet, natyrshëm mund të priren ndaj vështrimit, hulumtimit dhe vlerësimit të traditës. Tradita, “Me këtë fjalë, kam parasysh gjithë kompleksin e zakoneve, institucioneve, miteve dhe besimeve të respektuara nga koha që krijohen në një shoqëri në dhjetvjeçarë e shekuj të tërë radhazi”, vëren Glen Tinder. Më tej ai vazhdon: “Shumë njerëz të mënçur kanë qënë të mendimit se tradita është pasuria më e çmuar e një shoqërie. Ajo përcakton kushtin bazë të egzistencës njerëzore”¹⁶. Faktorët që lidhen me këtë si: evidentimi i vlerave historike, mirëmbajtja, restaurimi, promovimi dhe komunikimi i këtyre vlerave, nxisin lëvizjet e njerëzve për t'i njohur këto vlera. Pikërisht në këtë kontekst problemi më i rëndësishëm krahas identifikimit dhe rivalizimit të objekteve të trashëgimisë, është komunikimi i vlerave. Institucionet që kanë për detyrë promovimin e këtyre vlerave dhe të turizmit në përgjithësi duhet të dinë se çështje komunikimi i vlerave dhe cilët janë mjetet dhe mënyrat për ta bërë atë.

3. Trashëgimia kulturore historike e krijuar në fillimet e shek. XX
Dy periudha kryesore në zhvillimin urban të Elbasanit mbizotëruan gjatë shekullit të 20-të. Në fakt nuk pati ndryshime të dukshme në zhvillimin urban gjatë viteve 1912-1924, menjëherë pas shpalljes së Pavarësisë. Periudha e parë e rëndësishme fillon gjatë viteve

¹⁶ G.Tinder, *Mendimi Politik*, Tiranë 1993, f. 153.

1924–1939, me ndryshime të mëdha politike dhe ndryshime, si krijimi i Republikës së Shqipërisë në 1925 dhe krijimi i Mbretërisë Shqiptare më 1928. Marrëdhëniet politike dhe ekonomike me Italinë u forcuan. Këto lidhje të ngushta u pasqyruan në marrëveshjet e partneritetit të nënshkruara mes Tiranës dhe Romës. Në atë periudhë, familjet e biznesit dhe artizanatit në Elbasan filluan të investonin për kushte më të mira jetese si dhe për arsimimin e fëmijëve të tyre në vendet e Evropës Perëndimore. Shembuj të këtyre familjeve janë Dakli, Biçaku, Daiu, Hostopalli, Deljana, Buda etj. Të rinjtë e arsimuar përëndimor të këtyre familjeve sollën në Elbasan një mentalitet të ri dhe u orientuan drejt një mënyre të re jetese. Italia në veçanti pati një ndikim më të madh në këtë proces dhe gjithashtu luajti një rol të rëndësishëm për t'i dhënë qytetit një pamje moderne. Ky ndikim italian u reflektua më së shumti në projektimin urban të Elbasanit dhe territoreve përreth tij, të cilat u morën nga plani infrastrukturor i Shqipërisë i hartuar në fund të viteve 1920. Një shembull i këtij ndikimi është ndërtesa e Bashkisë (sot godina e Prefekturës), e cila është ndërtuar në vitin 1926, biblioteka kryesore publike e qytetit, shkolla “Ali Agjahu”, ndërtesa e Bankës Tregtare, godina e kinemasë, sot teatri Skampa etj.

Përveç këtyre ndërtesave, shtëpitë e disa familjeve të pasura u ndërtuan në stilin evropian. Shembuj janë shtëpia e familjes “Biçaku” në lagjen Karaveli afër murit të Kalasë, shtëpia e Lef Nosit brenda në Kala, shtëpia e familjes Plangarica, në lagjen Beqire (sot quhet lagja Qemal Stafa), shtëpia e familjes Hostopalli në lagjen Bobolle, shtëpia e familjes Vërlaci etj. Këto shtëpi ndiqnin stilin evropian jo vetëm në pamjen e jashtme por edhe në arredimin e brendshëm. Në këtë kontekst të stilit të ri gjejmë edhe një ide mbizotëruese për krijimin e qendrave politike, kulturore dhe rezidenciale. Të gjitha kriteret e mësipërme u pasqyruan në urbanistikën e hartuar nga italianët (1940)¹⁷.

Në vitet '40 të shek. XX u hartuan rregullore, të cilat shërbyen si një përpjekje për një ligj të zhvillimit urban. Përpjekjet për hartimin e këtij ligji synonin të përqendronin të gjitha veprimtaritë urbane në duart e pushtuesve, të cilat pasqyronin politikën fashiste në Shqipëri¹⁸. Për të mbikëqyrur zhvillimet urbane në Shqipëri, Italia krijoi një zyrë qendrore për zhvillimin urban. Detyra e kësaj zyre nuk ishte vetëm projektimi i ndërtimit, por edhe planifikimi financiar. Kjo zyrë ishte shumë aktive gjatë kësaj kohe për shkak të diskutimeve për

¹⁷ Maria Adriana Giusti, *Albania, Architettura e Citta (1925-1943)*, Albania, Architecture and City, Maschinetto Publisher (Firenze, 2006), 76.

¹⁸ AQSH, Fondi i Ministrisë së Ndërtimit, Nr. 899, Dosja nr. 894, f. 4.

vendosjen e standardeve dhe rregullave urbane si dhe për ruajtjen e monumenteve historike dhe mjedisit¹⁹.

Plani urbanistik i Elbasanit u miratua në vitin 1940²⁰ dhe bazohej në planin e vitit 1927. Objektivat kryesore të këtij plani ishin shfrytëzimi i burimeve në territoret dhe ndërhyrjet në qendër të qytetit. Një tjetër element i rëndësishëm ishte ndërtimi i objekteve jashtë Kalasë dhe krijimi i parqeve të gjelbra, të cilat mundësonin pamjen e vlerave monumentale të Kalasë. Ky plan konsideronte edhe qendrën politike dhe administrative të qytetit pranë godinës së Bashkisë (1926).

Në kuadrin e perspektivës së zhvillimit nën ndikimin italian, turizmi dhe zejtaria morën një rëndësi të veçantë në planin urbanistik të vitit 1942. Ky plan konsideronte si jetike ndërhyrjen në disa burime të mundshme si turizmi dhe ruajtjen e disa objekteve të periudhës osmane²¹. Është e qartë se pushtuesit italianë u përpoqën të ruanin atë që trashëguam nga e kaluara dhe në të njëjtën kohë të sillnin një perspektivë të re nga qytetet evropiane. Gjatë kësaj kohe objektet e kultit islam dhe ortodoks u ruajtën së bashku me disa ndërtesa të rëndësishme si: shtëpia e familjes Sejдини, shtëpia e Aqif Pashës, banjat turke etj., që paraqisnin vlera historike dhe arkitekturore.

Pas çlirimit të vendit në vitin 1944, Partia Komuniste e drejtoi Shqipërinë drejt një ekonomie të centralizuar dhe modeli sovjetik. Të vendosur të transformonin me çdo çmim vendin komunistët shqiptarë përqaftuan me zell ndryshimin rrënjësor të komanduar nga lart dhe disiplinimin e shoqërisë. Nën drejtimin e tyre, struktura e pushtetit shtetëror e mori në duart e saj detyrën e misionit civilizues dhe modernizimit të Shqipërisë.

Ky stil vazhdoi deri në fillim të viteve 1960, që shënoi ndërprerjen e marrëdhënieve diplomatike me Bashkimin Sovjetik²². Teoritë marksiste ishin orientimi kryesor i zhvillimit të vendit. Enver Hoxha, diktatori komunist që udhëhoqi vendin për 40 vjet, urdhëroi shpronësimin e pronarëve pa shpërblim dhe vendosi pronësinë kolektive. Planet e kësaj periudhe u hartuan pa marrë parasysh nevojat e popullsisë. Edhe në fushën e zhvillimit urban Partia Komuniste shkatërroi gjithçka që i përkiste së shkuarës. Gjatë viteve të para pas Luftës së Dytë Botërore, plani i qytetit u kërkua të bazohej në parimet e ekonomisë socialiste, duke ndjekur kështu përvojën sovjetike. U krijua një komision publik ndërtimi që përfshinte specialistë shqiptarë dhe të Bashkimit Sovjetik. Stili i ri në zhvillimin urban të kësaj periudhe

¹⁹ Giusti, f. 37.

²⁰ Giusti, f. 39-42.

²¹ Giusti, f. 77.

²² Nina Smirnova, “*Historia e Shqipërisë përgjatë shekullit XX*”, Botimet (IDEART, 2004), f. 377.

përfshinte ndërtimin e apartamenteve tepër të vogla, 29-50 metra katrorë dhe ndalimin e ndërtimit të objekteve private²³.

Në vitin 1960, Instituti shqiptar i “Zhvillimit Urban” paraqiti planin e parë urbanistik për Elbasanin, i cili duhej të zbatohej brenda 20 viteve. Ky plan ishte pjesë e planit rregullues për të gjithë Shqipërinë. Plani synonte të linte pas të shkuarën dhe të rindëronte dy rrugët: “28 Nëntori” dhe “Qemal Stafa”. Përgjatë këtyre dy rrugëve objektet private u shpronësuan dhe më pas u prishën. Në vend të tyre, numri i madh i ndërtesave të banimit që u ndërtuan në të dy anët e rrugëve i dhanë një pamje të re qytetit, në të cilin mbizotëronte uniformiteti dhe stili kolektiv i jetesës. Stili italian i katrorit u zëvendësua nga dy rrugë paralele. Sot, këto ndërtesa të periudhës 1960-1970, ekzistojnë ende dhe janë simbol i regjimit komunist në vendin tonë. Feja ishte e ndaluar pasi konsiderohej si shkaktar i prapambetjes sociale. Të gjitha objektet fetare u shndërruan në qendra kulturore dhe sportive.

Njëkohësisht këto objekte fetare u zëvendësuan me monumente të heronjve të Luftës Nacionalçlirimtare në Shqipëri apo personaliteteve të dalluara të zonave të ndryshme. Konkretisht, xhamia e lagjes “Karaveli” u shkatërrua dhe në vend të saj u vendos monumenti i dy heronjve Abdyl dhe Haxhire Myzyri, xhamia e “Tabakes” u zëvendësua me monumentin e Kostandin Kristoforidhit, i cili ishte një gjuhëtar i rëndësishëm i Rilindjes Kombëtare Shqiptare. Partia e Punës vendosi gjithashtu të zëvendësojë festat fetare, si Krishtlindjet, Pashkët apo Bajrami, me festime kombëtare, lokale dhe të njohura sipas modelit socialist. Madje Partia sugjeroi që këto festa të reja (socialiste) të ishin të mëdha dhe të bukura për të plotësuar vakumin e krijuar nga mungesa e atyre fetare dhe për të ndikuar në edukimin ideologjik të shoqërisë.

Kjo u konsiderua si masakra më e keqe në historinë urbane të qytetit. Në vend të tregut tradicional të periudhës osmane dhe italiane, u ngritën ndërtesa të reja, si hotel “Skampa”, qendra e brendshme sportive, një park etj. Në vitin 1970, si pjesë e zhvillimit urban dhe industrial, u ndërtua Kombinati Metalurgjik, në luginën e lumit Shkumbin, me ndihmën e Republikës së Kinës. Ky ndërtim u konsiderua si pjesë e procesit të industrializimit dhe forcimit ekonomik të vendit. Qindra punëtorë dhe specialistë të ardhur nga qytete të tjera të Shqipërisë si dhe nga Kina kishin nevojë për strehim. Prandaj me punë vullnetare u ndërtuan apartamente të reja në pjesën veriore të qytetit dhe e gjithë zona u quajt lagjia “Vullnetari”. Në pjesën perëndimore të qytetit u ndërtuan hotele të reja për punonjësit shqiptarë, të cilët supozohej të jetonin përkohësisht në Elbasan. Në pjesën lindore të qytetit u ndërtua një

²³ AQSH, Fondi i Ministrisë së Ndërtimit, Nr. 899, Dosja nr. 894, f. 4.

kompleks i madh për punonjësit kinezë, të cilët punonin në fabrikën metalurgjike. Këto ndërtesa shkatërruan një pjesë të qytetit dhe nuk kanë asnjë vlerë arkitekturore, por kanë vlerë historike. Një numër i madh bunkerësh të ndërtuar në vendin tonë në vitet '70 gjithashtu janë objekte të trashëgimisë moderne. Ato u ndërtuan në kohën e luftës së Ftohtë dhe në kushtet e një varfërie ekstreme të Shqipërisë.

Edhe plani rregullues i vitit 1983, i cili u miratua nga Instituti i Kërkimeve dhe Projekttimeve Urbane, bazohej në ekonominë e centralizuar dhe pronësinë shtetërore dhe paraqiste perspektivën urbanistike të qytetit për 20 vjet. Kjo periudhë u karakterizua nga një krizë e thellë ekonomike e cila ndikoi ndjeshëm në këtë plan si në sasi ashtu edhe në cilësinë e ndërtimeve.

4. Vlerësimi i trashëgimisë moderne

Trashëgimia kulturore e shek. XX, apo “Trashëgimia Moderne” është një koncept i ri në sistemin e trashëgimisë kulturore shqiptare e më gjerë. Në fakt pjesë e trashëgimisë kulturore ne kemi quajtur të gjitha ato objekte që kishin kaluar mbi 100 vjet. Por, tashmë nuk është vetëm ky përkufizim në kohë. Ka edhe objekte, të cilat nuk i përkasin këtij harku kohor, por që vendosen në mbrojtje, si objekte të Trashëgimisë Moderne. Këto objekte kanë cilësi të rëndësishme si në formë dhe në përmbajtje.

Trashëgimia Moderne ka një natyrë mjaft komplekse, sidomos në lidhje me me territorin dhe peisazhin. Në fakt, ka një dallim jo të vogël ndërmjet trashëgimisë së gjysmës së parë të shek. XX dhe gjysmës së dytë të tij. Duken si më të spikatura dhe estetike monumentet e gjysmës së parë të shek. XX. Kjo ndodh mbase edhe për shkak të qëndrimit emocional që kemi në përgjithësi ndaj periudhës së socializmit. Por duhet të jemi të ndërgjegjshëm edhe për investimin e madh dhe produktit historiko-kulturor të shoqërisë shqiptare gjatë gjysmës së dytë të shekullit të kaluar. Ne jetojmë në kontakt të vazhdueshëm me trashëgiminë moderne dhe tentojmë të mos e vlerësojmë objektivisht. Shumë gjëra jo vetëm që nuk na bëjnë përshtypje, por edhe nuk i shohim fare dhe nuk bëhemi merak kur ato zhduken apo degradojnë gradualisht. Kjo ndodh mendojmë se Trashëgimia Moderne mbart pak koncepte origjinale dhe në shumicën e saj përbëhet nga riprodhime të standartizuara të një forme. Për këtë arsye duhet të evidentohen ato që janë më specifike dhe që tregojnë një periudhë të caktuar historike. Konkretisht trashëgimia industriale, fabrika, Uzina, veçanërisht Kombinati Metalurgjik, rafineria e naftës në Cërrik, që janë veçanërisht tërheqës, janë pjesë e kësaj trashëgimie. Ansambli urban i ndërtuar sidomos në vitet 1950, 1980 lagjia e quajtur e kinezëve, kinemaja etj. Mbase këto nuk kanë vlera arkitektonike por janë tregues të një

periudhe të caktuar historike. Veprat më të rëndësishme të periudhës Socialiste duhet të ruhen dhe të rijetëzohen. Ato kanë impakt sidomos tek brezi i ri që nuk e ka njohur atë kohë. Po kështu edhe bunkerët mbartin një histori mjaft interesante, por të domosdoshëm, madje edhe sot.

Ndonëse e ndërtuar sot, as më pak e as më shumë se 5 vjet më parë, xhamia e Ballies në Elbasan, është përzgjedhur si një nga 5 objektet më të bukura të kultit në botë dhe është nominuar për çmimin prestigjioz “Ndërtesa e Vitit 2025” nga "ArchDaily", një platformë online, shumë e njohur në fushën e arkitekturës. Ky vlerësim është një njohje e rëndësishme për arkitekturën bashkëkohore shqiptare, duke e vendosur Elbasanin në hartën globale të arkitekturës, sidomos me objektet e kultit. Lajmi nga ana tjetër ka rëndësi sepse, arkitekti që e projektoi është shqiptari Jurtin Hajro dhe kjo na bën edhe më krenarë.

Xhamia e Ballies shquhet për dizajnin e saj të ri, që ndërthur me mjeshtëri traditën islame me elemente moderne, duke krijuar një hapësirë unike për besimtarët dhe vizitorët. Me këtë vlerësim, Elbasani dhe Shqipëria bëhen pjesë e hartës globale të arkitekturës fetare, duke treguar se vepra të tilla nuk janë vetëm një shembull i artit dhe kulturës, por edhe një mundësi për të promovuar më shumë turizmin dhe vlerat historike dhe kulturore të vendit. Në funksion të këtij roli, kjo xhami padyshim do të jetë pjesë e trashëgimisë moderne, dhe duhet promovuar.

5. Përfundime

Në përfundim të këtij artikulli mund të pohojmë se, është e domosdoshme të vlerësojmë të dy tipologjitë e trashëgimisë. Trashëgimia si ajo klasike dhe ajo moderne janë shumë të rëndësishme në njohjen e historisë dhe kulturës së qytetit. Elbasani është i pasur me objekte të trashëgimisë historike të para shek.XX, por edhe me objekte të shek.XX, periudhës së dytë. Kjo trashëgimi është dëshmi historike dhe më mirë se kushdo na tregon periudhën e jetuar. Në thelb, trashëgimia moderne tregon për vrullin, përpjekjet për modernizimin e shoqërisë. Gjithashtu tregon edhe për procesin e industrializimit socialist në kushte tejet të vështira ekonomike populli ndërtoi vepra të mëdha industriale. Trashëgimia moderne jo vetëm që duhet të ruhet, por duhet të bëhet edhe e aksesueshme për publikun. Elbasani ka mjaft objekte të trashëgimisë moderne, mjafton që t'i evidentojë. Kjo është e rëndësishme veçanërisht për Elbasanin që ka pak objekte të trashëgimisë. Trashëgimia moderne do të promovojë qytetin, por gjithashtu do të ketë impakt në turizëm. Ky është Elbasani, qyteti me vlera dhe kulturë gjatë historisë së tij.

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**Descriptive Analysis of the Technology Acceptance Model of ChatGPT by the
Preservice Science Teachers of the University of Lagos, Nigeria**

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Abstract

ChatGPT is designed to generate human-like responses to natural language prompts, allowing it to carry out a variety of tasks, including answering questions, generating text, and engaging in conversation. This technology is new and more information are needed regarding its acceptance among people especially the preservice science teachers in the University of Lagos. The study investigated the technology acceptance model of ChatGPT by the preservice science teachers of the University of Lagos, Nigeria. Out of 1220 preservice science teachers in the Department of Science Education, University of Lagos, 488 were selected for the study using a simple random sampling technique. The study adopted the descriptive survey research design. One major instrument tagged “Technology Acceptance

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Model Questionnaire on ChatGPT” was designed by the researchers and used for data collection in this study. Seven research questions were raised to guide the study. The results demonstrated that the majority of preservice science teachers strongly agreed/agreed that they were aware of ChatGPT and frequently used it. More so, the participants were satisfied with ChatGPT because it sped up and made their research easier. ChatGPT was considered beneficial as it covered wide-ranging topics in the area of interest and provided relevant information related to the preservice science teachers’ search done using this technology. Based on these results, it is recommended that sensitization programmes should be held in schools and colleges to increase teachers’ level of awareness of ChatGPT and also make them comprehend the merits of utilising it. Also, users of ChatGPT should provide elaborate and specific information about their predispositions and preferences.

Keywords: *ChatGPT, technology acceptance model, awareness, perceived usefulness, perceived ease of use,*

Introduction

The Technology Acceptance Model (TAM) is a theoretical framework that explains how users accept and adopt new technologies. The model was first proposed by Fred Davis in 1989 and has since been widely used in research on technology adoption (Alambaigi & Ahangari, 2016, Oladipo & Okiki, 2020). The Technology Acceptance Model (TAM) is a widely used framework for understanding and predicting technology adoption and use. The validity of the TAM has been extensively studied in academic research and has been found to be a valid and reliable measure of technology acceptance (Scherer, Siddiq, & Tondeur, 2019). Studies have shown that the TAM is a good predictor of user acceptance and usage behavior for a wide range of technologies, including information systems, mobile apps, and e-commerce platforms (Scherer, 2019; Lee, & Lehto, 2013). Additionally, the TAM has been found to be valid across different user groups and cultures, indicating that the model is generalizable (Awofala, Oladipo, Akinoso, Arigbabu & Fatade, 2022; Alfadda, & Mahdi, 2021; Venkatesh, Thong, & Xu, 2012). However, it is important to note that the TAM has some limitations. One of the main criticisms of the TAM is that it does not account for external factors that may influence technology acceptance, such as social and cultural factors, organizational policies, and external pressures. Additionally, the TAM assumes that users are rational decision-makers who consider the benefits and costs of using a technology, which may not always be the case in real-world situations. Overall, while the TAM is a useful framework for understanding technology acceptance, it should be used in conjunction with other models and methods to fully capture the complex and multifaceted nature of technology adoption and use. ChatGPT is a new technology that warrants studying. ChatGPT refers to a large language model called "Generative Pre-trained Transformer" that was developed by OpenAI (Kasneci et al., 2023; Shafiq, 2023). It is designed to generate human-like responses to natural language prompts, allowing it to carry out a variety of tasks, including answering questions, generating text, and engaging in conversation (Sallam et al., 2023; Shafiq, 2023). The "GPT" part of the name refers to the architecture of the model, which is based on a type of neural network called a transformer, and the "Chat" part refers to its specific application for conversational tasks.

TAM proposes that users' intentions to use ChatGPT are influenced by two main factors: perceived usefulness and perceived ease of use (Awofala et al., 2022). Perceived usefulness of ChatGPT refers to the extent to which a user believes that ChatGPT will improve their job performance or quality of life. Perceived usefulness is based on an

individual's perception of the potential benefits of using ChatGPT, such as increased efficiency, reduced effort, or improved outcomes. If an individual perceives a technology as useful, they are more likely to adopt it and continue using it (Awofala et al., 2022; Su & Li, 2021). The perceived usefulness of ChatGPT is influenced by a range of factors, such as the individual's prior experience with similar technologies, their expectations of the technology, and the opinions of others. For example, if an individual has had positive experiences with similar technologies in the past, they may perceive a new technology of ChatGPT as more useful.

Perceived ease of use ChatGPT refers to the extent to which a user believes that ChatGPT will be easy to use and learn. TAM suggests that users' attitudes toward a technology are shaped by their perceptions of its usefulness and ease of use, and these attitudes in turn influence their intentions to use the technology (Al-Marroof, Alshurideh, Salloum, AlHamad, & Gaber, 2021; Alambaigi & Ahangari, 2016). The model also proposes that other factors, such as social influence and individual differences, can also influence users' attitudes and intentions. Perceived ease of use is based on an individual's perception of how easy it is to learn and use ChatGPT, such as the complexity of the interface, the amount of training required, and the degree of support available. If an individual perceives ChatGPT as easy to use, they are more likely to adopt it and continue using it.

Awareness of ChatGPT refers to an individual's knowledge and understanding of the ChatGPT that is available and its potential applications (Tella, Oyewole, & Tella, 2017). It includes awareness of the benefits and drawbacks of ChatGPT, as well as the skills and knowledge required to use it effectively. In today's rapidly changing technological landscape, awareness of ChatGPT is increasingly important. As ChatGPT emerges and becomes more prevalent, individuals who are not aware of this technology may be at a disadvantage in their personal and professional lives. On the other hand, individuals who are aware of ChatGPT and can effectively use it may have a competitive advantage. Awareness of ChatGPT can be improved through various means, such as formal education and training, self-directed learning, and exposure to ChatGPT in everyday life. Governments, educational institutions, and private organizations can also play a role in promoting awareness of ChatGPT through initiatives such as public awareness campaigns, workshops, and training programs.

Comprehensiveness and subjective norm are two additional components of the Technology Acceptance Model (TAM), in addition to perceived usefulness and perceived ease of use (Scherer, 2019; Lee, & Lehto, 2013; Park & Park, 2020; Su & Li, 2021). Comprehensiveness refers to the extent to which a user believes that ChatGPT can support all of their required tasks or functions. In other words, if a user perceives ChatGPT as comprehensive, they believe that it can meet all of their needs and they are more likely to adopt and use it. Subjective norm refers to the influence of social norms and expectations on a user's intention to use ChatGPT. This includes the perceived expectations of important others, such as colleagues or superiors, and the degree to which these expectations align with the user's own values and beliefs. If a user perceives that others in their social network expect them to use a ChatGPT, they may be more likely to adopt and use it. Together, these four components of TAM help explain users' attitudes and intentions towards ChatGPT. By understanding these factors, designers and developers can create technologies that are more likely to be adopted and used successfully (Awofala et al., 2022). It is important to note that these components are interrelated and can influence each other - for example, if a user perceives ChatGPT as comprehensive, they may also perceive it as more useful and easier to use.

Satisfaction with ChatGPT refers to all individual's overall level of satisfaction with ChatGPT technology (Park & Park, 2020). It is an important component of the Technology Acceptance Model (TAM) and is influenced by a range of factors, such as perceived usefulness, perceived ease of use, comprehensiveness, and subjective norm (Nguyen et al., 2020). Satisfaction with ChatGPT is based on an individual's assessment of the benefits and drawbacks of using ChatGPT, as well as their expectations of ChatGPT. If an individual perceives ChatGPT as meeting their needs and improving their job performance, productivity, or quality of life, they are more likely to be satisfied with it.

Intention to use ChatGPT typically assesses the extent to which an individual intends to use ChatGPT technology or system in the future (Su & Li, 2021; Park & Park, 2020). Intention to use ChatGPT is an important predictor of actual ChatGPT adoption and use. By measuring individuals' intentions to use ChatGPT, designers and developers can gain insights into the potential success of ChatGPT and identify areas for improvement to increase its adoption and use.

The perceived enjoyment of using ChatGPT is an important factor in its adoption and continued use. To improve the perceived enjoyment of ChatGPT, developers can focus on designing the system to be engaging, entertaining, and satisfying to use. One approach is to incorporate elements of gamification into the user experience. This may involve providing rewards or incentives for using the system, such as badges, points, or levels, or creating a sense of achievement through progress tracking or completion of tasks (Su & Li, 2021; Tella, Oyewole, & Tella, 2017). Developers can also design the system to be visually appealing, with engaging graphics, animations, or other interactive elements. No doubt, ChatGPT is one of the newest technologies in this 21st century and it is presently gaining acceptance among the populace. Its popularity and acceptance will be based on its perceived usefulness, perceived ease of use, intention, enjoyment, satisfaction, comprehensiveness and subjective norm (Tella, Oyewole, & Tella, 2017; Su & Li, 2021) which characterize the technology acceptance model. Presently, no study in Nigeria had focus on determining the acceptability of ChatGPT using the technology acceptance model. Thus, this study sought to descriptively analyse the preservice science teachers' technology acceptance model of ChatGPT at the University of Lagos, Nigeria.

Objective of the study

The general objective of this research is to engage in descriptive analysis of preservice science teachers' technology acceptance model of ChatGPT at the University of Lagos, Nigeria. The particular objectives of the research are to:

1. determine the level of awareness of preservice science teachers towards the use of ChatGPT;
2. identify the ease of use of ChatGPT among the preservice science teachers;
3. find out the perceived usefulness of ChatGPT among the preservice science teachers;
4. determine the degree of comprehensiveness and trust of ChatGPT among the preservice science teachers;
5. find out the level of satisfaction of ChatGPT among the preservice science teachers;
6. ascertain the intention to use ChatGPT among the preservice science teachers.
7. ascertain the level of perceived enjoyment of ChatGPT among the preservice science teachers.

Research questions

The following research questions guided this study:

RQ1. What is the level of awareness of preservice science teachers towards the use of ChatGPT?

RQ2. What is the level of ease of use of ChatGPT among the preservice science teachers?

RQ3. What is the level of perceived usefulness of ChatGPT among the preservice science teachers?

RQ4. What is the level of degree of comprehensiveness and trust of ChatGPT among the preservice science teachers?

RQ5. What is the level of satisfaction of ChatGPT among the preservice science teachers?

RQ6. What is the intention to use ChatGPT among the preservice science teachers?

RQ7. What is the level of perceived enjoyment of ChatGPT among the preservice science teachers?

Methodology

Research design

A quantitative method involving a descriptive survey research design was utilised in this study. This design is used to collect and analyse data about the characteristics, attitudes, behaviours, opinions, and perceptions of group or population. It involves collecting data through surveys or questionnaires, which typically use close-ended questions and structured response options (Awofala, 2021).

Sample and sampling technique

The target population for the study included all the preservice science teachers in the Department of Science Education of the University of Lagos, Nigeria. The target population as at 2021-2022 academic session, consisted of 1220 preservice science teachers spread across four levels: freshmen, sophomores, juniors and seniors. By a way of simple random sampling technique, the sample was drawn from the four levels. 40% participants (preservice

science teachers) were selected from each of the four levels, to make a total of 488 preservice science teachers who represented the study's sample.

Data collection instrument

One major instrument was used for data collection in this study. The instrument tagged "Technology Acceptance Model Questionnaire on ChatGPT" was designed by the researchers. The survey has two sections namely, A and B. Section A deals with the biodata of the respondents including gender, age and level of study. Section B centres on the variables of the study and is further divided into sub-sections consisting of Awareness of ChatGPT (5 items); Perceived usefulness of ChatGPT (5 items); Perceived ease of use of ChatGPT (5 items); Comprehensiveness and subjective norm of ChatGPT (5 items); Satisfaction with ChatGPT (5 items); Intention to use ChatGPT (4 items); and Perceived Enjoyment of ChatGPT (4 items). Each of these subsections adopted a Likert-type scale format of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) for all items of the survey.

Validity of the instrument

The instrument was given to two experts in measurement and evaluation to determine its content and construct validity. The experts checked for language appropriateness and the usability of the instrument for the target audience. Little or no modifications were made on the instrument as the experts adjudged the instrument okay for the intended audience.

Reliability of the instrument

To determine the reliability of the instrument, internal consistency method of Cronbach alpha was adopted. The instrument was administered on 50 preservice science teachers not part of the study's sample and their responses were coded on the SPSS version 25 and the default Cronbach alpha was used to compute the instrument reliability coefficient. A value of 0.87 was computed for the study. This value was adjudged high enough for the instrument and so the instrument was highly reliable for collecting data for the study.

Data collection procedures

Permission was sought from the Head, Department of Science Education, University of Lagos to use the preservice science teachers for research purpose. The instrument tagged Technology Acceptance Model Questionnaire on ChatGPT was administered by the researchers to target participants in regularly schedule classes. The administration of the questionnaire was itch-free and no attrition was recorded as all the participants fully participated in the study that was conducted during the second semester of 2021-2022 academic session. 488 questionnaires were administered and retrieved from the participants indicating a 100% return rate.

Methods of data analysis

The responses of the participants to the questionnaire were coded on the SPSS version 25 and the coded data were analysed based on the research questions set for the study. Descriptive statistics of percentage and frequency were adopted in the analysis of the data collected for the study.

Results

Research Question One: What is the level of awareness of preservice science teachers towards the use of ChatGPT?

Table 1 shows that 488 (100%) preservice science teachers were sampled and out of this sample size, 372 (76.2%) participants strongly agreed/agreed to have awareness of Chat GPT, 52 (10.7%) participants were undecided to having aware, and 64 (13.1%) strongly disagreed/disagreed to having awareness. This showed that the majority of the participants were aware of ChatGPT. Out of all the participants, 268 (54.9%) strongly agreed/agreed that they can use ChatGPT. A total of 100 (20.5%) participants were undecided about using ChatGPT, 120 (24.6%) participants strongly disagreed/disagreed to using ChatGPT. This showed that the majority of the participants can actually make use of ChatGPT. As regards the familiarity with ChatGPT, 304 (62.3%) participants were familiar with ChatGPT, 80 (16.4%) of the participants were undecided about their familiarity with ChatGPT, while 104

(21.3%) of the participants were unfamiliar with ChatGPT. This showed that the majority of the participants were accustomed to ChatGPT. Similarly, 404 (82.8%) participants strongly agreed/agreed to have heard about ChatGPT, 16 (3.3%) participants were undecided while 68 (13.9%) participants did not hear about ChatGPT. This confirmed that the majority of the participants had heard about ChatGPT. Furthermore, the results showed the ratio of participants that knew something about ChatGPT. A total of 320 (65.5%) participants strongly agreed/agreed to know something about ChatGPT, 80 (16.4%) participants were undecided regarding knowing something about ChatGPT while 88 (18.0%) participants strongly disagreed/disagreed to know something about ChatGPT. This established that the majority of the participants knew something about ChatGPT.

Table1. The level of awareness of ChatGPT

Awareness	SA/A		U		D/SD	
	n	%	n	%	n	%
1. I am aware of ChatGPT	372	76.2	52	10.7	64	13.1
2. I can make use of ChatGPT	268	54.9	100	20.5	120	24.6
3. I am familiar with ChatGPT	304	62.3	80	16.4	104	21.3
4. I have heard about ChatGPT	404	82.8	16	3.3	68	13.9
5. I know something about ChatGPT	320	65.5	80	16.4	88	18.0

Research Question Two: What is the level of perceived ease of use of ChatGPT among the preservice science teachers?

Table 2 reveals the perceived ease of use of ChatGPT among the undergraduate science education students of the University of Lagos. A total of 284 (58.2%) participants strongly agreed/agreed to finding ChatGPT easy to use; 116 (23.8%) participants were undecided regarding the easy use of ChatGPT, while 88 (18.0%) did not find ChatGPT easy to use. Subsequent upon these results, it is clear that the majority of the participants found ChatGPT easy to use. Regarding the mental effort needed to interacting with ChatGPT, 292

(59.8%) participants strongly agreed/agreed that interacting with ChatGPT does not require a lot of mental effort, 128 (26.2%) participants were undecided with the statement, while 68 (13.9%) participants strongly disagreed/disagreed with the statement that ChatGPT does not require a lot of mental effort in its interaction. This showed that the majority of participants strongly agreed/agreed that interacting with ChatGPT does not necessarily require a lot of mental effort.

In addition, Table 2 reveals that 276 (56.6%) participants strongly agreed/agreed to finding it easy getting what they want on ChatGPT, 136 (27.9%) were undecided to finding it easy getting what they want on ChatGPT, while 76 (15.6%) participants strongly disagreed/disagreed to finding it easy to get what they want on ChatGPT. With this, it is confirmed that the majority of the participants found it easy to get what they want on ChatGPT. Yet, 296 (60.6%) participants strongly agreed/agreed to finding it easy to understand ChatGPT, 120 (24.6%) participants were undecided regarding the statement, while 72 (14.8%) participants strongly disagreed/disagreed to finding it easy to understand the ChatGPT. This showed that the majority of the participants found ChatGPT easy to understand. A total of 312 (63.9%) participants strongly agreed/agreed to finding it easy to learn to use ChatGPT, 112 (23.0%) were undecided to finding it easy to learn to use ChatGPT, while 64 (13.1%) participants strongly disagreed/disagreed to finding it easy to learn to use ChatGPT. This showed that the majority of the participants found it easy to learn to use ChatGPT.

Table 2. Perceived ease of use ChatGPT

Perceived ease of use	SA/A		U		D/SD	
	n	%	n	%	n	%
1. I find ChatGPT is easy to use	284	58.2	116	23.8	88	18.0
2. Interacting with ChatGPT does not require a lot of mental effort	292	59.8	128	26.2	68	13.9
3. I find it easy to get ChatGPT to do what I want it to do	276	56.6	136	27.9	76	15.6

4. I find it easy to understand ChatGPT	296	60.6	120	24.6	72	14.8
5. Learning to use ChatGPT is easy for me	312	63.9	112	23.0	64	13.1

Research Question Three: What is the level of perceived usefulness of ChatGPT among preservice science teachers?

The results in Table 3 show that out of 488 (100%) participants, 348 (71.3%) strongly agreed/agreed that using ChatGPT enables quick completion of research, 84 (17.2%) were undecided that ChatGPT enables quick completion of research, while 56 (11.5%) participants strongly disagreed/disagreed that ChatGPT enables quick completion of research. This confirms that the majority of the participants strongly agreed/agreed that ChatGPT enables quick completion of research. In terms of research, 344 (70.5%) participants strongly agreed/agreed to ChatGPT making it easier for them to do their research, 84 (17.2%) participants were undecided that ChatGPT makes their research work easier, while 60 (12.3%) participants strongly disagree/disagreed with the statement. These statistics show that the majority of participants strongly agreed/agreed that ChatGPT makes doing their research easier. The results also reveal that out of the 488 (100%) participants, 340 (69.7%) strongly agreed/agreed that using ChatGPT enhances their searching effectiveness, 88 (18.0%) participants were undecided with the statement, while 60 (12.3%) participants strongly disagreed/disagreed that ChatGPT enhances their searching effectiveness. Thus, the majority of the participants believed that ChatGPT enhances their searching effectiveness.

For usefulness of any research, relevant information to aid in the research is vital. Table 3 shows that 332 (68.0%) participants strongly agreed/agreed to finding many relevant information with one search on ChatGPT, 92 (18.9%) participants were undecided with this statement, while 64 (13.1%) strongly disagreed/disagreed to finding many relevant information on ChatGPT with one search. These statistics show that the majority of the participants strongly agreed/agreed to find many relevant information on ChatGPT with one search. The results also reveals that 280 (57.3%) participants strongly agreed/agreed that the resources found in ChatGPT are quite related to their research, 144 (29.5%) were undecided, while 64 (13.1%) participants strongly disagreed/disagreed that the resources found in ChatGPT are quite related with their research. These statistics confirmed that the majority of the participants believed that the resources found in ChatGPT are quite related with their research.

Table 3. Perceived usefulness of ChatGPT

Perceived usefulness	<u>SA/A</u>		<u>U</u>		<u>D/SD</u>	
	n	%	n	%	n	%
1. ChatGPT enables quick completion of research	348	71.3	84	17.2	56	11
2. ChatGPT makes research work easier	344	70.5	84	17.2	60	12.3
3. Using ChatGPT enhances my searching effectiveness	340	69.7	88	18.0	60	12.3
4. I can find many relevant information with one search in ChatGPT	332	68.0	92	18.9	64	13.1
5. The resources in ChatGPT relate well to my research	280	57.3	144	29.5	64	13.1

Research Question Four: What is the level of comprehensiveness and subjective norm of ChatGPT among preservice science teachers?

Table 4 shows the level of comprehensiveness and subjective norm of ChatGPT among the undergraduate science education students of the University of Lagos. The table shows that 324 (66.4%) participants strongly agreed/agreed to easily understanding the resources found on ChatGPT, 108 (22.1%) participants were undecided regarding the statement, while 56 (11.5%) participants strongly disagreed/disagreed to understanding the resources found on ChatGPT. These statistics show that the majority of the participants found it easy to understand resources on ChatGPT. The table also reveals that 248 (50.8%) participants strongly agreed/agreed that ChatGPT has enough resources for their study, 144 (29.5%) were undecided, while 96 (19.7%) participants strongly disagreed/disagreed that

ChatGPT has enough resources for their study. This reveals that the majority of the respondents strongly agreed/agreed that ChatGPT has enough resources for their study.

268 (54.9%) participants strongly agreed/agreed that ChatGPT covers a wide-ranging topic in their particular area of interest, 148 (30.3%) were undecided, while 72 (14.8%) participants strongly disagreed/disagreed that ChatGPT covers a wide range of topics in their particular area of interest. More so, 248 (50.8%) of the participants strongly agreed/agreed to often find exactly what they search for on ChatGPT, 172 (35.2%) were undecided, while 68 (13.9%) participants strongly disagreed/disagreed with the statement that they often find exactly what they search for on ChatGPT. This confirmed that the majority of the participants did find exactly what they search for on ChatGPT. Of the participants, 324 (66.4%) strongly agreed/agreed that ChatGPT usually provides details and in-depth information to them, 108 (22.1%) participants were undecided regarding the statement, while 56 (11.5%) participants strongly disagreed/disagreed that ChatGPT usually provides details and in-depth information to them. This result showed that the majority of the participant were of the belief that ChatGPT usually provided details and in-depth information to them.

Table 4. Comprehensiveness and subjective norm of ChatGPT

Comprehensiveness & subjective	SA/A		U		D/SD	
	n	%	n	%	n	%
1. The resources on ChatGPT are easy to understand	324	66.4	108	22.1	56	11.5
2. ChatGPT has enough resources for my study	248	50.8	144	29.5	96	19.7
3. ChatGPT covers a wide range of topics in my particular interest	268	54.9	148	30.3	72	14.8
4. I often find exactly what I search for while using ChatGPT	248	50.8	172	35.2	68	13.9

5.ChatGPT usually provides detail

and in-depth Information 324 66.4 108 22.1 56 11.5

Research Question Five: What is the level of satisfaction with ChatGPT among preservice science teachers?

The results in Table 5 show the level of satisfaction of the undergraduate science education students of the University of Lagos while using ChatGPT. Out of the 488 participants, 260 (53.3%) participants strongly agreed/agreed that they made the correct decision to use ChatGPT, 164 (33.6%) participants were undecided, while 64 (13.1%) participants thought they did not make the correct decision to use ChatGPT. This reveals that the majority of the participants believed that they made the correct decision by using ChatGPT. Also, 268 (54.9%) participants strongly agreed/agreed that they are satisfied with the results received from ChatGPT, 156 (32.0%) participants were undecided, while 64 (13.1%) participants strongly disagreed/disagreed of being satisfied with the results received from ChatGPT. Thus, the majority of the participants were satisfied with ChatGPT results.

The table also shows that 268 (54.9%) participants strongly agreed/agreed and indicated overall satisfaction with ChatGPT, 156 (32.0%) participants were undecided regarding the statement, while 64 (13.1) participants strongly disagreed/disagreed to being satisfied using ChatGPT. This showed that a considerable majority of the participants were satisfied with using ChatGPT. 304 (62.3%) participants strongly agreed/agreed that they were happy with the performance of ChatGPT, 124 (25.4%) participants were undecided, while 60 (12.3%) participants were not happy with the performance of ChatGPT. Thus, the majority of the participants believed that they were happy with the performance of ChatGPT. 288 (59.0%) of the participants strongly agreed/agreed that using ChatGPT was a positive experience for them, 136 (27.9%) participants were undecided regarding the statement, while 64 (13.1%) participants strongly disagreed/disagreed that using ChatGPT was a positive experience for them.

Table 5. Satisfaction with ChatGPT

Satisfaction	SA/A		U		D/SD	
	n	%	n	%	n	%
1. I think I made the correct decision to use ChatGPT	260	53.3	164	33.6	64	13.1
2. In general, I am satisfied with the results I received from ChatGPT	268	54.9	156	32.0	64	13.1
3. Overall, I am satisfied using ChatGPT	268	54.9	156	32.0	64	13.1
4. I am happy with the performance of ChatGPT	304	62.3	124	25.4	60	12.3
5. Using ChatGPT was a positive experience for me	288	59.0	136	27.9	64	13.1

Research Question Six: What is the level of intention to use ChatGPT among preservice science teachers?

Table 6 shows the level of intention to use ChatGPT among preservice science teachers at the University of Lagos. The table reveals that 312 (63.9%) participants strongly agreed/agreed to use ChatGPT in the future, 132 (27.0%) participants were undecided while 44 (9.0%) participants strongly disagreed/disagreed that they intend to use ChatGPT in the future. Thus, the majority of the participants agreed that they have intention to use ChatGPT in the future. 336 (68.9%) participants strongly agreed/agreed that they plan to use ChatGPT in the near future, 112 (23.0%) participants were undecided, while 40 (8.2%) participants strongly disagreed/disagreed that they planned to use ChatGPT in the near future. Thus, the majority of the participants believed that they planned to use ChatGPT in the near future. 304 (62.3%) participants strongly agreed/agreed that they expect to use ChatGPT in the next time frame, 124 (25.4%) participants were undecided, while 60 (12.3%) participants strongly disagreed/disagreed that they would use ChatGPT in the next time frame. Thus, the majority of the participants believed that they would use ChatGPT in the next time frame. 292 (59.9%)

participants strongly agreed/agreed that they are likely to use ChatGPT in their work and personal life, 152 (31.1%) participants were undecided regarding this statement, while 44 (9.0%) participants strongly disagreed/disagreed that they would likely use ChatGPT in their work and personal life. Thus, the majority of the participants agreed that they would likely use ChatGPT in their work and personal life.

Table 6. Intention to use ChatGPT

Intention	<u>SA/A</u>		<u>U</u>		<u>D/SD</u>	
	n	%	n	%	n	%
1. I intend to use ChatGPT in the future	312	63.9	132	27.1	44	9.0
2. I plan to use ChatGPT in the near future	336	68.9	112	23.0	40	8.2
3. I expect to use ChatGPT in the next time frame	304	62.3	124	25.4	60	12.3
4. I am likely to use ChatGPT in my work and personal life.	292	59.9	152	31.1	44	9.0

Research Question Seven: What is the level of perceived enjoyment of ChatGPT among preservice science teachers?

Table 7 shows the level of perceived enjoyment of ChatGPT among preservice science teachers at the University of Lagos. 304 (62.3%) participants strongly agreed/agreed that using ChatGPT is fun, 116 (23.8%) participants were undecided, while 68 (13.9%) participants strongly disagreed/disagreed that using ChatGPT is fun. Thus, the majority of the participants believed that using ChatGPT was fun. 284 (58.2%) participants strongly agreed/agreed that using ChatGPT is pleasurable, 136 (27.9%) participants were undecided, while 68 (13.9%) participants strongly disagreed/disagreed that using ChatGPT is pleasurable. 260 (53.2%) participants strongly agreed/agreed that using ChatGPT give them a lot of enjoyment, 156 (32.0%) participants were undecided regarding the statement while 72 (14.8%) participants strongly disagreed/disagreed that using ChatGPT give them a lot of enjoyment. Thus, the majority of the participants approved that using ChatGPT gave them a lot of enjoyment. Lastly, 264 (54.1%) participants strongly agreed/agreed that using ChatGPT

make them excited, 144 (29.5%) participants were undecided regarding the statement, while 80 (16.4%) participants strongly disagreed/disagreed that using ChatGPT make them excited. Overall, the majority of the participants accepted that using ChatGPT make them excited.

Table 7. Perceived enjoyment of ChatGPT

Perceived enjoyment	SA/A		U		D/SD	
	n	%	n	%	n	%
1. Using ChatGPT is fun.	304	62.3	116	23.8	68	13.9
2. Using ChatGPT is pleasurable.	284	58.2	136	27.9	68	13.9
3. Using ChatGPT gives me a lot of enjoyment.	260	53.2	156	32.0	72	14.8
4. Using ChatGPT makes me excited.	264	54.1	144	29.5	80	16.4

Discussion

The results from the study showed that the majority of the preservice science teachers strongly agreed/agreed that they are aware of ChatGPT and frequently make use of it. This result concurs with the submission of Shafiq (2023) that ChatGPT is gradually gaining popularity among its users; as people are becoming heavily dependent on the use of ChatGPT for accessing information. One overwhelming fact that ChatGPT usually provides the information requirements of the research might be the reason for its acceptance on the part of the participants in the present study. Any technology that allows users to get what they want and provides the information the users want do not necessarily need any commercial because those are enough advertisement by themselves (Tella et al., 2017). This is the position of ChatGPT as it has been revealed in the present study. That the participants in the present study have enough trust in ChatGPT as a technology for searching relevant information concurs with the submission of researchers that participants found ChatGPT easy to use and access and that ChatGPT is perceived as a useful technology for their research because it enhanced their searching potency and efficiency (Shen, 2012; Tella et al., 2017). Beyond any

doubt, ChatGPT is an echt scrutiny instrument; hence, it is unanticipated that the participants in this study regarded it as being reliable for research work and it promotes their search efficiency.

The results from this study revealed the ceaseless purpose of using ChatGPT. This concurs with the submission of Awofala and Oladipo (2023), Shafiq (2023) and Awofala et al. (2022) that many factors affect the intention to use any technology including perceived usefulness, perceived ease of use and sense of loyalty towards the use of the technology. Literature shows that any technology that is perceived useful would enjoy continuous patronage from its users. Hence, any technology that is very easy to use and access will enjoy constant patronage from its users (Awofala et al., 2022; Tella et al., 2017). Consequently, the need for the constant intention to use ChatGPT by the preservice science teachers in the present study is not startling. It is evident that any technology that is easy to use and access (Awofala et al., 2023; Abiodun, Asanre & Awofala, 2023; Awofala et al., 2022; Tella et al., 2017) will increase the rationale for the intention of the user to use the ChatGPT. The results in the present study showed the overall satisfaction with ChatGPT by the preservice science teachers. Without doubt, the ChatGPT perceived usefulness with regards to the provision of pertinent information, satisfying users' needs, ease of use and access, and its comprehensiveness and subjective norm of ChatGPT by the preservice science teachers may be the reason for the general satisfaction the participants in this study showed with ChatGPT. In the present study, the results indicated that the participants agreed that ChatGPT made research quicker and easier. They also agreed that ChatGPT is fun, pleasurable, gives enjoyment and makes its users excited. Despite the advantages of ChatGPT, it has been criticised for giving incorrect answers, biased answers, lack of human insights and overly long wordy answers characterised the use of ChatGPT (Shafiq, 2023). Also, ChatGPT has been criticised for becoming a disruption for online assessment as it engenders opportunity for plagiarism and cheating among students (Naidu & Sevnarayan, 2023).

Recommendations

In line with the results of this investigation, the following recommendations were made: Sensitization programmes should be held in schools and colleges to increase the level of awareness of people about ChatGPT and also make them comprehend the merits of utilising ChatGPT. Users of ChatGPT should provide elaborate and specific information

about their predispositions and preferences. Providing more information will enhance the performance of ChatGPT to provide personalised preferences. Users should regularly provide feedback to ChatGPT and they should explore the recommended content and keep an open mind while using the ChatGPT for improved services. This will in turn boost the satisfaction level of the preservice science teachers using ChatGPT and increase the trust they have in using ChatGPT.

Conclusion

The present study investigated the technology acceptance model of ChatGPT by preservice science teachers in the University of Lagos. In this study, the results showed that preservice science teachers were aware of the use of ChatGPT and can freely use it to get relevant information needed in their study. More so, the participants were satisfied with their use of ChatGPT as it does speed up and make their research easier. ChatGPT was considered useful because it covers wide ranging topics in the area of interest, and they also find relevant information related to their search using ChatGPT.

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**Motiation Variants and Job Performance of Teachers in Private Senior Secondary
Schools in Somolu Local Government Area of Lagos State**

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Abstract

This study examined the motivation variants and job performance of teachers in private senior secondary schools in Somolu Local Government Area of Lagos State. Descriptive method was adopted, four research questions guided the study. Simple random sampling technique was espoused for the selection of schools and teachers sampled in this study. The Population of the study consists of all 423 private senior secondary schools teachers in Somolu Local Government Area of Lagos State. Questionnaire entitled “Motivation Variants and Job Performance of Teachers in Private Senior Secondary Schools Questionnaire (MVJPTPSSSQ)” was used to collect data from 206 randomly selected respondents. Simple percentage and arithmetic mean were used for data analysis. The findings concluded that motivational variants had significant influence on job performance of teachers in Private senior secondary schools in Somolu Local Government Area of Lagos State, however, the study recommended among others that, Management should have a good relationship with workers and challenging work should be more valuable than resource adequacy or financial rewards, similarly, a good working environment, morale and excellent communications pattern is vital in the organization, there should also be opportunity for teachers’ personal growth and autonomy to higher levels.

Keywords: Job, Motivation, Performance, Teachers.

INTRODUCTION

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Background to the Study

Axiom of management acknowledged that people are the most important of all the assets of an organizational set up. The key to motivation of a worker depends on his needs and desires. The key to motivation is the satisfaction of desires. As long as an individual has an unachieved personal goal, he (the manager) has the force to motivate him. Our behavior consciously or unconsciously generally motivates distinctive individual behaviour to a considerable degree subconsciously and therefore is not easily susceptible to examination and evaluation (Lathan, 2011). Many employers of labour have come to realize that people are the most important of an organization. They concern themselves with how the workers would be brought together to work for the fulfillment of the corporate of the organization. Ubeku (2015) asserts that of all the assets of a business organization, people are the most important. Motivation of workers in an organization is very important as it leads to the development of the individual and improves his job performance. Modern managers in an organization use personnel policy to motivate workers with a view to creating conducive working situation where workers could attain self-actualization. Motivation creates a sense of success and security in the workers when his/her work is recognized as contributing to the aims and objectives of the organization. Riegel (2015) observed that there has been persistent expression of dissatisfaction with the job attitudes and job performance of workers in public sector. This is due to the fact that the job is not attractive to workers. This inadequacy could be traced to the employee's personal needs, job expectations and or innate states. Employees are usually more productive during a task simply because they want to do it, not because they feel they have to do it. Therefore, it seems evident that people or individuals will be prepared to commit themselves to their job to put in their best effort and loyalty to the job and to work towards the achievement of an organization targets if their goals are met on the job and if they are satisfied with the job. When one is positively motivated, it precipitates positive behavior hence positive performance and job satisfaction. According to Hughes (2010) morale affects efficiency of operation. Morale is the result of combination of many complex attitudes, workers personal feelings and biases, their values, economic and cultural environment, degree of security physical health, emotional stability, realization of job expectations and the flow of communication between management and the workers. Many authorities believe that production rates are more sharply influenced by morale of the work force than by any other environmental factor. If employees feel that they are treated fairly well and good working conditions are provided, they are likely to have high morale to do their job to also have positive job satisfaction at work. Most education stakeholders have also come to realize the importance of job satisfaction to Nigerian teachers or workers. This is

due to the fact that a worker who is satisfied with his/her works would put up an enhanced performance while the reverse be the case for the dissatisfied teachers or workers. Thus, the success of or failure of any organization is a function of how satisfied its employees are with their work. A well-motivated worker could put up a high job performance because of the satisfaction he derived from his work. The assumption has been that people would work harder and produce more if substantial financial rewards are placed before them or threatened with either dismissal or physical punishment but not in the case of teachers because they are known to producing the next leaders of tomorrow (Adeyemo, 2013).

It is known to everyone that reward and recognition are very scarce when it comes to the educational sector. Numerous studies carried out by sociologists have confirmed this. Moreover, as most of the teachers' work is being carried out within the walls of closed classrooms, teachers often find themselves isolated from others without any support from peers and superiors. Due to such organizational structure, teachers do not receive appropriate feedback from others and often find it hard to work together so as to improve their work. According to Frase (2012), many teachers leave teaching within the first three years of employment as a result of these conditions. Decision makers therefore need to find ways to retain teachers in the profession and keep them motivated and at the same time promote satisfaction.

Studies have shown fairly convincingly that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (2012) carried out a survey which found that teachers identify their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. In a survey conducted by Brodinsky and Neill (2013), a majority of school administrators (and teachers) cited three policies that effectively improved morale and motivated their staffs: shared governance, in-service education, and systematic and supportive evaluation. Luthan (2018) asserts that motivation should not be thought of as the only explanation of behaviour since it interacts with and acts in conjunction with other mediating processes and with the environment. Like the other cognitive process, motivation cannot be seen. All that can be seen is behaviour, and this should not be equated with causes of behaviour. While recognizing the central role of motivation, many recent theories of organizational behaviour find it important for the field to re-emphasize behaviour. Motivation is 'a process that starts with a physiological deficiency or needs that activates behaviour or a drive that is aimed at a goal incentives'. Therefore, the key to understanding the process of motivation lies in the meaning of, relationship among needs, drives, and incentives.

Management researchers have long believed that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment. It includes the factors that cause, channel, and sustain human behavior in a particular committed direction. There are basic assumptions of motivation practices by managers or educational authorities which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated. Second, motivation is one of several factors that go into a person's performance. Factors such as ability, resources, and conditions under which one performs are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool with which managers or educational authorities can use in organizations. If managers or educational authorities know what drives people working for them, they can tailor job assignments and rewards to what makes these people "tick". Job satisfaction can also be conceived of as whether employees are well motivated to perform their duties by fulfilling or appealing to their needs. Motivation is goal directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit because it is a key to employees job satisfaction (Stoke, 2010).

Conceptual Framework

Motivation is a predisposition to act in a specific goal directed manner. The term motivation refers to goal directed behaviour characterized by the process of selecting and directing certain actions among voluntary activities to achieve goals. Motivation can be defined as the state of a person perspective which represents the strength of his propensity to exert a particular behavior. Eze (2014) defined motivation as a psychological process initiated by the emergence of a need in the organism which leads to a goal-directed behavior/action aimed at satisfying the need. According to Russel (2010) the term motivation is an expression of a person's needs, hence, they are personal and internal which includes the acquired determinants that regulates the pattern of action and that arouse core behavioural attitudes of employees. Russel (2010) continued as he defines job satisfaction as a function of the importance attached by the workers, to the extent to which needs are generally met in the work situation relative to the way in which these workers have ordered their wants and expectations. To conclude this definition, Russel (2010) stated that job satisfaction involves motivational, emotional and informational components, as to their attitude towards work. According to Davis (2011), he asserts that job satisfaction is the favourableness with which employee view their

work. It is an indication of the congruence between the worker's expectations from his job and the actual rewards offered by the job. It is a sense of well-being, good feeling and positive mental state that emerge in an individual when he obtains regards, consequents upon his job performance, congruent with or very nearly congruent with the expected equitable rewards. These definitions stated above have one thing in common: recognition of the fact that an individual's expression of job satisfaction is an emotional effective personal response as a result of his estimation of the degree to which some facts of job reality is congruent or incongruent with values. In order to understand or describe an individual's job satisfaction, one needs to have a good understanding of that individual's personality and value system. Ejiogu (2019) stated that people's perception of their job situation will be directly related to the values which they face on the various aspects of their job and its environment as sources of satisfaction and dissatisfaction. Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked.

Statement of the Problem

Teaching is a demanding profession, especially in private secondary schools where teachers often face unique challenges, such as limited resources, high workloads, and pressure to meet performance standards. In Somolu Local Government Area of Lagos State, private senior secondary schools rely on teachers' consistent performance to maintain educational standards and student success rates. However, many teachers in this area reportedly experience low motivation, which can hinder their job satisfaction and, ultimately, their effectiveness in the classroom. However, this has brought about laziness, disloyalty, bribery and corruption etc. among the teachers in service. This study seeks to investigate the variants of motivation that influence job performance among teachers in private senior secondary schools in Somolu. By identifying key motivational factors, this research aims to provide actionable insights to help school administrators implement effective strategies to boost teacher motivation and, by extension, enhance overall educational outcomes

Research Questions

In view of the problem raised, the study is therefore designed to seek answers to the following questions in line with the purpose of the study;

1. What are the factors affecting job satisfaction and performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?
2. What are the necessary needs that will enhance the performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?
3. How does motivation and job satisfaction affect the performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State teachers?
4. What are those strategies that can be used to motivate private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?

METHODOLOGY

This study used a descriptive survey, this enabled the researcher to elicit the opinions of responses on motivation variants and job satisfaction among all private senior secondary school's teachers in Somolu Local Government Area of Lagos State. The population for the study was 423 private senior secondary school's teachers in Somolu Local Government Area of Lagos State. The sample size for this study was 206 private senior secondary school's teachers in Somolu Local Government Area of Lagos State. The researchers used raosoft sample size calculator to determine the sample size. The instrument used in obtaining data for the research work is questionnaire. This was chosen because of its flexibility and numerous advantages. Questionnaire constructed by the researchers was administered to the sample population of 206 respondents (teachers) to get their responses on motivation variants and job satisfaction among private senior secondary schools' teachers in Somolu Local Government Area of Lagos State. The questionnaire was divided into two sections. Section A; focused on the personal information of the respondents which includes gender, educational qualification, marital status and years of service. While section B contain twenty items on variables of the study as identified in the specific objectives systematically constructed using four points' Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). A copy of the research instrument was given to two experts in the field of test and measurement for face and content validity. The researcher used a test retest method reliability to determine the reliability of the research instrument with a correlation co-efficient of (0.89) which ensured the reliability of the research instrument. The questionnaires for data collection was administered to the respondents directly. Respondents were briefed on how to complete the questionnaires and assure them of the importance and confidentiality of the information to be supplied. The

data collected were analyzed using simple percentage and mean to answer all the research questions raised in this study.

RESULTS

Research Question One: What are the factors affecting job satisfaction and performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?

Table 1:

Factors Affecting Job Satisfaction and Performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St.Dev.</i>	<i>Remarks</i>
1.	Payment of teachers' salary makes teachers perform well and derive satisfaction in their job.	72 (35.0)	100 (48.5)	30 (14.6)	4 (1.9)	206 (100)	3.17	0.53	Agree
2.	Promotional package given to teachers that are due to be promoted motivates their performance.	96 (46.6)	80 (38.8)	10 (4.9)	20 (9.7)	206 (100)	3.22	0.302	Agree
3.	Policies and practices are factors affecting teachers' satisfaction and performance.	87 (42.2)	98 (47.6)	10 (4.9)	11 (5.3)	206 (100)	3.2	0.942	Agree
4.	A good working environment is a factor that can aid the performance of teachers in deriving satisfaction from their job.	100 (48.5)	95 (46.1)	09 (4.4)	02 (1.0)	206 (100)	3.4	0.520	Agree
5.	Unavailability of teaching materials enables teachers to derive satisfaction and	78 (38.0)	96 (47.0)	10 (4.9)	22 (10.1)	206 (100)	3.1	0.682	Agree

as well as improve their performance			
Grand Mean	3.21	0.75	

- Percentages in parenthesis

Table 1 shows the mean and standard deviation of the relationship between motivation variants and teachers job satisfaction in private senior secondary schools in Somolu Local Government Area of Lagos State. The grand mean of the five items is 3.21 with a standard deviation of 0.75. This indicates that the respondents agreed with all the items. Therefore, it is concluded that paying teacher's salaries promptly, giving promotional packages, good policies and practices, enabling working environment and provision of adequate teaching materials for teachers are important factors that gives a teacher satisfaction at work and also improve their performance at in the school.

Research Question Two: What are the necessary needs that will motivate the performances of Lagos state teachers?

Table 2:

Necessary Needs that will Motivate the Performances of Lagos State Teachers

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St. Dev.</i>	<i>Remarks</i>
1.	Fundamental needs like food, clothes, shelter are not necessarily needed for teachers to perform well.	15 (7.3)	22 (10.7)	69 (33.5)	100 (48.5)	206 (100)	1.76	1.104	Disagree
2.	Sense of belonging motivates teachers to perform excellently.	95 (46.1)	90 (43.7)	5 (2.4)	16 (7.8)	206 (100)	3.2	0.394	Agree
3.	Teacher whose safety is guaranteed is satisfied and motivated to perform well.	100 (48.5)	80 (39.0)	12 (5.8)	14 (6.7)	206 (100)	3.3	0.395	Agree
4.	Teacher who is not accorded the respect he/she deserves will be motivated to perform well	0.0 (0.0)	0.0 (0.0)	100 (48.5)	106 (51.5)	206 (100)	1.0	0.617	Disagree

5.	A self-actualized teacher is satisfied and as well motivated to perform better.	100 (48.5)	100 (51.5)	0.0 (0.0)	0.0 (0.0)	206 (100)	3.5	0.503	Agree
Grand Mean							2.55		

- Percentages in parenthesis

Table 2 above showed the necessary needs that will motivate the performances of Lagos state teachers. It was discovered that majority of the respondents attests to the fact that, experiencing good sense of belonging in the workplace motivates teachers to perform excellently, additionally, teacher whose safety is guaranteed will definitely be satisfied and motivated to perform well, conclusively, a self-actualized teacher is also known as a satisfied teacher and such teacher will be excited and motivated to perform better. On the other hand, some respondents disagree with items that states that, “Fundamental needs like food, clothes, shelter are not necessarily needed for teachers to perform well, and teacher who is not accorded the respect he/she deserves will be motivated to perform well”. According to Abraham Maslow’s theory of hierarchical needs, provision of basic needs are essential requirement for an individual to be motivated to perform well in any task assigned to him/her.

Research Question Three: Does Motivation and Job Satisfaction have Effect on the Performance of Lagos State Teachers?

Table 3: Does Motivation and Job Satisfaction have effect on the Performance of Lagos State Teachers?

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St. Dev.</i>	<i>Remarks</i>
1.	Teachers who work tirelessly with low reward tends to derive satisfaction and perform better.	03 (1.5)	03 (1.5)	90 (43.7)	110 (53.3)	206 (100)	1.5	0.517	Disagree
2.	Payment of teachers’ salaries motivates them in performing better, and derives job satisfaction.	100 (48.5)	95 (46.1)	04 (2.9)	07 (3.4)	206 (100)	3.3	0.541	Agree

3.	Essential services like teachers' welfare, allowances etc, have negative effects on job satisfaction.	90 (43.7)	87 (42.2)	16 (7.8)	13 (6.3)	206 (100)	3.70	0.461	Agree
4.	Teacher who is recognized for his effort tends to be happy, motivated and derives satisfaction to perform better	96 (46.6)	90 (43.7)	05 (2.4)	15 (7.3)	206 (100)	3.2	0.479	Agree
5.	A motivated teacher is excited to impact more on the students and increases their knowledge.	100 (48.5)	90 (43.7)	07 (3.4)	09 (4.4)	206 (100)	3.3	0.476	Agree
Grand Mean							3.0		

- Percentages in parenthesis

Table 3 above showed the effect of motivation and job satisfaction have on the performance of Lagos state private senior secondary school teachers, the report of the analysis showed that lack of essential services like teachers' welfare, allowances etc, do have a negative effects on job satisfaction, teacher who is recognized for his effort tends to be happy, motivated and derives satisfaction to perform better. Apparently, a motivated teacher is always excited to impact more on the students and increases their knowledge.

Conclusively, in the opinion of some other respondents; the following statements on the effect of motivation and job satisfaction on the performance of Lagos state private senior secondary school teacher's are not true:

- Teachers who work tirelessly with low reward tends to derive satisfaction and perform better.
- Lateness of payment of teachers' salaries motivates them in performing better and derives job satisfaction.

Research Question Four: What are those strategies that can be used in motivating Lagos State teachers?

Table 4: Strategies that can be used in Motivating Lagos State Teachers

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St. Dev.</i>	<i>Remarks</i>
1.	Regular payment of teacher's salary will motivate them to take their responsibilities seriously.	95 (46.1)	90 (43.7)	6 (2.9)	15 (7.3)	206 (100)	3.2	0.402	Agree
2.	On-the-job training motivates teachers in acquiring more knowledge to perform well	100 (48.5)	100 (48.5)	06 (3.0)	(0.0) (0.0)	206 (100)	3.4	0.441	Agree
3.	Improving the working conditions of teachers (reducing workload) can motivate them to perform better.	100 (48.5)	87 (42.2)	09 (4.4)	10 (4.9)	206 (100)	3.3	0.441	Agree
4.	Fringe benefits e.g., leave, allowances among others motivate teachers to perform well.	103 (50)	99 (48.0)	03 (1.5)	01 (0.5)	206 (100)	3.4	0.368	Agree
5.	Pleasurable leadership style by educational authorities will assist teachers to perform well.	82 (40.0)	70 (33.9)	23 (11.1)	31 (15.0)	206 (100)	3.0	0.446	Agree
Grand Mean							3.26		

- Percentages in parenthesis

Table 4 above showed the strategies that can be used in motivating Lagos state private senior secondary school teachers. More than half of the respondents accepted all the five (5) items

as true. Conclusively, in the opinion of the majority of the respondents; the following statements on the strategies that can be used in motivating Lagos state teachers are true:

- i. Regular payment of teacher salary will motivate them to take their responsibilities seriously.
- ii. On-the-job training motivates teachers in acquiring more knowledge to perform well
- iii. Improving the working conditions of teachers (reducing workload) can motivates them to perform better.
- iv. Fringe benefits e.g., leave, allowances among others motivate teachers to perform well.
- v. Pleasurable leadership style by educational authorities will assist teachers to perform well.

Discussion of Findings

The purpose of this study was to find out the impact of motivation variant on the job performance of teachers at the private secondary schools in Somolu Local Government Area of Lagos State. It was found out that promotional package given to teachers that are due to be promoted motivates their performance. The study discovered that good working environment is a factor that can aid the performance of teachers in deriving satisfaction from their job. This finding supported the work of Ubeku (2015) which asserts that motivation of workers in an organization is very important as it leads to the development of the individual and improves his job performance. The result of the study showed that regular payment of teacher salary will motivate them to take their responsibilities seriously and fringe benefits e.g., leave, allowances among others motivate teachers to perform well. This finding supported the work of Adeyemo, (2013) which states that people would work harder and produce more if substantial financial rewards are placed before them. This means that teachers will be motivated to impact more on the students and increases their knowledge.

It was discovered from this study that teacher whose safety is guaranteed is satisfied and motivated to perform well. Also, self-actualized teacher is satisfied and as well motivated to perform better. This finding collaborated with the study of Stoke (2020) which states that motivation is goal directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit because it is a key to employees job satisfaction (Stoke, 2010).

However, from this study it was found out that lack of essential services like teachers' welfare, allowances, lateness in payment of salaries etc, have negative effects on job satisfaction. Unfair

policies and practices are factors affecting teachers' satisfaction and performance. Teachers who work tirelessly with low reward will not derive satisfaction.

It is clear from this study that motivation variants play a crucial roles in the private secondary schools teachers' job satisfaction and performance.

Summary

Evidences from the research literature and findings on teacher motivation issues in Nigeria, relevant documents, and the views of key stakeholders as well as the opinions of respondents (participants) used for the study suggested that, there is a teacher motivation crisis among school teachers in Nigeria be it primary, secondary or tertiary level. No school system can be higher in quality than the level of motivation and job commitment of teachers within the system. The Nigerian educational system appears to be staffed by teachers with poor morale and low levels of commitment to their work.

In terms of job context, job content and reward system for teachers, there is a kind of systematic motivation crises within the Nigerian Educational System. School buildings are largely dilapidated, schools are overcrowded, and reward systems in terms of salaries and emoluments appear largely unsatisfactory. Improvements in recent years are not deep enough to record satisfactory improvement in teachers' morale.

Nevertheless, this study discovered a consistent trend or strategies to improve the job morale of Nigerian teachers especially in advent of democratic government that we practice in the country. Such strategies includes: regular payment of teacher salary, providing benefit like on-the-job training, improving the working conditions of teachers by reducing their work load, giving of fringe benefits e.g., leave, allowances as well as pleasurable leadership style by educational authorities that will see all teachers equally irrespective of their sex, age, tribe among others.

Another trend that which will help the teaching profession is the development outside the school system, such as the increasing trend of globalization, the tendency towards the information-driven economy, the increased tempo of private sector participation in education, and the improved federal funding of education will contribute to an appreciable improvement in teacher's morale and commitment to work. If this trend continues before long, teachers' motivation in Nigeria will witness significant and satisfactory improvement.

Conclusion

The aims and objectives of the study were to determine the relationship between motivation variants and job satisfaction of Nigerian teachers. Analysis of the results revealed that there is a positive correlation between motivation and teachers' job satisfaction. This finding demonstrates that to get the best from our teachers, we need to give them the best. Their motivation is a pillar of their satisfaction in their trade, which also has a positive implication on their subjects as well as the students. Again, the evidence that there is no statistically significant difference among the teachers in relation to the type of motivation, attempts should be made at ensuring that both the intrinsic and extrinsic needs of teachers in the country are provided to ensure the delivery of quality teaching, quality products, and quality outcomes.

Recommendations

On the basis of the findings of the study, the following were carefully recommended:

1. Management should have a good relationship with workers and challenging work should be more valuable than resource adequacy or financial rewards.
2. There should be good working environment, morale and excellent communication patterns.
3. There should be opportunity for Nigerian teachers' personal growth and autonomy to higher levels.
4. There should be clear job duties, fair policies and responsibilities in administrative structure.
5. That employer should try as much as possible to identify what exactly can motivate an individual (teacher) because what can motivate Worker X may not motivate Worker Y.
6. Salaries and Allowances should be paid to Nigerian teachers as at when due.
7. Nigerian teachers should be promoted as at when due.
8. Work environment should be made conducive for Nigerian teachers. Employers should try as much as possible to acknowledge and recognized Nigerian teachers for effective teaching and learning.
9. Employers should provide adequate teaching materials to schools for effective teaching and learning.
10. There should be regular communication between employees and employer as information is the life blood too every successful organization.
11. Employers should encourage job satisfaction to avoid absenteeism and non-challant attitudes towards work.

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Ndikimet e Përmbajtjeve Audiovizive tek Publiku-Dhuna në Television

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Abstrakt

Televizioni vazhdon të ruajë një nivel epërsie si medium masiv, edhe në kulmimin e plaformave të rrjetit. Misioni i televizionit, përtej funksionit si industri biznesi, fokusohet tek informimi, edukimi dhe argëtimi i publikut. Ekranit vazhdon të mbërthejë pas vetes breza të ndryshëm në Shqipëri, ndërkohë që shijet e audiencave janë të ndryshme. Në këtë aspekt, studimi i përmbajtjeve audiovizive merr një rëndësi specifike për të konstatuar efektet e drejtëpërdrejta dhe të tërthora që krijojnë te publiku. Sociologu i njohur i komunikimit Pierre Bourdieu thekson faktin se në vitet 90' ndryshoi kursi i funksionit të televizionit. Programet e transmetimit, u fokusuan nga tematika me natyrë kulturore (Bourdieu, 1996), çka karakterizonte fillimet e tij, në ato programe që synonin të plotësonin shijet e publikut.

Dhe një nga tendencat që u shfaq në fakt që në vitet '60 ishte prezenca e dhunës në filma, edicionet informative dhe emisione të ndryshme, me qëllim për të rritur audiencën. Një nga ndikimet më të ndjeshë që ka në public televizionin, prodhohet pikërisht nga dhuna në programet audiovizive. Në këtë studim fenomeni nuk trajtohet vetëm nga pikëpamja e cënimit të normave të etikës në përmbajtjet televizive, por edhe me gjerë.

Studiuesit e komunikimit, sociologjisë dhe psikologjisë po e përcjellin herë pas herë alarmin e efekteve të dhunës në media vecanërisht tek pasojat që shkaktojnë imazhet tek të rinjtë dhe adoleshentët. Nga monitorimet e kryera në edicionet e lajmeve dhe programme të ndryshme rezulton se dhuna pasqyrohet në dy drejtime kryesore: në tekst ashtu edhe në imazhet e përmbajtjeve televizive.

Ky studim përfshin dhe të dhënat e nxjerra nga monitorimi i disa programeve në televizionet kombëtare private sikurse janë Klan Tv, Top Channel dhe Vizion plus, të përzgjedhur për shkak të audiencës së lartë që i ndjek ato.

Fjalë kyçe: *dhuna, audience, media audiovizive-television, programacion, lajme, kodi i transmetimit, teori e kultivimit.*

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1.1 Media dhe dhuna. Dhuna në media

Dhuna dhe pasoja e saj të drejtëpërdrejta ose derivuese në shoqëri kane qenë përherë pjesë e pasqyrimin në media si asaj të shkruar (gazeta), elektronike (radio televizion) dhe tashmë online. Nga ana tjetër ky dualitet media dhe dhuna shtjellohen kohë pas kohe jo vetëm në funksion të informimit publik, por dhe interesit të medias për ta shfrytëzuar këtë tipar të njeriut si element marketingu për të shitur hapësira mediatike. Përvec informimit si mission kyç i medias, dhuna ka gjetur hapësirë dhe në funksionet tjera të kësaj industrie sikurse janë argëtimi apo në programet e argëtimit dhe showbizz.

Studiues të ndryshëm e shpjegojnë këtë orientim të mediave drejt dhunës, nga imponimi shijeve të audiencës (Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1980). Ndërkohë shkolla teorike të media komunikimit, përmes cilësimit të hegjemonisë së audiences shpjegojnë se, emisionet dhe programet që përmbajnë dhunë shesin më tepër produktin mediatik, pra, sjellin më shumë para për zyrat e marketingut dhe reklamës së mediave. Duke iu referuar fokusit të këtij studimi që janë televizionet kombëtare vihet re se në programme televizive që ka një rritje shqetësuese të thyerjes së parimeve të Kodit të Transmetimit, (kodi të etikës që funksionon për tv dhe radiot)².

Sipas të dhënave zyrtare të AMA-s në vitin 2023 pjesa më e madhe ankesave drejtuar KA kishin të bënin me cënimin e të drejtave të njeriut dhe të komunitetit në tërësi (Kodi-I-Transmetimit. 2020). Nga 390 ankesa të depozituara, 59,5% përfshinin publikimin e informacionit dhe të imazheve që cënonin dinjitetin dhe të drejtat e njeriut, ku përfshiheshin dhe elementët e dhunës.

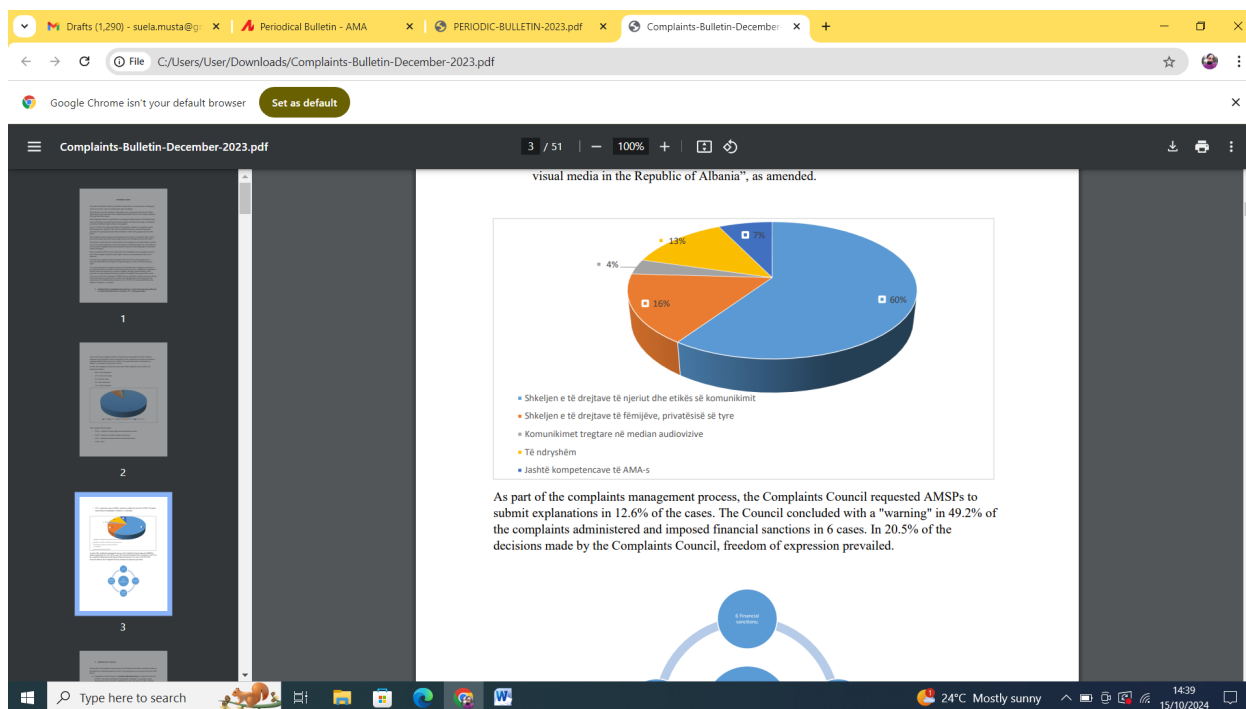


Figura nr. 1. Përmbajtja mediatike e ankesave drejtuar KA për vitin 2023

2.1 Disa teza teorike mbi dhunën në përmbajtjet mediatike

Për studiuesit e televizionit është e rëndësishme të përcaktohet raporti i ofertës së përmbajtjes me kërkesën e shijeve të audiencës. Konteksti i ekspozimit të programeve në television para audiencave të ndryshme, është një çështje që duhet konsideruar gjerësisht nëpër studimet e ekspertëve (Appel, 2008).

Hipoteza e kultivimit, natyrisht, nuk pretendon se është shikimi i televizionit në vetvete ai që shkakton ndryshim, (Jan Van den Bulck, 2004) është përmbajtja e dhunshme në stacionet televizive, që u tregon shikuesve histori për botën reale.

Pasqyrimi i dhunës mendon Appel mund të krijojë ndjesitë e frikës dhe të ankthit në shumë kategori shikuesish të cilët pas konsumit të kohës në television, e shikojnë botën si një mjedis aspak të sigurt dhe të pajetueshëm. Madje, shumë prej tyre ndërmarrin akte dhune duke e legjitimuar atë si mbrojtje dhe si të justifikueshme, pasi këtë e kanë parë në ekran.

2.1.1 Teoria e Kultivimit

Një nga teoritë më klasike të trajtimit të dhunës në ekranet televizive dhe që bazohet në konceptin e homogjenitetit të përmbajtjes është teoria e kultivimit (Gerbner, Gross, Morgan, & Signorielli, 1980).

Sipas kësaj teorie përsëritja e të njëjtave tematika në programe të ndryshme krijon shikues, publikë aktivë. Këta të fundit krijojnë eksperiencat dhe pikëpamjet e tyre përmes ndjekjes së programeve. Në këtë prizëm konsiderohet dhe efekti i dhunës që është i pranishëm në shumë filma, kronika televizive, videoklipe, programme *shoewbizz*-i etj.

Teoria e kultivimit përfaqëson idenë se perceptimet e njerëzve mbi botën reale ndikohen në mënyrë të pandërgjegjshme nga konsumi që, ata i bëjnë programeve mediatike.

Megjithatë, ekziston një çekuilibër midis sasisë së dhunës së përshkruar në media dhe sasisë që ndodh në jetën reale. George Gerbner, prezantoi *Teorinë e Kultivimit* “si një sistem shpjegimi në nivel makro për mediat masive”. Termi “Teoria e Kultivimit” u krijua për herë të parë nga George Gerbner, i cili ndikoi shumë në Teorinë e Komunikimit. Pikëpamjet e tij u shpallën rreth viteve ’60-të, në kohën kur në SHBA, për shkak të ndikimit të programeve televizive, niveli e dhunës ishte bërë çështje e politikës së ditës. Gerbner kreu analizën e të dhënave të marra nga programet, nga e cila rezultoi se mediumi i tv ishte burim kryesor i shfaqjeve të dhunës.

Në studime dhe raporte të ndryshme të ekspertëve mbi përmbajtjet me elemente të dhunës në programet audiovizive theksohet se “Mediat raportojnë vetëm anën ‘spektakolare’ të dhunës.” Këto raportime nuk thellohen as në investigimin e shkaqeve dhe as në analizën e tyre. Një gazetari e mirë bën edhe analizën e asaj që ka ndodhur, natyrisht duke e ruajtur analizën në kufijtë e mundshëm të objektivitetit. Deri tani dhuna në familje është shndërruar në pjesë të vogël të debatit publik, por ajo dominon hapësirën mediatike.

Sociologu Gëzim Tushi vë theksin tek mungesa e normave të etikës në trajtimin e lajmeve mbi dhunën (Intervistë, 2023). Në një nga pronocimet e tij televizive ai thekson se:

[...] në media është e vështirë të aplikohet teoria e distancës, sepse media nuk është sociologji dhe kërkon lajm. Duhet një kostum etik, përgjegjësi publike, ka shumë detaje në përshkrimin e vetëvrasjeve dhe këto nuk i hyjnë në punë publikut. Raportimi, trajtimi i kriminalitetit si vrasjet ose vetvrasjet, sjellin deformim në edukimin e njerëzve. Nxitimi në emër të kapjes *prime time/ audimetrin* sjell që të jipen konkluzione të nxituara që jo vetëm nuk i bëjnë mirë publikut, por e dëmtojnë opinionin. Në botimet e mia mbrojt tezën se veprimet e nxituara të medias janë ilaçi më i keq për sëmundjen e dhunës që e ka kapur shoqërinë (Tushi, Intervistë, 2023).

3.1 Monitorimi i përmbajtjeve televizive

Monitorimi i përmbajtjeve televizive është një nga temat kyçe të studimeve mbi botën e televizionit. Prej mëse një dekadë studiuesit e mediave orvaten të gjejnë [paradigma të reja në ndikimin që ka sot televizioni në hapësirën publike ku audiencat kanë gjetur më së shumti veten tek rrjetet sociale. Nga ana tjetër konvergimi i përmbajtjeve televizive në platformat e informimit digjital si p.sh. *web youtube* apo mediat sociale, e bën edhe më sfidues përcaktimin e tezave të studimit të përmbajtjes. Autorë si Candell (Candell, Sarah 2007). theksojnë se leximi literalisht i kontentit (përmbajtjes) ka për qëllim jo të kuptojë më shumë mbi televizionin si medium cilësor, por si një dobishmëri për publikun. Autorë si Schwaab (2013) mendojnë se njohja e cilësisë së përmbajtjes televizive është çështje e promovimit të programeve të dedikuara për audiencën. Në focus janë kronikat sociale dhe kronikat e zeza që transmetohen në edicionet qendrore të lajmeve në televizionet private kombëtare Klan, Top Channel, Vizion Plus, si dhe ai publik RTSH. Përsa i përket televizioneve lokale është përzgjedhur News 24 si televizion me kontribut dhe traditë të hershme në hapësirën mediatike në vend, me audiencë të lartë si dhe referuar kritereve ligjore të përcaktuara në Ligjin për Transmetimet audiovizive 2013, i ndryshuar dhe posaçërisht në Kodin e Transmetimit.

Duke qenë se edicionet e lajmeve, sipas ekspertëve të media-komunikimit përcaktojnë një ndër dimensionet më të ndjekur të prodhimeve televizive, mbetet për t'u theksuar se pikërisht ndër informacionet që kanë më shumë impakt për publikun, janë kronikat e zeza. Janë marrë në monitorim përmbajtja e kronikave të zeza në lajme për arsye se studiues të shumtë të shkollave të psikoanalizës dhe sociologjisë së komunikimit kanë vënë theksin tek rëndësia e mesazheve dhe imazheve që jepen përmes medias dhe posaçërisht programeve televizive. Madje disa prej tyre kanë mbrojtur tezën e psikopatologjisë së programeve televizive³ **Marco Nicastro 2019)**

Pak më sipër tek pjesa e studimit që pasqyron modelet teorike dhe ekspertizës së shkollave psikologjike, u theksua se, dhuna, përplasjet verbale (*hate speech*) ajo fizike, vrasjet, aksidentet apo cdo ngjarje e këtij lloji, krijojnë premisa të forta për sëmundje dhe probleme të shëndetit mendor si ankth, frikë, obsesione, trishtim i thellë depresion, pse jo duke cuar individë të caktuar deri në vepra kriminale, përritje të atyre cfarë shohin në Tv, ose vetëlëndim etj

Përmbajtje të caktuara të transmetimeve televizive ndikojnë në gjendjen psikosomatike të individëve në public që lidhen me depresionin, vetëizolimin, pagjumësinë, oreksin ushqimor varësinë nga alkoli, pornografia dhuna etj

Nga ana tjetër kategori të publikëve të ndryshëm ndikohen dhe në mentalitetin socialkulturore të tyre nga imponimi mendësive dhe sjelljeve që përcillen në media dhe në rrjetet sociale(Cambridge journals, 2022) ⁴. Efektet që krijohen në psikozën e individit kanë të bëjnë më së shumti me ankthin, shpërqëndrimin dhe dilemën për gjetjen e identitetit në këtë përplasje qëndrimesh dhe idesh në hapësirat mediatike audiovizive dhe asaj online.

3.1 Analiza mbi disa gjetje të monitorimeve nga përmbajtjet audiovizive.

Kronikat që janë përfshirë në rezultat e monitorimit janë konsideruar si ndikuese tek mendësia e publikut⁵ Përzgjedhja është bërë bazuar dhe mbi elementët që sanksionon Kodi i Transmetimit, citoj pikat 2.7, 2. 8, 2. 9, 2, 12 dhe më tej 3.15, 3, 16, 3.18.⁶

Përsa i përket indikatorëve të monitorimit të lajmeve, bazohemi më ato sasiorë cilësorë dhe të kombinuar. Monitorimi me tregues sasiorë i referohet elementit të numrit të kronikave të zeza dhe ato me tematikë sociale(përfshirë dhe mbi shëndetin) brenda një edicioni informativ Monitorimi sipas indikatorë cilësore lidhet me dy elementë kyç të transmetimeve audiovizive që ndikojnë tek publiku

A – Përmbajtja – Teksti informativ i kronikës së zezë që dëmton drejtpërsëdrejti shëndetin mendor. Nga monitorimi rezulton se shumica e kronikave janë ndikuese për shëndetin mendor të audiencës nga elementi i përmbajtjes së tekstit, apo sinkroneve që jepen përmes intervistave të personazheve të ngjarjes.

Informacione të hollësishme për rrethana vrasjesh, plagosje apo detaje të tepërta në përshkrimin e ngjarjeve, krijojnë intensitet ndjesor tek publiku.

Imazhet, pra pamjet vizuale dhe përmbajtja audio p.sh. të qarat e të afërmeve, ose të fëmijëve, mesazhet e rënda, bëjnë që shikuesit të përqendrohen tek e ndjeshmja dhe të shmangin apo të zbehin analizën e mesazhit që jepet. Në këtë kontekst rolin e stimuluesit emocional deformues

⁵ Këto kronika konsiderohen të tilla për shkak të përmbajtjeve sensitive të informacioneve që përcillen mbi vrasje, vetvrasje, aksidente, plagosje, kanosje, dhunës në familje, mes të rinjë, me natyrë seksuale, përplasjeve civile, dhuna online në Internet, fenomene natyrore me pasoja të rënda si zjarre, përmytje, sëmundje epidemike, etj

të mendimit kritik e luajnë shfaqja në ekran e shantazheve kërcënime ndaj të afërmeve të viktimave në ngjarje me vrasje, apo dhuna fizike.

Këto drejtime të monitorimit të përmbajtjes audiovizive janë dhe shtyllat kryesore të punës në AMA, së cilës, ndër të tjera, i referohen dhe për sanksionet që institucioni ndërmerr ndaj OSHMA

Transmetime që nxisin dhunën ose vepra penale; Transmetime që cenojnë dinjitetin dhe të drejtat themelore të njeriut; Transmetim i përmbajtjeve të dëmshme për fëmijët & Transmetime të paligjshme në internet (Top-Channel TV, 2024).⁷

3.3 Monitorimi i përmbajtjes së lajmeve

Nga monitorimi i kronikave të lajmeve, kuptohet se informacionet që ndikojnë tek shëndeti mendor i publikut janë: vrasjet, aksidentet me viktima, vetëvrasjet, vrasjet brenda familjes, dhuna ndaj grave, fëmijëve dhe të moshuarve, ngacmimet dhe përplasjet e dhunshme në rrjetet sociale,

Muaji Gusht 2024

Televizionet	Numri I kronikave të zeza me impact të ndjeshëm në public ⁸	Teksti – I informacioni I kronikës + sinkroni (me përmbajtje dhune- ndikuese)	Imazhe audio-vizuale (me përmbajtje ndikuese
Top Channel	19	12	7
Tv Klan	14	9	5
Vizion Plus	21	16	5
RTSH 1	7	5	2

⁷<https://top-channel.tv/2024/08/07/27-gjoba-per-7-muaj-kryetarja-e-ama-s-ben-publike-llojet-e-shkeljeve-te-kryera-nga-televizionet/>

⁸ Idem 4

News 24	22	16	6
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Muaji Korrik 2024

Televizionet	Numri I kronikave të zeza me impact të ndjeshëm në publik	Teksti – I informacioni I kronikës + sinkroni (me përmbajtje dhune- ndikuese	Imazhe audio-vizuale (me përmbajtje ndikuese
Top Channel	16	10	6
Tv Klan	15	10	5
Vizion Plus	18	13	5
RTSH 1	6	4	2
News 24	19	13	6

Muaji Qershor 2024

Televizionet	Numri I kronikave të zeza me impact të ndjeshëm në publik	Teksti – I informacioni I kronikës + sinkroni (me përmbajtje dhune-ndikuese	Imazhe audio-vizuale (me përmbajtje ndikuese
Top Channel	13	8	5
Tv Klan	9	5	4
Vizion Plus	15	9	6
RTSH 1	4	2	2
News 24	14	9	5

Disa konkluzione dhe sugjerime

Mediat audiovizive dhe, posaçërisht, kanalet televizive përmbajnë element të konsiderueshëm të dhunës në programacionin e tyre. Dhuna në television është një çështje po aq e vjetër dhe e diskutueshme sa edhe krijimi i televizionit si medium masiv. Edhe pse epërsinë ndaj mediave e kanë marrë rrjetet sociale dhe platformat online, televizioni mbetet një medium me ndikim të fortë tek publiku në Shqipëri, aq më shumë kur bëhet fjalë për transmetimet e konverguara në platforma online ku është përqëndruar më së shumti rinia si *tik-tok*, *youtube* etj.

Problematike paraqitet realiteti mediatik i përcjellë nga edicionet e lajmeve ku përmbajtja dhe pamjet filmike të kronikave të zeza transmetojnë dhunë. Përmbajtje të caktuara audiovizive që lidhen me lajmet, kronikat e zeza veçanërisht me imazhe të rënda, detajeve për dhunën dhe vrasjet e grave, vajzave; studio me tematika politike me gjuhë urrejtje, emisione, filma-telenovelat, videoklipet e këngëve, duhet të transmetohen në mënyrë të reduktuar dhe me shenjat paralajmëruese të efekteve intensive ndikuese tek shikues të moshave të caktuara. Fenomeni paraqitet me pasoja të dëmshme, kryesisht te fëmijët, shtresat vulnerabël si njerëzit më sëmundje të shëndetit mendor dhe kategori të tjera. Grupe të caktuar të publikut, vetë ekspertët e komunikimit dhe organizatat për mbrojtjet e të drejtave të njeriut kanë reaguar të shqetësuar për dhunën në përmbajtjet televizive dhe ata kërkojnë një, qasje profesionale, vetërregulluese dhe trajtime brenda parimeve të Kodit të transmetimit të këtyre çështjeve.

Media duhet të promovojë programe që rrisin ndërgjegjësimin dhe edukimin mbi çështjet e dhunës dhe gjuhës së urrejtjes në media, duke adresuar nevojat e publikut. Mediat audiovizive duhet t'i referohen në mënyrë edhe më rigoroze parimeve të Kodit të transmetimit për dhunë në përmbajtjet televizive dhe Autoriteti i mediave audiovizive AMA, përmes Këshillit të ankesave, duhet të zhvillojë një qasje më sanksionuese në rastet e transmetimit të një dhune flagrante te fëmijët gratë dhe kategoritë e brishta të publikut. Nga ana tjetër, nevojiten studime të thelluara dhe plane të organizuara veprimi me metodave të kërkimit shkencor nga AMA, vetë mediat audiovizive, universitetet, ekspertët e shëndetit mendor dhe shoqëria civile, përmes monitorimit të përmbajtjeve dhe anketimeve online, zhvillimit të konferencave dhe forumeve të ndryshme, që do të kontribuojnë në përmirësimin e realitetit mediatik.

Implementimi i konventave ndërkombëtare për këtë çështje, përmes hartimit të manualeve dhe udhëzuesve të veçantë, në bashkëpunim me ekspertë të mediave dhe të të drejtave të njeriut, do të ishte një nga hapat për një zgjidhje të pajtueshme të çështje së dhunës në përmbajtjet televizive.

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The Applicability of the Workforce Empowerment Approach to Human Resource Management in the Public Sector

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Abstract

In conjunction with changing expectations and improvements, the importance of the human resources has increased more and more, human factor has loomed large in organizations. One of the recently arising methods in human resources management, in both private sector and public sector, is empowerment. The successful results obtained from empowerment applications, which we can express as “the person doing the job should also be the one deciding on it”, is already available among many research findings.

Keywords: Public Sector, Human Resources Management, Empowerment

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Introduction

Human resource management is one of the most prominent topics, which has become increasingly important in recent years. The changes in the world have highlighted the fact that some practices in public administration, as well as in the private sector, need to be changed.

The difficulty experienced in adopting a transformative and innovative understanding in the field of administration has begun to be felt in public administration. There is a tendency to maintain the current situation in public administration for many reasons such as political gain, positive perception of resistance to innovation, traditionalism and legislation.

In order to eliminate these tendencies that stand in the way of a modern and innovative view of public administration, the concept of personnel empowerment, which is treated under the title of human resources, constitutes the main topic of our study.

Although for a long time researchers have not been able to conclude a consensus on the definition of the concept of personnel empowerment, we can explain personnel empowerment in the simplest definition as the person who performs the work has the decision-making competence. The necessity to obtain approval from a senior manager even for routine and minor details of the work done by employees in the organization increases the burden on the person performing the work in the functioning of the organization.

1. Definition and Scope of Personnel Empowerment

As with many social concepts, we see that there is no consensus on the concept of empowerment among researchers. Although there were common views on some points by the authors, it is not possible to speak of a complete consensus.² Shihet se disa autorë e kanë përkufizuar fuqizimin duke e përqasur atë përsa i përket detyrave që bien mbi menaxhmentin. On the other hand, it is understood that definitions have been made by another group of authors, taking into account the perceptions of employees about what has been done for empowerment. Some of the definitions of the authors that take into account the duties and responsibilities of senior management in relation to the concept of empowerment are;

² Peccei, R. And Rosenthal, P. (2001:833). Delivering Customer-oriented Behavior Through Empowerment: An empirical test of HRM assumptions. *Journal of Management studies*, 38(6), 831-857. Wilkinson, A. (1998:40). Empowerment: Theory and practice. *Personal Review*, 27(1), 40-56.

□ Hales dhe Klidas e përkufizojnë fuqizimin si ndarje të njohurive, informacionit dhe pushtetit me vartësit.³

□ According to Cunningham and colleagues, empowerment is the redistribution of decision-making power to include those who do not have this power.⁴

□ According to the definition made by Erstad, empowerment enables employees to make decisions about their work, provides opportunities and an environment for them to take responsibility for their activities.⁵

□ According to Appelbaum and his colleagues, empowerment is a vision that provides a significant increase in the impact that low-level employees will have in a business that adopts this philosophy.⁶

Some of the definitions made about how empowerment practices are perceived by employees are;

□ There is a definition of increasing the self-efficacy and feelings of organizational members. Conger and Kanungo describe empowerment as a motivational concept. According to these authors, to increase the sense of self-efficacy, the conditions that foster weakness must be eliminated.⁷

□ According to the definition made by Spreitzer, empowerment is a construct with four perceptual dimensions: meaning, competence, autonomy and influence.⁸

□ Lee and Koh, on the other hand, have adopted a definition as intrinsic task motivation, which is explained by four perceptual dimensions, reflecting an individual's orientation to the work role.⁹

³ Hales, C. And Klidas, A. (1998:1989). Empowerment in five-stars hotels: choice, voice or rhetoric? *International Journal of Contemporary Hospitality Management*, 10(3), 88-95.

⁴ Cunningham, I. Hyman, J. And Baldrige, C. (1996:144). Empowerment: The power to do what? *Industrial relations Journal*, 27(2), 143-154.

⁵ Erstad, M. (1997:325). Empowerment and organizational change. *International Journal of Contemporary Hospitality Management*, 9(7), 325-333.

⁶ Appelbaum, S.H., Herbert, D., Leroux, S. (1999). Empowerment: Power, culture and leadership-a strategy or fad forth the millennium? *Journal of workplace Learning: Employee Counselling Today*, 11(7), 235-239.

⁷ Conger, Jay A. And Kanungo, Rabindra N. (1988:474). The empowerment process: Integrating theory and practice, *The Academy of Management Review*, 13(3), 471-482.

⁸ Spreitzer, G.M. (1995:1444). Psychological empowerment in the workplace: dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442-1465.

⁹ Lee, M. and Koh, J. (2001:685). Is empowerment really a new concept? *International Journal of Human Resource Management*, 12(4), 684-695.

Katër dimensionet e fuqizimit të personelit, të propozuara fillimisht nga Spreitzer dhe të pranuar më vonë nga shumë autorë, do të diskutohen më në detaje në një titull të veçantë.

1.1. Concepts related to Personnel Empowerment

Staff empowerment is similar to many concepts in the literature. Although all the concepts are similar to staff empowerment in certain points, they are different in general terms. We will now examine these concepts under separate headings.

1.1.1. Strengthening and Expanding the Work

To overcome the stress caused by excessive division of labor, a new arrangement should be made that allows an employee to do similar tasks to each other instead of doing a single, small job. With job expansion, the fact that the employee is given the opportunity to do many jobs reduces boredom at work and increases motivation. However, in job expansion there is no change in the authority of the employees. There is an increase in the direction of performing similar jobs only in the jobs that the employee performs. In empowerment there is a change and expansion with much wider dimensions in relation to the employee's work.¹⁰

1.1.2. Empowerment and Enrichment of Work

In job enrichment, jobs of different nature are performed by the same person at a vertical level and new authorities and responsibilities are specifically assigned. In this case, people will have more words in the flow and control of the work and the desire to work will increase. Here too, there is an arrangement that partly resembles reinforcement. However, the main difference is that while job enrichment provides for changes and increases in some of the competencies related to the job, in empowerment the work and control are left entirely to the person doing the job.

While the primary goal is to eliminate boredom and provide motivation, in empowerment the authority and responsibility of the job are transferred to the person doing it.

1.1.3. Empowerment and Motivation

Empowerment is a motivational tool. However, it is different from motivation in terms of its implementation and scope. Its implementation requires a long process and training and implies bringing the organization into a form that can "absorb an empowered employee" with all its dimensions, from structuring to management style. Moreover,

¹⁰ Sabuncuoğlu, Zeyyat ve Vergiliel Tüz, Melek (2005:90). *Örgütsel Psikoloji*. Furkan Ofset Bursa

empowerment does not only occur when management and the organization give power and control to the employee. The employee, even if he does not have the ability to seek and manage this power and control, must be able to form it.¹¹

The starting points of motivation and empowerment are also different. While the starting point of motivation is "command and control", the question it seeks to answer is "what should we give to staff or what should we do to make them behave in a way that is considered beneficial to the business?" The goal is to control and direct behavior. In empowerment the starting point is "what should the organization do to make staff as successful at work as possible and make decisions about work depending on the self-training and development of staff?" This approach also means approaching employees from a strategic human resources perspective rather than from a traditional personnel management perspective.¹²

1.1.4. Empowerment and Delegation

It is true that there is a very close relationship between empowerment and delegation of authority. But this closeness does not mean "equality". The essential thing in empowerment is that the superior temporarily transfers an authority he has to his subordinate in order to obtain better results. In empowerment, the person doing the work must become the owner of the business and the responsibility and control must be taken by the person doing the work. Therefore, there is no temporary transfer of authority here. Because the authority already belongs to the one doing the work.¹³

1.1.5. Empowerment and Participation

Another concept with which empowerment is closely related is participation. Participatory management, participation in management or participation in staff

¹¹ Coskun, Recai (2002:220-221). Gücün ve sorumluluğun organizasyona yayılması:Çalışanı güçlendirme (empowerment). (Editörler: I. Dalay, R. CoÇkun ve R. Altunısık). *Modern Yönetim Yaklaşımları*, İstanbul: Beta Basın Yayın Dağıtım, 219-234.

¹²Coskun, Recai (2002:221). Gücün ve sorumluluğun organizasyona yayılması:Çalışanı güçlendirme (empowerment). (Editörler: I. Dalay, R. CoÇkun ve R. Altunısık). *Modern Yönetim Yaklaşımları*, İstanbul: Beta Basın Yayın Dağıtım, 219-234.

¹³ Coskun, Recai (2002:221). Gücün ve sorumluluğun organizasyona yayılması:Çalışanı güçlendirme (empowerment). (Editörler: I. Dalay, R. CoÇkun ve R. Altunısık). *Modern Yönetim Yaklaşımları*, İstanbul: Beta Basın Yayın Dağıtım, 219-234.

empowerment are often used as the same term.¹⁴ Participation is one of the prerequisites for empowerment, but it is not itself. The willingness and ability of employees to participate in the decision-making process and the level of encouragement and absorption of participation by the organization will determine the degree of participation. So, the two main variables of the participation function are the employee and the organization. Empowerment involves the active participation of employees in decisions related to their work and the acceptance of this by the organization. However, in empowerment, the employee can take an active role in the implementation of decisions by moving to a further stage of participation. In this regard, the concepts of the "empowered employee" and the "empowered organization" lie at the basis of empowerment. In the absence of these two elements, there can be no real empowerment.¹⁵

1.2. Key Elements of Staff Empowerment

To talk about a healthy practice of employee empowerment in an organization, some basic rules need to be implemented in a disciplined manner. If we are to consider these rules;

1.2.1. Personnel Participation

In addition to participation in the production of information and services, participation in decisions is important for staff. Instead of an organizational structure based on command and control, an organizational structure that allows the participation of all staff at all times and at all levels will facilitate the empowerment of staff. A participatory organizational climate will help to reveal staff characteristics such as creativity, innovation and entrepreneurship. Thanks to these characteristics, staff will contribute to the effectiveness and efficiency of the organization and will enable the organization to survive in a competitive work environment.¹⁶

¹⁴ Sharma, M.K. and Kaur, G. (2008:11). Employee empowerment: a conceptual analysis. *Journal of Global Business Issues*, 2(2), 7-13.

¹⁵ Coskun, Recai (2002:221). Gücün ve sorumluluğun organizasyona yayılması:Çalışanı güçlendirme (empowerment). (Editörler: I. Dalay, R. Coğkun ve R. Altunısık). *Modern Yönetim Yaklaşımları*, İstanbul: Beta Basın Yayın Dağıtım, 219-234.

¹⁶ Sahin, Nülüfer (2007:16). *Peronel güçlendirmenin iş tatmini ve örgütsel bağlılık üzerine etkisi: Dört ve beş yıldızlı otel işletmelerinde bir uygulama*

In general, instead of offering staff input into decisions, top managers see them only as people who must implement decisions. The main reason behind this is the fear of managers losing control.

1.2.2 Information Sharing

Knowledge is one of the elements that gives life to staff empowerment and is necessary for its implementation. If information is shared, employees will know the results of their activities and how to take responsibility for them. Also, if employees are given the necessary information, their willingness to use authority and cooperate will improve. Thus, employees will be more willing to take responsibility and will have trust in management. This environment of trust will take them further and will lead them to produce new ideas. Information sharing also includes feedback on employees' performance. This will be a factor that will increase their success in the future. Knowledge sharing enables empowered personnel to contribute to the performance of the organization.¹⁷

Employees want to know what is happening in the organization. If the top level does not provide information to employees, employees try to explain events by "filling in the gaps" according to their own knowledge and often arrive at incorrect information.¹⁸

Employee engagement increases when they endorse organizational goals and contribute to organizational success. Employee endorsement of organizational goals depends on their level of knowledge. Information empowers employees, and employees in their field want to be strong, proactive, and authoritarians.¹⁹

Information and management must be shared. If everyone is provided with access to the information they need, organizational decisions can be made faster and with higher quality. Sharing knowledge creates a common understanding and unity of purpose for the organization.²⁰

1.2.3. Liability

¹⁷ London, Manuel and Smither, James W. (1999:9). Empowered self-development and continuous learning. *Human Resource Management*, 38(1), 3-15

¹⁸ Özaksu, Özgür (2006:21). *İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması*

¹⁹ Öztürk, Azim ve Özdemir, Fatih (2003:198). İşletmelerde Personel Güçlendirmeye Dayalı İş Doyumunun Arttırılması, *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 17(1-2), 189-202.

²⁰ Atik, Selahattin (2001:66). Organizasyon Hiyerarşisi, *Kara Harp Okulu Bilim Dergisi*, (2), 66-74

Managers need to stop putting all the responsibility on themselves. The responsibility for empowerment needs to be shared with employees. Employees are empowered to make decisions on matters that are believed to benefit the business, and they are held accountable for the results. The purpose of this accountability is not to punish or evaluate them in the short term, but to create an environment where they act responsibly towards each other, work towards agreed-upon goals, and do their best.²¹

1.2.4. The Reward and Resurrection of Faith

If managers use the reward system to support staff empowerment, they will gain the trust and direction of their employees. The most important thing that emphasizes the trust of the manager and the organization, instead of money, is praise, recognition and reward. This is the best way to motivate the employee. Praise will increase the self-confidence of individuals. Thus, employees will focus more on their tasks rather than suspecting that they are making mistakes. In addition, employees will work more efficiently, as they will receive a sign from their leaders that they are on the right track. In this way, a trust-based cooperation between the manager and the employee will be created.²² Mutual trust is an essential element in staff empowerment. Most of the definitions made on this topic are actually related to increasing employee trust in management. If we divide the issue of trust into employee trust in managers and managers in employees; employee trust in business management is the most important factor that determines staff performance, commitment to the business climate and organization.²³ The level of trust in the organization depends on the management's understanding and agreement on the organizational structure and employee expectations. If there is an atmosphere of uncertainty in an organization, employees will be affected by this and even if they see that their work is not going well they do not want to intervene because they do not want to risk being attacked themselves. For this, it is very important for managers to have trust in their employees and make them feel this. For example, by delegating important tasks and competencies to them, or by encouraging them to learn from their mistakes instead of punishing them for their mistakes.

²¹ Özaksu, Özgür (2006:22). *İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması*

²² Özaksu, Özgür (2006:23). *İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması*

²³ Doğan, Selen (2003:29). *Personel Güçlendirme- Empowerment* (Birinci Basım). İstanbul: Sistem Yayıncılık

1.2.5. Orientation Towards Common Goals

In order for employees to perform work that will lead the organization to success, first of all, they must know very well their objectives in the organization. The organizational goals set by managers must be explained to the personnel in all details.

1.2.6. Performance Evaluation and Reward

In evaluating the performance of empowered personnel, it is necessary to provide feedback on personnel performance and create a reward system that effectively provides the rewards that personnel deserve.²⁴ In this way, the positive feedback from staff in return for the work they do will motivate them more and make them embrace their work more willingly.

1.2.7. Resource Availability

In many businesses, control of resources lies solely with top management. In staff empowerment practices, it is necessary to ensure that empowered staff have access to resources. These resources are; monetary funds, resources for support staff or experts that employees can consult. Top management often maintains control of resources to prevent employees from misusing them. As one moves from this stage to staff empowerment, employees must first be informed of the costs and effects of their use at lower levels. Then empowered employees must be assured that they take control of the resources they need.²⁵

1.2.8 Group Work

Teamwork is the most important element of empowering and adapting staff to change. Teams come together around a common goal and feel the need to work in harmony. Effective teams spend a lot of effort and time to achieve goals in the direction they are given. In contrast, teams that fail rarely come together around a common goal. All team members should be aware of all business goals and the organizational structure in which these goals will be achieved. A characteristic of successful teamwork is that all members believe that everyone is doing their best. They want to believe that all members are moving in the same direction, trying to understand each other.²⁶

1.2.9 Management Support

²⁴ Sahin, Nülüfer (2007:18). *Personel güçlendirmenin iş tatmini ve örgütsel bağlılık üzerine etkisi: Dört ve beş yıldızlı otel işletmelerinde bir uygulama*

²⁵ Özaksu, Özgür (2006:27). *İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması*

²⁶ Özaksu, Özgür (2006:28). *İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması*

Another condition that affects the success of the employee empowerment practice is the support of senior management. The success of the application for staff empowerment depends on the belief of senior management in the necessity of this application and the support of staff in this regard.²⁷ The support that management will provide to its employees not only keeps staff motivated, but also prevents them from being affected by the negative consequences that may arise from their demands and work results.

Each of the elements that we have described above has effects and features that will support and enhance staff empowerment. However, in practice, these elements should be considered not in isolation, but as a whole. Because the basic elements of staff empowerment are generally interconnected, the results of implementing one can affect the other.

1.3. Developments Leading Organizations Towards Personnel Empowerment

It can be said that the most important factors that cause the implementation of the empowerment method in organizations are the growing consumer awareness and the competitive environment. This awareness and environment require quick and flexible reactions. Employees must make decisions and take actions as soon as the work happens. When a mistake is made, at the same time, feedback must be received and lessons must be learned from the experience. Moreover, organizations are increasingly created as a holistic structure. This approach brings with it the need to strengthen individuals or units. Today's advanced technology makes this approach possible.²⁸

Another phenomenon that makes empowerment inevitable is the increase in the educational level of employees. The assumption in traditional organizations is that the employee needs to be managed, to take orders, to be dependent and to avoid taking responsibility (McGregor's X-Y theory). The increase in the educational level and expectations of employees consider such administration unacceptable and demand more power, control and, in some sense, autonomy over the work. This is one reason for the emergence of empowerment.²⁹

In addition, it cannot be assumed that the increasing democratization trends of societies will not be reflected in organizations. Organizations are part of the societies in

²⁷ Sahin, Nülüfer (2007:19). *Peronel güçlendirmenin iş tatmini ve örgütsel bağlılık üzerine etkisi: Dört ve beş yıldızlı otel işletmelerinde bir uygulama*

²⁸ Coskun, Recai (2002:225). Gücün ve sorumluluğun organizasyona yayılması: Çalışanı güçlendirme (empowerment). (Editörler: I. Dalay, R. Coskun ve R. Altunışık). *Modern Yönetim Yaklaşımları*, İstanbul: Beta Basın Yayın Dağıtım, 219-234

²⁹ Koçel, Tamer (2006:322). *İşletme Yöneticiliği*. İstanbul: Beta Yayınları

which they are located, due to the concept of "integrity" that originates from the Japanese management system. For this reason, as democratic rights develop in society, the areas for individuals to use and claim them will expand and reach the organizations for which they work.³⁰

In fact, empowerment can also be considered an extension of the increase in social well-being. As the level of well-being of societies increases, the degree to which people's "basic needs" are met also increases. Individuals who meet their basic needs or who have less concern about meeting them move up the hierarchy of needs. The place where the individual in a well-off society, who has no problem meeting his physiological, safety, and social needs, would like to reach are the other two steps of Maslow's hierarchy of needs, self-actualization (gaining recognition and prestige) and self-actualization/realization (possession) development of potential, creativity). Empowerment is the opportunity that the organization offers the individual to show and even fulfill himself.³¹

On the other hand, Çavus and Akgemci suggested that the most important reasons for the emergence of empowerment can be listed as follows;³²

- With the rapid increase in globalization and competition, innovation has become more necessary in competition and those who innovate need more freedom,
- With the rapid increase in competitiveness, in order for productivity to be higher than in previous years, managers feel compelled to involve employees more in decisions,
- Increasing the strategic importance of developing goods and services,
- The need to create a high-performance learning organization.

1.4. Barriers to Staff Empowerment

Several factors that hinder the success of implementing staff empowerment can be seen as a process. The sources of these factors may vary depending on the situation. Some of the barriers to staff empowerment arise from the management level, some from the structure of the organization, and some from the staff.

³⁰ Coskun, Recai (2002:226). Gücün ve sorumluluğun organizasyona yayılması:Çalışanı güçlendirme (empowerment). (Editörler: I. Dalay, R. Coskun ve R. Altunısık). *Modern Yönetim Yaklaşımları*, İstanbul: Beta Basın Yayın Dağıtım, 219-234

³¹ Coskun, Recai (2002:226). Gücün ve sorumluluğun organizasyona yayılması:Çalışanı güçlendirme (empowerment). (Editörler: I. Dalay, R. Coskun ve R. Altunısık). *Modern Yönetim Yaklaşımları*, İstanbul: Beta Basın Yayın Dağıtım, 219-234

³² Çavus, Mustafa F. Ve Akgemci, Tahir (2008). İşletmelerde Personel Güçlendirmenin Örgütsel Yaratıcılık ve Yenilikçiliğe Etkisi: İmalat Sanayiinde Bir Araştırma, *Selçuk Üniversitesi Sosyal Bilimler Dergisi*, 20, http://www.sosyalbil.selcuk.edu.tr/sos_mak/articles/2008/20/mcavus-takgeci.pdf. E.T:24.06.2009

1.4.1. Problems and Obstacles Caused by Managers

When applying empowerment, traits related to the manager's personality can sometimes get in the way. For example, a senior manager may be reluctant to delegate authority to a subordinate. He sees the delegation of authority here not as a relief in the operational structure of the organization, but as a limitation of his own powers. Many middle managers do not want empowerment because their control or need for it will be reduced. In reality, in the practice of empowering staff, the need arises for the organizational structure to be flat. However, this structure does not mean that middle managers will disappear. As the roles of middle managers will change, they will take on a role of leading and training empowered staff, rather than being busy with decisions that can be made more effectively by employees serving the customer.³³

The leadership skills of managers are also important in terms of staff empowerment.³⁴ One of the most important characteristics that a good manager must have in order to make the entire organization feel its weight is leadership skills.

The most important problem that needs to be overcome is the training and change of managers themselves. Since the role of managers will change in empowerment practices, they need to make the necessary changes to adapt to this role and be trained in this direction. It is not easy to move away from the understanding of command and control and take on a role as a mentor, trainer and fulfill the appropriate requirements.³⁵

One of the most important shortcomings of administrators is that they do not make an effort to train people and do not give enough importance to education. Both the inability to delegate authority due to distrust at lower levels, and the attitude of not being a guide for the training of those working in the field of profession and management is one of the reasons that leave enterprises lacking trained employees.³⁶ Managers who value the education of their employees and provide them with the necessary training opportunities make a positive contribution to the implementation of empowerment.

³³ Özaksu, Özgür (2006:45). İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması

³⁴ Doğan, Selen (2003:193). Personel Güçlendirme- Empowerment (Birinci Basım). İstanbul: Sistem Yayıncılık

³⁵ Özaksu, Özgür (2006:45). İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması

³⁶ Akyuz, Omer F. (2001:46). Değişim Rüzgarında Stratejik İnsan Kaynakları Planlanması, İstanbul: Sistem Yayıncılık

Fear of punishment is a problem for both managers and employees. The cost of making mistakes in the application of reinforcement will be high. For this reason, managers are hesitant to fully implement empowerment practices and try not to delegate their authority as long as the responsibility remains with them. Supporting the organizational structure for empowered employees to take responsibility will prevent this fear.

1.4.2. Problems and Obstacles Caused by the Organization

It can be said that some characteristics of businesses limit their applications for innovation. These characteristics can be the business structure, product, employee or customer profile. These characteristics can be specified as:

- Adopting low cost, high volume production as a core strategy,
- Short-term customer relationships,
- Using simple and routine technology,
- Predictability and stagnation of the external business environment,
- Low level of development and social needs of employees,
- Low level of employees' interpersonal skills.

Some national cultures may not be compatible with the philosophy of staff empowerment. National cultures may be too hierarchical. This is to hinder empowerment. For example; in Bulgarian and Russian organizations, the perception of a single leader, lack of individuality and understanding of independence, underdevelopment, hierarchical organizational structures and lack of information and news sharing are reasons why empowerment cannot be successfully implemented. Some cultures may also affect the effectiveness of the incentive.³⁷

1.4.3. Problems and Obstacles Caused by Employees

Employees may fear empowerment. Because staff who are in a decision-making and empowered position will take risks if the decision is bad.³⁸

Given that the reliability factor is one of the most important needs during its implementation, forgiving human errors that may be made by employees and avoiding their penalization will affect the overall success.

The lack of desire of employees to change is also one of the obstacles to empowerment.

³⁷ Özaksu, Özgür (2006:47). *İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması*

³⁸ Doğan, Selen (2003:84). *Personel Güçlendirme- Empowerment* (Birinci Basım). İstanbul: Sistem Yayıncılık

However, thanks to empowerment, employees become more resilient to work stress, especially from technical and business environmental changes. Also, empowerment instead of forcing people to change has the property of attracting people to change. Because those who work on empowerment own the change. However, giving priority to empowerment in employee performance evaluations, taking measures to encourage participation, structuring the reward system in a way that supports empowerment and accurate feedback will help remove this obstacle.³⁹

The employees of the organization, with the thought that their workload will increase, may face a conscious concept about personnel empowerment. To break the prejudice of the staff on this issue, the staff can be offered comprehensive training on this topic to eliminate the fears and doubts they have. Despite these trainings and instructions, there will also be people who avoid the pace of work, that is, who do not work hard. This is an important issue that managers should pay attention to people with this characteristic so that it does not affect the staff in general.

These factors, which we mentioned above, constitute a direct or indirect obstacle to the practice of personnel empowerment. Therefore, careful attention should be paid to these issues in order for personnel empowerment to be successful.

³⁹ Özaksu, Özgür (2006:47). *İnsan Kaynakları Geliştirmede Personel Güçlendirme Yaklaşımı ve Bir Saha Araştırması*

Conclusion

Recently, with the pressure of environmental conditions, globalization and the developed information age, organizations have come to judge their existing traditional management structures and have begun to feel the need to design a suitable roadmap for the new situation.

Within the framework of this new structuring, the most emphasized part and the one that is argued to need to be changed is the distribution of the decision-making mechanism in organizations to the employees of the lowest levels, where the jobs are prepared and structured.

In parallel with the innovations and developments in the world, at the point reached today, it has become necessary to examine and analyze human resource management in a very comprehensive and broad way. When examining human resource management in detail, it has been highlighted that the issue of personnel empowerment should be emphasized separately.

We can define personnel empowerment as the process of sharing power, authority and responsibility with employees. Thus, it is intended that employees do their job effectively, trust themselves and become the god of the organization. To achieve success at the end of the empowerment process, an environment of interconnected harmony must be created between the top level of management, employees and the organization.

Studies on personnel empowerment are implemented in different ways according to the structure of organizations and their environment. For this, before starting the empowerment work, it is necessary to analyze the organization where it will be worked, to determine the appropriate methods and to act accordingly.

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Symbolism as a Key Element in Analyzing the Characters in *The Handmaid's Tale* by Margaret Atwood

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Abstract

Margaret Atwood's novel *The Handmaid's Tale* employs rich symbolism to explore themes of power, oppression, and identity. This study focuses on the pivotal role of symbolism in character portrayal within Margaret Atwood's dystopian novel. The purpose is to examine how symbols such as colors, objects, and clothing convey the complex identities, beliefs, and struggles of the characters. By decoding these symbols, the writing reveals significant insights into the motivations of characters and the oppressive reality they navigate. The main idea is to show how symbolism serves as a powerful literary tool, providing deeper layers of meaning and enhancing the understanding of the human condition. Key symbols like the color red, the Eyes of the regime, makeup, eggs, and the character of Offred are scrutinized to uncover themes of authority, fertility, resistance, and identity. The conclusion drawn is that Atwood masterfully uses symbolism to illustrate the complexities of power, control, and rebellion in Gilead, ultimately offering a profound commentary on the human condition and societal structures.

Key Words: *Symbolism, character analysis, dystopian literature, identity, resistance, power, control.*

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Abstrakt

Romani i Margaret Atwood *Rrëfenja e Shërbëtores*, përdor simbolikë të pasur për të eksploruar temat e pushtetit, shtypjes dhe identitetit. Ky studim fokusohet në rolin kryesor të simbolizmit në portretizimin e personazheve brenda romanit distopian të Atwood. Qëllimi është të ekzaminohet sesi simbolet si ngjyrat, objektet dhe veshjet përcjellin identitetet, besimet dhe betejat komplekse të personazheve. Duke deshifruar këto simbole, zbulohen njohuri të rëndësishme për motivimet e personazheve dhe realitetin shtypës në të cilin ata lundrojnë. Ideja kryesore është të tregohet se si simbolika shërben si një mjet i fuqishëm letrar, duke siguruar shtresa më të thella kuptimore për të kuptuar më shumë mbi gjendjen njerëzore. Simbolet kryesore si ngjyra e kuqe, sytë e regjimit, grimat, vezët dhe karakteri i Offred shqyrtohen me kujdes për të nxjerrë në pah temat e autoritetit, pjellorisë, rezistencës dhe identitetit. Në fundmi, Atwood përdor me mjeshtëri simbolizmin për të ilustruar kompleksitetin e pushtetit, kontrollit dhe rebelimit në *Galad*, duke ofruar përfundimisht një koment të thellë mbi gjendjen njerëzore dhe strukturat shoqërore.

Fjalë Kyçe: *Simbolizëm, letërsi distopike, identitet, rezistencë, pushtet, kontroll.*

INTRODUCTION

In the dystopian novel *The Handmaid's Tale*, symbolism plays a very important role in the way the ideas, behaviors and physical appearance of the characters are transmitted. Atwood presents facts that speak about complexes about identity, beliefs and people struggles using colors, objects and clothes as symbols. Significant revelations about the character's motivations and the repressive reality they must navigate are revealed by deciphering these symbols.

Symbolism, with its ability to convey objects, actions, and even settings with deeper significance, serves as a cornerstone of literary analysis. It offers readers a glimpse into the subconscious minds of both the author and the characters, going beyond the boundaries of simple storyline and conversation. Using symbols, writers explore into existential issues, present universal truths, and shed light on the complexities of human nature. In this study, the symbolism expressed through the main characters is clearly shown by their actions and feelings expressed in different situations. The hidden layers of meaning and significance that exist beneath the surface of the story are revealed by analyzing how characters interact with the symbols that surround them.

Through a nuanced analysis of symbolism in character portrayal, the aim is to illuminate not only the textual landscape but also the human condition itself. When the symbolism is analyzed through the characters, it sheds light on the reasons for their actions in history, and in this way, the impact that the state has on society is clarified. By studying the symbolic connections between characters and people that surround them, is shown as a whole a side of humanity.

Atwood's dystopian novel skillfully shows how symbolism serves as a powerful literary tool in the history of characters. The main characters of the totalitarian country of Gilead not only lead the course of events but also serve as tools for the display of symbolic themes. Central to this exploration are key symbols such as the pervasive presence of the color red, the enigmatic eyes of the regime, the transformative nature of makeup, the symbolic significance of eggs, and the complex persona of Offred herself.

The color red has complex symbolic meaning in Gilead's totalitarian society, representing themes of authority, fertility, oppression, and revolt. The handmaid's red robes, which are required by the state, are a continual reminder of their servitude in addition to symbolizing their designated position as reproductive vehicles.

Every month there is a moon, gigantic, round, heavy, an omen. It transits, pauses, continues on and passes out of sight, and I see despair coming towards me like famine. To feel that empty, again, again. I listen to my heart, wave upon wave, salty and red, continuing on and on, marking time.³

This has to do with Offred, and waiting for her period every month, where regardless of her desire she must complete the task of giving birth to the one who "owns" her, The Commander Fred. This is the reason why the color red, which is directly related to handmaids, symbolizes the productivity and role of handmaids in this country.

Furthermore, figures like Offred's covert acts of rebellion and resistance are closely associated with the color red. Red represents resistance, as well as the fortitude and inner strength of those who dare to stand up to the regime's attempts to restrict individual autonomy. "Don't let the bastards grind you down".⁴ This line is important because it is a message of disobedience from the former handmaid who lived in Offred's room. She is regarded as a symbol of rebellion and struggle against the harsh society and the regime.

Moreover, the significance of red in the narrative is emphasized by its relationship with power. In Gilead, where power relations are brutally upheld, red is used as a symbol of dominance and authority. Red represents society's hierarchical structures, whether it is through the Commander's privileged status shown by their crimson dress or the metaphorical power of blood in rituals and ceremonies.

By now I'm wrung out, exhausted. My breasts are painful, they're leaking a little. Fake milk, it happens this way with some of us. We sit on our benches, facing one another, as we are transported; we're without emotion now, almost without feeling, we might be bundles of red cloth. We ache. Each of us holds in her lap a phantom, a ghost baby. What confronts us, now the excitement is over, is our own failure.⁵

The moment handmaids have brought a child into their lives, they feel like they are ghosts and now even the child they have does not belong to the servants, but to The Commanders

³ Atwood, *The Handmaid's Tale* (New York: Penguin, 1985), 82.

⁴ Atwood, *The Handmaid's Tale* (1985), 275.

⁵ Atwood, *The Handmaid's Tale* (1985), 129.

and the state of Gilead. The power is in the hands of the state and the Commanders, now they are just some servants dressed in red and who are in command of this totalitarian regime.

Another noteworthy point is the power that the environment has on fertility, which is directly related to the role of handmaids in Gilead society. "The air got too full, once, of chemicals, rays, radiation, the water swarmed with toxic molecules...your very flesh may be polluted, dirty as an oily beach, sure death to shore birds and unborn babies".⁶ This is related to the power that they have on their hand and they may not have because of what happens around them and also this is related to the possibilities they have to have a child and is related to their monthly "activity".⁷

The handmaid's clothing both in style and color symbolizes what the handmaid's stand for. Offred claims: "Everything except the wings around my face is red: the color of blood, which defines us".⁸ The color red, in fact, signifies more to them than just their attire or social standing, it represents their identity as individuals as well as their freedom of movement, speech, and diet. To bystanders, the red of their veils and skirts instantly conveys their status as handmaids and their role in society. In the same way that an orange uniform indicates a prisoner, this red acts as a uniform that indicates position. A handmaid is identifiable to all Gilead residents by her outfit, and because of this symbolic red, she is unable to flee from her identity or her mission.⁹

Furthermore, another reason for wearing red is to draw attention to a handmaid's sexual role and symbolizing her as a "fallen woman" figuratively. Red has always been associated with scandalous things, yet men who wore it were symbolically displaying their boldness or passion.

The color red is also associated with the female sensuality, the perfume they use, or the lipstick, and their dresses. This is directly connected with the men and their way of being wanted by them.

⁶ Atwood, *The Handmaid's Tale* (1985), 115.

⁷ Karla M. Roland, "The Symbolic Power of Red in Margaret Atwood's *The Handmaid's Tale*," *East Tennessee State University: Undergraduate Honors Theses* (2013): 3.

⁸ Atwood, *The Handmaid's Tale* (1985), 23.

⁹ Roland, "The Symbolic Power of Red," *East Tennessee State University: Undergraduate Honors Theses* (2013): 5.

They touch me with their eyes instead and I move my hips a little, feeling the full red skirt sway around me. It's like thumbing your nose from behind a fence or teasing a dog with a bone held out of reach, and I'm ashamed of myself for doing it, because none of this is the fault of these men, they're too young. Then I find I'm not ashamed after all. I enjoy the power; power of a dog bone, passive but there. I hope they get hard at the sight of us and have to rub themselves against the painted barriers surreptitiously.¹⁰

This leads to the fact that red is connected to passions, to love, and not being anymore ashamed. Offred is searching for love; she is searching to be loved and to be surrounded by love.

Due to their similarity in fertility and red hue, the tulips and handmaids are parallelized in the novel. "The red of the tulips in Serena Joy's Garden, towards the base of the flowers where they are beginning to heal. Each thing is valid and really there".¹¹ The red tulips in the garden of Serena Joy are used as symbols of sex organs.¹² Offred is stating that red tulips are most closely linked to pure love, whereas tulips are associated with false love in Serena Joy. The red tulips effect highlights Offred's conception and fertility as well as her fear of giving birth to children.

Also, flowers are considered fragile, needing maximum care and attention, to be treated with tenderness and love so that they bloom. That's why women are compared to flowers, for them to bloom you have to take care of them, while women in the state of Gilead are oppressed and treated badly so that they don't move forward but live inside the cage of "ignorance".

Blood is always brought to mind by the scarlet hue of Serena's tulips. The one similarity uniting these seemingly different worlds is this red color. It connects the luxurious Serena world with the harsh handmaid reality. Because of their hue, the handmaid's

¹⁰ Atwood, *The Handmaid's Tale* (1985), 37.

¹¹ Atwood, *The Handmaid's Tale* (1985), 48.

¹² Jiangwei Xie, "Symbolism of Flowers in *The Handmaid's Tale*," *Scientific Research* 8.7 (2021): 6.

subservient existence is linked to the privileged class of upper-class women.¹³ What is ironic is the fact that a woman disrespects and oppresses another woman.

Considering that the life of the handmaids is related to their reproduction, Offred directly connects the red color of the flowers with the female reproductive organ, as well as with her identity and that of all women in this totalitarian country such as Gilead and she linked this to what she is and says “they’re the genital organs of plants.”¹⁴ Offred sees the garden of Serena, taking also in consideration the red color of the roses, as a symbol of terribly mishandled sexuality.

There is something subversive about this garden of Serena’s, a sense of buried things bursting upwards, wordlessly, into the light, as if to point, to say: Whatever is silenced will clamor to be heard, though silently. A Tennyson Garden, heavy with scent, languid; the return of the word swoon. Light pours down upon it from the sun, true, but also heat rises, from the flowers themselves, you can feel it like holding your hand an inch above an arm, a shoulder. It breathes, in the warmth, breathing itself in. To walk through it in these days, of peonies, of pinks and carnations, makes my head swim.¹⁵

Since the flowers are a part of Offred's identity, they are inextricably linked to her terrifying life in Gilead. Flowers in this phrase are linked to the handmaid’s desire for breaking free from the constraints of Gilead’s oppressive regime.¹⁶

The opposite occurs when the blue iris is mentioned, which is related to how the handmaids and the women of the upper class were dressed. The handmaids wore red, while the wives of commanders wore blue. This comparison extends to the flowers, where Offred mentions blue irises as a reflection of society. "On the wall above the chair, a picture, framed but with no glass: a print of flowers, blue irises, water-color. Flowers are still allowed."¹⁷ The

¹³ Kate Walker, “Symbolism, Power and Perversion in *The Handmaid's Tale*,” Gordon Review 2021, thegordonreview.com/2021/04/26/symbolism-power-and-perversion-in-the-handmaids-tale/, accessed May 1, 2024.

¹⁴ Atwood, *The Handmaid's Tale* (1985), 88.

¹⁵ Atwood, *The Handmaid's Tale* (1985), 151.

¹⁶ Elizabeth Peloso, “The Flowers That Bloom in the Spring,” *The Oswald Review: An International Journal of Undergraduate Research and Criticism in the Discipline of English* (2002): 6.

¹⁷ Atwood, *The Handmaid's Tale* (1985), 22.

brilliant flowers that springtime brings are a testament to the beauty of nature; regardless of which flower is the most attractive in terms of color, they all contribute equally to the environment and the community in which they dwell, they contribute equally to nature and the same thing should happen to the society in which they live. Everyone should be treated equally, as both maids and upper-class women should have a respected place in society. Each of them plays a role and makes contributions to nature. At the same time, Offred tries to convey the message that women should be treated with love and respect just like flowers because they are what give beauty to society and the country they live in.

Furthermore, a writer Elizabeth Peloso, explained that the blue flowers were a symbol of a disappearing world. The blue flowers serve as a symbol of fleeting normalcy and reality in the bizarre, surrealistic world of Gilead, but the harsh realities of Offred's dystopian society soon eclipse their sentimental solace. In order to highlight the fleeting nature of comfort and optimism in the dystopian society the novel portrays, Peloso made this statement to highlight how fleeting this symbolism is. Offred and the other characters feel comforted and at ease by the blue flowers at first, but the terrible reality of Gilead eventually eclipses their significance. This emphasizes how widespread oppression is and heightens the depressing aspect of Offred's situation. Also, these blue blossoms stand for a world that is no longer there, a world of familiarity and freedom that Gilead corrupted. The absence of glass in the frame upsets Offred's comfort level with the flowers since it serves as a reminder that the reality she knows has been warped into a nightmare.¹⁸

Similarly, the omnipresent Eyes of the regime, symbolizing the recurring motif of surveillance, represent the ever-watchful gaze of authority and the loss of personal autonomy within Gilead. The network of secret policies maintained by Gilead, sometimes known as the Eye of God. The Eye monitors citizens and reports them for violating the law. One of Gilead's tactics of control is this ongoing observation and the threat of punishment. This leads also with the people's beliefs, and this makes people fear the punishment that may come from The Eyes of God, thus preventing them from opposing the regime.¹⁹ But the opposite happens with the leaders of the state of Gilead, who think that in the eyes of God and faith they are being morally right.

¹⁸ Peloso, "The Flowers," *The Oswald Review: An International Journal of Undergraduate Research and Criticism in the Discipline of English* (2002): 4.

¹⁹ "The Handmaid's Tale: Themes Religion," *AQA English Literature* (2019): 14

These Eyes serve as a constant reminder of the characters lack of privacy and the pervasive atmosphere of fear that governs their every move. God knows everything and this is why The Eyes symbolize God because they are watching and they know everything.

I wonder who told them. It could have been a neighbor, watching our car pull out from the driveway in the morning, acting on a hunch, tipping them off for a gold star on someone's list. It could even have been the man who got us the passports; why not get paid twice? Like them, even, to plant the passport forgers themselves, a net for the unwary. The Eyes of God run over all the earth.²⁰

This symbol is a crucial aspect of the novel, because it creates anxiety in the Gilead residents. For the people, it represents an all-powerful higher power that is always on the lookout and capable of causing immense harm.

There's also a moment in the novel, when Offred says that the handmaids are controlled all the time; they know every action the handmaid's do. She observes: "Under his eye. The right farewell."²¹ Every action that is done against the laws of Gilead, is under the control of the Eyes, who are the ones who keep people from doing wrong actions, which symbolizes the control of society which is in the hands of the totalitarian government.

The transformative power of make-up emerges as a symbol of defiance and self-expression within the confines of Gilead's rigid social hierarchy. Through the act of applying make-up, characters such as Offred reclaim a sense of identity, subverting the oppressive norms imposed upon them by the regime. There is a short explanation from Emma Baldwin about what make-up symbolizes in the novel and how make-up affects handmaid's lives, she says that makeup is a complex symbol that might stand for control, emptiness, and Offred's longing for her lost independence. In contrast, the Commander strangely gives Offred makeup to wear to the hotel, despite his belief that women should not be constrained by the need to wear makeup and should not worry about how they look. Offred makes an effort to take the best possible care of herself even if she doesn't receive any lotion or makeup.²²

²⁰ Atwood, *The Handmaid's Tale* (1985), 188.

²¹ Atwood, *The Handmaid's Tale* (1985), 55.

²² Emma Baldwin, "The Handmaid's Tale Book Review: A Dystopian Masterpiece," *Book Analysis*, bookanalysis.com › review, accessed May 1, 2024.

Since the maids were forbidden to read books, they were also predisposed to different magazines, among which were also those that had to do with the care and appearance of women. Offred explores the Commander's office in his absence and discovers forbidden magazines hidden under a pillow. Seeing these women in the covers of the magazines, Offred wants to feel beautiful like those women in the magazines, 'bold, striding, confident, their arms flung out as if to claim space.'²³ But men know that they will always pretend to feel beautiful, so men push their feelings to control the handmaids even more. This is seen in the moment when The Commander takes the magazine from Offred's hand and at that moment she asks for hand lotion for her hands.²⁴

In *The Handmaid's Tale*, there's a striking portrayal of the handmaid's clandestine efforts to care for their skin despite the oppressive regime they live under. Atwood describes how they ingeniously acquire "a portion of butter" or margarine to keep their skin supple, highlighting their resourcefulness amidst scarcity.²⁵ This desperate need for skincare products stems from the absence of luxuries like "hand lotion or face cream," forcing the handmaids to resort to unconventional methods to maintain their youthful appearance.²⁶ The act of Offred, rubbing butter onto her face and hands, becomes symbolic of the handmaid's enduring desire to preserve their attractiveness. It reflects their ingrained belief that maintaining physical allure is crucial for finding love and acceptance in their dystopian society. This is particularly poignant as they witness the decline of the Commander's wives, who have lost their physical beauty and connection with each other over time.

Offred's specific request for face cream or lotion for her hands highlights how important appearance is, especially when these parts of the body are visible. It represents their continuous fight against persecution to maintain a degree of socially acceptable beauty standards. All of this work is ultimately motivated by the need to win over males, since handmaids yearn for company and approval of their attractiveness.²⁷ The narrative offers a

²³ Atwood, *The Handmaid's Tale* (1985), 155.

²⁴ Sara R. Namiq, "The Hidden Truth Behind the Forms of Beauty in Margaret Atwood's *The Handmaid's Tale*," *Chalak Ghafoor Raouf* 3.3 (August 2017): 651.

²⁵ Atwood, *The Handmaid's Tale* (1985), 75.

²⁶ Atwood, *The Handmaid's Tale* (1985), 102.

²⁷ Namiq, "The Hidden Truth Behind the Forms of Beauty in Margaret Atwood's *The Handmaid's Tale*," *Chalak Ghafoor Raouf* 3.3 (August 2017): 651.

profound reflection on the commodification of women's bodies and the unrelenting pursuit of beauty standards, even in the most restrictive conditions, by highlighting the close relationship between skincare and feminine identity. The handmaid's ambitions for companionship mirror Offred's desire to be with and valued by men in a society that consistently devalues them, just as Offred is bound to the Commander. The desire of handmaids to be beautiful and to give importance to the external appearance, symbolizes the constant struggle to comply with the social standards of beauty, it also symbolizes the oppression and devaluation of women in society by not fulfilling the desire to feel beautiful for themselves but also in front of men's eyes.

Eggs, with their dual symbolism of fertility and fragility, serve as a poignant reminder of the handmaid's commodification within Gilead's patriarchal society. Against this patriarchal society eggs are considered also as symbols of resistance and renewal in the novel and that's why Offred says: "the egg is glowing now, as if it had an energy of its own. To look at the egg gives me intense pleasure."²⁸ As a result, her action of cracking opens the egg and devouring its contents represents a revitalizing or recharging of feminine vitality. Additionally, Offred connects the symbolism of eggs to the moon, a spherical, enigmatic figure with healing, emotional fortitude, and physical and spiritual well-being.²⁹ Eggs highlight the underlying inconsistencies and injustices of a system that respects women only for their capacity to procreate.

In front of me is a tray, and on the tray are a glass of apple juice, a vitamin pill, a spoon, a plate with three slices of brown toast on it, a small dish containing honey, and another plate with an egg-cup on it, the kind that looks like a woman's torso, in a skirt. Under the skirt is the second egg, being kept warm. The egg-cup is white China with a blue stripe.³⁰

This usage of the word egg in this phrase, shows that handmaids in the eyes of the state of Gilead are seen as "eggs" and the moment they are considered as such, they will be

²⁸ Atwood, *The Handmaid's Tale* (1985), 113.

²⁹ Ng L. Sion, "If I have an egg, what more can I want?": The Metaphorical Representations of Eggs in Margaret Atwood's *The Handmaid's Tale*," *Journal of English Literature and Cultural Studies* (2019): 8.

³⁰ Atwood, *The Handmaid's Tale* (1985), 113.

used for reproduction. In this way, "eggs" symbolize the continuation of life in the society of Gilead.

Furthermore, is seen shifting metaphors from the eggs to the moon in order to show Offred's spiritual state, "the life of the moon may not be on the surface, but inside."³¹ Inside the egg is a red area that represents the process that occurs inside and not outside of it; everything begins there, from the inside, and is concealed and invisible. The red color inside the egg symbolizes the continuity of life and is associated with vital reproductive organs. In this way, Offred's focus on the egg's vibrant red yolk and creative (inner) existence contrasts with the fruitless (outer) life of Gilead and her icy red attire. Her inner body is defined by the deep red blood moon, while her outside body is defined by the red sun.³²

This metaphorical shifting from the eggs to the moon is also explained by Kiyomi Sasame who says, "the way the metaphors change from eggs to the moon, then the desert, and finally God, suggests that Offred has discovered a complete world within the bright egg on a spiritual level."³³ Through this, Offred tries to explain all the barriers that Gilead has created to prevent the development of society, especially of women, and the oppression that has been done to them in a continuous and terrible way at the same time. There are also thoughts of resistance in their minds against the totalitarian regime since the handmaid's physical resistance was impossible against them. Therefore, eggs can also be considered as a form of symbol of mental resistance to Gilead country.

At the heart of this writing lies the character of Offred herself, whose experiences and inner turmoil serve as a microcosm of the larger themes explored within *The Handmaid's Tale*. Through her journey, she witnessed the profound impact of these symbols on individual identity, and resistance in the face of oppressive power structures. From the moment Offred begins to narrate, it clearly shows a loss of identity not only for her but also for other women in society. Starting with her name, which is Offred, that means she is the property of her guardian, the Commander Fred. Not even having the right to one's name means that no right is respected, which means she is dealing with loss of identity that continues with the loss of

³¹ Atwood, *The Handmaid's Tale* (1985), 113.

³² Sion, "The Metaphorical Representations of Eggs in *The Handmaid's Tale*," *Journal of English Literature and Cultural Studies* (2019): 9.

³³ Kiyomi Sasame, "Foods for Survival in Margaret Atwood's Dystopian Worlds," *The Japanese Journal of American Studies* 21 (2010): 94.

her body, which is controlled by “the others”. As it is said by Offred, she is “a two-legged womb”, which explains her duty towards her guardian. She also claims to be someone living as a ghost, “a wraith of a red smoke”.³⁴ Even though Offred rejects her new name and she doesn't accept it, she also knows that the name she had before is forbidden and her desire can't be completed to maintain her own identity. Handmaids are forced to forget and “kill” their identity, their desires and their plans for the dreamed future.³⁵

Another aspect of Offred's life is her resistance and the rebellion she has against the life she is living with the Commander and Serena Joy. She is tired of everything that surrounds her. Offred is tired of being property of a man and being oppressed all the time by not having any rights. She thinks to herself, “I'm tired of this melodrama, I'm tired of keeping silent. There's no one you can protect your life value to no one. I want it finished”.³⁶ Offred decides to escape and hopes Nick will help, but she worries because he's part of The Eye. No one knows about May Day. She's unsure about Nick's help but also feels brave for standing against the regime, Serena Joy, and The Commander.³⁷ Offred wishes she had been braver earlier and stood up to the oppressive society when she could. By closely analyzing these essential symbols and their direct relationships with the characters of Gilead, the goal is to uncover the deeper meanings and significance present in Atwood's dystopian masterpiece. By decoding the symbolism woven in character depiction, it is better understood the complex dynamics of power, control, and resistance that shape the world of *The Handmaid's Tale*.

CONCLUSION

³⁴ Atwood, *The Handmaid's Tale* (1985), 201.

³⁵ Zahra Sadeghi and Narges Mirzapour, “Women of Gilead as Colonized Subjects in Margaret Atwood's Novel: A Study of Postcolonial and Feminist Aspects of *The Handmaid's Tale*,” *Cogent Arts & Humanities* (2020): 6.

³⁶ Atwood, *The Handmaid's Tale* (1985), 276.

³⁷ Maha S. Artauli Siharinggitan Sitoemerang, “Offred Resistance Against Oppression in Margaret Atwood's *The Handmaid's Tale*,” *Litera Kultura: Journal of Literary and Cultural Studies* 7.1 (2019): 8.

In conclusion, the exploration of symbolism as a pivotal element in character analysis within Margaret Atwood's seminal work, *The Handmaid's Tale*, unveils a tapestry of thematic intricacies and narrative depth. Through symbols such as the red color and red tulips, the omnipresent Eyes, the transformative nature of makeup, the symbolism of eggs, and the dichotomy of oppression and resistance embodied by Offred, Atwood intricately weaves layers of meaning into the fabric of her character's identities and experiences. The motif of the color red, recurring throughout the novel, serves as a reminder of both passion and danger, symbolizing the bloodshed and sacrifice endured by women within the oppressive regime of Gilead. Similarly, the red tulips serve as a symbol of the loss of individuality and the commercialization of feminine due to their luscious beauty being tarnished by society's enforced submission.

A continual sense of surveillance and paranoia permeates the story as The Eyes, symbolic of the totalitarian regime's watchful gaze that watches over everything. They remind handmaids that they have no privacy and that disobedience has repercussions, acting as a powerful emblem of control. As a means of reclaiming their bodies and identities in a culture that actively works to eradicate uniqueness and autonomy, makeup becomes a weapon of empowerment and defiance for the handmaids. In the face of persecution that dehumanizes them, characters like Offred express their humanity and recover agency through make up. The handmaid's forced reproductive enslavement is poignantly symbolized by eggs, which are related with connotations of fertility and renewal.

The handmaid's importance goes beyond simple biological necessity since they represent Gilead's monetization of women's bodies and the difficult nature of parenthood. The story revolves around Offred's journey of oppression and resistance, as she attempts to reclaim her identity and express her autonomy while navigating the perilous landscape of Gilead's dystopian society. Offred represents the unbreakable spirit of resistance against repressive systems through her subtle acts of rebellion and inner defiance, acting as a ray of hope among the gloom of Gilead's rule.

All in all, *The Handmaid's Tale's* symbolism functions as a potent prism through which to examine and evaluate the intricacies of the character's lives as well as the more general themes of oppression, resistance, and resiliency. Through thoughtful analysis of the universal themes of power, control, and the human ability for defiance in the face of

oppression, Atwood's use of symbolism makes readers go beyond the obvious surface of the novel.

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