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CONTACT

Arti Omeri
Lokman Coskun
“Beder” University College
Tel: +35542419200
Email: bjes@beder.edu.al

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Table of Contents

Ana UKA & Ersida KURTAJ

Adolescents' attitudes toward domestic violence and their social relationships.....1

Arti OMER & Adela PAJOVA

The efficiency of classroom management in reducing student stress11

Anisa SOTA & Rudina COLLAKU

The impact of additional learning on children with special needs and university students.....16

Basri SHABANI

Performance management in the police of republic of Kosovo.....32

Huseyin YILMAZ & Lokman COSKUN

Do university students see motivation as challenging and require inspirations for overcoming the challenges in their academic life? a comparative study.....48

Tidita ABDURRAHMANI

The concept of the postmodern self in ethnic american literature.....56

Besmira DRAGOTI & Anisa SOTA

How effectively is group work implemented in our classrooms.....86

Dritan CEKA

Parent's divorce and its influence on teenagers.....102

Erilda AJAZ & Heseva SERJANAJ

Exploring academic stress among undergraduate medical students in Albania.....114

Isa ERBAŞ & Flori GURRA

The impact of technology on learning english (case study: madrassa “H. mahmud dashi”, Tirane)131

Ornela TABAKU

The impact of positive reinforcement of teachers on child behaviour142

Robert HYKOLLARI

Coastal views through satellite (bay of Vlora).....167

Sindorela DOLI KRYEZIU

The importance of treating the interrogative sentence in the albanian language.....185

ADOLESCENTS' ATTITUDES TOWARD DOMESTIC VIOLENCE AND THEIR SOCIAL RELATIONSHIPS

Ana UKA^a & Ersida KURTAJ^b

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Abstract

This study investigated how adolescents shape their attitudes toward domestic violence DV and how such attitudes influence their social relationships. Moreover, this paper offers a framework on the complex display of influences on attitudes toward DV. The questionnaire included students' demographic data and close-ended questions in a Likert type scale with adequate validity and reliability. The sample consisted of N = 99 students (n = 45, 45.5% female and n = 54, 54.5% male) who were in ages between 12-18 studying in a private school. Pearson correlation analysis revealed that there is no significant association between students' attitudes on physical violence and their social relationships where $r(97) = -0.031$ $p = 0.758$ at p level ($p < .05$). Then, the results showed that there is a significant association between adolescents' attitudes on DV and their social relationships where $r(97) = 0.254$ $p = .011$ at p level ($p < .05$). Next, the results revealed that there is a significant association between students' learned attitudes from their parents and physical violence where $r(97) = 0.368$, $p < .05$ at p level ($p < .05$). Lastly, by using a t -test analysis, results showed that there are no significant gender differences on students' attitudes toward DV where $t = -.536$, $df = 97$, $p = .593$ at p level ($p < .05$). The work has been concluded with suggestions and future developments on this issue.

Keywords: *domestic violence, adolescents, social relationships, development*

^a Bedër University College, Tirana-Albania, auka@beder.edu.al

^b Bedër University College, Tirana-Albania, ekurtaj14@beder.edu.al

1- INTRODUCTION

The multiplicity Domestic violence is a pattern of violent and coercive behaviors that includes physical, sexual, psychological, emotional assault, as well as economic assault, that adults or adolescents use against their partners, children, or other family members. Physical assaults may include hitting, pushing, biting, using a weapon against the victim and so on. Sexual assaults may include pressured sex when the victim does not want to have sex, coerced sex by manipulation or threat, physically forced sex, or sexual assault accompanied by violence. The abuser's message to the victim is that they have no say over their own bodies. Psychological violence includes different types such as, threats of violence and harm that may occur directly toward the victim or to the relatives of the victim or attacks against their property or pets and other act of intimidation. Emotional abuse is a tactic of control that consists of wide variety of verbal attacks and humiliations, sometimes the batterer will play "mind games" to undercut the victim's sense of reality. Perpetrators often try to have control on the victims' whom they spend time with, their activities, and contact with others. Some abusive acts are directed against or involve children in order to control or punish the adult victim. Another form of DV is the use of economics where perpetrators control the victim by controlling their access to all of the family economic resources: such as food, clothes, money, transportation, and so on. It doesn't matter who the first provider is, even if the victim is himself.

Being exposed to DV can have remarkable effects on children during their development and as they form their own intimate relationships in adulthood. DV effects children in many aspects such as their emotional development, and they also display psychological and behavioral problems. It is important to know what teenagers think about DV and how they develop these thoughts, which can give us a clearer understanding on how these children are being affected and what can be done to prevent it.

Domestic violence creates difficulties to the teenagers on connecting to the other people and creating a healthy relationship. During adolescence, they experience high rates with interpersonal problems of other family members, and they engage more in risky behavior and antisocial behavior. As adolescents continue to grow, they spend less time at home trying to seek different relationships, but an abusive situation at home

may make them more vulnerable engaging in risky behaviors. They may find it hard to develop a trusting or healthy relationship. Children exposed to DV are more likely to present externalized and internalized behaviors compared to children who are not.

Domestic violence is still a very concerning issue all over the world, and especially in our culture. Domestic violence has been studied from different perspectives. From a social perspective, DV is seen as an outgrowth of social factors. Social learning theory developed by Albert Bandura (1965) outlines that children imitate the adults perceiving them as a role model, especially the ones they are close to, and in an age that children are vulnerable, adults have a natural authority over them. Positive behaviors can be obtained through positive role models, otherwise, negative behaviors can also be obtained through the modeling of negative behaviors. Having this in mind, Bandura (1979) applied the social learning theory to the principles and maintenance of aggressive habits.

A psychological perspective relates violence with such intro-individual's factors like aggressiveness, paranoia, and impulsiveness. Eysenck (1965) who developed a genetic theory about personality, proposed that the nature of individuals is determinant of one's personality. Findings suggest that criminals score higher on extraversion, neuroticism, and psychoticism personality dimensions. According to Eysenck and Eysenck (1965), an individual who is most likely to abuse with his/her partner would be one who is: 1) impulsive and disinhibited, 2) anxious, and whose anxiety acts as a trigger to learnt deviant responses such as violence (neurotic); and 3) uncaring and unlikely to feel guilt, empathy or sensitivity, and therefore having little difficulty in behaving antisocially (psychotic).

Another perspective is the feminist perspective where Dobash and Dobash (1979) were the first scholars to suggest that the fundamental causes of violence against wives are to be found in "a patriarchal society". Through the look of feminist theory, wife abuse is caused by the imbalance power between men and women. The feminist approach also elaborates on the fact that violence against women constitutes a violation of the rights and fundamental freedoms of women. Walker (1989) also talks about the cycle of violence claims that women are not constantly abused and the willingness to remain in an abusive relationship is related to cyclical shift between periods of abuse and

relatively peaceful coexistence. This theory also explains how women who become victimized fall into learned helplessness and they do not try to escape from an abusive relationship.

Next, the culture of violence theory underlines the idea that in some large, pluralistic societies some subcultures develop norms that permit the use of violence to a greater degree than the dominant culture. For this reason, family violence will occur more frequently in violent societies than in peaceful ones. Peer-relationships and society who support patriarchal dominance in the family, use violence and support it as a model of this subculture.

Control theory developed by Powers (1973) indicates that many family conflicts result from those who need to maintain power and control within a relationship. Threats, force, and violent behaviors are intended to prohibit less powerful members of the family from engaging in behaviors that the controlling individual does not want. In addition, the abuser may feel the need to gain control on how other family members think and feel.

In children, psychosocial symptoms may disrupt the developmental process throughout every stage (Laing 2000). Witnessing DV leaves the children with profound consequences, mostly psychologically, resulting in a psychopathology (Holt, Buckley & Whelan, 2008). The effects on children who witness violence are profound and may include posttraumatic stress disorder (PTSD) and other anxiety disorders, depression, behavioral problems, and impaired cognitive and social functioning (McCloskey & Lichter, 2003; Osofsky, 1999; Rossman, 2001). Research shows that children living with DV are at a greater risk of experiencing neglect, physical, and sexual abuse. It needs to be stressed that the way children cope with DV, varies from one child to another. Some children who may be provided with social support, may more easily cope with DV. The objective of this study was to investigate how adolescents may develop different attitudes on DV throughout their development. According to previous literature and desk research, DV seems to be a disturbing issue in most of the countries, but especially in Albania where the rate of DV is very high. This study will help to understand how adolescents shape their attitudes on DV, and what can be done to

improve them. More specifically, this study will examine the following research questions:

Is there a significant association between adolescent's attitudes toward physical violence and their social relationships?

Is there a significant association between adolescent's attitudes toward domestic violence and their social relationships?

Is there a significant association between adolescent's attitudes on parental influence and their social relationships?

Are there significant gender differences on the way how adolescents shape their attitudes on DV?

2- METHODS

2.1 Sampling and Procedure

Participants in this study were N=99 students from age 12-18 who attended "Perparimi" non-public school in Shkodra. The questionnaire was applied to students from 7th to 12th grade. As shown in Table 1., only n = 45 or 45.5% were females, and n = 54 54.5% were males.

Table 1

Distribution Categories by Gender

Distribution	Frequency	Percent
<u>Male</u>	54	54,5
<u>Female</u>	45	45.5
<u>Total</u>	99	100.0

As shown in Table 2., participants were from ages ranging from 7th (N = 18, 18.2%), 8th (N = 10, 10.1%), 9th (N= 20, 20.2%), 10th (N=25, 25.3%), 11th (N=16, 16.2%), and 12th (N=10, 10.1%) grades who were studying in a private school in Albania.

Table 2

Distribution Categories by Grades

Distribution	Frequency	Percent
7	18	18.2%
8	10	10.1%
9	20	20.2%
10	25	25.3%
11	16	16.2
12	10	10.1%
Total	99	100,0

Prior to the administration of the questionnaires, students have been explained the nature of the study and where these data were going to be used. Before distributing questionnaires, they were assured that they have understood their role and how to complete questionnaires, they were aware that they were volunteers and the data were taken from them anonymous and confidential.

2.2- MEASUREMENT TOOL

Measurement instrument that was used in this study has been partially taken from the book named “Measuring violence- related attitudes, behaviors, and youths toward youth” (Dahlberg, Toal & Behrens, 1998). Question 5 has an internal consistency of .66 strongly associated with violent behavior. Question 2, 3 and 4 have an internal consistency of .76. Question 6, 7, 10, and 18 have an internal consistency of .67. Question 1 and question 19 have an internal consistency of .72. Question 12 and 13 have an internal consistency of .75. Questions 14 and 15 have an internal consistency

of .74. The other questions used in this questionnaire were randomly selected from the document named “Attitudes towards violence against women in EU” (Gracia & Lila, 2015). There are six different variables used in this study. In total, the survey contains 28 questions which have been arranged into scales that measure the association between adolescents’ attitudes and physical violence, verbal violence and sexual violence, and how the adolescents’ attitudes differ between male and female students. The questions were close-ended ones in a Likert type scale with responses ranging from 1 “Strongly agree” to 5 “Strongly disagree”.

3- FINDINGS

Pearson correlation analysis revealed that there is no significant association between students’ attitudes on physical violence and their social relationships where $r(97) = -0.031$, $p = 0.758$ at p level ($p < .05$). Next, the results showed that there is a significant association between adolescents’ attitudes on DV and their social relationships where $r(97) = 0.254$, $p = .011$ at p level ($p < .05$). Moreover, results revealed that there is a significant association between students’ learned attitudes from their parents and physical violence where $r(97) = 0.368$, $p < .05$ at p level ($p < .05$).

Lastly, by using a t-test analysis, results revealed that there are no significant gender differences on students’ attitudes toward DV where $t = -.536$, $df = 97$, $p = .593$ at p level ($p < .05$).

4- DISCUSSION AND CONCLUSION

Domestic violence is a widespread phenomenon throughout the world and has effected every society. Many studies have related the witnessing of domestic violence with developmental issues in adolescents and children. These studies indicate that not only children who witness DV are affected by the consequences of it, but also children who live in an environment where gender stereotype, race, and culture affect their attitudes toward DV.

Changes in adolescent’s attitudes toward physical violence are not correlated with changes in their social relationships. However, there is literature which shows that there is a positive relationship between such variables. In some cases, early experiences with violence also shape children’s developing personalities and may inhibit behavioral

control, adaptive social skills, and empathy (Carr & VanDeusen, 2002; Johnson & Knight, 2000). According to some studies conducted in 14 countries, violence against women in intimate relationships can be accepted only in some and tolerated only under some circumstances. A number of surveys addressed how serious or accepted were some incidents or behaviours where between 60.5% to 98.6% of interviewees found the list of behaviors totally unacceptable. Interestingly, some behaviors (telling the partner what to do, or controlling them) were considered as acceptable in some circumstances. Children imitate and learn from their family, and if they have been learned negative attitudes toward DV at home, there are more chances that they show this kind of violence in their social or intimate relationships.

A longitudinal study on the effects of child abuse and children's exposure to domestic violence showed that more youth with dual exposure engaged in antisocial behavior during adolescence than those who were not exposed, exposed only to domestic violence, or were abused only. Moreover, this study revealed that 47.5% of dually exposed youth engaged in felony assault as compared to 41.7% who were only exposed to abuse, 36.8% who were only exposed to DV, and 24.8% who were in the no exposure group (Sousa, Herrenkohl, Moylan, Tajima, Klika, Herrenkohl & Russo, 2011). Bandura (1977) with the social learning theory offers a theoretical framework for understanding why parents' aggression is relevant to the children. Social learning theory offers a perspective including consequences of the aggression and identification with the aggressor. From a modeling perspective observing parents behaving aggressively conveys a message about the appropriation of aggressiveness. "Children who are subject to violence come to engage themselves in violence in their later marital relationships because they acquire certain attitudes that have been used in their childhood which facilitate violence" (Markowitz, 2000, p.215). For boys and young men, one of the most significant influences on their perceptions of masculinity is male-male competition, power, authority, and control (Carr, Morgan, & Lee, 2005).

The sample of this study does not represent all the attitudes among adolescents. In a study conducted in Albania which measured DV, revealed that 54.9% of women in Albania (more than 1 out of 2 women) ever experienced DV in their relationships. In fact, DV in a patriarchal society is a big issue, although one should claim that adolescents cannot make a total differentiation of what is called DV.

As a limitation of this study, the sample size can be considered as a relatively small one. There could have been used a bigger sample considering students from different cities of Albania. Next, the group age that was chosen to be tested was also too distributed, we would suggest to conduct this study on a more focused age group. Lastly, there exists a vast literature on DV, however, studies conducted on adolescent's attitudes were very limited. It is recommended that there is a need to develop additional sources of data collection to measure attitudes of adolescents toward DV.

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THE EFFICIENCY OF CLASSROOM MANAGEMENT IN REDUCING STUDENT STRESS

Arti OMERI^c & Adela PAJOVA^d

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Abstract

We have all been students in the past and as a result we have experienced student stress. It includes the stress before and after exams and even the stress of being independent and having to handle finances, paying the school, paying the rent etc. The main focus of this research was to study the ways students manage stress and how can teachers help them? Firstly, there are given different solutions and tips for students and teachers by reviewing the appropriate and recent literature on this topic. Then a survey was conducted through questionnaires. The focus groups were the master students, since they are more independent. The study was conducted at “Beder University”, in Tirana. After analyzing results from the questionnaire, different suggestions are given in order to help students reduce stress.

Keywords: *Classroom management, stress, exams, tips and solutions, master students*

1- INTRODUCTION

In the past, School is where children spend more time, and it is also the place which provides more social contacts for them. Children from pre-Elementary school are sent

^c Bedër University College, Tirana-Albania, aomeri@beder.edu.al

^d Bedër University College, Tirana-Albania, apajova17@beder.edu.al

to Elementary School and this period, despite the fact that it belongs to development stage, it is very complex. In fact, being convinced that there are obvious differences between the subjects of the same age, the concept of development stages is not preferably used nowadays, but the term “way” of the child’s development is preferred. And the concept of development “way” it is preferable to speak about possible ways of development and not “compulsory ways”.

In this contexts opportunities for flexibility, individuality, evaluation, etc have been brought by the concept of curriculum. Even the proposal’s text multiplicity has been inspired by such ideas. On the other hand, the readings with their literary elements carry in their essence very good options for proposals and not for obligations.

In the framework of the curricula and textbooks, even the Albanian language books, with reading texts on them, have change several times, in an effort to reach perfection. But the question to be discussed is: How are these changes of the books in function of the growth of the students?

In fact, the change and the growth of the Child are not the same thing. Change is quantitative data movement, while growth is qualitative change, but also necessary for the child to settle down in life.

In psychological terms, growth begins with the child’s resistance to the parent, with the fear of growth and ends when he gains his psychological independence and more maturity when he/she doesn’t consider the other sex a threat and when he/she is ready to enter into a relationship with him/her.

One of the main subjects that helps growth, is the subject of language, with the potential opportunities presents.

Adhering to the idea of developing ways (not stages), all major theories of the psychology of development emphasizes the role of environmental factors and language as a mediator and a stimulus of the development tool.

Within language, we will focus on questions of the reading parts, which are proposals of the student meetings with concrete and abstract realities, with different time and types, with real and fantasy elements. Within the subject of language, inter alia, some reading can provoke with:

1.1-A SYSTEM OF CONCEPTS AS A BALANCE BETWEEN THE AUTHOR'S LANGUAGE AND THINKING.

It is said that the author's views expressed may not be the same as those of the students, as content, when referring to another time and a different value system. In this case they provoke reaction of the students to create distance as a reader in relation to the content of what is read.

The view expressed may not be the same as those of the students, as a form, when emotional states that bring those view are different, or are an expression of the reaction of different personalities (that can be expressed by the tone of narrative, emotional loads stylistic figures, etc). Even the phrase evokes a reaction, but more complicated, sometimes more identifying, unifying rather than adversarial. (Students find it hard to share their attitude and emotion from the tone set that uses, for example Naim, in the verses of "Bageti e Bujqesi". They tended to identify with the rhetorical glorifying tone of the verse).

1.2-A SYSTEM OF SYMBOLS AS A PREVOCATIONAL TO THE EMOTIONAL COGNITIVE SYSTEM OF STUDENTS

Symbol is distinguished from the concept, because it is considered as an open psychic mechanism, which gives a deeper meaning to a diverse range of contexts.

If on the basis of language there are concepts as cognitive tools necessary to organize the data, for the sake of the study, it might be thought that the foundation of artistic readings language are symbols, based on the conception of Jung, seen as an expression of unconsciousness. There are considered the basis of human imagination, reveling the secrets of the subconscious, falling into the innermost corners where the actions are motivated. Being such, symbols of the character, adventure, drama etc carry multiple interpretation opportunities, offer meanings at different levels, allow the transition in the consciousness of the child, in a disguised form, certain content that they otherwise could have censored; process subconscious (Vannucchi, 2014).

-social communication system of the student in the classroom, encouraged by incentives to individual factors, cultural or environmental.

This system of communication is provoked on various factors operating during data reading, but especially by the symbolic character of the language.

Every spiritual object or situation in human life has two sides: the visible and invisible one, related to the way of experiencing, feeling, emotional, association...etc. This second aspect, according to psychologists, needs to be interpreted in an active manner to be determined because, being connected to the realm of personality emotional, it remains is related in a part of consciousness, which we are unaware of. Psychologists see this, as the place where problems take root, teachers see it as psychic energy waiting to be named, reactivated and activated in the service of the individual, we see it as an opportunity for property development.

Releasing locks and opportunities to integrate their personality through language are found in this communication system.

The idea of modifying mental schemes, and their relationship with language and intelligence subconscious, in favor of the child's internal integration as an individual, brings the question of how to put these reading parts in the function of the child's multifaceted growth needs at school.

An important role and one of the challenging cases to this problem remains the selection of the reading parts. It is easy to choose texts for the first five grades of the cycle, when some criteria interfere between them, but we think that the potency criterion that bears reading while bringing up the child, is an important criterion. This is connected to a series of questions, such as:

What psycho-emotional needs do a number of different 6-12-year-old children have to grow up? What self perception needs do they have? What needs of social structure perception of emotions (related to the district reactions or the most significant figures for them)? Needs related to their rapport with the emotions of fear, joy, anger, of their social status, as acceptance, rejection, isolation? Needs related to the awareness of the double negotiating role carried by the expression of emotion?

Then, how much opportunity to talk about these necessary elements of growth is there in texts, or how much do reading texts create opportunities for this?

On the other hand, how much teachers are skilled or instructed to use projecting techniques to the student and to put them at the service of development of their consciousness, because they can not talk about growth without creating awareness of student's reaction.

Today's curriculum has expanded a nice concept of a language subject as an area "Language and communication", which brings potency of viewing the students differently, but how much do the reading texts respond to this?

There are few studies that track the needs of children to increase the role of textbooks in meeting these needs. There are also few studies that deal with the psychological impact of different parts and literary genres. There is also little involvement and contribution of educational and cultural organizations. So the challenge of selecting texts remains primary a wide institutionally researching and multidisciplinary question. On the other hand, we understand that the challenge of selecting texts, is even a question of staff working and not just individuals' methodology, since, according to the textbooks selection criteria there are psychological and cognitive questions, as well as cultural, social, linguistic, literary etc. ones.

Nevertheless, in relation to general potency of changes and a large influx of possibilities of Albanian and foreign writers, the selection criteria can be coupled with a file of options. So the increase of the surveillance quality would be emphasized and the best selection of further psycho-pedagogical opportunities would simultaneously be emphasized, through a more conscious orientation.

Finally, we can say that all these suggestions, aim to draw attention to an institutional reorganization in order to be increasingly taking into consideration the frequent and dynamic changes of society and create opportunities to avoid routine, contingency or a compromise in choice, with the ultimate goal to influence better in the overall growth of the child at school.

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THE IMPACT OF ADDITIONAL LEARNING ON CHILDREN WITH SPECIAL NEEDS AND UNIVERSITY STUDENTS

Anisa SOTA^e & Rudina COLLAKU^f

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Abstract

Educational policies for inclusiveness in schools are not succeeding in facilitating the involvement of children with special needs in academic institutions. This is due to the inflexibility of the schools' curriculum and lack of the teachers' training to deal with these children. As a result of the ineffectiveness of schools in providing proper teaching to students with special needs, parents have considered it necessary to provide some additional support for their children in order to help them meet the objectives of the academic institutions where they go to. There are established special institutions which can offer to these children all the necessary support and training. This article will focus exactly on the issue of the additional learning support by providing a brief synopsis of what this concept means and the actors and contexts it involves. The importance of this article lays on the fact that nowadays, unfortunately, there is noticed an increasing number of children who need a special education and the role of such institutions which provide training and specialized teaching is very important.

Moreover, the concept of additional learning will be treated and studied in another context as well, which is that of the practice offered for university students in these institutions. So, additional learning will be studied as the mode of offering students the necessary training to work with these children and helping them gain some practical skills.

This study aims to provide answers to three major questions which are: "How much does the additional learning provided by specialized institutions help children with special needs meet the objectives of the academic institutions they go to?"; "How much

^e Aleksander Xhuvani" University, anisa.sota@yahoo.com

^f rcollaku13@beder.edu.al

does practical experience help speech therapy students achieve better results?"; "Which are the best practices to provide additional learning to children and students?".

In order to provide an accurate answer to the raised questions, the study is made in the Albanian Center for Integration of People with Special Needs in Elbasan as well as students who study in "Aleksander Xhuvani" University but receive additional training in this institution. It is intended to unfold the students' point of view regarding the benefits of additional learning and its impact in their academic achievements by using the questionnaire as a quantitative instrument as well as the teachers and the psychologists' point of view regarding the impact of the additional learning on children with special needs through the use of the qualitative instrument which is the interview.

Keywords: *additional learning, academic achievements, practical experience, learning support*

1- INTRODUCTION

From day to "All children, including children with special educational needs, have a right to an education which is appropriate to their needs. The aims of education for pupils with special educational needs are the same as apply to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical" (NCSE, 2014).

Nevertheless, the education system in Albania has resulted to be not very effective regarding the inclusion of children with special needs and offering them the proper education. This ineffectiveness is a result of many factors where the most important ones are: policy and system factors, social and community factors as well as school factors (UNICEF). Firstly, it can be said that our country has passed laws which provide children with special needs with a proper education but these laws are not being properly implemented. Secondly, teachers lack proper information about all-inclusive education and they are not competent in teaching children with special needs. There is also a deficiency in employing qualified teachers to teach these children (UNICEF). Unfortunately, the number of children who have special educational needs is high and it is noticed an increase compared to three decades ago. Therefore, parents have considered it essential and urgent to take action and to provide their children the

education they need outside the public education institutions. Specialized institutions emerged in association with the government to fulfill the children's needs and to ensure them a proper education. In this way, it is ensured a method of helping children meet the learning objectives of the public education systems they attend and receive an education equal to the ones that their peers do.

On the other hand, students who study in different branches such as nursery, psychology, speech therapy and teaching find it difficult to receive all the practical knowledge and experience they need. They learn theoretical knowledge at the university and it is supposed that they can also receive training in order to gain practical skills but in fact they face with many challenges which deprive them from their right. Finding themselves in such situation, they have found an alternative way to receive training, additional learning and also gain practical skills. They are welcomed by such specialized institutions which offer additional learning for children with special needs and at the same time, they offer training and practice for these students as well.

All this provided background information helps in the establishment of the context of this study and the importance of conducting it. Taking into consideration the negligence of our educational institutions to offer adequate training to children with special needs and practical training to university students, we considered it necessary to study the additional training provided by specialized institutions and the way it is given both to children and to students.

1.1-THE OBJECT OF THE STUDY

This study aims to provide information about additional learning, its importance and impact on all children, children with special needs and students. Moreover, it intends to provide answers to three raised research questions which are:

- How much does the additional learning provided by specialized institutions help children with special needs meet the objectives of the academic institutions they go to?
- How much does practical experience help students achieve better results?
- Which are the best practices to provide additional learning to children and students?

as well as to prove the following hypothesis: “Additional learning affects positively the progress of all children, including children with special needs, and students as well.”

2- LITERATURE REVIEW

2.1-HISTORICAL AND LEGAL BACKGROUND

In “Salamanka Statement” which was made at an UNESCO World Conference, in 1994, it was proposed that children with special needs have to be included in the public education as “regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all” (UNESCO 1994, Section 2). Salamanka Conference approved a new Action Plan as well, which would make possible the integration of children with special needs in the public education (DAR Korce, 2014).

In the Political Declaration in the European Council in 2003, ministers claimed that “education is a basic instrument of social integration and efforts should be made to give the opportunity to children with disabilities to attend a mainstream school if it is in the interest of the child, to facilitate the transition from school or higher education to employment, and to develop the concept of life-long learning” (Inclusion of students with special needs, 2007).

In the International Convent of the United Nations on the rights of people with special needs, there are emphasized all the rights of people with special needs and furthermore there is emphasized the obligation of all countries to ensure an all-inclusive system of education for all ages and during all the life (DAR Korce, 2014). As one of the countries who has signed the Convent for the Rights of People with Special Needs on 22 December 2009, Albanian Government has been committed in undertaking numerous reforms which promote the rights of people with special needs, especially concerning education (Save the Children, 2013).

Albania has noticed a vital necessity to approve laws that would provide the necessary support and a proper education to people with special needs. Albanian Government has acknowledged the importance of education in the economic and social growth of a country. Therefore, it has been constantly working to improve the system of education

by adapting schools to be capable of welcoming all children, including the children with special learning needs. In 2012, in the law nr.69, section XI, it is said that learners with special needs have the right to receive all the necessary training and education so that they can fully develop their physical and intellectual potential in order to get prepared for a fuller integration in the society (Fletorja Zyrtare e Republikës së Shqipërisë). Furthermore, there are approved laws which ensure to these children an individualized learning program compiled by a specialized commission, assistant teachers and additional learning. In this way, it was created the concept of the “all-inclusive schools” which has become very familiar but few know its exact definition and the aims of these schools. “All-inclusive schools” promote and ensure the education of all children without considering their physical, intellectual, social, emotional and linguistic conditions (Arsimi Gjithëpërfshirës, e Drejtë e Secilit, 2014). Consequently, there has emerged the concept of “all-inclusive classrooms”, which is a term used for a classroom where children with special needs are included and treated like all the other children. In these classrooms there is used a variety of teaching techniques to ensure the engagement of all children, the lesson is organized in a way so that all children can perform different learning activities, there is encouraged the interaction between students and there are used specific learning materials for children with special needs (Arsimi Gjithëpërfshirës, e Drejtë e Secilit, 2014).

According to “Save the Children”, the incitement of the all-inclusive education is made possible generally through: (1) Direct support of children with special needs in their involvement in public education; compilation of PEI; monitoring the academic achievements of children with special needs related to PEI. (2) Training teachers, parents, specialists of education and school psychologists related to the all-inclusive education. (3) Awareness raising campaigns and activities in schools and community promoting the children’s rights. (4) Preparing and sharing published information to serve the purposes of the awareness raising campaigns (Save the Children, 2013).

Failure of the education system to successfully achieve its inclusiveness goals alone.

Nevertheless, apart from all the positive steps that our country has undertaken to improve the legislation about the all-inclusive education, there is still a lot to consider regarding the implementation of these laws. According to a recent study made by the

organization “Save the Children”, it is concluded that: “Teachers still lack information on inclusive education, they try to obtain information via the internet, informal sharing of experiences and other informal means; for many of them inclusive education was not even a course in their undergraduate studies; teachers in rural areas face more challenges in inclusive education: psychosocial experts do not go to these schools, children with disabilities are not able to settle in an appropriate classroom, parents are more confused in terms of admission regarding the difficulties of their children and the school infrastructure is not satisfactory”(Save the Children, 2013).

In the online newspaper “Reporter.al”, in an article titled “Albanian schools’ doors remain closed for children with special needs”, there are presented several cases of children being refused by public schools. Despite the efforts of the parents to register their children in the public education institution, there are many other actors such as the headmasters and teachers of these schools who have become an obstacle for this involvement process (Reporter.al, 2015). The reasons are related to the lack of the teachers’ training to deal with these students, the lack of adequate materials and flexible curriculum and the absence of the specialized professionals such as the psychologist and assistant teacher.

Another reason why our government is failing in including children with special needs in public schools is that there is an apparent lack of assistance to qualified teachers, even when they are appointed, they are very few compared to students’ needs and are not qualified for this profession, even teachers who have information on FAC are not always informed about working with vulnerable children in general; teachers face challenges during the development of PAI due to their lack of knowledge and understanding on how to develop PAI, FAA assessment methods, key development points for FAC; (World Vision, 2012).

There is also a lack of a flexible curriculum development and in accordance with the needs of children with disabilities: existing curricula do not have the appropriate information about the training of children with disabilities and teaching them is based on the core curriculum that does not foresee anything about the needs of these children. Curricular reform is a priority of education but still remains a challenge supporting this reform in engagement and stakeholder contribution (Save the Children, 2013).

What non-governmental organizations are and their role in providing additional learning to children with special needs and university students.

The need to implement the models and principles of Comprehensive Education for Children with Disabilities as well as the presence of educational, social, infrastructural and institutional barriers in the current education system, promote the need for engagement of non-governmental actors in the design of supportive policies and concrete interventions in this area in close cooperation with government institutions and interest groups.

These non-governmental actors are organizations and institutions which help children receive the necessary training and help them achieve the goals set by the public education institution they go to and meet the learning objectives as well by providing additional learning.

2.2- WHAT IS “ADDITIONAL LEARNING” AND TO WHOM IS IT GIVEN?

Every child gets help in school with their learning. A child is said to have ‘additional support needs’ if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Children might need extra help to be able to take part in school or get the most from their education (Enquire).

A child can need extra help for lots of reasons, including: difficulty in controlling behavior, missing school because of an illness or long-term condition, having a physical disability, being a young carer, communication difficulties, being particularly able, changing school a lot, being looked after or in care, having a difficult family situation, suffering a bereavement, being bullied, etc (Enquire).

Additional Learning involves also “Special Education” (also recognized as special needs education, aided education, exceptional education or Special Ed) which is the practice of instructing students in a way that addresses their personal differences and needs. More specifically, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted tools and materials, and accessible settings. These interventions are designed to assist persons with special needs attain a greater level of self-sufficiency and success in college and in

their community which may not be obtainable if the student were only given access to a traditional class.

Common special needs include learning disabilities (such as dyslexia), communication disorders, emotional and behavioral disorders (such as ADHD), physical disabilities, and developmental disabilities (such as autism spectrum disorders and intellectual disability). Children with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room.

One of the specialized institutions in the city of Elbasan which offers additional learning to children with special needs and students is the “Albanian Institution for the Integration of People with Special Needs. It was founded in 2015 and in its three years of operating in Elbasan, it has been a great help and support to children with special needs and their families.

Some of the services that these institutions provide to help children are the Development Therapy, Speech Therapy and Psycho-Motor Therapy.

2.3- WHAT IS DEVELOPMENT THERAPY?

It is a discipline that focuses on child development during the most important periods - from birth to 8 years of age. This therapy addresses all aspects of child development (cognitive, behavioral, emotional, social, language and communication, high and fine motor skills, and skills to care for oneself) (Children’s Therapy Innovations). Development therapy includes exercises and activities developed by language therapists, occupational therapists, physiotherapists, education specialists, etc., to enhance the child's abilities and functioning at home, school, and other premises where he is part (Eb Pediatric Resources). Development therapists also help the child to put in place appropriate behaviors with peers, improve socio-emotional skills, and improve communication skills. Reading skills can be included in developmental therapy. All exercises, during therapy, are treated in the form of the game, based on the fact that the child is more motivated to learn through the game (Play Works Therapy).

The development psychologist, during the intervention, selects the right tools to help the child develop his cognitive, behavioral, social, emotional, motor skills. Learning

through exploration and interaction with the psychologist is one of the goals of development therapy.

2.4- DEVELOPMENT THERAPY IS EFFECTIVE FOR THESE PROBLEMS:

- Delay in speech, or communication problems, Mental retardation, Autism spectrum problems, Sensory problems, Behavioral disorders, Learning Disorders: ADHD, ADD, Dyslexia, Disgrace etc., Difficulties in social development: aggressive behavior in the group, social isolation, etc., Motor debilitating, neurological., Genetic problems.

2.5- PHYSICAL THERAPY

Physical therapy consists of systematic exercises and planned movements that help the child with Down Syndrome to strengthen the muscles, facilitate the acquisition of motor skills and the creation of motion patterns. The purpose of physical therapy is to facilitate motor development and to avoid or minimize the development of substitution movements during the stay and the movement, which the children with Down syndrome are prone to develop (Down Syndrome Kosovo).

2.6- LANGUAGE AND COMMUNICATION THERAPY

Language and communication therapy includes programs for communication and spoken language. To enable a quality life for children with Down syndrome, communication and language are a key factor. A program aimed at improving the communication skills of a child with Down Syndrome as well as in children with typical development needs to contain these features: assistance should be provided by a speech therapist and speech pathologist; the program should be tailored to the needs of the child; the use of technological and visual systems, such as the sign language, through which the child communicates before the development of speech skills is achieved; the use of best practices (successful methods used with other children); education and family involvement, so that practice is part of everyday life and not limited to just therapeutic hours (RCSLT).

3- METHODOLOGY

This study aims to provide a reflection of the reality of our society related to the additional learning offered to children with special needs and university students as well.

The setting where this study took place is the “Albanian Center for the Integration of People with Special Needs”. This institution is chosen as it is one of the institutions which operates and offers its services in the city of Elbasan concerning additional learning for children with special needs and at the same time it offers additional training and practical experience for university students.

The selected sample involves 30 university students who study in different branches but receive additional training and practical experience in the previously mentioned institution, 10 students as a focus group as well as five specialists (two psychologists, one speech therapist, one physiotherapist and one teacher) employed in this institution. Having taken into consideration the nature of this study, it was considered appropriate and necessary to include all the previously mentioned specialists.

Having determined the research questions and the answers that this study intends to provide, both qualitative and quantitative research methods have been used. The qualitative instrument is the interview and it is conducted with the specialists employed in the “Albanian Center for Integration of People with Special Needs” who will give their point of view and opinions related to the impact of the additional learning on children and students and the focus group as well. The quantitative instrument, which is a semi-structured questionnaire, is delivered to be filled by students of different branches who will present their opinion on the experience and the trainings they have received in this institution and the impact this experience has had on their academic results and professional growth. This choice is considered suitable for this study and effective enough to provide the researchers with all the necessary data to answer the raised research questions.

4- FINDINGS

In this section there will be presented the findings received from the interview and the questionnaire, which will be followed by a discussion of these findings.

The interview was firstly conducted with two psychologists, one speech therapist, one physiotherapist and one teacher who are employed in this institution. Based on the answers given to the questions made to them, the specialists employed in this institution responded that this is a new term in Albania and we are not so familiar with it. Therefore, it is not widely used in our terminology. Practically, all the practices that the term in itself implies have been implemented for years in our country. Students for example receive training regarding the practical aspect of their studies.

Specialists also admitted that the process of additional learning is of a special importance for all children, not only for those with special needs. If we take into consideration only the additional learning that is offered to children with special needs in the “Albanian Center for Integration of People with Special Needs”, the psychologists state that it is a vital process for their psychological well-being as well as for their capacity development. The various trainings and therapies that are made at this institution with these children have played an essential role in their development. The reason is that these therapies and trainings appropriately respond to their needs. It is revealed from the interviewed specialists that parents have also reported that their children have an improvement of their academic results as well as the improvement of their attitude.

When asked which are the necessary therapies for the development of these children they responded that therapy of development and the psycho-motor therapy are the basic therapies that are applied for children who attend this institution. Those are important not only to children who have special needs but are also important to be applied with children who do not need special education. The interviewed psychologists and speech therapists also added that the therapies that are offered are in accordance with the needs and necessities of children. In this institution there are also offered other therapies which are: Speech therapy and teaching, which may be offered for individuals or groups.

During the process of evaluation there are noticed some advantages related to the changes in the children's attitude, expansion of their knowledge, the improvement of the ability to remember concepts and to learn new ones which he or she has not known before; changes in the way the children speak and interact with others, changes in the way these children cooperate with their parents.

Moreover, when asked whether the practical experience of the students who study at different branches at "AleksanderXhuvani" University is considered as a form of Additional Learning or not, the interviewed specialists responded that this practical experience is certainly considered as additional learning as students who have already received theoretical knowledge, need their practical experience to gain a better understanding of the job. Practice in this institution helps and prepares them to be more competent in their work.

From their answers there is understood that there are offered different trainings for students in this institution. What the psychologists have noticed, is the fact that students neglect to interact with these children without receiving training before as they feel incompetent regardless of all the theoretical knowledge they have received at the university. Students who receive training find it easier to interact with children and to offer them all the necessary help. They frequently report to be happy for putting into practice the theoretical information that is provided during training. Students who practice in this institution study in different branches such as speech therapy, physiotherapy, nursery, psychology, social workers, etc.

All the interviewed specialists affirmed that additional learning is very important to them. University asks students to conduct practical experience but it does not assign students where to do it. Universities generally offer theoretical knowledge to students but not the practical one.

The suggestions that these specialists would give regarding the application of the additional learning are not only about the children with special needs but for children who also have a normal development. The reason is that the curriculum in schools is very rigid and not flexible. So, all the children should receive additional learning in order to improve their knowledge.

When asked about the best practices of additional learning, the interviewed specialists decided them into two groups: the best practices for offering additional learning to children with special needs and those for offering it to students. Firstly, in order to receive effective learning, it is necessary to make an assessment of children's situation, to emphasize their weak and strong points, to assess their needs and at the end, to compile and IEP (Individual Educational Plan). Further suggestions about the best practices for offering additional learning relate to the fact that most of the specialists focus only in the trainings offered in this institution. It is necessary to train the children with special needs even outside the institution's environment. This implies that these children have to be trained on how to behave and act in their daily life, including here the interactions of these children with other people, like for example the sales men, pedestrians, etc. The reason why the interviewed specialists consider these things as very necessary is related to the fact that outside the institution children exhibit the same attitude as before, not the one they are taught to. These are some practical things that, as psychologists say, have started to be implemented and put into practice. Some of the specialists brought examples of this principle, implemented by them in different situation. Children are taken outside the institution and they are asked to buy things, to have conversations with other people and now it is noticed an improvement in their behaviour. Children no longer put in their shopping bags all the things they see in the market but not they take only the things they had reported they wanted to buy and now they wait in line to pay for the things they have bought. During the summer, children were taken in the park and they were taught how to behave there with other children and in restaurants where they were taught how to order their food. Moreover, in the institution, it was improvised a bedroom where children received guidance how to make their bed, how to tidy their rooms etc.

On the other hand, the process of offering additional learning to students begins with some training sessions. Then they study cases of different children, a process which is followed by a direct contact with these children and observation of their actions. At the end, students start to provide specialized help to these children under the surveillance of the specialists.

The questionnaire was filled by students of "Aleksander Xhuvani" University who study in different branches but receive training and practical knowledge in the

“Albanian Center for Integration of People with Special Needs”. The questionnaire was semi-structured and it aimed at receiving information about the benefits that additional learning provides to them. The total number of these students who completed the questionnaire was 30: 14 speech therapy students, 8 physiotherapy students, 4 nursery students and 4 psychology students.

It was intended to create charts and graphs to represent the students’ opinions but their answers are the same. Therefore, the results can be summarized as:

All the students admitted that additional learning has resulted to be very useful for them; they have all been trained before they could work with children with special needs; practical experience has positively a considerable influence on students’ academic achievements and has helped them achieve better results. Moreover, all the students reported that professional practice has influenced on increasing their self-confidence and competence in their job; trainings and therapies have helped them achieve better academic results and develop new skills.

The interview conducted with the focus group has generated similar results with those presented above from the questionnaire. Students claimed that the additional learning they are receiving at this institution has been a great help to them as they are now gaining all the practical skills they need and they also express a dissatisfaction with the departments of the faculties in which they study as they do not provide the necessary opportunities for them to practice their theoretical knowledge. They also have expressed their acknowledgement to the specialists employed in the “Albanian Center for Integration of people with Special Needs” as they have been patient, professional and competent in teaching them all they have to know about the help they should offer to children with special needs. The additional learning, they are receiving at this institution has helped them gain confidence, meet the academic and personal objectives as well as achieve better results in their academic studies.

5- CONCLUSION

Based on the findings gathered from the used instruments with the previously selected samples, it is reached in these conclusions:

-The results of the questionnaire demonstrate that students share the same opinions related to the issues they are asked about;

-Additional learning has approximately the same degree of positive impact on every student.

-Additional learning provided by the specialized institution “Albanian center for Integration of People with Special Needs” has a great impact on children’s academic achievements and on their personal development.

-Additional learning helps students achieve self-realization, competence in their job and valuable experience, which are reflected at their academic achievements as well.

-The best practices to provide additional learning to children are: assessment of children’s situation, indication of their weak and strong points, assessment of their needs and at the end, the compilation of IEP (Individual Educational Plan).

The best practices to provide additional learning to students are: training, case study, contact with children, observation and at the end, offering training to children under the specialists’ surveillance.

Based on these conclusions derived from this study about “Additional learning”, conducted in “Albanian Center for Integration of People with Special Needs”, it is made possible to claim that the following hypothesis:

“Additional learning affects positively the progress of all children, including children with special needs, and students as well.”

is proved to be true.

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PERFORMANCE MANAGEMENT IN THE POLICE OF REPUBLIC OF KOSOVO

Basri SHABANI[§]

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Abstract

In every organization, human resources management is essential. A human resources policy is a set of systematic, codified and widespread rules and regulations that guides how human resources should be dealt with in an organization, what rights and responsibilities they have and what rights and responsibilities have the managers. In this aspect, special importance in the management of human resources is also the performance evaluation of Kosovo Police officers.

Employee performance evaluation is one of the most important functions of human resources management. It starts immediately after the employees get hired and goes further throughout the employment process. The continuous and fair assessment of employees is linked to motivating and further enhancement of their performance. Fair performance assessment has a positive impact as it creates a feeling of appreciation for employees, and as a result job motivation is raised that affects job effectiveness. Employee evaluation is a process that happens continuously, as it is the responsibility of managers who evaluate and operate properly with human resources within the institution. Selection, training and professionalization of human resources is an important and strategic process that helps in increasing quality and effectiveness at work.

High performance work advances both individual and organizational performance. On the other hand, performance assessment is a key function in human resource

[§] Military Forces Academy "Spiro Moisiu" Security Department, Tirana, Albania, basrishabani@gmail.com; basri.shabani@kosovopolice.com

management, which, being carried out properly and efficiently, adds even more positive results to police work. It is a process for creating a high standard of employees with a fair understanding of what needs to be achieved at an organization level.

Performance assessment is a process that contributes to the effective management of individuals and teams in order to achieve high levels of performance, this presents the continuous process of identification, measurement and developement of the performance of individuals, teams and groups in the organization.

Keywords: *human resources, management, responsibility, performance, assessment*

1- AMONGPERFORMANCE EVALUATION IN THE POLICE OF REPUBLIC OF KOSOVO

The process of evaluating the performance of Kosovo Police personnel is one of the very important processes for the institution itself and for its members. This process is very important and mandatory for managers, supervisors and in general for human resource managers within the Kosovo Police. The performance evaluation serves the supervisors to measure the work of their subordinates, identify individual skills for each employee and place them in the workplace, sector, department, or unit where he will contribute. Naturally, the placement should be done according to the degree of his professional skills and the realization of the expectations that are to be achieved.

The performance evaluation in the Kosovo Police is applied in order to create a realistic picture of the efficiency, quality and professional potential of the employees in the performance of their duties, respectively achievement of the set objectives.

The performance evaluation of employees has an impact and effects on the determination of:^h

- training needs;
- employee eligibility for career advancement;
- conditions for passing from probationary to permanent appointment;
- change of post / position;

^hPerformance Evaluation Procedure for Police Personnel SOP - 6.01 (paragraph 1 page 1)

- conditions for giving special vacations;
- the continuation or termination of the employment with the Police.

The performance evaluation results of the employee are placed in the employee's personal file and should be taken into account in the case of promotion, ranking and disciplinary procedures.

2- PROCEDURES OF PERFORMANCE EVALUATION IN THE POLICE OF REPUBLIC OF KOSOVO

The performance evaluation procedures in the Republic of Kosovo Police are regulated by the Standard Operational Procedure, which clearly defines the supervisor's responsibility for the evaluation of his subordinate at certain time periods and specified in detail. In the procedure, concrete tasks for the supervisor or the manager of the institution are clarified regarding the performance evaluation of his subordinate from the moment of employment. The supervisor is required to initially assign the tasks and objectives that his subordinate must reach within a specified period of time.

In the evaluation procedure it is also foreseen that supervisors throughout the year are obliged to follow the work of the employee in order that the evaluation is objective, without influence and pressure. While supervising the work, the supervisor provides the employee with advice on concrete job details, procedures leading to successful work, advice on the shortcomings in his work in order to improve performance.

At the beginning of the year, the immediate supervisor on the basis of the annual work plan discusses with each employee to clarify the main tasks that must be met during the year, the ways of meeting them and identification of the needs for the development and implementation of the annual plan.

After the 6-month period, the direct supervisor holds an informal meeting with his subordinates to review the performance of the duties according to the annual plan given at the beginning of the year, to ensure mutual and fair information about the positive and negative aspects of performance. Employees may refer to the work plan to report on their achievements, clarify expectations, plan and discuss their personal development needs.

This meeting should be held in June and serves for reviewing and evaluating the performance of the main job / duties listed in the work plan. Meetings are not limited but may be made at the request of the supervisor or subordinate as needed.

The performance assessment of the Kosovo Police employee is a continuous process during the year, which includes:ⁱ

- Follow up and supervise the work of the employee,
- Providing instruction and advice on improving work,
- Completion of the employee performance appraisal form;
- Comment and documentation by the immediate supervisor for grades 1 & 5
- Submitting a form for evaluating the performance of the employee;

Supervisors after one year or change of the position of the employee, complete the performance evaluation form based on the data on the results achieved at work. The given grade must be reasoned and reflect the work performed or not performed.

After the presentation of the evaluation by the supervisor, the employee reads and signs his assessment. The direct supervisor submits the completed and signed form to the highest level supervisor by January 15. The highest level supervisor examines the form and submits a comment for assessment and evaluation and submits the same signed form to the immediate supervisor who is obliged to submit the original form to the evaluated staff.

3- GENERAL GUIDELINES FOR EFFECTIVE PERFORMANCE EVALUATION

For an effective performance evaluation of the employee, however, there should be clear written instructions that will serve the supervisor to professionally, unquestionably and in the foreseeable period of time to make the assessment of his subordinate. Supervisors during the performance evaluation process of his subordinate

ⁱSOP - 6.01 – Procedures of the Performance Evaluation (paragraph 3 Page 1)

must take into account many factors; to inform the employee that the evaluation period is to improve his work, not to take disciplinary measures, to underline the positive aspects of the employee's work and to provide clear advice, to make sure that the reviews are specific rather than general, the advice, suggestions or criticisms that are given, the subordinate should understand that they relate to work rather than personal aspects with the supervisor, to assist the employee in efforts to improve his performance, and to complete the assessment period by highlighting the positive aspects of the work of the employee for the purpose of motivation for work.

The person responsible for the evaluation is the immediate supervisor of the employee. In the absence of the immediate supervisor, it is the responsibility of the highest direct supervisor to evaluate. The assessment is completed by signing by the highest level direct supervisor. All supervisors who are transferred from one position to another or from one grade to another are obliged that for the staff under their supervision up to the transfer day to evaluate within 15 calendar days from the effective date of the transfer.

4- TWO TYPES OF PERFORMANCE EVALUATIONS ARE APPLIED IN THE KOSOVO POLICE:

An annual evaluation that includes the one-year period from 1 January to 31 December of the calendar year or otherwise called a regular annual evaluation. An annual evaluation may take place over a period of time depending on the transfer or change of employee position, but all of these evaluations together constitute a one-year evaluation period.

The other evaluation of the performance of Kosovo Police officers includes the evaluation on the completion of one-year probationary work, the evaluation after re-employment of the employee (six months), the evaluation for the remaining period after the completion of the probation work and after the completion of the evaluation for re-employment until end of the calendar year. For performance evaluation of Kosovo Police employees, there is a specific instruction that regulates in detail the entire procedure and content of the performance evaluation form.^j

^jPSO - 6.01 – Procedures of Performance Evaluation (paragraph 4 Page 3)

Evaluation criteria and assessment of the personnel of the Police of Republic of Kosovo

At the performance evaluation stage of Kosovo Police members, the evaluation criteria are made in numbers from 1 to 5.

Below we have presented the method and criteria foreseen for evaluation under the unique performance evaluation form:^k

Dissatisfied (grade 1) - means that the employee has not achieved the required results as described in the job description for the time period in question. This type of evaluation can be the result of continuous job failure, despite the proactive engagement of the supervisor to improve or enhance the performance of the one who is evaluated. This level of assessment must be followed by the necessary measures by staff such as demotion in position or transfer to another position that is not equivalent to the previous position.

The supervisor must document all the actions that have led to this assessment. If the one evaluated continues to work poorly, the Department / Directorate / Unit / supervising staff may recommend the Director of the Human Resources Department to take other measures to terminate the employment.

Partly Satisfactory (grade 2) - means that the employee has achieved minimal results in accomplishing the tasks for achieving the objectives set. This level of assessment can be taken into consideration by the personnel to change the position from the current position to another position to match the qualifications of the one who is evaluated. The supervisor must document all the actions that have led to this assessment, as well as the proactive measures taken to develop or avoid this situation.

Satisfactory (grade 3) - means that the employee has achieved good results in the accomplishment of work tasks with some minor omissions, yet with a higher commitment on the part of the employee and the supervisor it has been possible to avoid omissions during the performance of the duty.

^kPSO - 6.01 - Procedures of Performance Evaluation (paragraph 5Page 4)

Totally Satisfactory (grade 4) - means that the employee has accomplished all tasks according to the objectives set. This grading level represents the basic job evaluation for the position held by the employee. This level of job evaluation can be taken into consideration for advancement in rank or position according to the foreseen procedures.

Exceeds the requirements (grade 5) - means that the employee has exceeded the performance of the tasks and the achievement of the objectives. This result reflected a higher level of professionalism than anticipated. This level of assessment should be made in cases where the police officer with his work has become a special example in the interest of the service (eg, realization of major projects at the organization level). This assessment should be documented by the immediate supervisor, highlighting the concrete results that have led to this assessment.

The performance evaluation form includes certain areas of evaluation focused on values and high standards such as **integrity, professionalism, respect for diversity, accountability, creativity, communication, motivation, teamwork, planning and organization, leadership skills, building trust, etc.**

Integrity - The development of integrity in the police is a new concept not only in Kosovo, but also for the police of the countries of the region and beyond. The aim of strengthening the police integrity is to combat irregularities within the police and is not limited with the current approach of fighting corruption but it also aims to address other issues such as nepotism, lack of accountability, overcoming authorizations and other informal phenomena through empowering internal mechanisms within the Police.

Such a level of integrity concept aims to achieve through the approximation of police values with the legal, ethical and cultural rules of society in general. Moreover, the goal of strengthening the integrity of the police is to increase the citizens' credibility in this institution.

Kosovo police continues to be one of the most reliable in the region. However, increasing the credibility of the police does not always indicate the real situation in the institution.

The Kosovo Police still does not have a plan for developing institutional integrity (or the Integrity Plan). This plan should serve as a guide to the KP for preventing potential

misuse in the police and various corruption and bribery affairs^l. Meanwhile, with the support of the European Union, the KP is expected to launch a pilot project of the police integrity to prevent corruption through an early warning system. This system foresees that the police have special officials who deal only with fighting corruption that can happen within the institution. Also, senior police management, including its General Directorate, will be advised to take timely preventive measures to combat corruption and strengthen integrity in the KP.^m

For a member of the Kosovo Police, integrity means that it adheres to the principles of the Kosovo Police, displays the values of the police organization, including impartiality, honesty and sincerity in their daily work when it is resistant to pressures during the decision-making process, does not abuse the authorizations deriving from official work, at certain and appropriate times take the necessary measures against misconduct.ⁿ

Professionalism - Professionalism in general is important for employees, especially for Kosovo police officers who really have a sacred mission such as the protection of human life, guarding of the state border, guarding of private and public property.

The professionalism of Kosovo Police officers comes into consideration when a KP member is proud of his work and achievements in the KP when he shows good professional skills when he is aware of the achievement of objectives and tasks given having in mind the deadlines and achieving high results when he is professionally motivated, when he is persistent in dealing with the difficulties and challenges.

Respect for diversity - Diversity in the context of an organization is a commitment to knowing and evaluating the various characteristics that make a unique individual in an environment that promotes and celebrates individual and collective achievements.

Diversity relates to everything that makes us different from the others: age, race, gender, sexual orientation, economic or social status, religious belief, political

^l Plator Avdia "Integrity in Kosovo Police" (2015 page 16)

^m Parliamentary Commission on Internal Affairs, for monitoring the implementation of the Police Law (15 December 2015)

ⁿ SOP-6.01-Procedures of the Performance Evaluation (paragraph 5 a. Page 5)

affiliation, mental and physical abilities, education, language, family, civil status. All these create the person, but also determine in which group this person participates as well as the dominant culture of this group. A person can be part of more than one group, each of whom has a certain culture. Also, in practice each group thinks that its culture is superior and that it is always right.

In the Kosovo Police, diversity, diversity of personnel is evident both in the gender and in the multi-ethnic aspect, including various minority communities living in the Republic of Kosovo, such as: Serb, Ashkali, Roma, Bosniaks, Turks, Gorani etc. Even in the Kosovo Police, the abovementioned communities employed in KP are discriminated in positive terms, both in their recruitment, advancement in position and rank.

In Standard Operation Procedure 6.01, this issue is addressed in the performance assessment where as an assessment criteria is introduced respect for diversity, as specified in the performance evaluation form of a Kosovo Police member should:^o

- Works effectively with other people of different backgrounds,
- Treats all people with dignity and respect,
- Treats men and women equally,
- Shows respect and understanding of different opinions,
- Controls its prejudices in order to avoid reactions to stereotypes,
- It does not discriminate against any individual or group.

Accountability - Accountability as a process is quite wide, at the same time very important in institutions in general and in particular in the country's security institutions such as the Kosovo Police. In the Kosovo Police, accountability means when its member: takes responsibility and appreciates the commitment to work, submits the results for which he / she is timely responsible with quality upon request, works in compliance with applicable Laws, Administrative Instructions and Principles of KP,

m 8.SOP - 6.01 – Procedures of Performance Evaluation (paragrafi 3 a. Fage 5)

supports subordinates, provides their views and takes responsibility for delegated work, accepts personal responsibilities in case of full or partial failure of the assigned job / duty.

Creativity - actively seeks to improve the service and methodology of work, offers new and better ways to achieve the duties in service of citizens and improvement of work, develops and motivates others who develop new ideas, in new ideas considers the risks that they bring. Members of the Kosovo Police, having in mind their specific and very important duty in the service of citizens, apart from being committed to the maximum in the performance of their duties under legal and constitutional authorizations, they must have a creativity in the realization of these tasks as this affects the creation of a positive image and better cooperation with the citizens.

Communication - Communication is an action through which information is transmitted from one person to another. The ability of proper and appropriate communication of Kosovo Police officers is very important for the Kosovo Police institution as a very sensitive institution in the sphere of public security.

Communication capability is of great importance for the role that one supervisor has in the impact of performing the duties of his subordinate. To be an effective leader, the supervisor should fully understand how the communicating process influences. The ability to communicate briefly and clearly is surely the only, most important, ability that a supervisor should have.

To be considered that a KP member is a good professional, është professional and communicator should^P:

- Speaks and writes clearly and effectively,
- Listens to others, fairly, conveys messages to others and responds fairly,
- Requires clarifications and displays interest in two-way communication,

^PSOP - 6.01 – Procedures of Performance Evaluation (paragraph 6 a. Page 8)

- Adapts the language, tone, style and form of communication depending on the audience or the communicating party, Provides transparency in information sharing and keeps others informed, etc..

Motivation - Employee motivation is understood as an internal stimulus that stimulates the person to strive hard to achieve goals. The motivated worker tries harder to do the job and do it well. Good motivation is when the conscious or unconscious need or desire is met by the work. Effective managers and supervisors understand this and find ways to list worker needs or wishes with their work. Some managers can not understand why everyone does not have that enthusiasm for work and it is taken that those who do not have this should have poor work ethics. This may be the case in some circumstances; most often, however, it is simply that different people are motivated by different things^o.

Teamwork - is very important in any organization that works in certain groups, and in particular teamwork is important in the Kosovo Police Institution, considering the level of work risk in this institution. The team is a group of people with the past, skills and various skills that work together to achieve a common goal defined by communication and clear action.

With teamwork at the Kosovo Police, individuals or its members are identified when working together with colleagues in achieving the goals of the KP, seeking and appreciating the ideas and contributions of others and are willing to learn from others their priorities are team / service before personal goals, work and act toward achieving team goals, share together with the team success as well as job failures.

Planning and Organism - is a function that is used every day by managers, supervisors and employees. It is a process that gives structure and direction to managers, as they deal with everyday problems and are faced with them. Plans give the direction needed for the organization's activities. They are the basis of the decisions. So, they are the key to success or failure in an organization.

^o Steve Bennett Director School of Kosovo Police Service (January, 2002 page 25)

The planning and organization of human resources in the Kosovo Police is accomplished by senior management staff who are leaders of important departments in the hierarchy of the Kosovo Police structure. Also, planning and organization in the Kosovo Police is foreseen as a benchmark for the performance of members of the Kosovo Police.

5- ORIENTATION TOWARDS THE CITIZEN

"Police are the people and the people are the police"

In the new philosophy of the Kosovo Police, based on the "Community Policing Strategy", there is great priority given to community policing, common problem solving with citizens, thus solving problems and creating a secure environment in close partnership with the citizens and her partners.

The Community Police Strategy presents a new work method, approach of the Kosovo Police towards the community, which envisages involvement of the citizen, the community at all levels of problem solving that are directly or indirectly linked to community security and offering of a quality service for crime victims, by improving the degree of satisfaction and increasing public confidence in the KP.

The promotion and advancement of the Kosovo Police partnership with the citizens is enhanced by using various forms and methods of cooperation that will help in setting police priorities, initially in identifying the potential causes of criminality and in solving problems within society. This partnership is a factor of empowering the creation of a need and a sense of joint responsibility with society to address and solve problematic and disturbing issues.

With the application of this concept of action by the Kosovo Police, citizens of the Republic of Kosovo will not only live without fear of crime, but will also contribute to the fight against criminality and the prevention of negative phenomena in society. This is more than necessary as building trust, strengthening legitimacy, enhancing co-operation and co-ordinating activities among all stakeholders covering the area of community security is key to community stability, the integrity of our criminal justice system, and effective and efficient delivery of police services.

6- LEADING SKILLS

Leadership as a regulatory function of the organization has the basic task of defining the organization's goal, operationalizing it in partial goals and global tasks, then defining the strategy of achieving goals and performing tasks.^r

Management implies not only the notion of operational and business function but also the socio-economic aspect of the notion of this function, which includes both leading the work and the independent organization and making certain decisions.^s

Leadership is a continuous activity of planning, orientation, control, evaluation and another orientation on some social activities within the broader system of rules, respectively within the broad decision approved on the goal that should be achieved.^t

In this sense, we can say that by leadership we mean the function by which in harmony with the position and activity the quality of the organization is ensured, namely the clear presentation of defined goals, ways, actions and methods, the operationalization and completion of certain tasks.

Every organization, regardless of the nature of its activity, achieves its successful operation by exercising its fundamental functions. In this context, leadership, as one of the executive functions of government, enables the functioning of the organization, i.e. the unity of all planned activities in the realization of the goals of the organization. Therefore, even in the Kosovo Police, leadership represents the key and specific factor in the accomplishment of tasks according to mission and vision that has been set.

Leadership, management in Kosovo Police is structured by rank, leading positions in a clear hierarchy with accountability according to certain tasks and responsibilities. Depending on leading positions, the ranks that they possess in the Kosovo Police, the need for skills necessary to manage human resources, are required to be different, ranging from technical to creative or conceptual skills.

6.1- THE GENERAL ASSESSMENT AND ADDITIONAL COMMENT OF THE SUPERVISOR

^p M. Jurina, "Leadership and Organizational Behavior", Zagreb (1994, page 4)

^q Political Encyclopedia (page 1102).

^r E. Pusić, "Administracija", Zagreb, (1961, page .8.).

This is the most important part of the periodic performance assessment form, as well as the most important part of the supervisor's assessment. The supervisor, in order to be more professional and more accurate in the assessment of his subordinate, is obliged to keep records regarding the manner of performing the duties by his subordinate.

The part of the overall assessment of the performance evaluation form as well as the part where the supervisor makes additional comments for the evaluation of his subordinate serves the supervisor to justify the numerical evaluations, behaviors, positive or strong sides of the officer who evaluated him during the work and suggestions for the future what needs to be improved for further development.

6.2- COMMENT OF THE ASSESSED OFFICER

Regarding the comment of the assessed officer, in the performance evaluation form, it is foreseen that the field where the assessed officer may represent its consent or disagreement with regard to the assessment. In the event of disagreement on the part of the assessed officer, each point assessed must be noted and the necessary arguments regarding the evaluation should be provided.

The evaluated employee must sign the evaluation with the comments provided even he is dissatisfied, so that the copy of the signed form can be used as an argument in the appeal process. After commenting and signing by the assessed officer, the evaluator (direct supervisor) submits the completed form to the highest supervisor by January 15 of the following year.^u

6.3- HIGH LEVEL SUPERVISOR'S COMMENT

In the periodic annual performance assessment of the Kosovo Police, the highest supervisor's comment is foreseen, this procedure is foreseen so that the evaluation is as transparent, fair, professional and impartial. The highest level supervisor after reviewing the employee's assessment form he may comment on the evaluation and assessment process, the same signed form should be returned to the evaluator. Once the assessment has been made by the direct supervisor, it is also provided in the forms that assessed officer signs the evaluation and to express his opinion if he agrees or disagrees on evaluation, then in order to be valid, an evaluation should be approved by

^u *Ramo Masleša, "Police and Society Sarajevo (2010 page 222)*

the highest level supervisor who should also write his comment on assessment made by the immediate supervisor of the assessed officer.

The highest level supervisor if he finds that the assessment is not objective or is not filled with the standards of this SOP, has the right not to sign the evaluation and return it to the re-evaluation with the evaluator together with the suggestions, remarks and recommendations for fair rating.

6.4- RIGHT TO APPEAL AND APPEAL PROCEDURE

The right of appeal against the evaluation of the annual performance from the evaluated officer in the Kosovo Police is regulated by administrative instruction. The evaluated officer, after receiving the assessment form, may disagree with the assessment made by his supervisor. The right to appeal can be filed immediately upon receipt of the assessment by his supervisor.

Police personnel who consider that the assessment has violated any of his rights, has the right to make **a request** through a chain of command to the decision-making body for review of the decision within 15 days, or a **complaint** to the second instance body (the Complaints Commission) which is sent directly or through the chain of command within 15 days.^v

The request for a reconsideration of performance evaluation at the local level is done when ^{17w} the assessed officer does not agree with the grades and comments written on the evaluation form of his job performance, he is able to submit his comments on the dissent for the assessment or to write a memo to the assessor expressing his opinion of disagreement, or requesting a meeting to discuss matters further.

The evaluator should hold a meeting with the evaluated officer and explain him with concrete facts and the reasons for how this assessment is made. When the evaluated officer can not be persuaded regarding the assessment, he has the right to a request for re-evaluation of the assessment, which is addressed through the direct supervisor to the highest supervisor.

^v SOP-6.01-Procedures of Performance Evaluation (paragraph 6-Page 9)

^w SOP-6.01-Procedures of Performance Evaluation (paragraph 6-Page 10)

The highest superior then has the obligation to meet separately with the employee and his supervisor to understand the nature of the disagreement. The highest superior should review the presented facts and encourage mutual understanding and find solutions to the disagreement. The actions must be taken within 10 days of the receipt of the request. Minutes must be kept for the meetings held and the outcome of the meetings and should remain on the employee's personal file.

Proceeding the complaint at the Appeals Commission within the Kosovo Police: At this stage, the employee dissatisfied with his performance assessment addresses the complaint to the Appeals Commission as the highest review body to review his appeal. The complaint is made directly or through the chain of command. The complaint must be accompanied by a copy of the performance evaluation and the minutes of the meetings held at the local level to overcome the disagreements. The decision to evaluate the work issued by the Complaints Commission is final.^x

^x *SOP-6.01-Procedures of Performance Evaluation (paragraph 6-Page 9)*

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DO UNIVERSITY STUDENTS SEE MOTIVATION AS CHALLENGING AND REQUIRE INSPIRATIONS FOR OVERCOMING THE CHALLENGES IN THEIR ACADEMIC LIFE? A COMPARATIVE STUDY

Huseyin YILMAZ^y & Lokman COSKUN^z

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Abstract

University students are known as mature adults, but they are likely to exhibit some fear and anxiety in failure and in success since the respective new learning environment requires new respective manners in the lectures and different competitiveness for grading that stems from various lecturers.

A comparative approach was used in the study in order to compare both the challenges in motivation at a university level and some relevant inspirations for overcoming those challenges accordingly. Challenging goals require enhanced performance from the students and the students are likely to show better performance “when challenging goals are encouraged, supported, and realized” by the respective students (Zakrajsek, 2005). A scanning method was utilized for collecting data from the digital platform. At the same time, the researcher`s long-term experiences gave a valuable contribution to the present study.

Several elements such as; personal goals, personal cognition, and learning have strong relations with motivation and motivation involves in the students` arousal, the students` moving toward a goal and students` persistence in striving toward that particular goal (McMillan et al., 1991). Also, motivation appears as; driving force, encouraging, reinforcing, punishing, increasing performance and inner incentive for fruitful outcomes of learning objectives. But the university students anyway need several inspirations for overcoming any probable challenges in academic life.

^y PhD Candidate, International Burch University in Sarajevo in Faculty of Philology and Education, Sarejevo-Bosnia Hese govina, husevinyilmaz1998@hotmail.com

^z Beder University College, Tirana-Albania, lcoskun@beder.edu.al

The following inspirations might be beneficial for the students; knowing the importance of the subject matter covered in the course, assisting the lecturers in the developing of the course syllabus, making the students accountable for their work, and also having the students contract for grades through which the students are likely to reduce their fear and anxiety (Zakrajsek, 2005).

Keywords: *university students, a challenging goal, inspirations, motivation, personal goal, personal cognition*

1- INTRODUCTION

In relation to motivation, we need to know the three fundamental questions which focus on the initiating reasons of students' arousal or activity, causing reasons of students' moving toward a goal and causing reasons of students' persistence in striving toward that particular goal (McMillan et al., 1991).

Except for those reasons, motivational theories are likely to show the factors within individuals which appear as different features such as; firstly, the students might bring some fear or anxiety in failure and in success. Secondly, the learning environment that requires different manners and competitiveness for grading that stems variously from the lecturers.

Also, the motivational theories mainly focus on student's cognition and needs. The needs appear as deficiencies within students and also might be influenced considerably from external sources and there is a strong relationship between activity and personal needs. At the same time, the particular needs channelize the students in order to satisfy those needs or to avoid negative incentives that come from personal feelings and beliefs and accordingly affect them. All of them makes the ways for the students how to engage in the learning/teaching process.

Even though the university students are mature adults, according to Zakrajsek (2005); the students need several inspirations, firstly; "to demonstrate to the students the importance of the subject matter covered in the course", secondly; the students can assist the lecturers "on the first day of class in developing the course syllabus" and thirdly; "to make students accountable for their work and display it for external audiences" and finally; "to inspire students to set challenging goals is to have them contract for grades".

At the same time, the university appears as an autonomy-supportive environment (Erwin et al., 2013) and opens ways for coming in contact with “individual, social, and environmental factors in a coherent theoretical and practical understanding” (Greeno et al., 1996, p. 15).

2- LITERATURE REVIEW

There are three things concerning education; the first is motivation, the second is motivation, and the third is motivation (Ames 1990; Covington 2000; Maehr & Meyer 1997; Murphy 2006; Usher & Kober 2012). For that reason, motivation plays a very important role in the whole process of learning. It can be useful for encouraging students to obtain fruitful contribution in educational objectives.

Motivation has some strong relations with several elements: Firstly; motivation has a strong relation to personal goals. In relation to goals, Redmond (2014) states that; the expectations from a goal need to answer several questions; “who, what, when, where, why, and how” and also, if the goal is specific and measurable, it can gauge progress as well. But first and foremost; specifically; “accepting a goal is the first step in creating motivation”.

Therefore, the respective students set their goals for themselves and plan to attain the desired relevant outcomes (Bandura, 1991). The students aim to increase their effort and energy in relation to their needs and goals. They exhibit constant persistence in activities through which they will be able to finish it (Maehr, 1984).

Secondly, there is a dynamic relationship between motivation and cognition that require showing a continuous attention to the learning process (Locke & Braver, 2008). Thirdly, learning and cognition have a very close relation, and learning happens in human beings' life if conditioning, training, and habituation concur and help each other. And, the “cognition and learning that includes individual, social, and environmental factors in a coherent theoretical and practical understanding” (Greeno et al., 1996, p. 15).

If the students are aware of how motivation is reinforcing (Perez, 1997), how motivation is punishing (Potts, 2011), how motivation increases performance (Clark, 2003) and so that, they are likely to understand the importance of learning and they are

likely to participate in it. Actually, the learning process appears meaningful for the students, if the university offers autonomy-supportive environments and the instructions done in accordance with the students' expectations.

Therefore, the university environment needs to be different from the other learning environments. Moreover, the participation in learning activities makes the ways for the students how to choose freely for engaging in "positive behavioral, cognitive, and affective experiences" which increase "autonomy-supportive environments, particularly those where individuals are given choices in selecting specific learning activities" (Erwin et al., 2013, p. 323).

But, instruction needs to be presented in a way that engages students meaningfully and meets students' expectations for fruitful outcomes of learning objectives (Small, 2000). If the respective lecturers help the students see how reasonable the course objectives and assignments and so that they appear as reasonable, relevant, and achievable from the students' angle (Zakrajsek, 2005).

3- METHODS AND METHODOLOGY

In the study, the researcher utilized a comparative approach in order to compare both the challenges in motivation at a university level and some relevant inspirations for overcoming those challenges accordingly. At the same time, the researcher's long-term experiences gave a valuable contribution to the present study. A scanning method was utilized for collecting data from the digital platform.

4- DISCUSSION

Naturally, motivation is required in case of incentive, encouragement for better performance. Student's motivation affects not only teachers but also learning process itself. Thus, motivation is accounted as strategy or a technique for enhancing the performance of students at learning process, since "motivation affects students' performance in the learning environment" (Coskun, 2014, p. 150).

Motivation is known as driving force and stems from personal inner incentive and as the side effects of this incentive the particular person behaves in a particular way. Motivation is reinforcing (Perez, 1997). The reward gives stimuli to the learners to do

their best to reach it. As the side effect of the environment, most of the learners are motivated to obtain academic success, since they will be happy when they get good marks. In fact, the classmates will show respect to successful students for better performance in the learning environment.

Motivation is punishing (Potts, 2011). On the other hand, the learners might be ridiculed and teased by their classmates in case they obtain bad marks, thus the learners do not want to be ashamed of themselves in the learning environment, as a result, they try to show interest for the learning process.

Motivation increases performance (Clark, 2003). When the motivated students learn something in the class and tend to be better than before. Because of the side effects of setting goals, persistence, cognition, the learners are channelized to develop performance.

Motivation is a powerful aspect of the learning environment. If there is no motivation, the learning process will be disrupted for various reasons. With the help of it, the learners will take responsibility and show interest & enthusiasm in the learning process. Actually, the motivation appears as stimuli in learning environment overall.

And also, motivating the students is very difficult, since each student does not demonstrate inner love towards learning. The learning process looks challenging. Some students attend classes under protest or behave such in a way that student thinks they enjoy or they suffer in the learning environment. Therefore, lecturers should consider these challenges of the students and find some ways how to motivate the respective students.

Moreover, it is better to consider some demotivating factors such as; what frustrates students in the learning process? Or what bores students in learning? And What distracts students in learning as well? And what gives them anxiety and fear in the learning process? Thus, the lecturers take into considerations those factors and try to find out the ways in order to encourage/inspire and motivate the particular students for better performance.

To overcome the above-mentioned negative situations, a lecturer can use several inspirational strategies.

First of all, the lecturers need “to demonstrate to the students the importance of the subject matter covered in the course”. Because the students can show enthusiasm towards learning the material if they are aware of the value of completing the task. Therefore, the lecturers can find a way to make the students see how useful the learned materials and "can be used to directly help individuals or to solve pervasive issues in society” (Zakrajsek, 2005).

Secondly; according to Zakrajsek (2005); the students can assist the lecturers “on the first day of class in developing the course syllabus”, this assistance can make the students have the feeling of “ownership” “of the goals has often resulted in more consistent effort and better performance”. Because the students are likely to actively participate in learning materials if the course contents have relevance to their goals.

Thirdly; “to make students accountable for their work and display it for external audiences” (Zakrajsek, 2005), because no students would like to be ashamed of themselves before the other people, since there is possibility to present the assigned/completed work in front of the lecturers and the students, Somehow, the accountability for assigned work might push the students to learn it accordingly.

Finally; Zakrajsek (2005) added that whenever there is a contract between the students and the lecturers in terms of grades, this agreement decreases students` anxiety level. Also, the respective students are likely to focus on their tasks without worrying their specific grades. Because of this agreement, the students also can enhance their learning during the learning process. Also, Coskun (2014) puts emphasis on mutual relationships and understanding for sustainability of the institutions, since this relationship opens ways not only for the prospective investment of the institution but also for the betterment of students learning.

5- CONCLUSION

If the respective students have their goals, they are likely to be motivated towards their academic life, since “accepting a goal is the first step in creating motivation” (Redmond, 2014).

Also, if the university environment is known as the autonomy-supportive environment (Erwin et al., 2013) that is likely to offer practical understanding. But if the students are

aware of the close relationship between learning and cognition, they might be knowing the significance of the “cognition and learning that includes individual, social, and environmental factors in a coherent theoretical and practical understanding” (Greeno et al., 1996, p. 15).

Learning occurs with the help of cognition. In case, if the students are cognizant of their level of cognition is in tune with the learning materials. They are likely to show more interest towards learning. Therefore, in the university, the instruction plays the first and foremost role in the learning process.

Instructional design is done in a workplace to find positive ways to motivate students to work harder, faster, and better. Because, instruction needs to be presented in a way that engages students meaningfully and meets students` expectations for fruitful outcomes of learning objectives (Small, 2000).

But the respective lecturer needs to use several inspirational strategies for overcoming challenges in academic life and also in order to make the instructions understandable and being adopted by the students. With the aid of showing how the subject matter covered in the course is/will be important for the students, requesting the assistance of the students in the developing the course syllabus in order to create an ownership for the students, making the students responsible for the assigned work and presenting it to the others one day, and having the students contract for grades through which the students are likely to reduce their fear and anxiety in relation to specific learning materials and also it is likely to enhance student learning

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THE CONCEPT OF THE POSTMODERN SELF IN ETHNIC AMERICAN LITERATURE

Tidita ABDURRAHMANI^{aa}

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Abstract

The way they come in front of our eyes, the modern and the postmodern conceptions of the Self may sound quite similar to one another. But differences are meant to be clarifying, as much as similarities are meant to be confounding. Modernism, is fundamentally about creating order out of chaos, postmodernism on the other hand, is mainly about skepticism and fragmentation. While many modernist works try to compensate for the lost unity, coherence, and meaning; many postmodernists avoid fake assumptions about the reaching of a possible stable essence, and celebrate the meaninglessness of the world. This paper deals with the embodiment of the postmodern conceptions of the self in late 20th century, early 21st century women of color autobiographies. It attempts to track the development of the postmodern self along the variables of ethnicity, femininity, body, otherness and memory. The paper also delves deeper into the representative autobiographies of Audre Lorde, Rebecca Walker, bell hooks, Veronica Chambers by bringing an insight into the way these autobiographies reflect the varying dimensions of the postmodern self, with the main focus laying on the ethnic self.

Keywords: *postmodern autobiography, ethnic self, black female autobiography*

^{aa} Beder University College, Tirana-Albania, tabdurrahmani@beder.edu.al

1- THE POSTMODERN CONCEPTIONS OF THE SELF

Postmodernist approaches to the concept of the Self include emphasizing the fragmented, discontinuous, migratory nature of existence on the one hand, and adopting the Marxist economic perspective on the other hand. In terms of theories, the evolutionary path of the Self concept starts with George Knight's consideration of identities as "pastiche", is continued by Kenneth's awareness of a state of "contingency" and "fragmentation", and is finalized with Walter Truett Anderson's recognition of a "plurality of identities". It is George Knight, with his philosophy of the postmodern Self, who considers our identities as ersatz or pastiche, "our whole entity conceived as made up of a collage or patchwork of ideas or views." (qtd. in Waugh 2006:28). Kenneth Gergen, on the other hand, states that, "the notions of continuity, unity and authenticity that previously had defined the Self, have been replaced by contingency, fragmentation and artfulness." (Gergen 1993:181). Attempting to make matters simpler, the writer Walter Truett Anderson gives four terms postmodernists use to speak of the Self while addressing the issues of change and multiplicity. (Anderson 1996: 28). These terms include: multiphrenia, v protean Self vi, decentered Self vii and Self in relationviii.

The postmodern conception that the subject is a fragmented being, with no essential core of identity, and in a continual state of dissolution, is expanded by Baudrillard and Eagleton. Jean Baudrillard (1988) states that, in postmodern society, copies, or what he calls simulacra, have taken the place of the originals, and the postmodern individual should be seen in terms of its multiplicity. Terry Eagleton (1983), on the other hand, describes the postmodern Self as a network of identification seeking attachments, a "dispersed, decentered network of libidinal attachments, emptied of ethical substance and psychical inferiority." (qtd.in Lovlie 1992:56). The only absolute truth not yet denied by the critics of the postmodern condition is the sub-conscious chaos lying beneath everyone's veneer. Donna Haraway uses the term cyborg to refer to a kind of "dissembled, reassembled, postmodern, collective and personal Self. (Haraway 1990:70). The very definition of the word cyborg, unfolds in front of us a series of paradoxes and illusions that, more than illuminating our path to the finding of a stable Self, seems to try its best in making us lose our way in the jungle of plurality and collectiveness. More explicitly, in Donna Haraway's view, the flow of everyday

situations provides a succession of Me's-that taken together produce the illusion of a continuous and integrated Self.

The concept of the relational Self is meant to be a rescue to the postmodern condition of the subject, but seems to end up suffocating the subject while pretending to fit him into the ever changing frames set by the society and the community. As Lacan asserts, "the Self is the locus of the relationships." (Lacan 1988:77), and is constructed through the incorporation of the responses of other people, but what he fails to recognize is that in this way the Self becomes everybody and everything but an individuality.

1.1-THE POSTMODERN SELF AND AUTOBIOGRAPHY

A periodization of the genre of autobiography should run parallel with the depiction of the development of the Self concept from classicism, to modernism and then to postmodernism. The resurgence of the interest in the Self, referred to by Tom Wolfe as the "me-decade", also brought forth the recognition of the Self as a conscious process of individuation. If in traditional societies the Self was considered as stable and illustratable through language, in Impressionism the idea grew of a fluid, impalpable Self, and in Romanticism the stress was laid on the innermost depths of the Self which laid there subtle and mysterious for us to discover.

As a result of the World Wars, the modernist concern with the fragmentation of the Self was enhanced, and the individual came to be regarded as a fixed extra-linguistic entity consciously pursuing its own destiny. Though the modern and the postmodern conceptions of the Self may sound fairly similar to one-another, the demise of the postmodern Self is fairly more nihilistic because it appears characterized by skepticism and fragmentation. Modernism, on the other hand, features the order-out- of-chaos motto and shunning the "order out of chaos" motto of modernism. The fragmentation of the Self and the state of continual dissolution lay the grounds for the pessimistic assessments of Eagleton, Baudrillard and Haraway, who regard the Self as always dispersed, void and lost in the jungle of the plurality of the postmodern life.

Bringing forth the ponderings of philosophers as Plato, Freud and Lacan and the Buddhist negation of the Self the chapter on the science-related Self brings the autobiographical I through the focus of three different camps of critics: the ones regarding it as unique and irreproducible, the ones viewing it as a cultural creation and,

ultimately the pessimistic ones viewing it only as worthy of deconstruction. The first view is nested by critics such as Gusdorf, Montaigne and Rousseau who regard the "gaze inward" as the most solemn and reliable of quests, the second view is advocated by critics such as Olney who profess that the concept of the Self, far from being linear, consistent and conscious throughout the ages, is historically and culturally determined. The third view is backed up by critics as Hassan and Gunn who regard autobiographies as hosts of the episteme of the unmaking and refuse the tyranny of the wholes. Thus as the conditions impose it, one's identity in the postmodern world is continuously emergent, revisited and reformed as one moves through ever changing relationships and constantly merging boundaries.

In contemporary society, critics such as Hassan and Gunn regard autobiography as the best place to nest the postmodern idea of the presence of no Self at all, or at least of the presence of a decentered, fragmented, indeterminate Self. According to Hassan, autobiographies stand as models of decentered subjectivity, host the episteme of the unmaking and refuse the trap and tyranny of the wholes. In "Postmodern Turn", he elaborates: "By indeterminacy or better still indeterminacies, I mean a complex reference that these diverse concepts help to delineate. Indeterminance both questions and quests the Self, both undermining and recreating the Self in a constant and consistent displacement and decenterment, initiating a postmodern Self perhaps." (Hassan 1987 :88). As the idea of the incomplete and pluralistic universe inhabits our lives, we should avoid blindly identifying ourselves with the collective and the communal.

In "From Postmodernism to Postmodernity", Hassan further acknowledges: "We need to cultivate a keener, livelier, more dialogical sense of ourselves in relation to diverse cultures and we need to discover modes of self-transcendence that avoid blind identification with collectives." (Hassan 1925:10). For Gunn, the sense of Self, displaced and alienated as it feels, is the only one that can really identify with the marginalized condition of autobiography and try to re-inscribe autobiography within the constrictions of language: "The displaced Self who speaks and lives in time [...] and it is her mission to formulate a 'poetics of experience' in order to rescue autobiography from its quarantine in some sterile corner outside of culture , restoring it to full participation in the life in time, that is the only life we know."(Hattie 1992:288).

The most categorical of all critics sounds Mary McCarthy who belittles every desperate attempt in search of the Self by inviting us to make it up, to invent it, rather than waste time looking for an essence that does not exist: "It is absolutely useless to look for it; you won't find it, but it is possible in some sense to make it." (qtd. in Lifton Robert Jay 1999:2).

1.2-THE POSTMODERN ETHNIC SELF AND IDENTITY

The dilemmas of the ethnic identity start with the early Du-Boisian attempts of trying to reconcile two warring spirits within the same body and proceed with the era of feeling an ever-increasing gulf between oneself and the people. Self and Other, the former standing for agency and fully inhabited subjectivity, the latter standing for the feeling of being dispossessed and incapable of self-actualization, seem also to develop in the framework of the sociological theories brought forth by Kenneth Gergen. The more saturated one becomes with relationships, the more one accommodates fragments of the Self, harboring a multitude of potentials and hovering on the brim of complete annihilation. In terms of body as home for the autobiographical subject, skin seems to be the literal and metaphorical borderland between the autobiographical I and the surrounding world. Although in postmodern criticism, the body is always depicted in a state of fragmentation and quest for intactness, its dynamic instability makes it a crucial component in opening the way to self-knowledge, social melding and communal integration. Conferring the Derridean threats of truth in a state of erasure, the section of Self and Language also embraces the Foucaultian consideration of people as breeders and trainers of themselves, inhabited by language and challenged by the provisionality of such a false cornerstone.

The African American consciousness is marked by constant identity crisis. Negroes first lost contact with their land of birth by being captured and brought as slaves to the sugar islands of the Antilles; a second Diaspora and a second loss of the land took place in the 19th and 20th centuries when thousands of African Americans abandoned the southern states and went to the north, their aim being to escape the persecutions and lynchings. The great debate about race was introduced into the American consciousness by the late 19th century natural evolution, early 20th century social Darwinism, the new psychology of Freud, and was transformed by African American fictionists of the Harlem Renaissance into themes of racial uplift, cultural nationalism

and black power. In the first period of black autobiography, the struggle the African American author had to be faced with was that of "trying to reconcile two warring spirits within the same body." (Du Bois 1903:65). The African American author took pride in being black but, as W.E.B Du Bois claimed, he had to strive to reconcile two contradictory identities, one as a black person and the other as an American. In the second period of black autobiography, a new dilemma crept into the old one of double identity: personal affirmation in the white world made the protagonist feel further removed from the black masses thereby increasing the gulf between himself and his own people.

1.3-THE POSTMODERN SELF AND THE FEMALE DIMENSION

A related critique to the modern situation and the position of the female in society comes out in Helene Cixous's essay "Sorties: Out and Out: Attacks/Ways Out/Forays" (Cixous 1986: 89). Through a series of questions and binary oppositions, Cixous argues that the differentiation between men and women has accrued a whole range of cultural significations which set women's positions in advance and deprive them of a voice. In the culture of Western societies: "women's identity is bound up with the subordination of the feminine so that subject positions are mapped out in advance thereby preventing the assertion of female independence." (Cixous 1975:88). Somehow more conformingly than Irigaray, Cixous thus proposes embracing a bisexual notion of identity and exploring the multiplicity inherent in all identities.

While Luce Irigaray associates the subject woman with the symbolic, Kristeva associates it with the semiotic. She explores the theory of female subjectivity in terms of dualisms and in terms of the relation between Self and Other and avoids the claims for an erasure of the female Self. In the essay "Women's Time" (1986) she asserts that "the term woman can refer only to a structure observed in the socio-historical context and not to any essence." (Kristeva 1981:199). What she really contends concerning the relationship of female representation and language is that the feminine dimension is a structural necessity usually located in the writing of men; it is a form of an Other without which men's writing will not make any sense.

Slightly more pessimistic sound Estelle Jelinek, Anis Pratt, and François Lionett. They unanimously agree on the idea that women are precluded from authenticity of Self, be

it because the female I is "enshrouded in the She and can be understood only by external definition"(Jelinek qtd.in Frye 1986:49), or because the woman is forever in a conflict "between being an authentic adult and an acceptable female."(Pratt qtd.in Frye 1986:46), or lastly because the woman is involved in a métissage "way of perceiving difference while emphasizing similarities in the process of cultural encoding."(Lionnet 1989:248). As a simulacrum of feminist criticism, lesbian criticism is concerned with issues of personal identity and politics as well as female affirmation. Lesbian critics tend to argue that a writer's literary output establishes her lesbian status even when emotional bonds tend to be kept hidden from view or camouflaged. Considering the way, the female and "gendered Self appears through the camera shot of these critics, women's autobiographies are to be considered fragmented, formless and even chaotic, able to reveal puzzling facets of a missing Self. The permanent battle is that of determining woman as either a purely cultural construction or a fluid Other of the masculine discourse.

In a diachronic analysis of how the female image developed along the American and African American history and literary canon, the sense of Self appeared as succeeding to be everything but conventional. Historically and socially speaking, the American woman has come in front of our eyes as a fully colored movie strip bearing the mark of the American past, present, and future. This sequence includes the devout Puritan female colonist of early settlements, the republican mother of the American revolution, the middle class woman of the cult of domesticity, the voluptuous all American Gibson girl, the smoking and the drinking flapper of the Jazz age, the factory worker of the Second World War, the pin up girl Bettie Grable of the US troops, the passive housewife of the postwar 1950s, the sexually promiscuous feminist activist of the 1960s, the yuppie materialistic professional woman of the 1980s, to end up with the cyborg woman of the New Era.

The African American Female Self, on the other hand, has been conveyed through the looking glass of three images: the "cage" image, the "mirror" image, and the "cultural ventriloquism" image. The "cage" image has its origins in the statement of Elisabeth Fox Genovese that "more often than not, African American women's autobiographies have been written from within the cage, and the word cage can be applied to the cage of gender as well as race."(Genovese 1991:75). This is the touchstone of contemporary

criticism, and it conceives that we cannot conceptualize anything except within heavily ideological and conceptual systems. Emerging from the identity theory of Lacan and invoked in the feminist theories of Beauvoir, the "mirror image" ponders that "no woman as we know, truly sees herself in a mirror, she sees herself through the imagined or real gaze of another." (Culley 1992:9). The "cultural ventriloquism" presupposes that the woman is being seen within the paradigm of both Self and Other, both subject and object of desire. In synchrony with this claim, the author Monique Witting says that the word woman means slave: "We will not be free of slavery" she thinks "until we rid the language of the word woman that carries his history." (Waugh 2003:108).

1.4-SELF AND THE SENSE OF THE OTHER

The Self/Other should be considered as an ideological, linguistic, philosophical and social binary that posits a state of ideal existence against one of non-existence. Since the rise of postmodernity, it has come to represent the exclusionary relationship between subjects who occupy opposite positions on the center/margin models of race, gender and power relations. In this kind of opposition, the Self is always characterized as all that is positive, significant and whole; while the Other has come to stand for the negative, insignificant and partial. The Self also represents possibilities for agency and fully inhabited subjectivity, while the Other is dispossessed and incapable of self-actualization. No matter how confounding the bond may sound, collectivity and reliance on the Otherness is seen as the solution to alienation and fragmentation. A clear example of the confrontation of the collective Self with the individual Self is given in Paul Auster's New York Trilogy (1988). Quinn hopes to be able to recover this lost Self through his attachment to the communal identity: "remarkable as it seems, no one ever noticed."

Proponents of the feminist, Marxist, postcolonial and race theory view the relationship of the Self to the Other as one of domination and exclusion. As a representative of the second wave of feminism in general and the French feminism in particular, Simone de Beauvoir proposed that "in the Self \ Other relationship, women learn to occupy the position of the other object and therefore place themselves as the negative counterpart to the subject man." (De Beauvoir 1973:280). This assertion leads to two further

assumptions: firstly, the woman occupies the position of the object because of her awareness that she can not pretend for more; and secondly, the binary relationship between Self and Other suggests that the I cannot exist without the non I or the Other.

This argument is trenchantly conveyed by George Eliot according to whom women are important and essential in their own redundancy. In *Variations on Sex and Gender* (1986) he acknowledges that:

woman so defined cannot fully know or reflect upon herself. She harbours no unified, atomic, Adamic core to be discovered or represented. There are no masks to uncover because paradoxically there are only masks, only roles and communal expectations. By defining women as Other men are able through the shortcut of definition to dispose of their bodies, to make themselves other than their bodies-a symbol of potentially human decay and transience, of limitation generally. (Butler in *Praxis International* 1986:507).

Hence women become the Other, they come to embody corporeality itself, thereby converting their redundancy and marginalization into their very sense of being, their essence sometimes it is women themselves who rather realistically confess their inability to be self-defined without the presence of an Other. Such a confession is unsparingly done, apparently even by women as strong as Maya Angelou and Audre Lorde. Angelou frequently imagines herself as an Other sucking in air to breathe out shame. Audre Lorde sums up her attitude toward women in the epilogue to *Zami: A New Spelling of my Name* (1983) as she states that "Every woman I have ever loved has left her print upon me, where I loved some invaluable piece of myself apart from me-- so different that I had to stretch and go in order to recognize her." (Lorde *Zami*:255). Lesbian as it may sound her autobiography shows that the connection between her and other women was achieved because she found in the female Other what she was supposed to find in men.

Several theories of Self and the body claim that the female's attraction for the Otherness should be traced in the biological givens women are provided with: women are meant to be pregnant and to bring to light an Other whom they will love more than themselves, and through whom they will find the way to their real Selves. Pregnancy seems to be experienced as the radical ordeal of the splitting of the subject: redoubling up of the body, separation and co-existence of the Self and an Other. The arrival of the

child leads the mother into the labyrinths of an experience that without the child she would rarely encounter: love for another, not for herself or for an identical being, love for a new life out of yours, for a new promissory joy out of the birth labor agony. This is a gentle and delightful way of forgetting oneself. It is a kind of camouflaged narcissism and natural self-denial.

It is worth noting how the subject of femininity and Otherness is approached in terms of the multiplicity of networks, complimentary inclusions, or alienating exclusions. For Zora Neale Hurston rather than speaking in terms of univocal identity and essence we should speak of "subjective plurality": an "intersubjective engagement with the elements of the Self, a dialectic neither repressing difference nor for that matter privileging identity but rather expressing engagement with the social aspects of the Self." (Hurston qtd. in Napier 2000:94). What Hurston does in her assertion is just pave the way to the acceptance of what will become an increasingly widely used term for referring to the status of the Self in the postmodern condition: the relational Self. There are some female writers who even go so far as to consider femaleness and the sense of being an Other as a privilege, or who call for the celebration of the multiplicity and subjective plurality. Elisabeth Spellman brings forth the theory of "race privilege". Drawing from Aristotle and the broad patterns of Western thought, she argues that: "for women to have a gender identity is itself a race privilege." (Spellman 1997:76). That is, for white women who need not think of themselves in racial terms, gender becomes the foundational category for self-organization.

While defending their experimentations in autobiographical writing and seeking to be provided with a "niche" in the man-made canon, several female writers have shown how they become validated through bonding to another. In Lillian Hellmann's book "An Unfinished Woman and Pentimento" (1973), the reader is invited into a world of Others who, as they come together in her memory, become significant in the articulation of her Self. This kind of definition: "permits her to see the Self, not as a confining ego, but as the sum of all past experiences." (Hellman 1969:45). Fanon considers women as Selves always "under construction", be it as affected by the agents of family, community or even texts. (Fanon 1986). The continual rebuilding of the Self as the subject moves from text to text, from misidentification to misidentification, comes out even in Fanon's influential essay "The Fact of Blackness" retrieved from the

book *Black Skin, White Masks*. In it Fanon explores the effects of racism on the construction of the subject and the production of identity.

I came into the world imbued with the will to find a meaning in things, my spirit filled with the desire to attain to the source of the world. Sealed into this crushing objecthood, I turned beseechingly to others[...]. I stumbled, and the movements, the attitudes, the glances, of the Other fixed me there. Nothing happened, I burst apart. Now the fragments have been put together again by another Self. (Fanon 1986:109).

Identity becomes a masquerade as one attempts to fit in. In this case, the black man uses a series of white masks to hide the black skin. Nikki Giovanni, on the other hand, is one of those women who refuse to resign to the so-called "privilege of being the Other." and tries to trace the fault in the attitude of black men towards the members of their own race.

She feels that part of the problem is:

that black men, falsely perceive both black women and themselves. As a result, they define black women in terms of white women because they frequently think of themselves in terms of white men. But if they ever would decide to define a black man in black terms I think they would have different expectations of us as women. (Napier 2000:145)

1.5- POSTMODERN SELF AND THE BODY

In postmodernism alterity is used as a substitute term for Otherness. Postmodern thinkers have almost unanimously rejected the understanding of alterity and Otherness which is found in the dialectic and logic of G.W.E Hegel. A recompensing term for the state of alterity in the postmodern condition is brought by the postmodern considerations of the relational Self. As Kenneth Gergen states in his *Saturated Self* (1993): "The more saturated we become with relationships, the more we become populated with fragments of the Other each of us harboring a multitude of potentials for relating and replacing the Other." (Gergen 1993:65). Multidimensional as the relational Self is, it makes subjects waver on the brim of annihilation and on the verge of objectification.

The body seems to be the nearest home for the autobiographical subject, the very ground upon which a notion of a coherent, historically continuous stable identity can be founded. Traditional autobiography most often begins in the midst of flesh and blood; nevertheless, skin seems to be the literal and metaphorical borderland between the materiality of the autobiographical I and the contextual surroundings of the world. This skin simultaneously looks transparent and opaque, penetrable and impenetrable, a boundary and a catalyzing agent. This idea is even supported by Lynn Miller who contends that, by the very way it is meant to discriminate, the body and the skin succeed in reconciling the physical and the cultural, the personal and the social. A much contested border of containment and transgression, the body sets the boundary in-between the meaning and the narratee. In Sidonie Smith's words: "The body of the narratee, the cultural body and the body politic all merge in skins and skeins of meaning". (Smith S. qtd. in Ashley, Gilmore, Peters eds. 1994:266).

While, in the Gothic criticism, the body was seen as continuously inhabited by the past memories and the future foreshadowing, in post-modern criticism it always appeared as fragmented and illusively intact. Denise Riley is the one to lay the focus on the dynamic instability of the concept of Self and the body to a point where she considers it an influencing agent rather than a beginning or an end in itself: "The body is not for all its corporeality an originating point, or yet a terminus, it is a result or an effect. And culturally only bodies are experienced as different."(qtd.in Ashley, Gilmore, Peters 1994:289). Lastly, speaking about the female body, Adrienne Rich claims: "The body has been made so problematic for women that it has often seemed easier to shrug it off and travel as a disembodied spirit."(Rich 1979:40)

1.6-POSTMODERN SELF AND LANGUAGE

While postmodernists argue that "language cannot be adequately related to truth because of the disjunction between our words and the realities that they claim to reflect."(Taylor 2003:45), poststructuralists regard the signifier and signified as inseparable but not united. They claim that the concept of the Self as a singular and coherent entity is a fictional construct, an individual is the shelter of conflicting tensions and knowledge claims. Therefore, every reader must attempt to relate the meaning of the text to his personal concept of the Self recognizing that: "the author's

intended meaning is secondary to the meaning that the reader perceives."(Wikipedia Jan. 29: 2010).

These ideas are also supported by the introduction of Derrida's concept of "sous rature". Confessing that we cannot stand outside of language as self-present Cartesian subjects, Derrida states that: "the truth is under erasure, and although crossed out, it does not disappear."(Derrida 1978:45). Derrida is also the one to bring forth the idea of "differance" (1984), a coinage that combines the idea of difference and deferral. As a coining "differance" suggests a discursively constructed subject that never coheres to form a complete non-contradictory individual.

Worth studying is the way the relationship between Self and language is viewed by the postmodernist and the poststructuralist scholars. Much of the controversy about the ontological status of the Self in autobiography has tended to polarize into a Self-before language or language Before-Self set of positions. The life-death paradigm of the writing crypt elaborated by Derrida regards autobiography as both narrowing of the space between subject and object, and the opening of a new space, a new scene of writing. Foucault has similarly "proclaimed the death both of the Cartesian subject and the traditional idea of the author giving no special prominence to the concept of discourse as the primary medium in the constitution of subjectivity, knowledge and power."(qtd.in Taylor 2003:382). According to Foucault we are breeders and trainers of ourselves, occupying language and feeling occupied by it. In *Fictions of Autobiography* (1988), Paul John Eakin presents the two opposing views of the nature of the Self and questions the autonomous or transcendent status of autobiography in the recent years: "Is the Self autonomous and transcendent or should it be viewed as contingent and provisional, dependent on language and others for its very existence?" (Eakin 1988:25). In Jean Paul Sartre's fable of the train, the ticketless condition exemplifies lack of initial selfhood. As the author states: The Self exists "someone is missing here, it is Sartre." (Sartre 1964:154), and it creates the world through language.

1.7-SELF AND MEMORY

The question of Self and memory is inextricably linked to the question of the representation and representability as well as to the uniqueness or iterability of the

sense of the Self. Criticisms through the times suggest thinking of the sense of Self in terms of one's memory for it--not how faithfully you represent yourself, but rather how accurately you remember your past Self and how much you know about your present Self. For Derrida, any singularity or uniqueness has its structural condition of possibility, what he calls "iterability": "Any singularity is always at least double, even if it appears only once". (qtd. in Taylor, Winquist 2003:338). Elaborating the iterability in terms of writing, Derrida brings forth the matter of the signature. Unique and authentic as it may be regarded, the functionality of signature depends on the fact that it could be reproduced in any time in any context. "Although it is meant 'to seal' or pinpoint a 'pure event', it is its sameness, iterability, which by corrupting its identity and its singularity divides its

seal."(ibid).

But the fundamental question to be raised about memory and representation is: "Is not each thing or event a singularity in its time and place in history?" While modernism deconstructed traditional forms of representation, postmodernism emphasized estrangement from representational truth. When regarded in philosophical terms autobiography seems to threaten the borderline between truth and simulacrum, while contemporary writing offers a reality distorted by memory, one in which the distinction between truth and fiction, false memoir and true novel is almost completely blurred.

2- THE POSTMODERN SELF IN AUTOBIOGRAPHIES OF THE BEGINNING OF THE 21ST CENTURY: AUDRE LORDE

In *Feminist Studies/Critical Studies* (1986) Teresa de Laurentis, specifies the paradigm of contemporary feminist discourse by claiming that the: identity is not the goal but rather the point of departure of the process by which one begins to know that and how the personal is political, that and how the subject is specifically and materially engendered in its social conditions and possibilities of existence. (De Laurentis 1986:9).

Parallel to this definition, the border school defines ethnic identities as the ones accepting the contrast between the two polarities and confessing the ambiguity of the

speaker's subject positions. The concept of a single unitary Self, is being replaced day by day by the concept of multiple identities and a relational Self made up of conflictual ingredients.

These theoretical assumptions are also supported by Audre Lorde who claims that "denying any of the different people within one's identity." (102) would mean living a lie to oneself and to the others. Only by accepting the different facets of oneself, can one achieve wholeness and live a fulfilled life. Thus, the litany of Selves dwelling within one person, cannot fall into clear-cut categorizations: "I am not one piece of myself. I cannot be simply a Black person and not be a woman too, nor can I be a woman without being a lesbian." (Lorde 1984:59). It is the weaving of the various Selves into a quilt-like tapestry that gives uniqueness to every woman, and grants authenticity to her words:

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If we don't name ourselves, we are nothing. As a black woman I have to deal with identity or I don't exist at all. I can't depend on the world to name me kindly, because it never will. If the world defines you, it will define you to your disadvantage. (Lorde qtd. in Georgoudaki 1991:71).

Several critics have released statements about the bonding of Self and Otherness in Audre Lorde's works and especially in her hybrid genre work *Zami: A New Spelling of My Name* (1982). Barbara Christian acclaims Lorde's eloquent voice as a black, lesbian and feminist and praises the attention dedicated to the concept of difference. According to her, Lorde's ability does not only consist in tuning the differences, but also in emphasizing the need to acknowledge the Otherness within ourselves. Thus,

she maintains that: "we are all children of Eshu/god of chance and unpredictable/and we each wear many changes/inside our skin."(Christian 1987:114).

Zami shapes a multifaceted cultural and corporeal Otherness into a coherent subjectivity to the point that what would otherwise be named as Other becomes Self. It is this absorption of the Self that challenges the Western subject-object dichotomy leading to the conclusion that by redefining the Other in ourselves, we can recognize our own Otherness. In accordance with what James Olney states about the absence of a unilinear, consistent Self; Lorde assumes that social change, as well as the affirmation of difference and sameness should start from the individual for then being projected into the others that judge him: "We should use difference as a dialogue, the same way we deal with symbol and image in literary study: We need to use these differences in constructive ways rather than in ways to justify."(Olney qtd. in Smith, Watson eds.1998:78). What Lorde herself articulates in essays like "Age, Race, Class and Sex: Women Redefining Difference", is that "racism, sexism, classism, homophobia all stem from the same source--inability to recognize the notion of difference as a dynamic human force which is enriching rather than threatening to the defined Self. " (Lorde 1980 rep. in Lorde 1984:83).

The extent to which Otherness is important for the shaping of Lorde's and specifically Zami's life, can be deduced since the very beginning where we are faced with a dilemmatic question, "to whom do I owe?"(Lorde Zami:3), which receives as an answer a dedication to all those who have helped shape the power behind the narrator's voice: "Images of women flaming like torches adorn and define the borders of my journey stand like dykes between me and the chaos. It is the images of women, kind and cruel that lead me home."(3). The author's debt dates back to the double-sided image of Afrekette/Kitty and stretches to include the Belmar women of Carriacou, the trickster divinities of West Africa, Ma-Liz, de Lois, Louise Briscoe, Aunt Annie, Linda and Genevieve, etc. The best answer to this rhetorical question is given in the epilogue where the author expresses gratitude for what she has become to every woman who has left emotional and spiritual tattoos on her identity. So, if every meeting and reconciliation adds something different to her heterogeneity, every separation teaches her how to cohabit with the warring facets of her character bell hooks

As Susana Vegas-Gonzales proceeds to argue in her "The Dialectics of Belonging": "Bone Black is hooks own rebirth into maturation. By going inside her inner cave, by being burnt into the fire of redemption, she is reduced to the ashes only to be reborn out of them like the Phoenix." (Vegas-Gonzales 2001:245). She is reborn to a world of potentiality and power, forgetful of the anguished search for a spiritual shelter. Growing up as a girl in rural Kentucky, on the other hand, increases young hooks' awareness of the racial apartheid system of the South. She experiences racial discrimination in every instance: school, society, and even amongst her own relatives.

She and the other children want to understand Race but no one explains it. They learn without understanding that the world is more a home for the white folks than it is for else, that black people who most resemble white folks will live better in that world [...]. Over the years your bodies become walking autobiographies. (hooks Bone Black 31-32).

The passage from segregation to an apparently successful desegregation is depicted by hooks through bitter realizations of the color complex. Moving out of a segregated school in the neighborhood, into a desegregated high school in a neighboring community, hooks hates being pushed and herded into a mixed community for the sake of integration. Politics and socialization sound less efficient in her dating white boys. They seem all interested in either raping black girls, or treating them like laboratory rats used for testing their parents' feelings of love and discrimination:

Already we feel like cattle, in the stockyard near our house, herded, prodded, and pushed. Already we prepare ourselves to go willingly to what will be a kind of slaughter, for parts of ourselves will be severed to make this integration of school's work. (157).

She can see that he has demanded that his parents prove they are not racist with actions, not just with words. She admires his parents that they love him enough to act. She tells him later that she will not be his little experiment that he uses to test his parents. Alone in his room, listening to records, she says no to his kiss. (165).

The inborn hatred and fear of whites, and the puzzling implications of the word 'savage', come out more clearly in Chapter 11, while hooks recognize that they "learn

without understanding that the world is more a home for white folks than it is for anyone else, that black people who most resemble white folks will live better in that world."(31). Intra-racial desegregation, rather than interracial one, seems the most difficult and painful to be achieved as hooks feels forced to obey all the social rules about being a decent black southern girl, and as she is reminded of her father refraining her from pursuing higher education in the name of subservience and domesticity. Feeling racially and culturally alienated, she feels more at home with friends from foreign countries who share the same experience and survive on the margins of the American society.

3- VERONICA CHAMBERS

Veronica Chambers' postmodern Self in *Mama's Girl* (1997) emerges mostly in a fragmented, split form; often taking the mould of the "mestiza" consciousness, a hybrid identity crossing borders and boundaries and not feeling at home in any of them. The most evident illustration of Veronica Chambers formless and discontinued existence comes out when she gets to learn at school about Georges Seurat and his pointillism^{xxiv} and starts considering the paintings in a way that has nothing to do with art appreciation. She perceives that, like a post-impressionist painting, her existence is made of small dots, personality fragments and memory scraps that while looked at closely, as from her own perspective, seem quite incomplete disconnected and incongruous, but while seen from afar, from the gaze of the Other, become blended together to construct a full image. So, Veronica's disillusion originates in trying to draw a balance between what she considers herself to be, what others regard her to be like, and what she really is in the innermost parts of herself.

A daughter torn between two people, two or more locations and two or more cultures and ethnicities, can be nothing else but an illusory whole and intact Self that may crumble to pieces at the first sight of a challenge or problem. The message the author wanted to convey to us is that, when gazing from a distance, people and the community always regard the Other as unified and wholesome; while, on the other hand, approaching to delve deeper into the consciousness and sub-consciousness of each of us, we appear to be nothing more than a disconnected accumulation of dots, or

in the best case a Picasso-esque picture: well-constructed but unpredictable and incomprehensible.

I felt like inside I was just so many dots. From a distance they blended together to make a picture, complete and whole. But up close, the dots were all disconnected, and I felt that at any moment, I would lose my composition. I would explode all over the place like a handful of confetti thrown in the air. (Chambers. *Mama's Girl*: 125).

Conflictual as the relationship with her brother may appear to be, Veronica realizes that personal intactness goes hand in hand with the acceptance of the facets one finds most disputable in others. The author conveys the message that black women were meant to be strong and they never had to let themselves become subject to depression. According to her mother, depression was demarcated as a "white girl's domain"(71), and this is perhaps one of the main drives urging Veronica into becoming a self-imposed strong woman. Even the times when Veronica really felt like she had the blues and she was about to fail and be forsaken, she could not dare voice it aloud in the presence of her mother, who always emphasized how hard she had to work and how much she had to rack her brains to provide them with a decent life they were not even thankful for: "All my life I had gotten the message that black women were strong and that black women do not get depressed [...]. But it remained throughout my childhood a popular falsehood that demarcated depression as white girl's domain."(72).

There is a point in Veronica Chambers narrative, in which the protagonist's life seems to take a turn. She decides that self-denial or, in Chambers terms, "holding a part of the Self for oneself"(73), would be the best way of making one's way through a merciless world which considers listening to sob stories as the last affectionate thing to be done. Similar to what her mother had been teaching her since childhood, if the world won't mind about your problems and concerns, one would better invent a new story for the world and oneself.

As Loes Nas makes clear in her book, in autobiography we find: "cultural appropriations and political crossings constituting the site of borderlands, a physical and discursive place where cultures meet and collide."(Nas 2003:126). As is the case with other ethnic women-of-color writers, the existence on the borderland does not allow Chambers to feel either on the inside or on the outside. The psychical space is

one which negotiates the in-betweenness and tries to reconcile the cultural exchanges and collisions. This insider/outsider status has also been emphasized by Trinh Minh-ha, who claims that the inside and the outside shift positions constantly, and it is this blurring of boundaries that converts speaking of Self and of the Other into a risky business:

The moment the insider steps out from the inside, she is no longer a mere insider. She necessarily looks in from the outside while also looking out from the inside. Not quite the same, not quite the Other, she stands in that undetermined threshold place where she constantly drifts in and out. (Minh-ha 1989:74).

In conclusion, we might say that Veronica Chambers' depiction of the postmodern Self is a rather balanced one: she does not shift to the extremes of intactness or fragmentation, and even the sense of alienation is one beyond recuperation and reconciliation

The multiculturalism and multiethnicity of Veronica's reality, comes out mainly through her being both Latina, and African American; Panamanian and American. As Nwankwo suggests "The cultural referents of the text reflect these multiple cultures." (qtd. in Quintana 2002:32). Experiencing colorism even within the Latino community, Veronica's mother preferred going shopping in the communities with which she identified.

"May I help you"--the woman said in English with a heavy accent. "Estoy buscando algo para limpiar la casa"—my mother replied.

Immediately the woman relaxed. It was a scene I had witnessed many times before. Latinos would look at my mother's black skin and brush her off. Then when she began speaking Spanish their attitude would change. I know from my little Spanish that "limpiar la casa" meant "clean the house" but why had my mother come to a card store for a Mop and Glo? (Chambers *Mama's Girl* :29-30).

Veronica's identification with the African American culture on the other hand becomes more evident as she speaks about the Black History Month, completing assignments of having to write about Martin Luther King, Chirley Chisolm and Rosa Parks. As there

is no excuse and no hiding from race and cultural heritage, she cannot leave apart that side of her character that tells her that she is a Latina too.

A hybrid Panamanian community that embraced and exemplified the cultures and the traditions of both ethnicities came into existence, thereby making her narrative also a kind of hybrid genre. The difference in cultural discourse and Memoryline is also another factor that separates Veronica from her mother and breaks up the bonds to the ancestral line.

Both my parents were born in the Caribbean--my mother in Panama, my father in the Dominican Republic—but my father moved to the States with his family in 1962 when he was twelve years old. My mother's grandmother, Flora, worked in the laundry in the Canal Zone, ironing the American soldiers' pants [...]. My father joined in the U.S. Army after high School and was stationed in Panama. He met my mother and they started dating and soon got married. I was born in the American military base, which made me a United States citizen. (Chambers *Mama's Girl* :12).

References to the cultural and linguistic features of grandchildren of ethnic Americans, are encountered frequently as Chambers absorbs her grandmother's stories about polluas and the Panamanian commonplaces, and at the same time feels angry and distanced at not being able to understand the conversations that her mother has with her Latina friends. It is not that Chambers does not want to get integrated into the matrilineal language and culture; it is just that they are not providing enough space for her to feel at home. While teenagers of her time find it difficult to obtain a sense of belonging in a country where they have to deny the "Mestiza" consciousness in the name of the native, uni-cultural identifications, Chambers feels entrapped in the borderline between two or more cultures without her relatives welcoming her in any of them. The fashion parades and the language shows of her mother's friends provide the girl with a clue about the complexity of society. In the beginning, she considers the parade of the mother's friends as an interesting spectacle through which she gets to know more about Panamanian history and tradition.

They would come through the front door wearing the "home clothes" that my mother wore on weekends -house dresses in splashy tropical prints shorts and T-shirts and other casual wear in loud colors. Their hair would be dutifully curled in rollers and

covered with big silk scarves--never the cloth bandannas that American women wore (44-45).

When her mother tells her how much she has suffered for her and the way she was compelled to endure a miserable life and marriage for her sake and for the sake of her brother, Veronica immediately turns to language as a means for processing information.

I went into my room and cried all night, I was stunned. I knew then that as good as my Spanish was, there were things I had been missing. For the first time, I felt as separate from my mother as I once had from my father. I hated my father for hitting my mother, my brother and me. But now my mother had beat the shit out of me in just a few words. (97).

In Veronica Chambers we find ourselves unwillingly absorbed into the tapestry of the American past and present, uni-cultural and multicultural. In her memoir Veronica Chambers experiences the same duplicity and hybridism that "Mestiza" daughters of ethnic American origins go through, and her solution to the incomprehensibility of the postmodern times is to hold things for oneself and to try not to question matters that are beyond response.

The Others of Veronica Chambers are represented by the motherly figure and by the father and the brother portrait. The matrilineal relationship in Veronica Chambers memoir appears as a tapestry woven of scars and bruises, but it nevertheless remains their private story of survival. Chambers writes about Black men as fathers, sons, biological and spiritual brothers and lifetime partners. The slavery embedded stereotypes and the society engendered patriarchal notions distort the black man image in *Mama's Girl* and even dilute the kind of love and affection Veronica may feel for the male figures in her life. What is more black women unconsciously other themselves and their bodies by artificially trying to make their bodies match the white standards. As a result, they commodify their bodies in the desperate attempt to anchor their postmodern Selves. As a feminist Veronica Chambers does not try to reinvent the feminist course; rather she tries to build upon the legacy of her forerunners, and insert herself within the ongoing movement, thereby shifting the focus of the attention onto the gender issues.

4- REBECCA WALKER

Subtitling her book *Autobiography of a Shifting Self*, Walker describes how she developed from a rebellious black adolescent living with her mother in the bohemia of San Francisco, to an upper middle class Jewish girl living with her father and her stepmother in the suburbs of Manhattan. The unusual custody arrangement, the daughter having to spend two years with each parent, poses her shuttling between coasts and cultures and made her feel a movement child psychologically as well as politically. Placed on the mainstream's margins, and born biracial, comes to her as a conditioned invitation to view the world from the perspective of both an insider and an outsider. Adding a third dimension to the typically black and white dyad of U.S. race relations, her book deploys Jewishness to unfold the plurality of whiteness and challenge the dichotomies of race and identity. Nevertheless, Walker's ultimate conclusion is that we must strive to come to terms with our ethnic identities in order to be able to assume the role of cultural ambassadors.

As Funderburg emphasizes in her online article in *Time's Magazine*, in terms of subject matter, Walker's book:

teems with childhood wreckage, premature sex, reckless drug experimentation, and interracial marriage. Interwoven are heartrending but barbed recollections of absent, distracted parents--a self-absorbed mother, writer Alice Walker who hires someone to take her daughter clothes shopping because she is too busy to do it, "too tired", and a "checked out and sagging father", civil rights attorney Mel Leventhal (Funderburg 2001:1).

While feeling disparate from her father's extravagant, xenophobic attitudes and lifestyle and compelled to abide to the rules of the white suburban city, Rebecca chooses ethnic marginalization to being scapegoated as her father's aupair or baby-sitter.

The racial and ethnic duality becomes even more difficult to manage as she shifts between cultures and worlds. This is regarded by Rebecca as coming of age and journeying "from planet to planet between universes that never overlap." (Walker *Black, White and Jewish*: 117). Rebecca's dislocation and subsequent victimization

starts with her parent s divorce and their joint custody agreement. As Rebecca periodically moves from the East Coast to the West Coast, from her "father's white Jewish suburbia to her mother s black artist bohemia, from being an outsider among the white people, to being an outsider among the black community. "(Schultermandl 2004:60), the divorce decision is the one to open up new required spaces for both her parents and eventually set her on a mobile transitional existence that distorts her character, and urges her to claim and disclaim separate facets of her character in every new location.

What their decision means is that every year of my life, I have to move, change schools, shift. My father returns to the life that was expected of him, marrying a nice Jewish girl he met as a kid in a summer camp, and my mother falls for a Morehouse man, an old sweetheart from her Spellman days. For them there is a return to what is familiar, safe and expected. For me there is a turning away from all of those things. (Walker Black, *White and Jewish* :117).

Rebecca makes a gloomy depiction of the condition of her body. She considers herself as never at home in her body, a mushy substance waiting to be shaped by society, community, lovers or ethnical expectations. If this is the cost she has to pay for being a trans-ethnic mediator and ambassador, she will pay it.

I have never been at home in my body. Not in its color, not in its size or shape. Not in its strange, unique conglomeration of organic forms and wavy lines. In the mirror I am always too pale, too pasty, too honey-colored, not the glamorous sounding café -au-lait. My breasts are always too small, my thighs too fat, my gait inelegant, my neck too long. (255).

As Joan Liddof overscores in her "Autobiography in a Different Voice", "A woman's fiction of identity will shape the identity of her fiction." (Lidoff qtd.in Jenkins 1994:67), a woman of color's identity, is itself a fiction of being transposed across localities, ethnicities, cultures and lifestyles, and her autobiography itself, can never be supposed to be a faithful narration of one's auto, but a fiction based on what memory chooses to track back, and to transfer. Gazing at one's past is to women-of-color writers also recognizing the continuum of the cultural interconnectedness and perhaps this is the reason why Rebecca Walker challenges every expectation of ours since the

very beginning when she says that she does not remember even the most memorable moments of her life: "I don't remember things."

5- CONCLUSION

As a conclusion we may state that the solidity of the Self concept started to be undermined as it journeyed all along its way from classicism to postmodernism. The robust, intact existence of the early times, was replaced by the fragmentary, questionable presence/absence of the modern and postmodern times. As the concept of identity paved its way through the 21st century, a relational networking quality stood in place of the unilaterality of the classic times.

There are several reasons for the obsession with the Self: the rise of capitalist individuality, the development of a burgeoning free-market economy, and lastly the forced migration, urbanization and exploitation. What seems to reconcile the divergent arguments of the plethora of the postmodern critics dealing with the concept of the Self is the conclusion that in the fragmented postmodern experience everybody wishes to be nothing else but himself and the only verifiable place where one exists is inside one's thoughts.

The scientific considerations of the Self concept waver between pessimistic and nihilistic ones; you are not to find a contemporary theoretician who claims that the actual condition of the Self is a crystal bright one. The majority of scientists and religious scholars confess that the postmodern Self is running through hard times of fragmentation, confusing multiplicity or even erasure, but it is this state which has kept the fire of interest in the Self burning.

Female autobiography considered has in turn functioned as one of those forms that sustain sexual difference, the woman who writes an autobiography is doubly estranged when she enters the autobiographical act. Feeling doubly or triply the subject of other people's representations the protagonist is involved in stories that reflect and promote certain forms of selfhood identified with class, race and nationality as well as with the sex. On the other hand, what critics seem to agree on, no matter the tenets of each school of thought, is that the Self should never be considered as a separate entity, divested of ethnic and cultural meanings, but rather as an embodiment of the responses

to the conflicting requirements of racial and sexist oppression. Whether named under the denomination Otherness or Alterity, the binding nature of the relational Self makes the subject never feel complete and saturated and converts the quest for intactness into wholeness more integral than unity and coherence itself.

Important to the Self in terms of its multidimensionality is its relation to the body, to language and to memory. Partially considered in the form of the skin and partially negated in the form of perpetual quest or even completely denied in the form of disembodiment, the relation between the Self and the body remains a crucial one, opening the way to self-knowledge, social melding and communal integration.

Just as autobiographical writing rises up beyond the individual accounts of a specific person, woman-of-color mother-daughter writing raises beyond the constraints of double marginality, promoting gender and ethnic consciousness and turning mothers into the political fronts against racism and sexism. As Wendy Ho observes:

As much as there were intense conflicts with mothers, many women writers of color emphasized the mother's powerful social and emotional presence in nurturing their creativity and in establishing the home place as a political space for survival and resistance for their subordinated racial-ethnic families. (qtd. in Schultermandl 2005:7).

Finding herself immersed in a quest that opens up further ambivalences and ambiguities about her mixed ethnic identity and heritage, the "Mestiza" needs to claim her matrilineal relations rather than let herself be claimed by them and this entails self-negotiations and mediations of her multiple ethnic heritages. It is this dilemma which leads to question, "which collectivity does the daughter of a dark-skinned mother listen to?" (Anzaldúa 1987:100), and it is the same dilemma that leads Walker into wondering whether she is possible, whether there exists anybody able to reconcile cultures and ethnicities without suffocating or misrepresenting one or the other.

Nowadays, the concept of the "Cultural Electra" reaches as an extension of the impact the Jungian psychoanalytical feminism has on the readings of contemporary ethnic texts. The sexually charged distortion of the mother-son relationship, coined as the "Oedipus Complex" by Sigmund Freud, has got as its counterpart the "Electra Complex" xxvi, the identification of the daughter with the father figure, as an act of

individuation. As Silvia Schultermandl states in her dissertation *Unlinear Matrilineage, Mother-Daughter Conflicts and the Politics of Location in Contemporary Asian American and Caribbean American Women Writers* (2004), when a daughter "sides with the dominant culture instead of identifying with the matrilineal heritage her mother embodies, she replicates the dynamics of the 'Electra Complex' on a cultural level." (Schultermandl 2004:50) acquiring sense through the linguistic system we are part of. Nevertheless, what we agree on, even in postmodern times, is that language is becoming more chaotic than ever and, as such, it cannot serve as a cornerstone for building an individual's sense of selfhood. Rather than the nature of the Self, the basic concern of the autobiography criticism corpora seems to be the questioning of the mnemonic truth and the reconciliation of the warring forces of signification within the text itself.

In feminist terms, black women continuously contend over precedence in black male/female relationships. As Springer suggests, "Many times, Black Feminists in the 1970s spent so much time reaffirming their commitment to Black men and the Black community that their gender critiques and actions to end sexism fell by the wayside." (Springer 2002:1074).

Common to all five autobiographies is the recognition of the matrilineal Diaspora and matrilineal family structure as important elements of the ethnic daughter's individuation process. The mother-daughter dyad appears as hovering between mainstream and marginalization, identification and separation, empathy and resentment. Daughters learn that they can never truly pretend to dismantle the cultural and societal constructions (Lorde), or break the hard shell of their mothers for discovering their human side (Chambers). They can at least avoid blaming their mothers for the oppression American society poses on them (Walker), and start to define themselves through the motherly acts of self-denial (Lorde, Chambers), or come to praise the power that stands within these tiny Russian boxes (Golden). The "mestiza" and "Cultural Electra" notions open our eyes to the presence of difference and invite us to reconcile the conflictual categories inherent within every one of us. Situated on the borderlands, we should attempt to hide part of ourselves and develop a cross-border identity.

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HOW EFFECTIVELY IS GROUP WORK IMPLEMENTED IN OUR CLASSROOMS?

Besmira DRAGOTI^{bb} & Anisa SOTA^{cc}

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Abstract

When thinking of effective learning and teaching, group work plays an essential role in our classrooms. It can be defined as a tool for promoting and developing, at the same time, active learning and critical thinking too. Group work can be arranged in many ways, according to different learning objectives; however, its goal is to help students communicate with each other about a specific task, regardless to their level and communicative skills.

Research has shown that teachers who promote group work, their students are more likely to solve problems, acquire several concepts and think not individually but as a whole group. Moreover, it is proved to be an effective way in pedagogical aspects, as students think together, share opinions together and collaborate together, which helps them develop not only their linguistic skills but also acquire refined knowledge and understanding.

There is strong scientific support for the benefits that students have when working in groups. The aim of this article is to give evidence on the effectiveness of group work in classroom learning and teaching. Moreover, this article is mainly concentrated on students' experiences with group work; how it helped them assess language and it basically concerns ESL learners. Teachers' role in preparing students for group work is another issue argued in this article. So, both students' and teachers' feelings were included in this article. Data is collected through teachers' interviews and students' questionnaires, which include multiple choice and open ended questions. (6) teachers

^{bb} Luigi Gurakuqi" University, besmiradragoni@hotmail.com

^{cc} Aleksander Xhuvani" University, anisa.sota@yahoo.com

were interviewed in “ShB” and “A.C” secondary and high school gave their positive and negative effects of incorporating group work in ESL classes. On the other hand, 50 questionnaires were distributed to students from secondary school and high school in Shkodra and Elbasan City to present their feelings toward the effectiveness of group work. By comparing data from teachers’ interviews and students’ questionnaires, the importance of group work will be examined throughout this article.

Another important aim discussed in the article is to give evidence of teachers’ planning procedure, defining specific objectives that meet students’ goals. These academic objectives help both teachers and students achieve the goals that they set from the beginning. Key points involve group formation and size of the group, task duration and also the types of assessment, mainly what teachers find more productive to use.

Keywords: group work, classroom, critical thinking, academic objective.

1- INTRODUCTION

Animal Farm and Learning is a process that requires a lot of efforts and then, when talking about learning English as a second language, it is a bigger challenge for all of us. However, we acquire a language unconsciously, which explains the reason why small children can learn a second language in a less difficult way; through communication. When in group, students need cooperation and to achieve this they have to admit that they need to discuss together about the project issues. Group work is also about student’s level and competence, styles; there are students who learn better and quickly because he/she is part of a group. Moreover, the same issue is about the students’ performance. It is found out that students behave much better when they work in small group. They feel freer to express their opinion, rather than when they are in front of the whole class. Nair and Alwee (2012) note the positive qualities of group work include:

tolerance, team spirit, giving and taking, establishing a direction in learning, developing imaginative and creative thinking, developing a critical and informed mind, developing an ability and sense of enjoyment in life-long learning.^{dd} (p. 4)

As it was clearly mentioned above, group work plays an essential role in language acquisition, because of the fact that communication is the purpose of learning a language and all this can be achieved through group work; as students can interact with

^{dd} Nair and Alwee. *Group work in the secondary ESL classroom*. (2012)

their peers, they listen and then share various opinions with each other. In this way, they have the opportunity to develop their oral language skills.

1.1-PURPOSE OF THIS STUDY

The purpose of this study is to examine how group work is implemented in our classrooms. This can be achieved by the rich data that we have collected from teachers' interviews giving their own prospective about the matter. Despite this, the effectiveness that it has in helping students achieve better academic results is another objective in this study. This can be demonstrated by the questionnaires that we distributed to various students in two different schools. Therefore, recognizing the effectiveness of group work, it is important to note whether teachers do have the exact competence to organise a successful group work and how they plan their students' group work.

1.2-RESEARCH QUESTIONS

This study investigates the effectiveness that group work has in our classrooms. Different teachers have been asked about the way how they implement group work with their students and how they feel about it. Consequently, this study tries to answer the following research questions:

- How effective is group work in helping students achieve better academic results?
- How competent are teachers in organizing group work with their students?
- How do group work help students develop their communicative and interactive skills?

2- LITERATURE REVIEW

The raised question "*What is group work?*" can have a lot of interpretations; however, it is defined as more than two people working together for a specific task or assignment. Though when thinking of group work in our classrooms, it can be arranged in different ways, but still it has only one crucial goal: get students interact with each other and work together to complete an assignment or a task. All these help students achieve some good skills, such as communication, understanding and diversity.

2.1- DEFINITION

A lot of research has been conducted related to learning and teaching strategies. One of them is definitely group work. According to Weimer, group work is defined as one of the most effective strategies of learning a lesson that creates a powerful learning experience among students (Wiemer, 1986, p.2). Burdett pointed out that group work is a learning strategy that gives the students possibilities to collaborate and negotiate their individual idea with others (as cited in Burdett, 2003, p.177). Kriflik and Mullan advocated that working in a group is kind of cooperating learning approach that furnishes students learning positively (as cited in Kriflik & Mullan, 2007, p.14). They also pointed out that group work is a significant project that helps to improve learner's social and personal skills as well (as cited in Kriflik & Mullan, 2007, p.14). Sugino has suggested that group work escalates students' language practice and develop students' quality of talk (as cited in Sugino, 1994, p.104). Salas advocated that group work is a common term that includes range of techniques where two or more students are appointed a task that involves cooperation and self-initiated learning (Salas, 2005, p.2). As it is obviously seen there are various definitions about the description of group work by different researchers.

2.2- WHY SHOULD TEACHERS USE GROUP WORK?

"Group work is an effective technique for achieving certain kinds of intellectual and social learning goals. It is a superior technique for conceptual learning, for creative problem solving, and for increasing oral language proficiency." (Cohen, 1994)

Cohen states that group work at some times can be more effective than traditional teaching methods. Cohen goes on stating that group work is good when two conditions are met; the task should make use of conceptual thinking instead of memorization or applying a rule. Also the group needs to have the adequate knowledge to correctly complete the task. Another good assignment is when a question has no clear answer, the students then need to think and discuss different answers; something that all members of the group benefit from. One learns how to communicate by communicating with others according to Lindberg. She further states that communicative language learning is a large part of learning a language. Teachers must provide a classroom climate and exercises that allow the students to develop the verbal

aspect of the language, as this knowledge will be needed outside the classroom (Lindberg, 1995).

Chirac and Hempel state that group work can be a way to learn how to think for yourself, as well as developing the students "argumentative abilities and critical thinking" They go on saying that in a study by Johnson and Johnson it has been shown that student collaboration leads to higher productivity and greater results. Students that together with the teacher actively participate in the classroom benefit not only by gaining greater knowledge but also language wise.

2.3-TEACHERS' AND STUDENTS' BENEFITS

When teachers assign group projects, they require students to work with one another, apply what they have already learnt and at the same time develop cooperation and teamwork among each other. Research shows that group work can have a very positive impact on learning outcomes for many reasons. As it was previously mentioned, group work essentially creates an environment where students "teach" and explain concepts to each other. This reinforces the information provided by the teacher and also provides students with the opportunity to learn the material from a peer, who may be able to explain it in a way that makes more sense to the other students. The concept of students working in groups also promotes a setting where collaboration and cooperation are valued and produce better results, teaching the students valuable life-long skills that are important in the professional workplace. Below there is a list of the most important benefits using group work in the classroom:

- Students become able to take ownership of the subject matter.
- Students develop communication and teamwork skills.
- Content is reinforced as students work together and "teach" each other. This improves understanding through additional discussion and explanation.
- Content may be broken down into parts. This allows students to tackle larger and more complex problems and assignments than they would be able to do individually.
- Students can work together to pool their expertise, knowledge and skills.
- Students hold one another responsible and accountable.
- Teaches students to plan more effectively and manage their time.

- Instructors benefit by seeing students approach problems in novel and unique ways. This can improve the instructor's perspective and make their future teaching more effective.
- Instructors are able to have the content reinforced by giving the students ways to apply what they have learned in a collaborative setting.

2.4-ARE THERE DISADVANTAGES?

Group work teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method. Some fear they will be expected to do more work. Others are unwilling to share their ideas or to lose total control during the process. Group work requires more time and energy. Opposition may also come from students. Some students flourish in a highly structured environment that favors repetition. Some are confused by conflicting opinions. Leaders may not know how to handle a lot of responsibilities.

- Assignments must be designed carefully to ensure that all members of the group will be active participants.
- Assignments must directly meet the learning objectives of the course and relate directly to the content that has been taught. For some material, there are a limited number of viable projects.
- Instructors need to monitor each group, provide feedback and assist when necessary. This may prove to be more time-consuming than traditional teaching formats.
- The project must be designed in a way to promote assessment that is valid, fair and accurately reflects the knowledge and performance of all group members. Grading complexities can make group assignments difficult for instructors.
- Students may sometimes struggle with making decisions in a group setting.
- Students have varying attitudes regarding collaborative work in the classroom.

2.5-PLANNING FOR GROUP WORK

2.5.1-OBJECTIVES

One of the most important steps in planning for group work is to determine what we want to achieve through the group activity, both academically (e.g., knowledge of a topic) and socially (e.g., listening skills). The activity should relate closely to the course objectives and class content and must be designed to help students learn, not simply to occupy their time. Roberson and Franchini (2014) emphasize that for group learning to be effective, students need a clear sense that group work is “serving the stated learning goals and disciplinary thinking goals” of the course. When deciding whether or not to use group work for a specific task, consider these questions:

- What is the objective of the activity?
- How will that objective be furthered by asking students to work in groups?
- Is the activity challenging or complex enough that it requires group work?
- Will the project require true collaboration?
- Is there any reason why the assignment should not be collaborative?

2.5.2- GROUP FORMATION

The size of the group depends on the number of students, the size of the classroom, the variety of voices needed within a group, and the task assigned. Groups of four-five tend to balance the needs for diversity, productivity, active participation, and cohesion. Also teachers decide how students will be divided into groups. Division based on proximity or students' choice is the quickest, especially for large and cramped classes, but this often means that students end up working together with friends or with the same people. However, for some group works, the diversity within a group (e.g., gender, and level of preparation) is especially important, and it is discussed that teachers should assign students to groups by themselves before the class.

2.5.3-TASK DURATION AND MONITORING

It is important that students have sufficient time for their group work. It is advisable that teachers clarify the fact that is not the amount of the material that counts but its

quality. Another important point, however, is to present the groups the sufficient time that they have to work for their project. They should know how to rearrange their work and time at the same time. Also, it is the teachers role to plan for a plenary session in which groups' results can be presented or general issues and questions can be discussed. Monitoring the groups is another important aspect. As students do their work, teachers circulate among the groups and answer any questions raised. Also, it is recommended that teachers listen attentively for trends that are emerging from the discussions, so that they can refer to them during the subsequent plenary discussion. Teachers should not interfere with group functioning- allow time for students to solve their own problems before getting involved.

3- METHODOLOGY

3.1- INSTRUMENTS

This research is both a qualitative and quantitative research. The main instrument of data collection was a semi-structured interview for teachers. Participants were provided with the questions prior to the interview so that they could think of examples and experiences related to the questions. By providing the questions, the participants were able to attend the interview with prepared notes that outlined key facts and information they needed to help them to remember their experiences and beliefs.

On the other hand, the questionnaire was the second instrument that was used in this research. The questionnaire included six different questions about group work. Information was collected based on the responses to the questionnaire from various students as they could express their ideas and opinions freely.

3.2-PARTICIPANTS

Data is collected through teachers' interviews and students' questionnaires, which include multiple choice and open ended questions. (6) teachers were interviewed in "ShB" and "A.C" secondary and high school gave their positive and negative effects of incorporating group work in ESL classes. On the other hand, 50 questionnaires were

distributed to students from secondary school and high school in Shkodra and Elbasan City to present their feelings toward the effectiveness of group work.

4- FINDINGS AND DISCUSSION

This study aimed to provide an answer to the following research questions:

- How effective is group work in helping students achieve better academic results?
- How competent are teachers in organizing group work with their students?
- How do group work help students develop their communicative and interactive skills?

As it was previously mentioned, having taken into consideration the nature of this study, both qualitative and quantitative instruments were used. The interview was conducted with the teachers of the two schools, one in Shkodra and the other in Elbasan. The interviewed teachers were six. On the other hand, the questionnaire as a quantitative instrument was filled by fifty students of these two schools.

4.1-FINDINGS FROM THE INTERVIEW

Teachers were asked these questions:

1. What is your opinion related to group-work in class?
2. How effective do you find group-work in engaging all the students and make them participate in the lesson? Why?
3. How does group-work affect on making students obtain a better understanding of the lesson?
4. What is the method/ criterion you follow to divide students into groups?
5. Do you set ground rules for group interaction? If yes, please tell us some of them.
6. How challenging is for you the assessment of students in a group? Do you assess them individually or as a group?
7. How would you handle a situation in which students do not get on well within the group and aren't listening to each-other?

From the above mentioned questions, there were obtained these answers:

Related to the opinion about group work, all the six interviewed teachers answered that they considered group work as an effective method which helps them organize a pleasant and interactive lesson. Two of them answered that they used group work often and students loved it.

When asked about the effectiveness of the group work in engaging all the students, teachers answered positively by saying that this is one of the biggest advantages that group work has. It provides teachers with the opportunity to engage all the students since everyone of them is part of a group and therefore will be assigned a specific task. Positive answers were also provided for the third question. Teachers considered group work as a method which helps students interact and learn from one- another. They also added that students with lower academic achievements can benefit and learn from students who have better academic results. They do not obtain only information and knowledge from one-another, but the working methodology as well. According to the six interviewed teachers, group work is a very effective method in making students share knowledge, information, ideas.

One other question in the interview was related to the method or criterion teachers use to divide students into groups. Four teachers answered that they did not have any specific criteria but they were based on the nature of the assigned task. If the task allowed opportunity for a collaboration of a big number of students, then the teachers would appoint more students in the group. One teacher said that since the number of students in her class is not very big, then she used to create smaller groups. Another teacher answered that the criterion she followed was to create as smaller groups as possible because in groups with a big number of students, students have the tendency to neglect their task and their performance is not the expected one. Additionally, all these teachers answered that they always tend to have students with different academic levels in their groups. They never created groups based on the students' academic level.

Teachers stated that they do not set ground rules but they certainly do provide advice and instruction to students. They say that students do not need written rules because they already know what they should or should not do while working in groups.

The sixth question received a variety of answers. All the six interviewed teacher answered that assessment is somehow difficult when students work in groups. They said that if the teacher has not been attentive while students were working in groups and if they had not been monitoring students carefully, they would not be able to assess students appropriately. Four of the teachers answered that they assessed students as a group and two of them said that sometimes they also assess students individually.

When asked about a situation in which students do not get on well within the group, four of the interviewed teachers said that they would change the student's group if he or she does not feel comfortable with his or her peers. Two other teachers reported that they would make the students understand that it is a group work and therefore, they have to collaborate and respect one another in order to successfully achieve the set goal.

4.2-FINDINGS FROM THE QUESTIONNAIRE

In this section, there are presented all the collected data from students' questionnaire. The questions are both open and closed ended questions. The way the questions are constructed gives an overall view of students' feelings about group work, whether they think it is effective or not. Below is the students' questionnaire:

- What is your feeling about group work?
- Do you think group work helps you learn the language? Justify your answer.
- In a group work, do you prefer to be with your friends or others? Please briefly explain.
- What do you think about problems associated with group work?
- Can you suggest any other way to make a group study more effective?
- Give your overall opinion about group work

The first question consisted on students' feelings related to group work. The majority of students (84%) gave positive answer for this question. They said it is very effective and helpful; that's because group work according to them offers a variety of opportunities to work together with their classmates. They said while discussing in a group, they feel comfortable and they have a lot of fun. Fewer students replied in both

positive and negative way. They said it is sometimes effective if we are cooperative and sometimes it is not good at all.

The following table will show the percentages of students' feelings about group work:

Option	Total students	Responses	Percentage
Helpful	50	42	84%
Not helpful	50	8	16%

The second question was whether group work is helpful for learning the language or not. Most of the students (86%) have replied that it is very effective for them, since it gives them the opportunity to communicate with each other. They also mentioned that different students might have good vocabulary skills; therefore, they learn from the group. However, few students (14%) have said that group work never helped them to learn language. They said it might help to do the task easily but it does not help them to learn the language.

The following table will show the percentages of the above results:

Option	Total students	Responses	Percentage
Helpful	50	43	86%
Not helpful	50	7	14%

The third question was whether they prefer their friends in group or other people to work with them. Majority of the students prefer their own friends in group. They said it is very comfortable to work with their friends since they know each other better. They feel free to communicate and ask anything about the task. Few students prefer to work with friends and others. They said it is an opportunity to know other members in a group, learn new things and share problems about specific topics or tasks. On the other hand, two students only like to work with others instead of friends. They think that there will be more chat than study with friends.

The following table shows the information about the students who like to work with friends and others:

Option	Total students	Responses	Percentage
With friends	50	36	72%
With others	50	2	6%
With both	50	8	16%
None	50	4	8%

The forth question concerned problems related to group work. The first thing students mentioned was communication problems. They said that in a group work some students work whereas others keep quite. Therefore, they get less information. They also said that one of the group members does not listen to others or accept others opinion which might create a problem in a group.

The following question was about different suggestions from the students about how to make the group work more effective. Majority of the students said that if the students work equally and try to understand and accept each-other's opinions, the work would be effective. Few students said if the teacher let them select their own members it will be more effective. Others said if the leader administrated the group properly, the group work would be more effective. Few students said if the teacher let them sit with advanced level students, the group might work well. Timing is a major problem of group work.

The last question is about the students' opinions of group work. Most of the students said it is effective and helpful for them. If the students in a group cooperate with each other, the task can be done properly. They said group work does not function if the students do not want to share information. Therefore, everyone should listen and understand each other. Some of the students mentioned that it is one of the activities where the students get to know their friends better, can exchange opinions and make their best effort to accomplish the task. They mentioned that through group work they learn new things and they have fun at the same time.

5- DISCUSSION

In this chapter, the results of the study will be compared to find similarities and differences between the variables. All the interpretations of both students and teachers will be seen in regard to the theoretical part discussed in Chapter 3.

The results that were presented in the previous chapter will be discussed in the form of summaries of the tables. Each section discusses one topic, which begins by summarizing the answers given by the students and the teachers during the questionnaires and interviews. It is important to notice that there is a connection between both teachers' and students' opinion about group work. The results show that almost 90% of teachers said that group work is effective to some extent and 92% of students said they really like to have group work as much as possible in the class. Most of the teachers and students are confident about their perspective of having group work in class. Both of them have pointed out some significant reasons having group study in the class. They also mentioned that through group work shy students might become confident and get the chance to speak out in the class. Teachers emphasized the fact that through group work difficult things become easier and students get the chance to exchange their opinions. Some of the teachers also believe that group work is a significant component and should be practiced in class. From the results, the majority of the students like working in a group. They feel it is easy and comfortable to work with their peers and other students. They were convinced that group work facilitates them to communicate with different types of people and gives them the chances to develop their four skills to some extent. They also mentioned that from group work, they get ideas, learn new words, improve their vocabulary and accomplish their goals on time. Therefore, we can notice that both teachers and students get benefit from group work.

However, everything has its own drawbacks; as it was obvious that group work has many advantages, it has some problems as well. Data analysis shows a few differences among teachers and students reflection regarding to this issue. Most teachers (75%) said it has many problems whereas just a few students (6%) have found it problematic. Therefore, we see that in this case, teachers' percentage is higher than the students'. The explanation for this difference was that teachers were concentrated more on

students' language learning whereas students were more focused on entertainment. As they had chances to talk with their partners they found it entertaining for learning. Another problem was that teachers faced many different types of learners in the class. Some students are active whereas others do not want to talk much, which is the primary reason of making students work in group. They said that while having groups work, they found students do not participate equally. Sometimes poor students get good marks without doing anything. However, another disadvantage that should be noticed is the noise; when students work with their friends they start talking too much. However, teacher administration is necessary. It is believed that if a teacher divides the group properly, monitors them and provide some guidance, there will be no chance group work fails.

6- CONCLUSION AND RECOMMENDATION

After conducting our study, we have found that group work is a crucial aspect for both students and teachers. It can be perceived that the use of group work has a number of positive effects and still it can be defined as a difficult task to some extent. Therefore, it was found that despite having some drawback, both teachers and students gave positive opinions about the importance and effectiveness of group work in the classroom. However, in order to make it more effective the teachers need to administrate properly before making their students work in a group.

Teachers and students should corporate with each other while having a group work in the class. There are times when teachers can not find the right solution for a specific problem that they might encounter during their academic year with their students; at that point group work is the key for both students and teachers. It is important to note that group work has a number of positive effects, but still is defined by teachers as a difficult task to some extent. Teachers are competent in organizing group work with their students but there are still things to improve regarding organization, group divisions, and group assessment.

All in all, group work offers students to be participants in various social interactions which can provide different opportunities to communicate, collaborate and what is

more important to develop their communicative and interactive skills; however, by doing this student can achieve better academic results in English language.

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PARENT'S DIVORCE AND ITS INFLUENCE ON TEENAGERS

Dritan CEKA^{ee}

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Abstract

Divorce is almost always a big stress for children. Most children do not want their parents to be divorced (unless marriages have been filled with intense conflicts, aggressions or other bad resources, which are unsuitable for children). Divorce also can affect relationships by losing contact with one parent, creating economic difficulties and increasing the level of conflict between parents. Divorce is difficult for both parents and children; the worst consequences of divorce are experienced by children where the divorce of parents affects the child's subsequent behavior.

Children in such difficulties are particularly prone to having problems with aggression, disobedience, and breaking laws. School achievements are weak. They can become depressed, anxious, or become "overwhelmed" children who end up caring more for their parents than for themselves. Researchers also point out that the consequences of divorce in children remain for life.

In a study conducted by Laumann-Billings & Emery (2000) about the stress of young people from divorced families, it turns out that; 73% of respondents say they would be different if parents would not divorce and 65% of them thought their life would be different if parents did not divorce. Children who grow up with divorced parents are reluctant to fail in their overall accomplishments, compared to ordinary children.

Keywords: *divorce, dissolution, legal action, consequences, influence*

^{ee} Dardania University, Prishtina, Kosovo, dritanceka@kolegjidardania.com

1- THEORETICAL ASPECT OF THE WORK

Divorce is part of any society and has followed society at all stages of its development. But the causes of divorce vary from society to society and from time to time. The family institution in Kosovo has functioned based on the rules of the Kanun where marriage was a sacred thing and until the destruction of marriage came mainly for moral matters, the tradition was that which protected the marriage. Kosovar society is experiencing a profound social change, which affects changing the family structure, along with this is changing the institution of marriage. Now marriage is not sacred and its destruction is caused by causes of different natures: female emancipation and its high employment, economic status, increased domestic violence, dynamic life where partners do not have enough time to devote to each other, childbirth, pathological phenomena in society (alcoholism, gambling, gambling, drug addiction, adultery etc., Tushi, G. 2012: 97).

In legal terms, divorce constitutes a formal-legal termination of marriage based on the law. Divorce as a phenomenon although it is legalized, since in one aspect it means the rights and obligations of the spousal couple after separation, is distinguished from culture, from period to period. In some societies the rights of spouses are not the same for both genders. The Western world in this regard has advanced far in comparison with other countries. The gender liberalization of divorce in the West has also helped the ever-increasing number of demands for separation, the most democratization of Western societies, gender equality movements, greater and greater independence of women. (Giddens, 1997: 386).

1.1-NOTIONS ABOUT DIVORCE

Divorce is a situation that passes through the bridal institution, experiencing not only the members but also the social community as a major change in the life of the individual as it needs a considerable time to recover and adapt to it. When a family passes this vital process, which is inevitable, family members are predisposed to show strong feelings of anger, anxiety, loneliness, depression, lack of courage to cope with the situation. Divorce is not a mechanical phenomenon where everything ends up with what is foreseen by the positive acts of a country. Rather, the word is about a complex phenomenon manifested not only in masculine couples, but also wider, in children, tribe, social circle of divorced people, etc. Divorce is not just a "private wound" of the

couple, but valued in the widest optics, is associated with many consequences that are always the size of the "social wound". Especially for children who, after divorcing their divorced parents, naturally change their "status". From children raised in the family's normal family, because of the divorce of their parents, they become "children of the divorced family". Consequently, they pass into a "new" condition, psychologically, socially and materially dangerous (Tushi, 2012: 80-81).

1.2-THE CONSEQUENCES OF DIVORCE

Divorce significantly harms individuals and society in many ways in all key institutions such as;

1. Family: Divorce permanently weakens family and relationships between children and parents. It often leads to the development of destructive methods of conflict management, reduction of social ability, early loss of virginity, reduced sense of masculinity or femininity, more difficulties with meetings, greater cohabitation, greater chances of divorce, expectations higher divorce rates later in life, and a diminished desire to have children.
2. Religious Practice: Divorce reduces the frequency of worship of God and serves him in prayer.
3. Education: Advocacy reduces the capacity for child learning and educational achievement.
4. Market: Divorce reduces family income and deepens the individual gained capacity.
5. Government: Divorce significantly increases crime, abuse and neglect, drug use, and government service compensation costs.
6. Health and well-being: Divorce weakens children's health and longevity, also increases life threats, including suicide. (Fegan & Churchill, 2012: 2).

Types of divorce

Divorce represents a major transition to human life with problems and social, psychological, legal, economic consequences. For this reason, scholars are of the opinion that divorce is a transition to human life. This transition consists of a chain of links where Paul Bahanani distinguishes six so-called divorce "types" of divorce that the divorced couple must pass. Each of them can create tensions and difficulties

affecting the couple themselves, their children, their friends and relatives, which they are; a) emotional divorce, b) legal divorce, c) economic divorce, ç) co-parent divorce, d) social divorce, e) psychological divorce (Aziri & Lutfiu, 2017: 222).

1.3-EMOTIONAL DIVORCES

Emotional divorce is a psychological mechanism that some spouses use when they think marriage has become a threat to their well-being. When you divorce yourself emotionally from your spouse, you have shared your feelings from marriage. For some spouses, this happens before divorce. For others, this does not happen until after the divorce process. Most divorce cases are unilateral. Very rarely, a couple will sit down and make the divorce decision together. That wife has gone through an "emotional divorce" and now needs to be legally free from their spouse. Some spouses struggle for years with feelings of emotional distress before they conclude that divorce is the solution to marital problems or the way they feel emotionally. These husbands are usually called "a distant mate" (Aziri & Lutfiu, 2017: 222).

1.4-LEGAL DIVORCE

This stage involves the legal steps for filing a divorce and developing legal arrangements, property determination, custody decisions, and so on. If the two partners agree on everything, the process can be, if not easy, quite straightforward. And disagreements, however, are likely to complicate and prolong this process and increase the emotional and financial costs. The decree of divorce establishes new relations between the parties, including their duties and obligations pertaining to the property they possess, support the responsibilities of each or both and the provisions for each child. When a marriage is violated, divorce law provides legal solutions to issues that husband and wife are unable to resolve through mutual co-operation. Historically, the most important question in the divorce case was whether the court should give a divorce. When divorced, the solving of the constant obligations was simple: The woman was given custody of the children and her husband was required to support her and her children. Modern divorce laws have overturned the involvement of the courts. (Clarke-Stewart, Alison, Brentano, Cornelia, 2008: 21).

1.5-ECONOMIC DIVORCE

Economic Divorce - the allocation of money and property. Asset allocation can be difficult. Since two families are more expensive than one, you may have less money to cover your expenses due to divorce. As a result, you may need to learn new financial skills. Insurance (health and life) and pension plans may become even more important after divorce. When people divorce and divorce, all these savings are lost, resulting in an unfavorable economic impact on the couple and their children. In a friendly divorce with each partner by agreeing on a division of marriage assets and custody issues, the legal cost of marriage settlement may be relatively small. There are also costs involved in asset allocation since not all assets can be easily allocated, which means that for some assets, such as an hour or a car, a partner will take the asset and then have to come up with cash buy the partner's interest. (Clarke-Stewart, Alison, Brentano, Cornelia, 2008: 21).

1.6- SOCIAL DIVORCE

Social divorce - the changes that occur in relationships with friends and the community. As the divorce process continues, you can get less support from your family and friends. You may feel that fewer people are willing to help you when you need them most. You cannot feel comfortable about your married friends. Mutual friends that you and your previous spouse shared before divorce may seem uncomfortable in your presence. They may not want to take sides. You may feel anxious about the beginning so far, especially if you have not met for years. (Clarke-Stewart, Alison, Brentano, Cornelia, 2008: 23).

1.7- PSYCHOLOGICAL DIVORCE

Psychological Divorce - the process of mental separation and the development of your independence. This is the "real" partition from the bridal partner. At this point, learn to be self-supporting. Rather than spending time blaming another divorce person, you can spend time adapting to divorce as you learn about yourself and new ways to connect with others. You know that you have adopted a healthy divorce if: a) you have admitted that the marriage is over, b) you have left your anger, c) remember the two good and bad aspects of marriage, ç) have made peace with the other parent of your children and yourself d) you are realistic about how you have contributed to divorce; e) you have

created a support network outside marriage-related friendships; d) you have developed future goals;

(<http://pods.dasnr.okstate.edu/docushare/dsëeb/Get/Document-2412/T-2234> accessed March 10, 2018).

1.8-REASONS FOR DIVORCE

No marriage is not without problems, some endure cuts and ups and downs fall into one of the reasons for divorce. However, a marriage that has problems is not the cause of divorce, in many cases it is knowing about them and when they become a problem, knowing how to resolve them. Below are listed the 10 reasons for divorce;

- 1) Unfaithful marriage: The main reason for divorce,
- 2) Communication breakdown in relationships,
- 3) Physical, psychological or emotional abuse,
- 4) Marriage Financial Matters,
- 5) Sexual Incompatibility,
- 6) Boredom in marriage,
- 7) Religious and cultural tensions,
- 8) Child Growth Issues,
- 9) Dependence on narcotic substances, gambling, etc.

1.9-IMPACT OF DIVORCE ON ADOLESCENTS

Divorce is the most devastating act of the family, from which no one is gained. But those who experience the most, who experience, insecurity, lack of orientation etc. are children who, because of their parents' actions, remain "social orphans" in the sense of being vulnerable, being children with a mother but without father, or father, but without a mother. Children who beg for the streets, those who have dropped out of school and work, those who do bad jobs, who are victims of trafficking, the absolute majority of them are children with divorced parents, whose care fades and the dangers they become too gave me. Generally, children with divorced parents have lower achievements in school. They are not happy in the family and appear more careless in society and in the neighborhood than in children with full families. The negative impact of parents'

divorce on children looks much more in the first and second year after divorce and begins to fade over time. During the first year, children often show aggressive behavior, become self-reliant, addictive and do not easily approach. Usually, parents who are sharing have less time, attention, and money for their children.

1.10-LONG-TERM EFFECTS OF DIVORCE ON CHILDREN

Children begin to be affected 2-4 years before separation or divorce occurs. This period before separation tends to be more harmful to children than divorce or actual separation. This may be due to parental conflict and anticipation of a divorce and reduction of parental contact. During divorce, conflict between parents is often associated with less love, less responsibility, and more disposition to punish their children, that leaves their children feeling insecure. Usually, mothers take great care of children and their home, but especially in the early moments of separation, they are more concerned about finances (money) and to increase self-esteem. Divorced women usually start to play less with the children and seek more discipline from them. Even fathers, especially during the first year, change their behavior towards their children (Tushi, 2012: 100).

1.11-THE CONSEQUENCES OF DIVORCE THAT TENDED TO SUBSTANCE ABUSE

Research has shown that teenagers from one-parent families are more prone to delicate behaviors, including drug and alcohol use. Drugs and alcohol become a way for adolescents to get rid of their frustration and anxiety. Research has shown a higher incidence of substance abuse in adolescents whose parents are divorced. Of course, there are other factors like the care provided by the single parent, which determines the teenager's tendency to have drugs. However, the probability of an adolescent subject to temptation is very high. Increased use of alcohol and drugs was important: 14 percent admitted to having begun drinking or drinking more after divorce and 13 percent admitted to experimenting or thinking about taking drugs. More alarming was how it affected eating habits: More than a quarter reported comfort in eating or not eating enough. Other studies show that the risk of smoking has increased significantly, from 39 percent for girls to 48 percent for boys 18 and less. There is also a significant difference in the use of drugs for girls living with their fathers despite those living with their mothers - the drug use of girls in the father's only family has been significantly

higher.(http://momjunction.com/articles/side-effects-divorced-parents-children_0022338/#gref, March 10, 2018).

2-METHODOLOGY

The methodology used is in line with the goals set at the beginning of the study. This paper is based on many sources of information.

From many existing sources and from many studies by different authors. These sources of information are used to study theoretical concepts related to the subject of the paper. 2.1.

2.1-PURPOSE OF THE WORK

The main purpose of this study is to analyze and explain some issues such as; Divorce in general, its notion, the causes of divorce, the types of divorce, the reasons for divorce, the impact of divorce on children, the forms of childbearing, the long-term effects of divorce on children, the factors that determine the reaction of a child divorce, divorce influence on girls and boys, the impact of divorce on children's development from childhood to adulthood, and steps that alleviate the child's suffering in divorce.

2.2-OBJECTIVES OF THE WORK

The objectives of this study are to analyze divorce as a phenomenon in which a large number of couples are passing and to analyze the impact of divorce on children, how much this phenomenon affects them, the importance of gender and age of children and so much else. 2.3.

2.3-DUTIES OF WORK

The main task of this paper is to understand what divorce is, how parents come to divorce, separation of their duties as parents, taking custody, etc.

As well as to analyze what are the main factors affecting children, how to go to their softening through which each child whose parent's divorces pass. 2.4.

2.4-DESIGN OF THE WORK

The realization of this paper has been developed by taking a large number of local, European and American literature in connection with divorce, as well as a sufficient literacy about the impact of divorce on children.

2.5-THE REASON FOR CHOOSING THE TOPIC

The reason for choosing this topic is my interest in and the desire to see more reasons why divorce occurs, which every day is becoming a growing phenomenon in other countries but also very common in our society. And specially to see the impact of divorce on children who are most affected by this, but also the broader circle.

2.6-RESEARCH ON THE NUMBER OF DIVORCED COUPLES IN KOSOVO

The number of married couples has a growing trend from year to year. This shows that Albanians are not even fortunate and enduring in their marriages. Only during 2011, 16 divorces have been recorded throughout Kosovo, as compared to 2010. In January-December 2011, 17 thousand and 343 marriages were registered in Kosovo, while 1 thousand 469 couples, according to the figures of the Kosovo Agency of Statistics.¹ Since the number of divorces is increasing this is evidenced by the data published by the Kosovo Agency of Statistics (KAS), where it becomes known that the divorce differentials in 2013 with that 2014 is in over 200 cases. Out of 1040 cases in 2013, in the following year their number was increased to 1243. The data in this publication of KAS were presented based on their administrative collection for 2014 by the Kosovo Basic Courts, where they were collected a total of 1,244 statistical sheets on divorces.² In the Basic Court of Prishtina only during January and February 2016, 25 cases of divorce were registered. In total, this court is handling 263 cases of this nature. Of these 22 couples, having started the process, have repented and withdrew the request, while two cases have dismissed the court as ungrounded. Only 17 cases have been resolved in this period. The Basic Court in Pristina has started the year with 238 unsolved cases of divorce inherited from 2015. Meanwhile for two months it has dealt with 41 cases and has remained another 222 unsolved cases. However, Mirlinda Gashi from the Pristina Basic Court has said that the number of divorce cases in the first months of 2016 is smaller than in the first months of 2015. Comparing January - February 2015 and January - February 2016 concludes that the number of cases received in 2016 is decreasing.³ the most fatal for couples, is reported to be the second year of marriage with 12.0%, the first year with 11.8% and less than a year with 9.7% of divorced persons. Divorces by age group were dominated by women aged 25-29 with 313 divorces or 25.2%, while men dominated 30-34 years with 314 or 25.3%. According to

school preparation, women and men with high school dominate, where the number of women in this category is 628 or 50.5%, while men 681 or 54.8%. The largest number of divorced spouses are without children with 65.5%, then come with two children with 12.6% and one with 9.1% .4

4- DISCUSSION

Divorce is a very stressful situation for all members and families who experience it and is a major change in the life of the individual who needs a considerable time to recover and adapt to it. A family that passes such a process during his life is undoubtedly involved in a host of emotional disturbances. The divorce process can increase within family member's strong feelings of anger, anxiety, depression, loneliness, turmoil, and lack of courage visible in the personality of individuals. Divorce is the most devastating act of the family, from which no one is gained. But those who suffer more, experience, insecurity, lack of orientation, etc. are children who, because of their parents' actions, remain "social orphans" in the sense of becoming vulnerable, being children with a mother but without father, or father, but without a mother. Children begin to be affected 2-4 years before separation or divorce occurs. This period before separation tends to be more harmful to children than divorce or actual separation. Separated parents should not forget that they can be separated from each other, but not by children, they should not talk badly to each other. It should not be in any way that the hasty actions of the child should be compared to the other parent ("you are your father" or "your mother") etc.

Divorce can affect teenagers in different ways, depending on many factors, including age and gender. The child's age plays a critical role in how it responds to the separation of their parents. There is no "good age" for a child to pass the divorce of parents well, because the sensitivity of children varies from one age to the next. Divorce affects boys and girls equally, but in some cases, a particular gender may indicate a worse reaction than the other. For example, depression due to divorce is higher for boys than for girls. On the other hand, girls have a greater tendency to develop serious behavioral problems.

5- CONCLUSION

This paper aims to show what is divorce and its impact on children. The phenomenon of divorce has become one of the most recently studied subjects in social sciences, and in particular in the science of psychology and sociology, however divorce represents a fundamental right of man. Today, most countries allow divorce, except for one or two countries forbidden to divorce, even in exceptional cases, is the case for countries such as the Philippines and Malta.

While in other countries this is allowed in approval with the legal aspect. However, it is worth mentioning that this phenomenon itself is a social and psychological problem today, because from the divorce the couple experiences a psychological and social crisis, including other traumas that will then carry them.

However, if the spouse has children, then the problem is bigger, because field research shows that children are the main victim here. They feel lonely, feel guilty of separating their parents, and from this context they create some kind of social isolation, but besides that, most of the children without parents are likely to be involved in criminal organizations in the future, presenting the society a risk potential. The growing number of divorces over the last decade has also led to a number of social problems resulting from the collapse of family balances. Distribution of marriage is almost always an unhappy event, at least marked by disappointment and loss of dreams and expectations.

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EXPLORING ACADEMIC STRESS AMONG UNDERGRADUATE MEDICAL STUDENTS IN ALBANIA

Erilda AJAZ^{ff} & Heseva SERJANAJ^{gg}

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Abstract

Student life now days has become a difficult and challenging period of time, with a lot of competition, workload and stress, particularly in regards to medical students. Previous research has indicated that medical students' prior factor of being under stress is their academic life. Nevertheless, this topic is not well-researched when it comes to medical students' academic stress. Thus, the aim of this study was to explore academic stress among undergraduate medical students in Albania.

The main purpose was to explore the relation between academic stressor, academic performance and intra/interpersonal related stressor. Another aim was to look at gender differences in terms of academic related stressor. This study addressed 147 undergraduate students of the University of Medicine Tirana in Albania. Respondent medical students completed two domains of MSSQ (Medical Students Stress Questionnaire), 25 likert scale items. confirmed significant gender difference regarding academic related stressor ($T=-2,539$, $p<.05$).

Furthermore, Person's correlation analysis showed a weak positive significant correlation between academic related stressor and students' GPA ($r(147) = 0.223$, $p<.007$). Results also showed that there was no statistically significant correlation between overall inter/intrapersonal related stressor and students' GPA. Further research is recommended on academic stress regarding sources of stress, coping strategies, year of study and their impact on academic performance on medical students.

^{ff} Bedër university College, Tirana-Albania, eajaz@beder.edu.al

^{gg} Bedër university College, Tirana-Albania, hserjanaj14@beder.edu.al

Keywords: *medical students, academic related stressor, inter/intra related stressor, academic achievement (GPA), academic stress, gender.*

1- INTRODUCTION

One of the most Throughout time, scholars and professionals have conducted a variety of research regarding stress. Time after time the definition of stress has been modified and changed due to different factors, perceptions and human life in general. In their academic life, students experience stress mostly because of the exams and tests. They wonder if they are going to pass or to fail. Furthermore, one of the main important outcomes of students' academic life is their academic performance. According to Thawabieh and Qaisy (2012), stress "is one of the main aspects of our modern life, resulted from the rapid changes in human life, so this age is called the age of stress" (p.110). In other perspective, "Stress is the "wear and tear" our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative influence on us" (Behere, Yadav& Behere, 2011, p.146). Lazarus and Folkman (1984) claim that stress is mainly experienced due to individuals lack of coping and dealing strategies to conform to imbalances between the individual and environment demands, which endangers welfare of the individuals. Bartson and Cacioppo (2004) suggested, according to Walter Cannon automatic stress theory that stress is a result of emotional and psychological processes.

Studies have shown that the most frequents factor for causing stress in students was academic factor (Gupta Choudhury, Das, Mondol, & Pradhan., 2015; Yusoff et al., 2010). Khan, Altaf, and Kausar (2013, as it has been cited by Wilks, 2008) have suggested that "Academic stress arises when academic related demands exceed those available resources of an individual which he/she adapts." (p.147). Another researcher found that "Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure" (Lal, 2014, p.123). Others scholars have defined academic stress as psychological distress. For instance, Sarita (2015) suggested that "Academic stress refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members..." (p.385-386). On the other hand, academic achievement is defined as "outcomes that indicate the extent to

which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university” (Steinmayr Meibner, Weidinger & Wirthwein, 2014, para.1).

1.1-ACADEMIC STRESS AND ITS RELATION TO ACADEMIC PERFORMANCE AND STUDENTS’ ACHIEVEMENTS

According to Shaikh et al. (2004) stress can affect students’ academic performance and their school achievements. Another study indicated that the higher the level of stress in students the lower were their academic performance (Shkullaku, 2015). Abouserie (2006) stresses that examinations and test results were the highest causes of stress in students, followed by studying for exams, too much to do and the amount of material to learn and study. Moreover, another supportive study showed that “The curriculum with overload of information, and the environment presenting multiple hurdles ‘rather than opportunities for assessing progress’ are important sources of stress” (Sidhu, 2007, p.52). Swaminathan and colleagues (Viswanathan, Gnanadurai, Ayyavoo, & Manickam, 2015) claimed that a considerable number of students experienced moderated stress and it was particularly associated with academic factors and psychosocial factors.

Result of a research showed that academic stress is reciprocally related to students’ course grade. It was also claimed that students’ stress and course grade was greatly influenced by their academic coping style and motivation (Struthers, Perry, & Menec, 2000). Additionally, Misra, Crist and Burant (2003) found that higher levels of academic stressors were predicted by higher levels of life stress and by lower levels of social support. Furthermore, higher academic stressors predicted greater reactions to stressors. Moreover, in another study it was hypothesized that academic stress would be negatively associated with students’ academic level. It was found that academic stress had a negative impact academic level (Akgun & Ciarrochi, 2003). Scholars and researchers have found that male and female experience stress differently. Therefore, these differences make them more predisposed to stress. Results of a study showed that female students stress level was significance high then males stress level (Thawabieh, & Qaisy, 2012). In their research Brougham et al. (2009) claimed that female students had higher level of stress compared to male students. Other sources of stress for students included were interpersonal factors within the academic environment.

According to Thawabieh and Qaisy (2012), “Students mental health which causes stress to them is the academic factor, students feel unhappy with the university climate...” (p.116). Khan, Gulzar, and Yahya (2013) found that one of the most influential factors on students’ stress was family life. Furthermore, the second group of factors found the by the researchers was emotional stress and the least factors that influenced stress had to do with the financial factor. A study showed that Family stress negatively affects and reduce student performance (Mushtaq & Khan, 2012).

An important and inflectional factor linked to students’ stress was also their personality. A study showed that several personality factors, such as social presence, empathy, independence, good impression, intellectual efficiency, psychological intuition and work orientation increased the vulnerability to stress (Dumitru, & Cozman, 2012). A study conducted by Ji and Zhang (2011) indicated that college students’ mental stress level increased and had a positive association with study conditions, employment situations, economic conditions, and personal factors that students had. However, the majority of the students were more stressed about the employment situations. A study conducted by Hudd et al. (2000) found that habits and behaviors of the students that were in influence of stress had the highest probability to have less healthy behavior.

1.2-STUDENTS’ GENDER DIFFERENCES ON STRESS AND ACADEMIC STRESS

Scholars and researchers have found that male and female experience stress differently. Therefore, these differences make them more predisposed to stress. Results of a study showed that female students stress level was significance high then males stress level (Thawabieh, & Qaisy, 2012).

In their research et al. (2009) claimed that female students had higher level of stress compared to males’ students. Females studnets experienced more stres on familiy relation, daily hassles and greater overall use of self–help and approaches to cope with stress. A studies showed that there werea significant difference between males and females regarding academic stress and life stress. The ones that were more stress in both were females (Abouserie, 1994). Likewise, results of on another research marked the differences between males and females suggesting that “Male participants differ

significantly in their level of adjustment to academic stress than the female participants” (Busari, 2014, p.599).

In their research scholars, Misra and McKean (2000) found that time management behavior had a considerable influence on academic stress. Regarding gender differences results showed that female has more effective time management behavior than male students. However, female students experience higher level of academic stress whereas males benefited more from their leisure time activities. In contrast, Busari (2012) found that there is there was no significant difference between male and female respondents in their perceptions of academic stressors but by using the mean scores as basis, female participants’ respondents scored higher compared to male respondents. “Regarding reaction to stressors, male and female respondents differ significantly in their perceptions of emotional and cognitive reactions...” (p.138). Likewise, Ahn, Park, Baek and Chung (2007) cited that “Females scored themselves higher in ‘perceptions of academic performance, and intrinsic academic motivation,’ but lower in ‘intrinsic academic motivation’ than did the males” (p.59).

Backović et al. (2012) found that students experience stress mostly during their exam and communication with faculty staff. Furthermore, females experienced higher level of stress during their communication with staff of the faculty compared with male students. Additionally, there were several stressors that influenced stress in students. Female students were found to have higher level of stress in relation with their physical health and general stress level than males. Also compared to males, female students declared high effects of stress from contacts with patients and autopsy. Moreover, it was found that “Examinations were most frequently perceived as high stressor (in more than half of all observed students), also significantly more in females” (Backović et al., 2012, p.178).

On one the other hand, it was found that the correlation between stress and gender differences it is insignificant or it has a slight correlation. A study showed that results of the research were insignificant regarding gender differences and stress levels by reviling that the stress level among males and females is almost in the same level “There was no main effect of gender or task, and no significant interaction between gender and task” (Kania, 2014, p.98). Other researchers conclude that, stress in

university students is present and experienced by them due to different factors. Despite that, there were insignificant correlations between stress in students and gender differences (Khan et al., 2013; Siraj et al. 2014).

In a cross-national study conducted by Albanian and international scholars it was found that Albanian students showed no difference experience on stress regarding academic and clinical elements. Likewise, there were no significant on overall stress based on years of study on students. However, Albania students scored higher on stress scale in the option following death of their patient (Burnard et al., 2007). Another study conducted in Albania suggested that “The academic performance consists stressful in 50 percent of students in the first year and increased in 55 percent of the students in the third year. Meanwhile, the stress shown during relationship with the school teaching staff and personnel was higher in the first year of the students’ studies and decreased in the third year by 35 percent” (Bilali & Bilali, 2013, p. 1409). In a study conducted in two leading universities in Albania found that there is a negative association between academic stress and academic performance, but the relation between academic stress and academic performance was weak (Shkullaku, 2015). The objective of this research was to explore the correlation between academic related stressor, academic performance and intra/interpersonal related factors.

1.3-AIMS AND HYPOTHESIS

The main aim of this study was to explore the relationship of academic stress in undergraduate medical students with academic related factor and interpersonal/intrapersonal related factor. The second aim of the study was to investigate whether academic stress has any relation to academic performance in undergraduate medical students in Albania.

According to the previous literature and research in this field, the following hypothesis were tested in the present study:

Significant gender differences were expected between female and male students in their level of academic related stressor.

A significant negative correlation was expected between academic related stressor and undergraduate medical students’ academic performance. It was expected that the higher

the level of overall academic related stressor, the lower the students' GPA (grade point average).

There was expected a negative significant correlation between inter/intrapersonal related stressor and academic performance. The higher level of interpersonal/intrapersonal related stressor and lower the GPA (grade point average).

2- METHODOLOGY

2.1-SAMPLE

Participants on this study were students at the Medical University of Tirana, from the Faculty of Medicine. In total there were 147 participants, from which 24.5 % of them were males (n= 36) and 75.5% were females (n=111). Participants were from 1st up to 6th year of medical undergraduate program. The mean age of the participants was M = 20.62 (SD =1.10) years. The range of participants' age varied from 18 years-old the youngest to 25 years-old the oldest. The mean GPA of the participating students was M = 8.05 (SD= 0.85) out of 10 grade, whereas the range of their GPA was from the lowest 6.00 and to the highest 10.00 points.

2.2-MEASURES AND PROCEDURE

Prior to completing the questionnaire, consent of the participants was taken in which students signed the consent form. Furthermore, demographic information and data about academic stress on undergraduate medical students were taken from each participant. The items of this survey were a four-point Likert type scale (from 0 = "no stress" to 4 = "extremely severe") which was used to measure the respondent's level of agreement with factors affecting in students' academic related stressor and inter/intrapersonal related stressor. Determining the level of stress for each of the options (from no stress to extremely severe experience of stress) was for Academic Related Stress 0 point = no stress, 1-13 = mild, 14-36 = moderate, 37-39 = severe, 40-52 = extremely severe. Regarding IRS, 0 = no stress, 1-6 = mild, 7-13 = moderate, 14-21 = severe, 22-28 = extremely severe. Students GPA (General Point Average) is taken by students' self-report. The questionnaire was translated in Albanian language by a certified language translator. Based on the previous study the reliability of academic related stressor (ARS) is Cronbach's alpha $\alpha = 0.921$ and intra/ interpersonal (IRS) is $\alpha = 0.895$ (Yusoff, Rahim & Yaacob, 2010).

3- FINDINGS

Students mean of overall academic related stressor was 27.04 (SD=7.190) (see Table 1), which is considered to be on a *moderate* level of academic related stressor. The mean overall intra/interpersonal related stressor was M=4.69 (SD=4.519) see (Table 1), which falls under *mild* level of inter/intrapersonal related stressor.

Table 1: Descriptive Statistics of Overall Academic Related Stressor (ARS) And Intra/interpersonal related stressor (IRS)

	N	M	M	M	Std. d.
Overall academic related stressor (ARS)	147	10	47	27.04	7.190
Overall Intra/interpersonal related stressor (IRS)	147	0	22	4.69	4.519
Valid N (listwise)	147				

Regarding the first hypothesis, the results supported as it was expected that females would have higher level of academic related stressor compared to males. Overall academic related stressor and gender difference results showed that females had higher mean (M=27.88, SD=7.370) than males (M=24.44, SD=5.978). As such, there is a significant difference between female and male students in their level of overall academic stress: $T=-2,539$, $df=145$, ($p<0.05$) (refer to Table 2).

Table 2: Gender and Overall Academic Related Stressor (ARS) T-test

		t-test for Equality of Means - Levene's Test for Equality of Variances				
F	Sig.	T	Df	Sig.(2-tailed)	M	Std.
1.969	.163	2.539	145	.012	3.438	1.354
		2.824	72.413	.006	3.438	1.217

The second hypothesis predicted a negative correlation between academic related stressor and students' academic performance. The results of this study did not supported this hypothesis. *Pearson's correlation* analysis conveys that there is a statistically significant correlation between overall academic related stressor and students' GPA, but two variables are *positively* correlated: $r(147) = 0.223$, $p < 0.001$ (see Table 3). However, the correlation between the two variables is considered to be weak.

Table 3: Pearson's Correlation of ARS and GPA (General Point Average)

		Overall Academic Related Stressor(ARS)	GPA
Overall Academic related Stressor	Pearson Correlation	1	.223**
	Sig. (2-tailed)		.007
	N	147	147

GPA (General Point Avarage)	Pearson Correlation	.223**	1
	Sig. (2-tailed)	.007	
	N	147	147

**Correlation is significant at the $p < 0.01$ level (2-tailed)

In third hypothesis it was expected a negative correlation between inter/intrapersonal related stressor and students' GPA. However, the results of our study did not support it. As it is shown in Table 4, *no statistically significant* correlation exists between overall inter/intrapersonal related stressor and students' GPA, $p > 0.01$.

Table 4: Pearson's Correlation of IRS (Inter/intrapersonal related stressor) and GPA (General Point Average)

		GPA	Overall Intra/Interpersonal Related Stressor (IRS)
GPA	Pearson Correlation	1	-.042
	Sig. (2-tailed)		.609
	N	147	147
Overall Intra/Interpersonal Related Stressor (IRS)	Pearson Correlation	-.042	1
	Sig. (2-tailed)	.609	
	N	147	147

4- DISCUSSION

Stress has multiple effects on medical students in various aspects. Studies have shown that stress is a process that accompanies students throughout their academic life, particularly impacting their academic performance/achievement. As such, the purpose of this study was the exploration of academic stress on its academic related stressor and inter/intrapersonal related stressor, among undergraduate medical students. Moreover, the relation that exists between academic related stressor and academic performance, inter/intrapersonal related stressor and academic achievement and gender differences on academic related stressor. The most frequent stress factors or stressors that have a significant relation in medical students were academic related stressor and inter/interpersonal related stressor. In addition, this study once again confirmed that females have the highest level of stress in comparison to male students.

The first hypothesis of his study tested whether there exist gender differences in terms of academic related stressor. It was expected that female students would have higher level of academic related stressor compared with male students. The results of the study supported this hypothesis. Thereafter, the results of this study supported other previous studies as well. Ahn, Park, Baek & Chung (2007) claimed that female students had the higher level of stress regarding their perception of academic performance. Furthermore, Backović, Ilić Živojinović, Maksimović, & Maksimović (2012) claimed that gender differences and academic stress were significantly related with one another. Emphasis should be placed on the fact that female students have higher possibility to experience anxiety and feel under stress. Additionally, other researchers have found strong association between gender differences and stress, supporting the assumption that females have higher level of stress compared with males regarding academic relates factors. For instance, Busari (2014) claimed that males are more prone to adjust to academic stress then female students. Therefore, male students have higher skills in coping and dealing with stress than females students. In another study done by Busari (2012) was claimed that males and females reacted differently to stress situation in reference to their emotional and cognitive reactions. Thus, females react in a more emotional way towards stress, while male students tend to internalize their emotions. According to a study conducted by two Albanian researchers with nursing students in Tirana, Bilali and Bilali (2013) it was found that female students experienced stress

more than males' students, particularly in personal and academic achievement in the first year and academic achievement, clinical assignment and professional ability during their third year of study. The implication of this finding is that counsellors and academic staff should take into consideration how to build and implement intervention strategies in order to emotionally support students based also on their gender and stress coping styles.

The second hypothesis of this study was regarding academic related stressor and its relation with students' academic performance and achievement (GPA). It was assumed that there is a negative correlation between academic related stressor and students' academic performance and achievement (GPA). Results of our study showed that there is a statistically significant correlation between overall academic related stressor and students' academic performance or GPA. However, the correlation between the variables had a weak and positive correlation between one another. Contrary to this, some of the previous studies addressing this hypothesis have concluded that there is a negative correlation between academic stress or stress in general and students' performance (Akgun & Ciarrochi, 2003; Shkullaku, 2015; Sohail, 2013).

Nevertheless, Siraj, Salam, Roslan, Hasan, Jin, and Othman (2014) have suggested the same result as in our study. Results of scholars showed that there is no negative correlation between stress and students' academic performance. The correlation is positive, implementing that increased level of stress leads to higher academic performance. Furthermore, it was found that the majority of students, participants on the study, claimed that stress increased their level of motivation to learn. However, we may speculate that positive correlation among variables may be due to students' adjustment and coping strategies that they have. According to Busari (2014), techniques to deal with academic stress foster adjustment in undergraduate students.

The third hypothesis of this study was regarding inter/intrapersonal related stressor and students' academic performance/achievement (GPA). It was assumed there is a negative correlation between two variables. Nevertheless, results of our study indicate that there were no statistically significant correlations between these factors. Considering previous studies, inter/intrapersonal related stressor has been one of stress main factors in medical students (Manjunath et al., 2014; Siraj et al., 2014). Even

studies conducted in Albania have suggested that inter/intrapersonal stress has a significant negative association with academic performance of students (Shkullaku, 2015). However, since our findings have disconfirmed this relation, we might speculate that this finding could be as a result of high level of adaption to the environment that medical students have accomplished so far. Manjunath and colleagues (Nagesh, Singh & Ravish, 2014) claimed that “stress as a process involves a series of interactions and adaptation of the individual with the environment where he lives” (p.41).

Furthermore, considering the low level of stress experienced by students, speculations might indicate that intra/interpersonal related stressors may not be a barrier for students’ academic performance. As Siraj et al. (2014) claimed that none of the factors of MSSQ (medical students stress questioner), including inter/interpersonal, would influence negatively academic performance of medical students. Regarding the third question of this study, the most frequent items of academic related stressor, selected (4 out of 13) by participants were “tests and examination”, “heavy workload”, “large amount of content to be learned” and “unjustified grading process”. These results were also supported by previous with similar findings (Backović et al., 2012; Saipanish, 2009; Sarita, 2015; Nakalema & Ssenyonga, 2014).

5- CONCLUSION

As indicated from the results and the conclusions interpreted about one out of two hypotheses was approved there were a significant difference gender differences on overall academic related stressor, whereas female students had higher level of academic related stressor. However, the second hypothesis was a surprise due to the fact that academic related factor had a positive correlation with students’ GPA (General Point Average). These findings may have come as a result of self-reported GPA by students they may have written the desirable GPA instead of the accurate one. Regarding the third hypothesis students may have low problems with inter/intrapersonal related problems, and may have higher level of adoption to the environment that they learn or may not have any conflict within school environment.

Even though there are a considerable number of research and studies about general stress on medical students, a limited number of studies has been dedicated to academic

stress on medical students. As such, measurements and questionnaires might consider to include more items addressing academic stress in particular. Another limitation of the present study has to consider the sample. The number of the participants of this study is very high. This has implications about the generalization of the findings on the population of medical students. Furthermore, although students were very willing to participate in the study, some of them did not return, filled completely or correctly the questionnaires. Additionally, during the period that the questionnaires were distributed, the students were on exam period, very occupied with the schedules and under time pressure. These situational factors might have had an impact on the return rate, the number of participants as well as on the answers they provided in the questionnaires.

The fact that students were having exams might also interact with the level of experienced stress at the time of measurement. This implicates that the level of stress at another time of the semester (for example the beginning of the semester) could be reported differently. Regarding students' GPA, it was self-reported and as such, we might expect that it was not correctly reported. Therefore, the accuracy of the GPA leaves room for interpretation. Since there was not access to each of the student profile to obtain the accurate GPA from their university grade register. Nevertheless, academic stress can be damaging for students' health and may affect other dimension of student life. Therefore, further and more in depth researches should be done on academic stress in medical students on others potential stressors and coping strategies. Moreover, further studies should focus in finding possible relationships between years of study, academic performance that may influence students' academic stress and discovering other motivation factors for students in order to improve their academic performance.

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**THE IMPACT OF TECHNOLOGY ON LEARNING ENGLISH (CASE STUDY:
MADRASSA “H. MAHMUD DASHI”, TIRANE)**

Isa ERBAŞ^{hh} & Flori GURRAⁱⁱ

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Abstract

This study investigates the impact of technology on English language learning. As we are living in “Digital Era”, technology has its place in every part of our life. Since the very first beginning of the technology, it started adapting in schools with the aim to do better and easier teaching, also to make students more comfortable and to get the best from them. This process of advance has continued for many years and nowadays we are the ones to see this kind of adaption to pass many phases. We have seen blackboards replaced by smart boards and so on. This study aims to figure out if the students use this technology to improve their English level or not. As a beginning, we have tried to give a general information especially to younger generations, which are mostly keen on technology, then we are focused specifically on madrassa H. Mahmud Dashi's in Tirana. 122 were asked to complete in 10 survey questions in order to find out what they thought about the connection between technology and learning English. To make this study more precise we have conducted a quantitative survey to figure out the importance of technology and the effects of it on them.

Keywords: *Digital Era, learning English, Technology usage, listening, reading, writing, speaking.*

1- INTRODUCTION

The decade that we are living on has faced us with an incredible advanced technology that is invented to help the humanity. We are living on the age of the high technology

^{hh} Bedër university College, Tirana-Albania, ierbas@beder.edu.al

ⁱⁱ Bedër university College, Tirana-Albania, fgurra16@beder.edu.al

and machines created to make our live easier but do we really use this technology and to get benefits from it?

This study analyses the impact of technology on learning English as a second language. It focuses on using technology on learning English and how we can get benefits from it. Smart phones, ipads, lap tops and many other technologies can be used for learning English. Smart phones are the most popular in todays' society that can help every student improve their English. Everyone can download applications that help them learn English such as dictionaries, games etc. Furthermore, the technology is part of most of the schools nowadays as it has become part of our life.

1.1-PROBLEM STATEMENT

Technology is the innovation of our time that can be possessed by everyone. The high school offers it to its students to help them learn better and easier English. Many of students have different ideas but the results will show if this is an effective way to learn English or not.

1.2-PURPOSE STATEMENT

Many students are most of the time use technology for different purposes but do they use it to learn English? Do they get benefits using technology to learn English?

1.3-GUIDANCE QUESTIONS

Are students of high school familiar with the usage of technology on learning English?

Do they use technology to improve their English level?

Do they use the digital tools that their high school offers to them?

Does their teacher use those tools?

Did the usage of technology effect their English improvement?

2- LITERATURE REVIEW

Technology makes a contribution to make students more active in the learning process (İşman A, 2002). As 21st century is advancing, various technologies are shown to teach English in the classrooms. To stay beside each other, we need to use all the resources and make the learners use technology for their good. In order not to be removed from

the real world, the students have to renovate their knowledge by using modern technology.

There have been studies about computer assisted language learners (CALL) that affects the development of language learners on four skills: Listening, reading, writing and speaking. Because of the current state of technology, the most important skills are reading and listening.

The advantages of using technology are also commented by Considine, Horton and Moorman in terms of using different media resources for different direction. A few of the media experimented including songs, video clips, editorial cartoons and internet resources to recruit students in the learning process. A lot of strategies to engage students in media literacy activities are becoming. The manifestation of Information Communication Technology (ICT) has shown to increase the impact of media on culture and schooling. Connecting reading, visual, writing and technological literacy, assured students with opportunities to write for a lot of audiences and to produce real texts like online book reviews (Considine, 2009).

2.1-THE IMPACT OF TECHNOLOGY ON VOCABULARY

Learning vocabulary is essential to develop the four language skills: reading, speaking, writing and listening. If the language learners have learned the vocabulary of a language, then it makes easier the learning process, because it makes them understand better the voice that they hear or the text that they read. Agca claimed that if a student's vocabulary is rich, then she or he can understand better the foreign language structure (Agca, 2013).

The effectiveness of technology on learning vocabulary has been argued by many studies. We will take three of the features that contribute to vocabulary development, even though there are some more. These are the emails, online games and the use of short message service in vocabulary development. Lu's study tried to examine the effectiveness of Short Message Service (SMS) in helping second language learners provide new words. He did an experiment by comparing the post-test results of two groups, one received two words daily via SMS whereas the other got a list of 14 printed words each week. The result showed that the students renowned more vocabulary during post-test after reading brief SMS lessons than they did after reading the printed

material (Lu, October 27, 2008). Technology can assure language learners as well as teachers with new techniques for vocabulary development and one is learning vocabulary through electronic games. Lee distinguished, (as cited by Uberman, 1998) that, games makes the learners use the language, instead of learning the right form and games should be treated as basic to the foreign language program (Uberman, 1998).

2.2-THE IMPACT OF TECHNOLOGY ON READING

A study was accomplished to monitor the technology in use by the students, to monitor the classroom dynamics, and teacher choices on the technology used, to look at student learning and to learn about student and teacher perceptions about technology. There is a program designed to help reading instruction in language classrooms, called computer assisted literacy. The results suggested that students were motivated on task and observant on their literacy tasks. The learning technology permitted students to develop independent work and build both their skills and faith about literacy and using technology.

Teachers and students as well, commented on the fact that they saw skills, attention, focus and confidence being built. A lot of teachers noted that the students that were not concentrated at the start of the year, but then they were able to attend the technology center, and then became more focused at the class. Analysis of student performance that student's performance is improved in the classes where technology is used (Blachowicz, 2009).

2.3-THE IMPACT OF TECHNOLOGY ON WRITING

A survey in the CALL (Computer Assisted Language Learning) in the writing classroom has shown that CALL creates a motivating atmosphere for learners to work on their own rhythm and linguistic development level that increases their independent writing skills in terms of quality and quantity (Lawrence, 2009). Another survey shows that the effectiveness on using "the online writing" coming in teaching writing, in two years in six classrooms during the 2006 World Cup to test how children used difficult sentences in their writing on a football web-log. They explore how the crowd of of a temporary, global event and an online forum for communication created a moment of linguistic where students began to use high level forms of language. This research shows positive finding for students in presenting ideas to their classmates (Kelly, 2009).

2.4-THE IMPACT OF TECHNOLOGY ON SPEAKING

Speaking is considered to be one of the most important skills of a language in learning a second or foreign language. According to (Gillian Brown, 1983), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his / her ability to speak fluently and comprehensively. So, teachers are responsible to prepare the students to be able to speak in English in real life situations.

The technology that has gained attention in speaking abilities is CALL. There has been success in using it, in specific computer mediated communication to help speaking skills to “communicative competence” and provide speaking practice outside the classroom (Healey, 1998). Nowadays technology offers to the students to listen a conversation and by repeating after the playback so they can make their speaking more fluently than they used to.

The high school which the case study belongs to, has language lab which is used by the students. The usage of this lab is very helpful for them on the mastering their abilities. Also in this lab they can surf in internet and find much information that makes their communication abilities better than they possess them. They find lots of learning materials like audio, video, audio-video recordings and get exposed to a target language and helps in improving their speaking skills.

2.5-THE IMPACT OF TECHNOLOGY ON LISTENING

The ability of speaking and listening are strongly connected together. The technology has made much easier learning ESL (English as a Second Language) because ITC (Information Communication Technology) provides many different ways how a student makes listening and progress on it. They can master their listening ability by listening music, conferences, different talks by scholars or famous people and watching movies and learn more about the how a language is used by politicians, scholars but “street language” as well.

YouTube specifically, gives a wide source of materials of varied genres that can be formed into singular playlists under the control of the teacher. By listening those they can improve their listening ability and they will be able to understand a native English speaker.

Listening is a process in which the individual makes a conscious effort to understand the sounds that are being heard (Özbay, 2009). “While using multimedia-assisted instruction, students’ attention spans are longer and the material is better learnt and learnt more quickly because the learning environment addresses more senses” (Merrill PF, 2004). As Hubbard has mentioned (in press) “the explosion of native-speaker authored content on the web has been the most significant recent change for listening practice” (Blake, 2016). As it is understood from the mentioned references, technology provides lots of listening opportunities for the language learners.

3- THE ANALYSIS AND FINDINGS

In this survey 40 students from the 10th classes, 42 students from the 11th and 40 students from the 12th classes completed the survey questioner and gave their views related to the impact of technology on learning English in Madrasa H. Mahmut Dashi, Tiranë. They all have an acceptable background to answer and to give their opinion during filling the survey. It is composed of questions that aim to show the role of technology on the English learning process. Below there are questions of the survey and results. The survey was held in January 2018.

3.1-HOW MANY YEARS HAVE YOU BEEN LEARNING ENGLISH?

As it can be noticed in the graph the number of students that have been learning English for six-nine years is higher in number than two other options. As we have mentioned before, the secondary schools in Albania are supposed to study English language as a first foreign language. Most of the students had studied English before they started their studies in this high school. Also this means that they have a general background of the English language.

3.2-DO YOU THINK USAGE OF TECHNOLOGY IN LEARNING ENGLISH IS IMPORTANT?

According to the result of the survey around 80% of students agreed that the usage of technology helps them improve their English. There is only a small percentage of them say that it helps them till a point but not that much and also there are only three students that disagreed on this.

3.3-DO YOU THINK TECHNOLOGY CAN HELP YOU IMPROVE YOUR SUCCESS?

As from the previous question the number of students that agreed on the questions if the technology is important in learning English also number of students think that the technology can improve their success is in a higher percentage than the number of students that do not think that it helps to improve their success. This means that students trust in technology and that's why, sometimes they use to learn English consciously and sometimes unconsciously they learn from it. Also there is a small number of students that disagree on this but there are some students that doesn't have any idea if it helps them improve their success or not.

3.4-DO YOU THINK THAT LANGUAGE LAB CAN HELP YOU IMPROVE YOUR ENGLISH?

As this high school provides language labs to its student to better and easily learn English, it seems that most of them have gained the benefits of it. The number of students that think that language lab helps them improve their level of English is higher toward the negative or neutral ones. There is a small percentage of students that think that language labs don't help them improve their English and also there is a percentage of students think that it helps them improve but not that much as it is pretended.

3.5-DOES YOUR ENGLISH TEACHER USE DIGITAL TOOLS TO TEACH YOU ENGLISH?

As the aim of this question was to figure out if the teachers of this high school use the technology that is offered to them and to its students to teach English. The result of the survey shows that the English teachers use those digital tools to teach their students.

3.6-DO YOU USE TECHNOLOGY TO LEARN ENGLISH?

Technology is used almost everywhere and anytime. This question aims to figure out if the students use it with the purpose of learning English or not. The result of the conducted survey can be easily understood (as it is shown in the graph) that most of the students use technology to learn English and there is only a small majority that disagree on this. Only 17 out of 122 students disagreed on this.

3.7-DOES YOUR ENGLISH TEACHER GIVE YOU TASKS TO WORK IN COMPUTER?

It is surprisingly that the outcome of this question is completely the opposite of the previous question when the students were asked if their teachers use digital tools to teach them English but they do not ask them to work task on computer. Maybe it means that teachers do not ask them to do task before it is supposed that the students have learned by the explanation of the teachers or that maybe there is not enough time to do those task during the lesson time. This question should be asked again after two or three months later as the government has changed the system of lesson where a subject will last 90 minutes and then will be enough time for students to be asked to complete tasks on computer.

3.8-WHICH OF THE DIGITAL TOOLS CAN HELP YOU MORE IMPROVE YOUR ENGLISH?

As it can be clearly noticed from the graph the most used technology is the smartphone. As it is the most used technology nowadays it is very useful to learn English as it is portable but we can't say the same thing about tablet. Even though it is a portable device it is not easy to use it as it has a big size. The second most used technology is computer. As computers are almost in every house at least they use it to learn English. Also the smart boards play an important role in improving English and there are twenty-one students that say that can improve their English by using technology. It seems that the technology the high school offers to its students is helpful to the students as they find it as a tool that helps them to improve their English level.

3.9-WHICH OF THE SKILLS DO YOU THINK TECHNOLOGY CAN HELP YOU MORE IMPROVE YOUR ENGLISH?

As it was accepted the skill that the students can improve more is listening. By listening different conversations, speeches or even watching movies students can improve their listening and to understand more things and to recognize different accents. They also can learn how words are spelled and so on. Also there is high percentage of students that think that technology helps them improve all communication skills. Also it is worth to mention that as the improvement of listening affect the improvement of speaking. It is shown in the graph that the number of students that improve their speaking skill is in a high percentage.

3.10-HOW OFTEN DO YOU USE TECHNOLOGY TO LEARN ENGLISH?

From the outcome of this question, it is clearly shown that all the students use technology most of the time. It's is a high percentage of them that use technology but this doesn't mean that they use it with the purpose of learning English. As the previous questions showed that most of the students do not use properly to learn English but to spend time or for other purposes. Even though they are using technology all the time they aren't getting the profits of it.

With regard to the results of the survey conducted in the high school "Madrassa H. Mahmut Dashi", the following conclusions are drawn. Almost 80% of the students of this high school have been learning English for 6-9 years. The students of this high school think that the usage of technology is important and it helps them improve their English level. They also think that the language labs that high school offers to its students are helpful and that they are well used by the teachers. Most of the students use technology to learn English but as it is shown in the graphs teachers do not give the students tasks to work on computer. According to the students' answers smartphone is the most used digital tool that they use it every day and which help them to improve their English level, especially listening skill.

4- CONCLUSION

As many scholars have mentioned before technology is advancing every day and it is a very important tool that can be used to learn English language. Students can improve their vocabulary by sharing different posts or via SMS, but at the same time they can read information in the online media as it can be found every time when someone is surfing in internet.

By using social applications, they can also improve their writing while they send SMS to their foreign friends that are native speakers. This is the best way to learn English by practising it with native speakers.

One of the main skills needed to learn English is listening and today's technology helps students listen to different things on YouTube so they can get used with the accents of different native speakers. By improving listening automatically, the improvement of

speaking happens. When students improve their listening by different things that they listen by using technology, they start putting it into practice which means that they are going to use it by speaking. As the advance of technology which is very wide, they can start speaking English with native speakers via social applications.

The main purpose of this study was to explore and learn more about the impact of technology on learning English. From the results of the survey conducted in Madrasa H. Mahmut Dashi, Tiranë, the general outcome is that the students of this high school have improved their English by the usage of the technology. Technology does not mean only the technology that is offered by this education institution but the ones that are offered by their families too. Regarding to the technology that is offered by the school, the students of this high school find it helpful the usage of technology, especially language lab and smartboards. Even though this high school offers many things to its students, they still claim that their teachers do not give them task to work on computer.

Finally, usage of the technology in this high school, regarding to the outcome of the survey, is a success of Madrasa H. Mahmut Dashi, Tiranë.

5- RECOMMENDATION

As technology nowadays is part of our daily life, not only students or anybody can use it to learn a new language, but every person who possess a smartphone or a computer can put himself / herself on action and learn a new language. If anyone wants to improve his / her listening skills we would recommend YouTube channel, where specialists on different areas of science or life, make speeches for their audiences.

The government needs to provide language labs, smart board and other technology tools so everyone would have the opportunity to improve his or her English.

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THE IMPACT OF POSITIVE REINFORCEMENT OF TEACHERS ON CHILD BEHAVIOUR

Ornela TABAKU^{jj}

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Abstract

The research conducted on understanding the attitude of the primary public school in Tirana; "17 Shkurti", toward the use of the rewards to change children behaviour or making them dependent on. The study examined the attitude of the primary teachers towards rewards. The purpose of the study is to investigate the importance of widely-used reward schemes by teachers. Analyzing the attitudes of the respondents if they are conscious of their use or we have so much internalized that we no longer see them as a problem, but as part of the routine of daily work in the social context and cultural norms in the promotion, transmission, preservation and reinforcement of knowledge. The study makes a comparative analysis of educational settings in the theory that they apply dissemination systems in practice or use punctuation. The study made use of descriptive design and the instrument used was a self-constructed questionnaire titled the attituded of teachers toward overuse of the rewards. The sample consisted of 10 subjects from questionnaire, and 185 from the observation. One hypothesis was formulated and tested using test analysis. The results of the analysis showed supportive attitude towards rewdrds in theory but in practice it was more the punishment use. Also, they disagrre with the fact that the use of rewards makes them feel evaluated and judged. It was therefore recommended that since students and the process of learning should be a free will system.

Keywords: *Reward system, teacher, student, motivation;*

^{jj} Bedër university College, Tirana-Albania, otabaku@beder.edu.al

1- INTRODUCTION

Education in school takes place as a binary process, firstly as a formal education which is accomplished through implementation of national curriculum, and secondly as informal education which is realized in the school hidden agenda (Poni; 2013, pg 62, 63).

The system of rewards is part of the hidden agenda of the school that means it is not regulated or stated by the curriculum so they are invisible to the institutional objectives of the schools. What it happened in reality it remains a private agreement amongst pupils and pupils and teachers.

This research will conduct on understanding the affect that positive reinforcement has on later childhood behavior in Tirana primary public school children at "17 Shkurti". The study will examine the attitude of later childhood children at "17 Shkurti" school by reinforcing them with rewards and see how this is affecting them psychologically if they make them dependent on or not, socially if they harm their relationship.

The specific aims of this research will be as following:

- To determine how much rewards are affecting children school achievements and if they are harming their relationships.
- To show if the use of rewards make children dependent on them or not.

Positive reinforcement has been used to help strengthen the behavior modification system that it employs to change and see how your child behaves by giving him/her rewards as a way for good behavior and increase the probability to that specific response. The use of positive reinforcement procedures can be used by teachers to the child. Recently, schools have been using rewards or better said overused them for the reinforcement of 'good' behavior. This includes traditional systems such as merits, point systems and star charts, but they also reward them with verbal reward "good boy!" or "good girl, giving awards for their work or certificate etc. Superficially, praises look like the key to successful children or so it has been seen by the teachers.

Generally, we want to express the love and the appreciation to our children and most of the time parents at the beginning and later on teachers at school show it by praising

or rewarding them for what it is called good behavior. People are using reward and praises toward their children in daily routine and they have become accustomed to them that seems like they are born with them.

In fact, nowadays praising your kids' for the good behaviour has become a customary that almost nobody has thought to question about its validity. This routine has a big influence on the creation of self-identity. The reward conducts them to full fill duties and modified their ways of behaving. As a consequence, children behave like teachers wants and expect them to behave in order to get the rewards for appropriate behaviour. The main concerns for children's behavior must be the dependences, manipulation and later individual success and not care for others. By reducing the free will children become instrumental to fulfil the social imperative of being a successful person.

2- LITERATURE REVIEW/ CONCEPTUAL FRAMEWORK

It evolved from theories of human learning that were formulated at the beginning of the twentieth century.

Ivan Pavlov (1849-1936) through his work with dogs, Pavlov formulated the principles of classical conditioning. According to his experiment dogs salivated at the sound of a bell, prior to eating. The dogs were seen to salivate when they heard the bell, even where no food followed. Pavlov was examining the digestive systems of dogs in his laboratory when he discovered something interesting that would lead to a plethora of knowledge regarding principles of how organisms learn based on simple stimuli found in a particular organism's environment (Corey; pg235; Dani, 2015; Santrock; 2010).

Pavlov's observation and experiment show that a variety of stimuli can be conditioned in order to produce a given an expected reflexive response. It is called a conditioned response because the response it was a learned behavior. We make a parallelism to the education with the children we can assume conditioning as learning. Like the association between the bell and meat that was created to the Pavlov experiment it was a learned behavior (conditioned) and the drooling as a result of the bell too is learned, we can create the same association between the rewards and learning process. (Course lecture, fifth semester, PhD Esmeralda Dani, Dynamics of counseling)

J.B. Watson (1878-1958) contributed to learning theory by frightening a small child who was playing with a pet rat. This was achieved by producing a loud noise every time the child was playing with the animal. Eventually the child's fear extended to all furry toys and even fur coats. Watson's work supports the view that human emotional responses like phobias are result of conditioning. (Course lecture, fifth semester, PhD Esmeralda Dani, Dynamics of counseling)

E.L. Thorndike (1874-1949) Learning theory was furthered by Thorndike. He formulated the law of effect, which states that when a response to a specific stimulus is followed by a reward the bond between stimulus and the response will be strengthening. On the other hand, when the response it is followed by a negative outcome, the bond will be weakened. (Course lecture, fifth semester, PhD Esmeralda Dani, Dynamics of counseling)

E. L. Thorndike (1874–1949), who focused on assessment and measurement and promoted the scientific underpinnings of learning, Thorndike argued that one of schooling's most important tasks is to hone children's reasoning skills, and he excelled at doing exacting scientific studies of teaching and learning. Thorndike's approach to the study of learning guided educational psychology through the first half of the twentieth century. (Santrock; 2010) (Corey; 8th edition; pg235.)

B. F. Skinner's (1938) view, which built on Thorndike's ideas, strongly influenced educational psychology in the middle of the century. Extended the research of the Thorndike. Skinner experimented on laboratory animals indicated that in order to ensure responses will be repeated and animals need to be rewarded. Skinner's behavioral approach involved attempts to precisely determine the best conditions for learning. In the 1950s, Skinner (1954) developed the concept of programmed learning, which involved reinforcing the student's behavior at each of a series of steps until the student reached a learning goal. In an early technological effort, he created a teaching machine to serve as a tutor and reinforce students' behavior for correct answers (Skinner, 1958 at Course lecture, fifth semester, PhD Esmeralda Dani, Dynamics of counseling)

The use of praise and rewards is rooted in behaviorism theory they do work, but just in short terms. In behaviorism, with the use of positive reinforcements every behavior can be changed positively and we assume that students are a bit like Skinner's lab rats

that one can change and modify behavior by simply giving the right rewards. Yet, in the long term this is not the correct answer since it has lots of disadvantages

Albert Bandura (1925-) belong to another group of psychologists, called social learning theorist, who accept that human learning take place according to the principles of reinforcement and punishment. Albert Bandura (1986, 1997, 2001, 2009, 2010a, b, c) is the main architect of social cognitive theory. He says that when students learn, they can cognitively represent or transform their experiences. Recall that in operant conditioning, connections occur only between environmental experiences and behavior. Bandura developed a reciprocal determinism model that consists of three main factors: behavior, person/cognitive, and environment. (Course lecture, fifth semester, PhD Esmeralda Dani, Dynamics of counseling)

Yes, sometimes rewards do work, especially if people really don't want to do something. But when tasks are inherently interesting to us rewards can damage our motivation by undermining our natural talent for self-regulation.

(<https://www.spring.org.uk/2009/10/how-rewards-can-backfire-and-reduce-motivation.php>)

2.1- KEY CONCEPTS ON BEHAVIOUR MODIFICATION

First of all, let see the middle age children who they are? Middle and late childhood (sometimes called the elementary school years) extends from about 6 to 11 years of age. Children master the fundamental skills of reading; writing, and math, achievement becomes a more central theme, and self-control increases. (Santrock ;2010, pp)

In this period, children interact more with the wider social world beyond their family. Childhood is the passage from birth to adolescence known as long transitional period. According to Piaget's theory of cognitive development, childhood consists of two stages: preoperational stage and concrete operational stage. In developmental psychology, childhood is divided up into the developmental stages of toddlerhood (learning to walk), early childhood (play age), middle childhood (school age), and adolescence (puberty through post-puberty). During the middle childhood children are still dependent on their parents physically, emotionally and financially. In this period, since they are in interactions with the wider social world are not influenced only by

parent-child relationship but also by other individuals and institutions. There are various factors that could affect a person's behavior formation and modify it during childhood.

Behavior modification is a system that you employ to change how your child behaves by giving him props for good behavior and using a punishment as a way to stop him from acting out. Behavioral procedures are used in the fields of developmental disabilities, mental illness, education and special education, community psychology, clinical psychology, rehabilitation, business, self-management, sports psychology, health-related behaviors, and gerontology (Miltenberger, 2008 at Corey; pg 235.)

All children's behaviors have their consequences. Behaviors are always followed by something, giving a child attention following behavior can either reward or punish it. It's very important to determine which one of them is happening. Teaching young children should be an ongoing part of the school curriculum. Educational approaches and content should be age specific.

2.2-USE OF REWARDS ON CLASSROOM

Humans begin learning at birth and generally continue this process through life, but how much is learned and the value of that knowledge varies greatly from one individual to the next. (Akpama & Betiang;20013; pg 100)

Nowadays, success is not determined by individual's ability just only to read and write, but also to frame and solve complex problems and continually learn new skills. The educational system is increasingly being asked to provide students with the knowledge, information, and skills needed.

Recently, teachers have used rewards for the reinforcement of 'good' behaviour. This includes traditional systems such as merits, point systems and star charts beautiful words, give some awards, certificate etc. And this has come since, many educators have become aware that punishment and threats are counterproductive. Making children suffer in order to alter their future behavior can often elicit temporary compliance, but this strategy is unlikely to help children become ethical, compassionate decision makers. Of those teachers and parents who make a point of not punishing children, a significant proportion turn instead to the use of rewards. Studies

over many years have found that behavior modification programs are rarely successful at producing lasting changes in attitudes or even behavior. When the rewards stop, people usually return to the way they acted before the program began. More disturbingly, researchers have recently discovered that children whose teacher makes frequent use of rewards tend to be less generous than their peers (Fabes et al., 1989; Grusec, 1991; Kohn 1990). (Kohn;1994, pp 3-8)

The study will examine the attitude of later childhood children at “17 Shkurti” school by reinforcing them with rewards and see how this is affecting them psychologically if they make them dependent on or not, socially if they harm their relationship. The specific aims of this research will be as following:

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Positive reinforcement has been used to help strengthen the behavior modification system that it employs to change and see how your child behaves by giving him/her rewards as a way for good behavior and increase the probability to that specific response. The use of positive reinforcement procedures can be used by teachers to the child.

Generally, we want to express the love and the appreciation to our children and most of the time parents at the beginning and later on teachers at school show it by praising or rewarding them for what it is called good behavior. People are using reward and praises toward their children in daily routine and they have become accustomed to them that seems like they are born with them.

2.3-REWARDS HARM RELATIONSHIPS

The words “praise “and “rewards” for most have a positive connotation. These words are descriptors of what can generally be termed encouragement. The use of praise or a reward is meant to provide positive feedback for doing something well or something that is desired. This is not to say that all praise is bad, effective praise can be used in schools to help build motivation in students (Hufton, Elliott and Illushin, 2003 and Kohn, 2001). The research examined in this paper will explore these ideas from the

perspective of education and discuss the importance of intrinsic motivation, the negative impact that rewards and ineffective praise can have on children in schools and it will discuss some effective uses of praise to build student motivation. (Kelsey;2011)

The technical term for rewarding behavior is “reinforcement”. They have specific meanings that come from behavior modification. Reinforcement is the strengthening of behavior (increasing its frequency, making it more likely to occur in the future) and punishment is the weakening of behavior (decreasing its frequency, making it less likely to occur in the future). Both reinforcements and punishments are provided after the behavior has occurred. A really important point is that we only know that something is a reward or a punisher when we know the effect it has on the behavior. Reinforcement is a stimulus which follows and is contingent upon a behavior and increases the probability of a behavior being repeated. Positive reinforcement can increase the probability of not only desirable behavior but also undesirable behavior.

There are different types of reinforcement based on what they present and where they are used also. Two of them that are most used by the teachers are:

Tangible Reinforces: This category includes edibles, toys, balloons, stickers, and awards. Edibles and toys should be used with caution. Parents may have reason to object to edibles as reinforcement (for example, if a student has a weight problem) and toys can make other students envious. Awards can be in the form of certificates, displaying work, and letters home to parents commending the student’s progress. These are powerfully motivating reinforcers.

Reviewing 128 studies on the effects of rewards Deci et al. (1999, p. 658) concluded that: “tangible rewards tend to have a substantially negative effect on intrinsic motivation (...) Even when tangible rewards are offered as indicators of good performance, they typically decrease intrinsic motivation for interesting activities.” (<http://www.spring.org.uk/2009/10/how-rewards-can-backfire-and-reduce-motivation.php>.)

Social Reinforcers: These are reinforcing which are socially mediated by teachers, parents, other adults, and peers who express approval and praise for appropriate behavior. Comments ("Good job," "I can tell you are working really hard," "You're

nice"), written approval ("Super"), and expressions of approval (nodding your head, smiling, clapping, a pat on the back) are all very effective reinforcers. It's important to use age-appropriate rewards. Behaviors change with age and rewards work best when they're age appropriate.

Deci and Ryan (1985) describe the use of rewards as "control through seduction." Control, whether by threats or bribes, amounts to doing things *to* children rather than working *with* them. This ultimately frays relationships, both among students (leading to reduced interest in working with peers) and between students and adults (insofar as asking for help may reduce the probability of receiving a reward). (Cameron; 2001, 24, 1–44 Pervasive)

Rewards damage relationships; one person clearly has power over the other as the giver of the reward (Kohn, 1993). Even within groups rewards can foster a hostile climate. Kohn (1993) writes about a teacher rewarding the student who scores the highest on the weekly quiz. The teacher is fostering a climate of competition amongst the classmates where only one child can be called, "the winner." In summary, the research by Kohn (1993) shows that rewards make people feel controlled, they discourage teamwork and cooperation and they discourage risk taking. It seems easy to conclude that rewards do not help students become intrinsically motivated learners. It maintains a relationship that is dependent on our evaluation and what the giver of the praise has determined to be good or bad (Kohn, 2001). (Kelsey; 2011, pp 5-11)

3- METHODS AND RESULTS

On 27 April until 8 May 2015 at "17 Shkurti" a primary public school in Tirana, has been made a research about "The impact of positive reinforcement of teacher and parents on child behavior"!

The data that used for were focus in all primary teachers of this school. This was a qualitative descriptive research in nature since it allows and provides me a deep additional perspective for a more meaningful interpretation of the result.

As an instrument it was used a self-designed questionnaire. The population sample for this study compromised all the teachers of primary grades of the school and their parents. The sample size consisted on 20 subjects 10 teachers and 10 parents. Also

there were 185 pupils which I had observed on different days and subjects with different teachers as well.

At the same time was focused in all teachers of the primary school to notice the differences of their view point of;

- Structures where rewards are used
- Teaching- learning strategies
- Effects of rewards on child behavior.

First of all, a self-designed questionnaire was prepared to assess the parents and teachers view point for the use of the rewards as an instrument

The first step was the explanation of questionnaire to teachers. Each group was in different environments, so they had the opportunity to make different comments according to the questions that were put in the questionnaire

Presenting survey results, it will be based to simply report the percentage or number of responses within each category for each survey question asked. Such a presentation is descriptive in nature, and while these data can be very useful, the analysis does go deep enough to provide additional perspective for a more meaningful interpretation of the relationship existing between and among response variables.

Instead, these surveys tabulated responses separately for each question asked, reporting the number, percentage, or proportion of answers in each category.

3.1-RESEARCH HYPOTHESES

1. The use of rewards does not make children feel supported. It makes them feel evaluated and dependent.

3.2-RESEARCH QUESTION

- 1) How can we influence on a child behaviour with rewards?
- 2) Can rewards and praise harm our relationship with our children?
- 3) How affective are positive reinforcement on improving academic achivement ?
- 4) Is it good to use only rewards to change child behaviour?

The following section will present the findings of the impacts of rewards on the middle childhood behavior in one of the primary public schools in Tirane, Albania “17 Shkurti”.

To analyze data collected from the questionnaire it has been used SSPS program. The data gathered were analyzed by using simple frequency and percentage counts as statistical tools.

Table 1: How old are you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35 years old	1	10.0	10.0	10.0
	36-45 years old	3	30.0	30.0	40.0
	46-55 years old	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

As it is shown in the above table, 60 percent of the respondents (6 out of 10 respondents) are 46 to 55 years old and in addition to these statistics just 10 percent of respondent (1 out of 10 respondents) are at a younger age working in school.

Table 2: Your gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	10	100.0	100.0	100.0

Another interesting result of this survey indicates that 100 percent of the respondents (10 out of 10 respondents) who work as primary teachers at this school are female seems like males are not teaching primary classes.

Table 3: Where have you been born?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban city	3	30.0	30.0	30.0
	Rural city	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

The responses given to the two questions third where 70 percent (7 out of 10 respondents) have been born on a rural areas and at the same time fourth one as well a large number of percentage 80 percent (8 out of 10 respondents) have spend their childhood period on rural areas.

Table 4: Where did you spend your childhood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban city	2	20.0	20.0	20.0
	Rural city	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

Table 5: Where did you passed the other part of your life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban city	10	100.0	100.0	100.0

On the other hand, what seems to be interesting is that all the respondent 100 percent of the (10 out of 10) have passed their life later on in the urban area.

Table 6: For how many years have you been working

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 years	1	10.0	10.0	10.0
	20 years	1	10.0	10.0	20.0
	30 years	3	30.0	30.0	50.0
	More than 30 years	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

Fifty –percent of the survey respondents (5 out of 10 respondents) have been working for more than 30 years and the younger age of these teachers especially have been working for 10 years or 20.

Table 7: In how many other schools have you worked before

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Two	1	10.0	10.0	10.0
	Three	4	40.0	40.0	50.0
	More than 3	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

In line with the previous table result of the question directly related that teachers who have been working for more than 30 years are the ones who are at the older group age

at the same time they have been working on many different schools as well compared to the younger one. As a result they have much more experience.

Table 8: Praising or rewarding kids is just plain common sense and good parenting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	5	50.0	50.0	60.0
	No Strong Feelings	3	30.0	30.0	90.0
	Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Fifty percent of the teacher's respondent (5 out of 10 respondents) have responded that by rewarding children is compatible or plains a common sense to good parenting and just 10 percent of them (1 out of 10 respondents) do not agree with this question.

Table 9: Praises are the key to successful children.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	60.0	60.0	60.0
	Agree	3	30.0	30.0	90.0
	Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Another interesting fact on this surveys is that 60 percent of the respondent (6 out of 10 respondents) the teacher do strongly agree that the use of rewards can lead later to

the successful children and 30 percent of the agree with this fact so it clear that the majority of the teachers at this school see the reward as the key to successful children. And just by 10 percent of them disagree with it.

Table 10: Over and over you have been taught that you should praise and reward our children a lot more.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	70.0	70.0	70.0
	Agree	1	10.0	10.0	80.0
	Disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

At a large average where the answers for the above question where 70 percent of the respondent (7 out of 10 respondent) indicate that also to them have been told and teach to reward and praise more the children.

Table 11: Rewards improve children's behavior and performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	40.0	40.0	40.0
	Agree	5	50.0	50.0	90.0
	No Strong Feelings	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

To make the table.11 more readable the highest percent around 50 percent (5 out of 10 respondents) demonstrates that the teachers do agree that the use of rewards can improve children's performance but by a near percent with not lots of differences

around 40 percent of the respondents strongly disagree with this question and this is quit wired. This can be explained by the fact that the younger group of teachers might have new strategies of teaching by avoiding the reward or use it.

Table 12: Students' performance was undermined when offered praise for better marks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	1	10.0	10.0	20.0
	No Strong Feelings	1	10.0	10.0	30.0
	Disagree	2	20.0	20.0	50.0
	Strongly Disagree	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

The results of table.11 are compatible to the results of table.12, where 50 percent of the respondents (5 out of 10 respondents) have reported that even when the children it was offered a praise for the better marks their performance did not change so as a result rewards improve the performance of the children.

Table 13: Rewards can kill creativity, because they discourage risk-taking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	10.0	10.0	10.0
	No Strong Feelings	2	20.0	20.0	30.0
	Disagree	4	40.0	40.0	70.0

	Strongly Disagree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

As it is seen from the result of the table.13 the majority of respondents think that there is no problem with children's creativity if we use rewards and they do not discourage the risk taking on the other hand just 10 percent of them thinks the opposite.

Table 14: Praise is the good side of authoritarian parenting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	6	60.0	60.0	70.0
	Disagree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Interestingly, according to the teachers' perspective rewards seems to have some impact on parenting style where 60 percent (6 out of 10 respondents) agree with the fact that the praise is the good side of the authoritarian parenting style, even though they categorize the use of the rewards as the best process for child behavior modification.

Table 15: Praise can therefore create resistance, since it impinges on a child's developing sense of autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	1	10.0	10.0	20.0
	No Strong Feelings	5	50.0	50.0	70.0

	Disagree	2	20.0	20.0	90.0
	Strongly Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

As noted in the above table 50 percent (5 out of 10 respondents) do not have a clear idea if the use of the rewards creates resistance on children's behavior and it cannot be sure if this prevents children to develop sense of autonomy.

Table 16: The child who is used to being praised begins to feel inadequate if the praise doesn't come

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	40.0	40.0	40.0
	Agree	2	20.0	20.0	60.0
	No Strong Feelings	3	30.0	30.0	90.0
	Strongly Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Performing an analysis according to the teacher views it is noted that (40% or 4 out of 10 respondent) they strongly agree that if we use always a praise or a reward to our children they become dependent and when the praise is not present they feel inadequate.

Table 17: Children are rewarded for "good" behavior; they soon learn how to manipulate us by acting the part that is expected of them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	40.0	40.0	40.0

	No Strong Feelings	5	50.0	50.0	90.0
	Strongly Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

As it is seen in the question 17, it is important to mention that half of the teachers 50 percent of them (5 out of 10 respondents) do not have strong feelings if children can manipulate us if we always reward them for their good behavior and with not to much differences 40 percent of them (4 out of 10 respondents) agree with the fact that children learn how to manipulate us with the uses of rewards.

Table 18: Among siblings, or in the classroom, reward systems create competition, jealousy, envy, and mistrust.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	5	50.0	50.0	60.0
	No Strong Feelings	2	20.0	20.0	80.0
	Disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

The largest group of respondents 50 percent of them thinks that reward systems create competition, jealousy and mistrust with in a group.

Table 19: Rewards or prizes for "good" performance are a threat to co-operation or collaboration

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Agree	1	10.0	10.0	10.0
	No Strong Feelings	3	30.0	30.0	40.0
	Disagree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

But on the other side it is quite interesting that the result of the above table is contradictory to the Table.18 where they agreed with the fact that reward creates jealousy and competition here we have a high percent (60% or 6 out of 10 respondents) disagree that rewards or praises can threaten co-operation and collaboration.

Table 20: Avoiding praise or rewards does not mean holding back the love and delight I feel for our children, nor our instinctual desire to encourage them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	40.0	40.0	40.0
	Agree	1	10.0	10.0	50.0
	No Strong Feelings	1	10.0	10.0	60.0
	Disagree	1	10.0	10.0	70.0
	Strongly Disagree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

As it is illustrated in the Table.20 teachers by just not lots of differences in percentage 40 percent of them strongly agree with the fact that avoiding or removing rewards does not mean holding back the love to the children but on the other hand 30 percent of them strongly disagree with this fact.

Table 21: Is it good to use always praise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	6	60.0	60.0	70.0
	No Strong Feelings	2	20.0	20.0	90.0
	Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

One of the most challenging results of the research has been related to the above question where the largest percentage of the survey participant more than half of them agree with the approach to use always praises. This might be due to the fact that teachers are not aware about the positive and negative sides of the rewards use to the child behavior.

Table 22: These days rewarding your kids' "good" behavior is so customary that almost nobody has thought to question its validity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	10.0	10.0	10.0
	Agree	4	40.0	40.0	50.0
	No Strong Feelings	3	30.0	30.0	80.0
	Strongly Disagree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

When we come to the last question: **“These days rewarding your kids’ “good” behavior are so customary that almost nobody has thought to question its validity?”**, 40 percent of them (4 out of 10 respondents) agree with the fact that people use the rewards randomly and no one has thought about it’s validity, but still even the teachers do not have a clear idea about the validity of the rewards because with a small difference just 10 percent difference 30 percent of them have chosen to respond with no strong feelings.

4- DISCUSSION

The result of this study revealed that the use of the rewards has significant influence on the child performance and behavior. During the interpretation of the results some were found as expected, but some others were very surprisingly and over more some of them were contradictory. Three important issues come out of this work in regard using the rewards:

Some expected result are those of 16 question where 60 percent of the respondents (6 out of 10 respondents) are 46 to 55 years old and in additional to these statistics just 10 percent of respondent (1 out of 10 respondents) are at a younger age working in school so as a result fifty –percent of the survey respondents (5 out of 10 respondents) have been working for more than 30 years and the younger age of these teachers especially have been working for 10 years or 20. In line with the previous result are directly related that teachers who have been working for more than 30 years are the ones who are at the older group age at the same time they have been working on many different schools as well compared to the younger one. As a result, they have much more experience.

Gender comparing can not be done since from the questionnaire result all the teachers of the primary grades on this school are females.

Regarding the improvement of the student performance around 50 percent (5 out of 10 respondents) demonstrates that the teachers do agree that the use of rewards can improve children’s performance and by a near percent with not lots of differences around 40 percent of the respondents strongly agree with this question and this is quit wired. Another interesting fact on this surveys is that 60 percent of the respondent (6

out of 10 respondents) the teacher do strongly agree that the use of rewards can lead later to the successful children and 30 percent of the agree with this fact so it clear that the majority of the teachers at this school see the reward as the key to successful children. And just by 10 percent of them disagree with it.

It is important to make clear that what it is done in to practice it is totally different this argument I based on the observation, where the teachers of this school to motivate and to improve pupil's performance and behavior at the same time didn't use that much the rewards but the punishments which have been physical or verbal.

Only 10 percent the teachers believe that even when the children it was offered a praise for the better marks their performance did not change so as a result rewards improve the performance of the children. According to their point of view as it is seen from the result the majority of respondents think that there is no problem with children's creativity if we use rewards and they do not discourage the risk taking, on the other hand just 10 percent of them think the opposite.

On the other hand, they refuse to choose if the rewards influence on the pupil's autonomy so 50 percent (5 out of 10 respondents) do not have a clear idea if the use of the rewards creates resistance on children's behavior and it cannot be sure if this prevents children to develop sense of autonomy. In reality the groups of this teacher weren't aware about the use of the rewards or their amount, or if it was age or situation appropriated. Over more based on the observation they had also a misconception about the reward as a process which is different from the evaluation and the system of meritocracy.

Apparently the primary teachers of "17 Shkurti" public see the use of the rewards positively effecting pupils' performance and behavior based on the result of the two previous question but at the same time they strongly agree that the use of the rewards make children dependent on so when we see from this window it could be easily said that they are contradicting.

Furthermore, the largest group of respondents 50 percent of them thinks that reward systems create competition, jealousy and mistrust with in a group. But on the other side it is quite interesting that the result of 18 question where they agreed with the fact

that reward creates jealousy and competition here we have a high percent (60% or 6out of 10 respondents) disagreed that rewards or praises can threaten co-operation and collaboration.

One of the most challenging results of the research has been related to the question 20; **is it good to use always praise?** Where the largest percentage of the survey participant 60 percent of them agree to use always praise to our children. This might be due to the fact that teachers are not aware about the positive and negative sides of the rewards use to the child behavior.

From the teachers' perspective it is quite interesting that they agree with the fact that rewards influence on the parenting hood also, based on the questions of the questionnaires: Praising or rewarding kid's plains common sense, and good parenting, but also they agree that the rewards are the good side of authoritarian parenting style.

5- CONCLUSION

As conclusion from the result found on the questionnarie research rewards help children positively they do not make feel evaluated or dependent on them. So according to teacher's point of view the rewards help the children to improve their behavior. What it is done into practice it is different since what I have seen from the observation the rewrds make the students feel evalueted and dependenton because they were always expecting to be praised. The implications of this analysis and these data are troubling. If the question is "Do rewards motivate students?" Rewards motivate students for sure but they motivate students just to get the rewards." And this effect thas seen during the observation, apparently it looks like the rewards have the power to modified their behavior or motivate them, but in reality praise creates pressure to mantain the good behavior.

In summary, a reward can be effective in controlling a behavior but it does not support children in developing a good value system, nor does not help students become critical thinkers, self-directed learners. Good values have to be grown from the inside out. Attempts to short the process of rewarding the children are at best ineffective, and at worst counterproductive. Rewards—like punishments—are unnecessary when these things are present, and are ultimately destructive in any case.

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COASTAL VIEWS THROUGH SATELLITE (BAY OF VLORA)

Robert HYKOLLARI^{kk}

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Abstract

The observers of aerial and satellite views, besides urging the emotion of inversely observation (in distance), they also point out the advantages that come from the use of iconic tools. They seek only one thing in order to be used: a computer connected to the internet but found free in our schools in the TIK lab. Many years ago ordinary aerial or satellite pictures were a rare phenomenon in schools because of being expensive but even hard to be found. Different from these ones, nowadays pictures are being uploaded on the internet, they can be used on daily basis and they are a proper object of geographic analysis for every kind of view since the whole earth glob is included in these views. As a result, we can reach to whatever location within a few seconds no matter how far or hard it can be. Nevertheless, these observers that are part of a great evolution in the ranks of iconic tools, they must not be used to walk around different places in the world, without a certain aim or objective. They must be used as a supporting tool for the teaching of geography with a great correctness, enriching it with details, as well as with a visual continuing documentation. This would help to accelerate the perception of many phenomena making the educational process more vivid as well as interesting.

Keywords: *Observers of satellite views, satellite modalities, aerial and satellite pictures.*

^{kk} Arben Broci High School, Tirana-Albania, hykollari@gmail.com

1- EXPLORING THE COASTAL VIEWS OF VLORE'S BAY

Coastal view is very attractive and familiar to the pupils, this because all have had the chance to have experiences during the summer that brings to them the ideas of the holidays and this may urge the fantasy as a deep learning process. It also creates a pleasure to the pupils, especially when these processes are analyzed in a dynamic approach but very vivid and friendly as well. Anyway we have to search for a strategy in the way of teaching that allows our pupils be curious and to lead them that through satellite viewers move towards areas, stopping and identifying aspects of geographic interest. In our topic, through the viewers from the satellite we are going to study the area of Vlore's Bay in the physic aspects, touristic elements, changing of population, construction etc. For the beginning as well as not letting the students know that the objects of the study will be the coastal views as well as the transformations that have happened after 90', mostly caused by the constructions and touristic activities, we can ask pupils a double question: According to you which city has more hotels and why?

Here are some replies:

- Durres, because it has many cultural and historical monuments to see
- Tirana, because we see a large number of people who go to work and one of them is my parent.
- Gjirokastra, because the number of tourists that come from the other places is bigger than those of the other cities.
- Vlora because it is a coastal city and it has many form of entertainment
- Saranda because it is a coastal city near Korfuzi canal where the coastal ships go toward Igumenice and which stop even in Saranda.

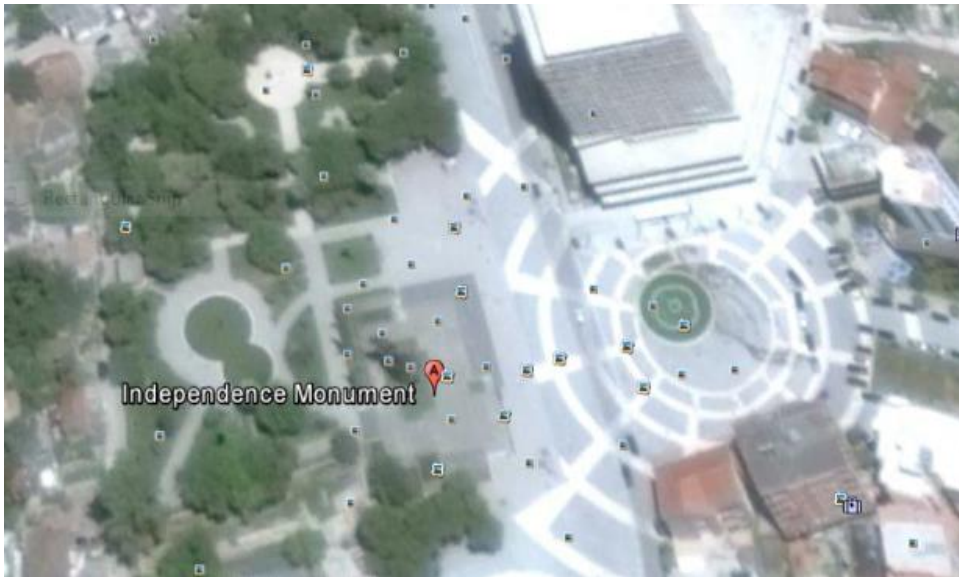
Leaving the pupils to search for the true answers we guide them to pass to the instant page. Through guiding them to focus firstly on the aspect of touristic development in the study area, it turns up that through the searching in this page, the number of the hotels was 61 in 1995 and the number of the beds were 2018. Consulting the tables in this page it is shown a great increase of the hotels where its number in 2008 reached 240 and the number of beds reached 803, while today its number is even bigger.

Today, based on the great number of population and the tourists that attracts our cities, the great number is covered by Tirana. But it is clear that Vlora, Saranda, Gjirokastra or Berati are attended mostly from the tourists, being the main cities on this direction. Then, other coastal and mountain cities come along and this is due to their role in the development of touristic aspects of these cities. If we see the southern coast we will notice that there are many small touristic attractions based on the number of population, but with a large explosion regarding the hotel constructions. So based on the statistics even this year there has been the Sea shore and the Albanian Riviera, that as a region it has started traditionally with Vlora nad Karaburun, it continuous with the national park of Llogara, and it continues down the countrysides of Palase, Dhermi, Vunoit, Himara city, the countryside of Qeparo, Borsh, Pigeras, Lukove, Saranda city and it ends in Ksamil. Furthermore, in case of the sea shore we have small centers regarding the population, if we have to compare the cities like Tirana o Durres that have a big surface and a number of population that goes over 500.000 inhabitants. The Sea Shore in its complexity, even mentioned above, is going to present one of the rich coastal regions in Albania, where many campsites are developed, resorts and beaches as well, cultural and historical heritage, archeological places etc. Here there is travel opportunity along the coast, as well as the relief mountain hiking that stretches along it. The big number of pubs and discos are used to meet indoor tourists as well as those who come from abroad. Not only the sea shore but the whole Albania with its mediterranean position offer many potentials in the touristic field. Touristic potentials are found in natural treasures, but also in our history and culture of our country, but totally different from other countries they are not used properly for the tourism service. Touristic activity provides many development opportunities, but it is also one of the main forms of earning money. In this function there are a lot of touristic offer packages that will vary from its intact nature up to some culinary cultural aspects, in system of structural hotels of different categories. Hotels with pools and sportive camps, theme parks, restaurants and confectionaries, night clubs, different services and multifunctional ones. Also these offers vary in mountains, parks, skiing places, folk, religious harmony and of course one of the assets that is human being. And of course the combination of all these components give an opportunity for a special product with lots of value but as we said previously, unfortunately it is not promoted as it should.

If we were in front of the computer, we would have the possibility to start a journey through Google or Bing based on the large and clear information. The information that allows us to alternate the orthogonal satellite modalities, those which are simple one as well as with those in details, transmitting the information upon our city maps especially Vlora or Saranda. Being concentrated in those cities, the biggest ones, but even on others, we can pay attention with a clear resolution, in the organizational structures of these cities. Here we can present the hotels or simple buildings, those historical and cultural ones, of cult and entertainment.

If we focus on our topic which is about Vlora Bay we may start our view near it, from the historical square of Vlora from the Flag's square, where many luxurious hotels are concentrated like Vlora hotel and ex-Sazan Hotel. Here we can also see a green area with pines which is still not arranged following a developing plan and which is being shown between street Liria in the south, Jani Gjoncani street in the East and 8 Marsi street in the north. **(PIC:1)**

In this square is also the Independence Monument which built in bronze with an altitude at about 17 m, with the portrait of Ismail Qemali in the center as the first chairman of the state. A beautiful monument with great historical values, for the sculpture aspect as well. The monument seems very clear and it gives the idea that you are directly in the square and not in front of it. **(PIC:2)** With the magnification of Zoom focusing Vlora city we can go in Vlora Castle which is near the actual pier built in 1531 from Sulltan Sulejman.U to 1960 it was remained in good conditions but later it suffered many damages. It has a surface ate about 3, 5 hectares and it is being built from the stones of the circular walls of the antique city of treport.



PIC.1 (Flag's Square-taken from Google-Earth)



PIC.2. Independence Monument with Ismail Qemali in the center-taken from Google Earth

Continuing our trip with google maps which for our city it seems clear with the stepper e can go down in the south part following Sadik Zotaj Street. To see better and clearer the streets in general and the areas, the portrait of the small orange man helps us as well, which is the personification of the option "Street View" (which is in both options even in that of Google and of Bing as well). This portrait is found in the right side up zoom icon, if we refer to our stay with a view from the computer screen or in laptop. The small orange picture is an option which its main function is walking in different streets of these cities, approaching to the reality because it catches even the people who walk at that moment. So we have the chance to walk through these streets

and mainly in Sadik Zotaj Street which is even that one taken for the study case. Using the stepper, because it is positioned in Sadik Zotaj street and utilizing the right side of the screen that we have ahead and moving in this clear street as we were driving. What we see is the interlacing from the construction viewpoint during three historical periods. From both sides of the streets we see buildings that are part of Italian invasion, communist period with the standard buildings of 5 stores, as well as the modern buildings with a contemporary architecture after 90'.
(PIC.3)



PIC.3. View of Sadik Zotaj Street where we can obviously see the buildings before 1990 and those after 90' with a modern architecture, with function of Street View of Google Earth

Pupils will have the opportunity to compare if they face these ones. To activate in such a form, it only needs to grab the orange man with just a click of the mouse and take it to that street that we want, in this case it is positioned above that immediately gets blue showing the street that we are studying. It is about a function mainly to get some urban views where you can move in some clear streets. Furthermore, concerning its peculiarities this option has open the road to inter-disciplinary collaboration such as: There are seen clearly the urban buildings with or without plan, historical monument, cultural ones, objects of cult etc. The effect is more useful if e activates the option FULL SCREEN which is shown with the symbol of a small quad formed by 4 arrows, which is being shown on the right side top. After we have selected the small range man in the point where we want to investigate and study better, using the arrows we can move towards the direction we want to. Finally, we can exploit the data upon the

traffic, creating an idea about the flux of everyday moves of the pedestrians and vehicles, as it is possible the investigation of the streets in real time or in a certain day or week. (see Chapter IV)

If we will have a look at Google Earth and after going to the end of Sadik Zotaj Street, in Isa Boletini square we could go back to the left where we will go immediately to Lungo Mare in the coast. Here we will see the width of the beach with a lot of umbrellas which are put very well, forming regular squares. New buildings on the left side of the street provide coffees while the spaces between them are taken by the fields, pools, green areas etc.

From Lungo Mare to Karaburun, if we could see it from above, we will notice a coastal line interlaced in the rocky and sandy coasts, with clear blue waters. However, the part of Lungo Mare up to the cold water near the tunnel, especially with the latest interference of the construction everything seems good if you see it from above. Most of its part is projected in details and it is very clear, with streets that interrupt one another, something that shows a territorial plan oriented toward an operation and a better organization.

We have an interlacing of modern buildings which are harmonized in the coastal line, as well as interlaced with green spaces through the buildings. If we continue and pass the cold water and the tunnel as well the relief is hillier and we also see that the 2- 3 story buildings are being built without any urbanity plan. If we move inside but even in regions with Google Earth and decreasing the zoom level we see places with a rare beauty from their natural aspect, with fields and hills covered with olives, citrus and vineyards, but your eyes catch the damage done to them after 90'.

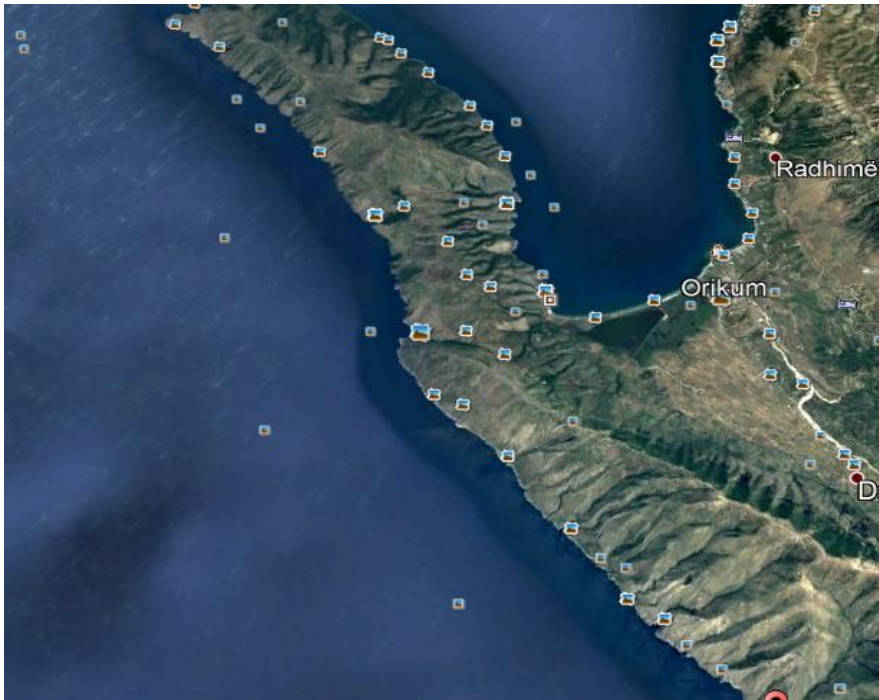
If we move to suburbs we could see the green color of the lawns in high mountainous parts, where we could see the sources of cold water of carstic origin, as well as the streaming of the brooks and rivers with a high level of water. If we move again in the coastal line, we could see beaches and lagoons rich in fish. (PIC:4)



(PIC:4) View of Lungo Mare together with the hilly relief, with planned and unplanned construction, going further to the hills area with the green zone.

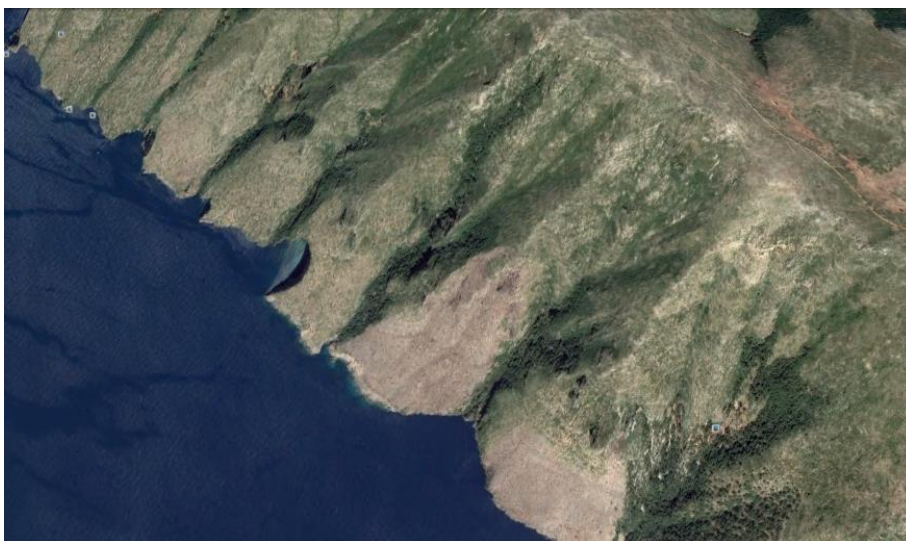
2- BAY OF VLORA

Every time if you pass and you direct the stepper of google earth especially after passing Vjosa you will see clearly the road that continues. Almost through Novosela village and it wanders the mild hills of greenery from the olive culture that has covered these hills and then it ends in Vlora. Even during your trip, immediately after passing the saddle of Kociu, in this hilly area appears a spectacular view of Vlore's Bay. Also such spectacular I his view that if you see it from the above side with google Earth, moving the stepper we maximize and minimize it, having the chance to see the surrounding that a fantastic wrath makes, giving the view of a spectacular natural theatre. From the west the bay is surrounded from Karaburun peninsula with a limestone structure. If we move the stepper in the south and east as well, we could see Cikes Mountain that differs in placement between Jon sea from one side and Ducat valley or Vlore's Bay from the other side. For the pupils is very clear the morphology of canal Rreze as well as the line Cike-Lugare where an important role has had the different streams which are dried. (**PIC:5**)



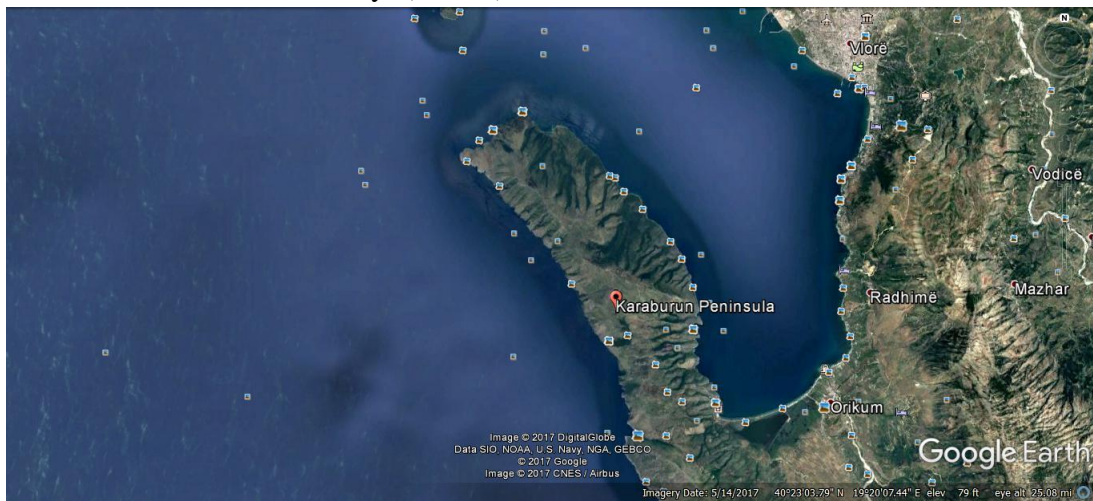
(**PIC:5**) The Peninsula Morphology is presented and further more in Cikes Mountain

They are dried because their water loses in the karstic holes found at the bottom of these streams. The view with Google Earth is very clear and it allows the students to see the saddles of them until the beaches that Brian and Grama's Streams form. If we move the stepper up the coastal line of Canal Rreze or that of Karaburun you immediately see that it is being shown with a harshness with a rocky altitude. Very clear are also seen the bays that are few but also small ones, as well as the spectrum of blue color that allows you to see according to the depth. (PIC:6)



(PIC:6) Small Bays are presented

They are clearly seen, in comparison with the physical map, the shapes of bays and their entry in the earth depth and you can also measure the distances under the earth which are dozen or hundred meters. Very clear we can see the main Bay of Ruci in the form called "fjordi" with three twists in the form of the letter "z", upsidedown. Another important bay is that of Grama but even one of the most beautiful ones of our coastal line and which stretches in the estuary of the same river that bears this name. This bay is protected from several winds and for this reason since in the ancient times it is exploited to shelter the ships of different places, where in the surfaces of the rocky bays there are many inscriptions curved from the sailors from IV century up to these times that witness this history. (PIC:7)



(PIC:7) View of Vlore's Bay –taken from Google Earth

The development of Vlore's Bay has given advantage to the increase of population, referring to the years before 90' that has led to the spread of economical developing especially to those of agricultural and touristic as well. Another feature that is very clearly seen is the saturation from the instruction activity, especially in those empty areas that in the future would have consequences. Watching them with the help of the optical viewers from above, we could see that in the above part of the street we have an increase of agriculture, a very rational organization of rural areas concentrating also in the variety of agricultural cultures. (PIC:8)



(PIC:8) On the right the tendency for agriculture is seen and on the left different constructions after 90'.

Another important form of teaching might be the analysis of the views from the high coastlines and their drop in the form of knife inside the sea, that form a spectacular view, but also the population activities that follow the directions shown from the morphology.

3- RADHIMA AND ORIKUM

Radhima's village and Orikumi's city are picturesque areas which have also an increase in population especially after 2000'. The coastal area from Radhima to Orikum that stretches in the east of Bay Vlore where are clearly seen from the optical observers, the cultivations in the vineyards of the roofs, olives oil and corns in general.

While from the west side the areas fall in Adriatic Sea in beaches with stones that together with the cleanliness of the SEA form a very attractive view.

Based on this Radhima and Orikumi's shore has its touristic structures considered to be developed recently which are of different levels starting from those of quality up to those of luxury. They stretch and are spread in the coast giving the opportunity to welcome the customers with different economical income.

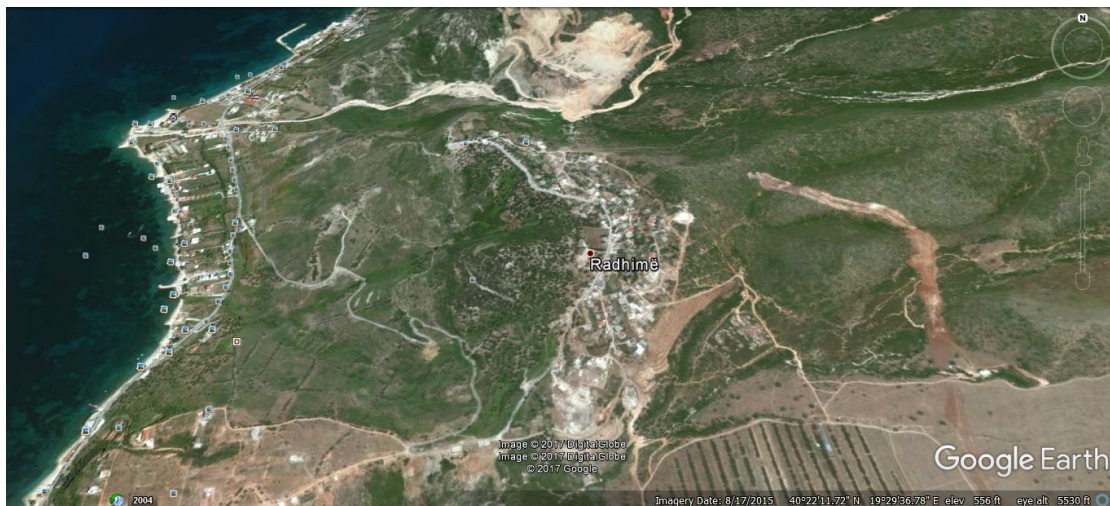
3.1- RADHIMA

Radhima is even the bottom side of Jonufri's hills in which the citrus is cultivated and the olives that straches from the West side of Shashica from the cold water and which continues in an altitude at about 00-300 metres.

Radhima has a favorable geographic position for what it can offer for a cultural and historic tourism. Being positioned between the only national street that connects Vlorë with Orikum, Himara up to Saranda, it has the opportunity to offer pots of historical interest such as Vlorë, Kanina, Amantia, Mavrova, Orikumi, Himara etc. The historical data, many archaeological findings and 19 cultural monuments witness that the region has been one of the most developing and civilized in the south of Albania. Art masterpieces, arenas, cult objects, monumental tombs etc. witness the large fortune of the antique cities of this area. It is worth mentioning that the state has never left without attention these spiritual and cultural values of our society during the centuries. This is clearly seen from the heuristic of archaeological parks and the confirmation of the decision of archaeological park of Orikum for the conservation and their administration as well.

From historical and cultural viewpoint, the colorful squares of Google Earth signal the presence of places with cultural interest of IV century. This is clearly seen in the high scale of zoom. Unfortunately, we can't pose the detailed options of Bing, we could only refer to their shoot from the earth which appear just clicking the colorful squares. While with Google Maps we can use the option Street View where we can admire the historical and cultural elements but we also come close to the panoramic views.

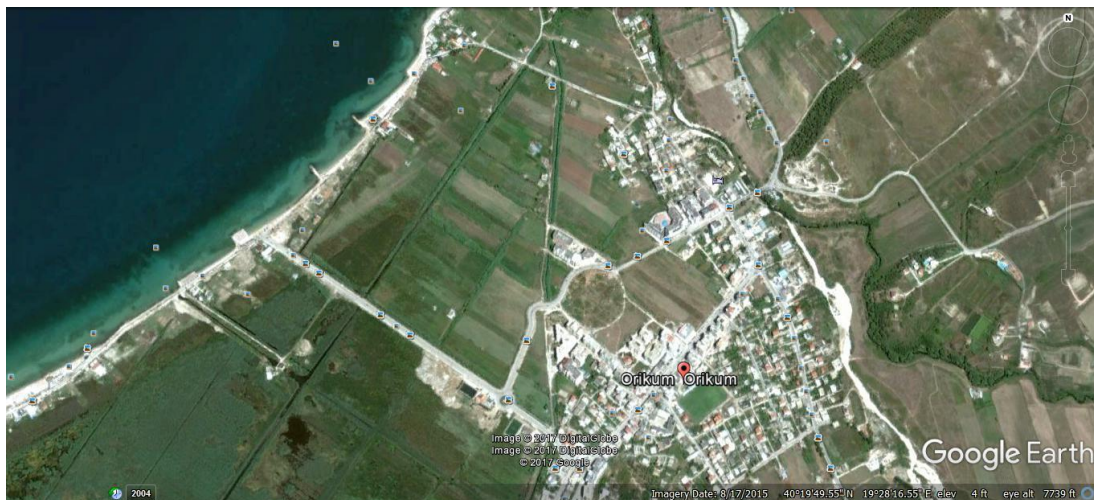
(PIC:9)



(PIC:9) Radhima's view where the countryside in the hills is seen, the agriculture, rocky coast with clear waters but with constructions after 1990 without planned-taken from Google Earth

3.2-ORIKUM

Orikum, the bottom side of Vlore's Bay which together with several villages that it gathers is a big area but the most complex one that continues until the alpine habitats of Cikes and Qokes mountain. It is clearly seen from the top the division of some categories: wooden surface, uncovered areas, rocky areas, agricultural fields, cattle, lagoons areas of urban, military or stony development. Orikum, a small city which has changed because of different constructions and the road system, services etc, it is being made of the biggest attractions after Vlora's beach. **(PIC:10)**



(PIC:10) View of Orikum from a satellite where the constructions are seen, rocky coast, military zone and low hills etc.-taken from Google Earth.

The tourists and the inhabitants of this city enjoy this wide beach and clear as well which stretches near the military area up to the edge of the city. Orikum does not have only the wonderful beaches but there you can also visit objects of different historical values such as: Marmiroit church (it dates back around VII century and it has historical and archeological values).Gramata's bay, Castle of Gjon Bocari Dervish Aliu Tower ,Haxhi Ali Cave,Duke Gjoni Cave. **(PIC:11)**



(PIC:11) View of Orikum city with constructions done after 90' in function of 'SSTREET VIEW' of Google Earth-taken from Google Earth.

Monitoring the orthographic features that have limited the urban development in Orikum city, as well as going deep more with the help of informatics tools that offer the same perspective, as they were in the place.

Pupils can tear apart the parts of the views analyzing based on the connections and reflecting based on the optic synthesis. The view can be compared how it is presented before 90' and after 90'. The today view of the fields it is presented with an increase of the inhabited area with buildings and with 2.3.4-storeys hotels, in the coastal area as well as in the hilly areas. This has come an influence of urban development but on the other hand defining it as a way of isolation, with the construction of narrow provincial roads with a lot of twists bringing difficulties of communication in the field areas and those of hilly ones.



(PIC:12) Military basis of Pash Alimanit-taken from Google Earth.



(PIC:13) Gjon Bocari Castle after Tragjas village with fortified wall where the Princess of Canine and that of Vlora resisted against Osman invaders until 1417, from Street View function of Google map.

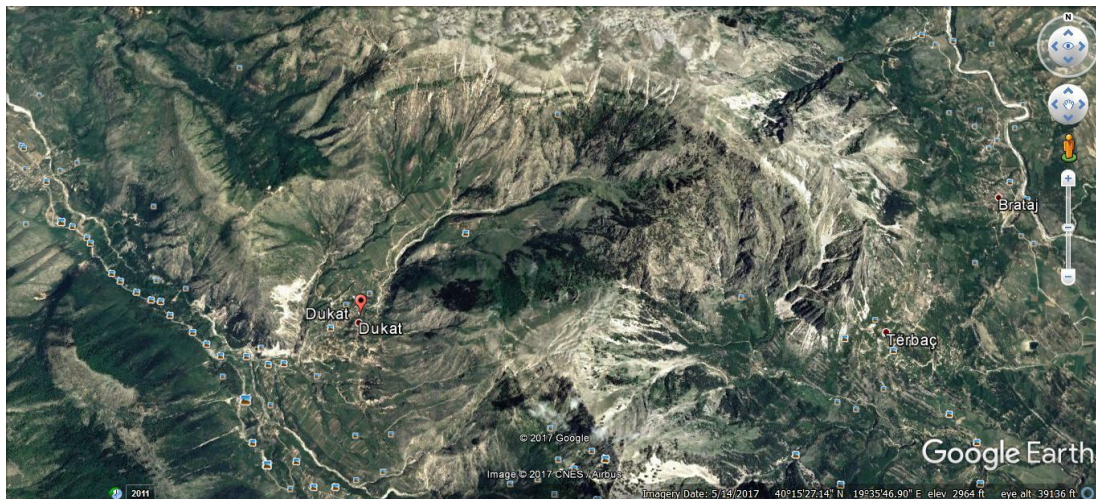
4- DUCATI'S FIELD

We can move the stepper if we are continuing but we can also search in Google Earth with Ducat name and immediately you will be in front of the Ducat village which is going to be stretched in the east of the lagoon with the same name. What attracts you most is the wide stretching of the village passing from the hilly-mountainous area and going down the field area. The village is not abandoned because of the fact that it has a wonderful nature, rich in water, variety of fields and plants, so we can say that it has remained throughout the centuries an unbreakable natural castle. Viewing from the top

it is clearly seen the lagoon together with its both sides in Lungara mountain from the east and the Canal Rreze from the west, while in southeast it stretches widely in Vlore's Bay. The pupil's perception viewing it from the top passes every other time of teaching and learning because viewing it from the top you can notice clearly the morphologic differences of Ducat lagoon.

From the moving view it is seen that in the top part the Lagoon is very narrow and moving down we see that its slopes that surround it. Viewing it with the help of optical viewers from the top we could notice that in the Ducat Lagoon there is a interlacing of white color of the limestone and of the bushes and coniferous as well. From the viewer's we could clearly see the Ducat stream, the main white line that is presented in front of us which in the bottom stream is clearly seen the displacement that has happened to this stream sometimes from the right and sometimes from the left. The coastal part of Ducat fields is being seen with a high slope but also accumulative, where the Ducat Lagoon is formed and which today almost is reclaimed and is transformed into culture.

(PIC:14) (PIC:15).



(PIC:14) View of the top part of Ducat-taken from Google Earth



(PIC:15) View of the bottom of Ducat-taken from Google Earth

The area of Vlore's bay as we said previously has agro-cultural activities and after all it has olives, citrus and vineyards that are cultivated in the old roofs which come down near the sea until Orikum. Another economic activity that is flourishing is that of touristic one that according the expected offer is very different from the other areas. In Rathima and Orikum zone there is a considerable number of the hotels and apartments where some of them has extra hotel service. The hotels are found along the coastal lines which are increased in Rdhima and Orikum. Thanks to the use of visual instruments and through the data that are downloaded from the Web, the indirect view resembles that of indirect one. For this the lection at school may solve several important functions, typically of the direct view that different authors have mentioned to us but who also have identified what our pupils should know such as:

- Reading and physical, territorial and specific interpretation of the objects being studied.
- Analysis of the inhabited areas (hilly areas, low areas, sandy areas and gravel ones)
- To learn the different functions of the neighborhoods, residential areas or those of touristic ones noticing the differences of the roofs where the squares, historical monuments start and those which are under construction.

- Knowing the organizations of road networks in central areas and in suburbs in the report with the city map, morphological character as well as with their function.
- To make a quantity assessment based on the quality analysis of the services offered.
- The reflection how the agro-cultural activities are practiced as well as the influence that morphology has that has urged us make some choices.

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**THE IMPACT OF ADDITIONAL LEARNING ON CHILDREN WITH
SPECIAL NEEDS AND UNIVERSITY STUDENTS**

Sindorela DOLI KRYEZIU^{II}

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Abstract

The subject of the paper is to study the function of the interrogative sentences in Albanian language. This paper aims to describe the types and subtypes of the interrogative sentences, as well as the language tools that serve for their realization.

The purpose of this paper design is to elaborate the questionnaire sentences in Albanian, reflecting all types and sub-types step by step and present them with examples.

It includes understanding the question, questioning sentences, the difference between statements and questioning sentence, types of questions, their use, their treatment in teaching, and then their treatment in poetry.

The paper includes all the particles, pronouns, and adverbs that have an important role in the formulation of interrogative sentences, where they give meaning, coloration and nuance of these sentences. It also describes the intonation of sentences, the role of intonation in the meaning of interrogative sentences, punctuation within the sentences, so, all the grammatical features that an interrogative sentence is made of.

We know that communication today is one of the indispensable habits of every individual. For this reason, educational systems in developed countries have devoted more and more attention to this necessary competency. The countries of the European Union, North America, the United States and Canada, qualified as a knowledge society, among some key competences for education, have defined communication with all its forms and ways as one of the habits the school should cultivate to students.

^{II} University of Gjakova, Kosovo, sindorela.doli.kryeziu@uni-gjk.org

Two of the most important aspects that contribute to the formation of communication competence are questioning and discussion.

Keywords: *Interrogative sentence, types of interrogative sentences, processing of question sentence, grammar tools, questioning intonation*

1- THE SENTENCE AND UTTERANCE

The sentence is the joining of some words that tell us something. It is a group of words related to each other according to the grammatical meaning and rules of language that conveys something.

A sentence can be simple or complex. The sentence is simple when there is only one verb, while it is complex when there is more than one verb.

In the spoken language, sentences are characterized by a special intonation or melodic line (rising, falling), while in the written language they are defined by punctuation marks (full stop, question mark, exclamation mark)^{mm}.

- The professor was happy. - *Profesori ishte i lumtur.*

- The professor was happy? - *Profesori ishte i lumtur?*

- The professor was happy! - *Profesori ishte i lumtur!*

A sentence is a linguistic unit, whereas utterance belongs to the speech unit.

The sentence and the utterance are not the same. The sentence belongs to the abstract language system; the utterance belongs to the live and functional linguistic mechanism.ⁿⁿ

The sentence and the utterance do not fully match; they only partially match when the sentence is used as an act of speech as a communication instrument. The utterance is the concrete sentence in the actual communication, in which the theme and rheme are activated as two basic elements of it.

^{mm} B. Beci, *Gramatika e gjuhës shqipe*, Prishtinë, 2005, f.175.

ⁿⁿ M. Qeliku, *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*, Tiranë, 2012, f.33.

The utterance is the smallest unit of speaking, linguistic production, and the fruit of the uttered and predicative operations performed by the speaker. It relates to the performance as a concrete manifestation of a person's language ability in speech.

A written grammatical sentence is an utterance as soon as it is used in live discourse, but the same grammatical sentence written or spoken in another situation, pronounced with a different intonation, is another utterance.

Therefore, every sentence is an utterance.

a) Teuta punon në tea''tër^{oo}. a) Teuta works in thea''tre.

This example is a sentence and an utterance, which equally states that a person carries out an activity in an institution. The logical emphasis falls on the adjunct.

We change the logical emphasis by shifting over the subject:

b) Teu''ta punon në teatër. b) Teu''ta works in theater.

Sentence (a) is same as (b), are two different utterances that refer to different situations.

In (a) it is reported that a person named Teuta works in theater, and (b) in another situation is discussed whether Teuta works in theater.

In the utterance (1a) the known is Teuta, whereas in (1b) the known is “works in theater”.

In the above utterances there is interest not only where logical emphasis is placed, but also other intonational features.

Changes of intonation, including logical emphasis, incur to sentences according to the purpose of the utterances^{pp}.

For example, in the interrogative sentences, the various utterances are accompanied by intonational changes such as:

^{oo} M.Qeliku, *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*, Tiranë, 2012, f.34.

^{pp} M.Qeliku, *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*, Tiranë, 2012, f.34.

-*Teuta puno''n në teatër?* – *Teuta work''s in theater?* Ask for action if it works or not (logical emphasis on word works) – it is a rising-falling intonation.

-*Teu''ta punon në teatër?* – *Teu''ta works in the theater?* It asks for the person, whether Teuta works in the theater or another person.

(the logical emphasis falls on the name Teuta) – There is a falling intonation.

-*Teuta punon në tea''tër?* *Teuta works in the thea''ter?* It asks for the workplace, whether she works in the theater or somewhere else.

(the logical emphasis falls on the name theater) – there is a rising intonation.

In all three cases we have interrogative sentences, but three utterances. In an utterance, it is important to have the discourse situation (in the written version) and the main linguistic means of expressing various utterances, first the intonation as complex phenomenon, including raising and lowering the voice, logical emphasis, pauses etc.

In concrete acts of discourse, through the intonational variants of the constituents' topic, the sentence gets usable value and passes on an utterance, by fulfilling certain goals in communication⁹⁹.

Depending on the mood type sentences can be: Declarative, interrogative; exclamatory, and optative.

2- QUESTION MARK

The question mark marks the end of a sentence or of a clause that is pronounced with interrogative intonation. The question mark is used in the end of a direct interrogative question, and in the end of a clause with an interrogative sentence joined by coordinating conjunctions or without conjunctions: *Nga vini, ore çuna?* (*Where are you boys from?*)— *pyeti plaku që rrinte në një shkëmb pranë rrugës* (*asked the old man that was standing on a rock along the street*). *Të kem fjetur me gjithë mend?* *Dalim tani? - tha vëllai.* (*Have I slept? Shall we go out now? – said the brother*) *Në ç'orë do të nisemi për Shqipëri? Nga gjithë kjo erë mos është shembur shtëpia, e mos e*

⁹⁹ M.Qeliku, *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*, Tiranë, 2012, f.35.

ka zënë plakun brenda? (When do we set off to Albania? The house could have been torn down by the wind, it could have trapped the old man inside?)

- The question mark is placed even after interrogative pronouns and adverbs, also after interrogative particles or other particles that are used in interrogative questions: (Where? When? – the two friends asked at the same time.) *Ku? Kur? - pyetën përnjëherësh të dy shokët. (With whom? – I asked him/her.) Me kë? - pyeta unë. (And? – he asked eagerly. Yes?), E? - pyeti ai me padurim. Po?*

- When some independent sentences or different interrogative clauses come one after another, the question mark is placed after each one of them: *Si the? (What did you say?) Ku ëshë ajo vajzë? (Where is that girl?) E bija e kujt është? (Whose daughter is she?) Nga është? (Where is she?) Ku punon? (Where does she work?) Sa vjeç është? (How old is she?) Kur ka ardhur këtu? (When has she come here?) Si e quajnë? (What is her name?)*

- When a (partial) question with interrogative words is followed by a question without such words, the question mark as a rule is placed after each one of them: *Ç'të bënte? (What could he do?) Të ikte? (Leave?) Cili dru është më i fortë? (Which wood is stronger?) Dushku? (Oak?) Vallë cilin kishte qarë ajo? For whom did she mourn? Të birin? (For her son?) Të vëllanë? For her brother? Të nipin? (For her nephew?)*

- Rarely, in such occasions the sentence or the same second interrogative part is not divided by a question mark, but it is divided by a comma in order to present successive sentences as a whole: *Kush foli, Astriti? - pyeti ai. (Who spoke, Astriti? – he asked).*

- There is also a question mark at the end of a clause with subordinate sentences depending to one sentence or key sentences that keep the interrogative intonation until the end: *Ti ç'u the kur dëgjove të flitnin kështu? (What did you say to them when you heard them talk that way?) Po a e di, more djalë, se raste të tilla nuk të vijnë shpesh? (Do you know boy that such opportunities do not come very often?)*

- The question mark is placed in the end of a clause that end with an interrogative sentence: *Ai është zverdhur në fytyrë, nuk e shikon? Kam një hall të madh, do të më ndihmosh? (His face is yellow, don't you see?), (I've got a big problem, will you help me?).*

- The question mark is used even after a sentence or an interrogative clause that is placed within brackets: *Do t'i tepronte ndonjë lek nga blerjet dhe (ku ta dish?) mund të pinte edhe një kafe.* (There could be money left from shopping (how can you know?) and could have a coffee.) *Gjer para se ta zinte gjumi (pse, e pati zënë gjumi?), ai nuk i kishte dhënë asnjë përgjigje të prerë asaj pyetjeje.* Until he fell asleep (why, was he sleeping?) (he did not give a definitive answer to the question).

- The question mark is placed in the end of the titles of literary and scientific work, to the temporary, newspapers, chapters etc, that are interrogative sentences: (*The Newspaper "Where do we go?" was one of the democratic organ of the years 1923-1924.*) (*We see the show of the professional troupe of Durrës*), *Gazeta "Ku vemi?" ishte një ndër organet demokratike të viteve 1923-1924. Shikojmë shfaqjen e estradës profesioniste të Durrësit* (Who wants to speak? and we ask the question) «*Kush e do fjalën? » dhe bëjmë pyetjen*

The question, put in brackets, is used to express suspicions, reservations to previous statements, or to express doubts about the veracity or accuracy of the word next to which is written. This is especially the case when one's thoughts or words are referred to, or when a piece, paragraph, clause, sentence, or part of it is quoted from a work:

"Duke zbatuar programin e qeverisë, vendi ynë ka ecur me hapa vigane përpara!" (?) nga fjala e kryeministrit Ç Ç. në mbledhjen e qeverisë dt ("By implementing the government program, our country has been moving forward with great steps!" (?) *From the Speech of Prime Minister Ç Ç. at the government meeting dt)*

- The question mark is used instead of an unknown date or an unsure date:

Pjetër Bogdani (? - 1689) was one of the first people that coined scientific terms.

Konstandin Kristoforidhi (1827? - 1895) bëri një punë të madhe e serioze në shekullin e kaluar për studimin e gjuhës shqipe dhe për përpunimin e gjuhës sonë letrare. did a great and serious job in the last century for the study of the Albanian language and for the processing of our literary language.

-In the dialog, to point out the emphasized interrogative character of a sentence, sometimes two or more (usually up to three) question marks may be used one after the other:

- *Unëëë??? Po pse unë? (I??? But why me?)*

-After the independent sentences and interrogative clauses called "rhetorical" (which do not usually ask anything, but only express with particular strength admittance or denial), it is usually a question mark followed by an exclamation point, as in exclamatory interrogative sentences. Sometimes only the question mark is used, and this is when the exclamatory character is not noted, when in the pronunciation of the sentence or clause the interrogative intonation is more noticeable:

E ku merr vesh ti nga jeta?! (What do you know about life?!) *Kush e mëson tërë atë tekst që i ka vënë autori në gojë?!(Who learns all the text that the author wrote?)* *Mirëpo kush i zë besë fjalës së tij? (Who trusts his word?)* *E si të mos jetë aq i dashur për mua ky vend? (How can I not love this place?)*

2.1-THE QUESTION AND THE INTERROGATIVE SENTENCE

Question

Making a question means that you are asking whether the affirmation is real or not. A question is a request for information where requests are of different kinds.

Asking for information is the key function of interrogative sentences.

The reasons why people make questions are various, often teachers make questions to students not to gain knowledge, but to comprehend what students know.

Djui, the founder of progressive philosophy in education for the skill of question technique states:

"Knowing to ask questions properly means knowing how to teach. More than anything, the beautiful art of teaching depends on the skillfulness of using the questions, as it serves as a direction for vivid and clear ideas, to promptly promote imagination and thought, which pushes you to action"^{rr}..".

^{rr} B. Musai, *Metdologji e mësimdhënies*, Tiranë, 2003, f.231.

Interrogative sentence

The characteristic of the interrogative sentence is the interrogative intonation, which is characterized by an emphasized rise of voice in the word with a logical emphasis that is required for response, eg: (*Will you go to the theater?*) *Ju do të shkoni në teatër? Do të shkoni ju në teatër? Në teatër do të shkoni ju?*

In the interrogative sentence are widely used also interrogative words: interrogative pronouns, interrogative adverbs and interrogative particles.

2.2-TYPES OF INTERROGATIVE SENTENCES

Three types of interrogative sentences are distinguished:

- Yes-no questions
- Wh-questions
- Rhetorical questions

In the yes-no questions are used question words : *a, vallë, mos, thua, vallë a, a mos*^{ss}:

A do të vish sot në shfaqje? Will you come to the show tonight? Po(sigurisht). Yes. (sure). Vallë a e dinte mirë këtë? Did he know this well? Jo(aspak). No (not at all) Mos e ke thyer pjatën? Did you break the plate? Jo (sigurisht që jo). No (of course not) Thua të jetë nisur për Itali? Did he/she set off to Italy? Jo (në asnjë mënyrë). No (no way). Vallë a e mbani mend? Do you remember? Po (pa dyshim) Yes (without a doubt).

Question words: *a, mos, a mos*, are always placed in the beginning of the interrogative sentence, whereas the words *vallë, thua* can be positioned in different places^{tt}; *A e mban mend vallë? Do you remember? Të këtë ardhë Genta thua? Has Genta come?*

The way that the interrogative sentence is formed it has these characteristics:

- The subject often is positioned after the verb and in many cases in the end of the sentence: *A do të vijë Luani? Will Luani come?*

^{ss} B. Beci, Gramatika e gjuhës shqipe, Prishtinë, 2005, f.193.

^{tt} B. Beci, Gramatika e gjuhës shqipe për të gjithë, Tiranë, 2010, f.185.

- There can be used words such as: vallë a, a mos: *Vallë a ka gjetur dot një rrugë zgjidhje?* Did he find a solution? *A mos do të vonohet?* Is he going to be late?

- There can be no movements or additions and the question can be made solely by intonation:

Aq e thjeshtë ishte? It was that easy?

2.3-WH-QUESTIONS

The sentence is a wh-question when the speaker has knowledge about what he/she asks, but wants to learn more.

These questions are not answered by giving short yes-no replies, but by using more words.

Ç'muaj është tani? - maj. What month is now? – May.

We will name wh- questions the ones that are done for a sentence constituent with the help of an interrogative sentence, pronoun or adverb. Wh-questions often used interrogative pronouns to ask questions: who, which, what, and how to answer questions: where, when, how, why, and interrogative adverbs: where, when, how, why etc. Usually these are put in the head of the sentence.

In the wh-questions the question may fall on different parts of the sentence:

-Zëri i **kujt** u dëgjua? - **Whose** voice was heard? *The question falls on the determinant.*

- **Si** ishte bërë Beni? - **How** was Ben doing? *The question falls on the predicate.*

- **Kë** përqafoi Altini. - **Whom** did Altin hug? *The question falls on the direct object.*

- **Kujt** i foli Eltoni? - **To whom** did Eltoni speak? *The question falls on the indirect object without the preposition.*

- **Me cilin** po bisedoje? - **Who** are you talking to? *The question falls on indirect object with preposition^{uu}.*

2.4-RHETORICAL QUESTIONS

The rhetorical question is constructed by asking, without asking for answers, to give the expression an emotional load to attract the attention of the listener or the reader^{vv}. It is an indirect expression that shows surprise, discontent, impatience, reproach, regret, and so on. When we ask rhetorical questions we do not seek answers, but express our attitude towards another's action.

The rhetorical interrogative sentence expresses the assertion in the form of a question. The rhetorical sentence has a strong expressive power - exciting:

- *A ka njeri që s'e do tokën mëmë?* - (Is there anyone who doesn't love their native country?) *E kush nuk preket nga ato akte heroizmi?* (Who isn't touched by heroic acts?) *A mund të ekzistojë një popull pa gjuhën, pa artin e tij?* (Can there be a nation without its language and art?)

3- SEMANTIC TYPES OF INTERROGATIVE SENTENCES

There are some semantic and constructive types of interrogative sentences: 'non echo' questions, affirmative, negative, rhetorical, inciting, and emotional.^{ww}

The main semantic type is the 'non echo' interrogative sentence.

These express questions to the interlocutor to receive from him the information the speaker needs. The sentences of this type are dialogical interrogative sentences, because they are necessarily followed by an answer.

'Non echo' interrogative sentences can be: yes-no questions and wh-questions.

- a. 'Non echo' yes-no questions** – ask about the whole fact, about the content as a whole. In this case, the verb that forms the rheme of the utterance is at the beginning^{xx}:
- *Do të rrish sonte me ne?* ((Will you stay with us tonight?)

^{uu} B. Beci, *Gramatika e gjuhës shqipe (për mësuesit e gjuhës shqipe)*, Tiranë, 2010, f.166.

^{vv} Mbiemri "retorik" vjen nga greqishtja *rhetoricos*- i oratorit, që ka të bëjë me gojëtarinë.

^{ww} M.Çeliku, *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*, Tiranë, 2012, f.281.

b. ‘Non echo’ who questions— ask about only one part of the sentence: about the subject as the doer of the action, about the object as the receiver of the action, about the adjunct, etc.

Çfarë dëshirash keni? What do you wish for? Kur zhvillohet konkursi? When does the competition take place? Kush reciton bukur? - (Arturi). Who is a good reciter? – (Arthur) Si është koha sot? - (e mirë) How is the weather today? – (Good).

3.1-AFFIRMATIVE INTERROGATIVE SENTENCES

Affirmative interrogative sentences serve not just to ask but also to respond in an affirmative way to a previous question^{yy}:

Do we go out now? (Dalim tani?) – Why are we staying longer? Pse edhe më do të rrimë?

Will we find a solution for this difficult situation? (A do të dalim dot nga kjo situatë e vështirë?) – Mos është hera e parë kjo? Why is this the first time?

Negative Interrogative Sentences

Negative interrogative sentences serve to deny what is being questioned in a preceding interrogative sentence^{zz}:

(Nuk shkove?) – Ku të shkoja? (Didn't you go?) - Whereto?

(Ishit në ndonjë dasmë kështu?) – Kush ka kohë për dasmë sot? (Were you at a wedding?) - Who has the time for a wedding today?

3.2-INCITING INTERROGATIVE SENTENCES

Inciting interrogative sentences express incitement, a push in an indirect way^{aaa}:

Akoma po rri? Are you still staying?

^{xx} M.Çeliku, *Sintaksë e gjuhës shqipe (përbërësit sitaksorë)*, Tiranë, 2012, f.281.

^{yy} M.Çeliku, *Sintaksë e gjuhës shqipe (përbërësit sitaksorë)*, Tiranë, 2012, f.281.

^{zz} M.Çeliku, *Sintaksë e gjuhës shqipe (përbërësit sitaksorë)*, Tiranë, 2012, f.282.

^{aaa} M.Çeliku, *Sintaksë e gjuhës shqipe (përbërësit sitaksorë)*, Tiranë, 2012, f.282.

The inciting sentence serves to urge someone to enforce an order, advice or invitation. In inciting sentences, verbs are usually in an imperative, subjunctive, and declarative manner.

4- RHETORICAL QUESTIONS

The adjective “rhetorical” derives from Greek *rhetorikos* – of orator, that has to do with speech.

The rhetorical questioning sentence expresses the assertion in the form of the question. The rhetorical sentence has a strong expressive power - exciting: -*Would there be a nation without language, without its art?*

The rhetorical questions do not seek answers, but they are distinguished by their expressive force: - *Why didn't I finish this job once and for all?*

The sentence is a rhetorical question when the speaker makes a question without asking for reply: - *Ç'të presësh nga ti? (What to except from you?)*

5- EXCLAMATORY INTERROGATIVE SENTENCES/QUESTIONS

Interrogative sentences are made exclamatory when are accompanied by a strong sense of joy, surprise, fright, anger etc^{bbb}.

Even whole or partial interrogative sentences can be accompanied by a strong sense of joy, surprise, fright, anger etc.

I bought these jeans for you. Këto pantollona xhins i kam blerë për ty.

-Për mua?! (sipas mënyrës si e shqiptojmë mund të shprehim: habi, gëzim etj).

-For me?! (by the way we pronounce it we can express: surprise, joy etc).

At the end of the exclamatory interrogative sentences is placed a question mark and an exclamation point.

5.1-INTERROGATIVE SENTENCES

Interrogative sentences can be pronouns, adverbs or adjectives.

^{bbb} B. Beci, *Gramatika e gjuhës shqipe për të gjithë*, Tiranë, 2010, f.190.

Pronoun - it substitutes a noun which in the declarative sentences can have different functions:

(Who is working?) *Kush po punon?* (Alban is working.) *Albani po punon.*

(Whom did you thank?) *Cilin falënderove?* (I thanked Alban.) *Falënderova Albanin^{ccc}.*

Adverb— is placed instead of a nominal group, of an adverb or a dependent part that functions as an adverbial:

When do you come back? Kur do të ktheheni? We will be back in two hours (tomorrow, or when the lectures are over) Do të kthehemi për dy orë (nesër, ose kur të mbarojë mësimi).

Adjective – accompanies the noun on which falls the questions, and it substitutes a simple or extended nominal group (phrase) (a group formed by a complement, adjective, with a subjunctive sentence).

Which book did he choose? Cilin libër zgjodhi? He chose Naim's book. Zgjodhi librin e Naimit (librin me tregime, ose librin që flet për jetën e Shekspirit) (the book with stories that talked about Shakespeare's life).

5.2- INTERROGATIVE PRONOUNS

Interrogative pronoun is the kind of pronoun that refers to objects and people, which asks about quantity, possession or their traits^{ddd}.

Interrogative pronoun substitutes a noun or a nominal group that is not stated, but that will be stated while replying to the question that has been asked. Here we will do a detailed analysis about each interrogative pronoun by describing the grammatical traits and the values of these units in the organization of the interrogative sentences.

The interrogative pronouns are: *Who kush*, *which cili* (*cila, cilët, cilat*), *ç, çfarë*, *what sa*, *how, i sati* (*e sata, të satët, të satat*)

^{ccc} B. Beci, *Gramatika e gjuhës shqipe (për mësuesit e gjuhës shqipe)*, Tiranë, 2010, f.167.

^{ddd} A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.172.

Through the interrogative pronouns the speaker asks to be informed about a person or a thing. Therefore, in the sentence:

(Who wrote this letter?) *Kush e shkroi këtë letër?* (Was there raining or snowing?) *Po atje çfarë binte, shi apo borë?*

By the interrogative pronoun the speaker asks to know the person who is the doer of the action.

Since the interrogative pronoun usually is under the logical emphasis, as a rule it is pronounced with a higher tone^{eee}.

Pronouns complete their interrogative function in direct and indirect interrogative questions e.g. *Po kë të dëgjoja?* (Whom did I have to listen to?)

(The doctor could imagine what had happened.) *Doktori e merrte me mend se ç'kishte ngjarë.*

The person or the object that we are asking could be unknown to the speaker, to the interlocutor or to both of them. E.g.:

(Do you know whose daughter is she?) *A di e kujt është kjo vajzë?* (Who came here yesterday?) *Kush erdhi dje këtu?*

Interrogative pronouns have always a function that is related to the verb or to another word in the interrogative sentence. Those can be: subject, object or determiner^{fff}.

As a subject: *Kush erdhi?* (Who came?)

As a direct object: *Cilin do të ndihmosh?* (Whom will you help?)

As a determiner: *Cilën vajzë zgjodhe për të recituar?* (Which girl did you chose to recite?)

By observing the grammatical traits, the interrogative pronouns can be divided into three groups:

^{eee} A. Dodi, *Fonetika e gjuhës së sotme shqipe, Enti i teksteve dhe i mjeteve mësimore i Krahinës Socialiste Autonome të Kosovës, Prishtinë, 1970, f.115.*

^{fff} B. Beci, *Gramatika e gjuhës shqipe (për mësuesit e gjuhës shqipe), Tiranë, 2010, f.92.*

- 1) Interrogative pronouns that have the grammatical category of gender, number and case: *cili* (*which*), *i sati*, dhe *i sejtë*.
- 2) Interrogative pronouns that have only the grammatical category of case: Who and how much, *kush* dhe *sa*.
- 3) Interrogative pronouns that do not have grammatical categories: *ç'*, *çfarë*(*what*), dhe *se*.

In general interrogative pronouns can be used by being accompanied by nouns:

(Where did the disaster happen?) Në **ç'vend** ka ndodhur fatkeqësia? (What type of people are those that do not act the way they speak?) **Çfarë njerëzish** janë ata që nuk veprojnë siç flasin? **Ç'mosmarrëveshje** keni^{ggg}? (What type of disagreement do you have?)

Interrogative pronouns can be used with prepositions when they are not accompanied by nouns: **Me cilin** mbante lidhje tipografia juaj^{hhh}? (With which is your typography related?)

6- THE INTERROGATIVE PRONOUN “WHO” “KUSH”

The interrogative pronoun who has an indefinite meaning and is only used for referring to people. The usage of this pronoun is associated with the request to know someone or to name that personⁱⁱⁱ:

(Who wrote the poem *Lahuta e Malsisë*?) **Kush** e ka shkruar poemën *Lahuta e Malsisë*? – Gjergj Fishta.

The interrogative pronoun *who* has only the grammatical category of case. It is used in the same way for males and females and is always followed by a singular verbⁱⁱⁱ.

^{ggg} A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.173.

^{hhh} Sh. Demiraj, *Gramatika e gjuhës shqipe (Vëllimi I)*, Tiranë, 2002, f.243.

ⁱⁱⁱ Sh. Demiraj, *Gramatika e gjuhës shqipe (Vëllimi I)*, Tiranë, 2002, f.243.

ⁱⁱⁱ A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.173.

6.1-THE INTERROGATIVE PRONOUN “WHICH” “CILI”

This pronoun is used for people and for objects. It has a less indefinite meaning than the pronoun *who* and is used to ask for people or things of a particular group^{kkk}.

e.g.: (Which singer won the first place?) *Cili këngëtar fitoi çmimin e parë?*

With the pronoun *which* is usually required the definition, concretization or specification of the person or thing: (Who is the man that is coming with Shpresa?) *Cili është ky që po vjen me Shpresën^{lll}?*

The pronoun **which** is used often to specify one or more objects or people from the group they belong to.

6.2-THE INTERROGATIVE PRONOUN “Ç”

This pronoun is used to ask questions about people or objects and their traits.

Eg. *What do you look for?* *Ç' kërkoni?*

The pronoun *ç'* does not have any grammatical category whatsoever, it is used only in one way, but it can be used in the subject function or as the direct object: *He knew what was waiting for him. Ai e dinte ç'e priste. – Ç'kërkoni? - pyeti përsëri... What are you looking for? – he asked again...*

The interrogative pronoun *ç'* is placed in the beginning of the sentence, but there are also cases when it does stand in the middle of it: *E di ç'do të më thuash. I know what you're going to say to me.*

Interrogative pronoun *ç'*, *çfarë* (*what*), does not change the form: *Ç'problem? –Çfarë problem? What problem? Ç'punë? – Çfarë punë^{mmm}? What job?*

The interrogative pronoun *ç'* is used in the simple register and is always written with an apostrophe: *- Ç'bëtë djeⁿⁿⁿ? What did you do yesterday?*

^{kkk} A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.173.

^{lll} Sh. Demiraj, *Gramatika e gjuhës shqipe (Vëllimi I)*, Tiranë, 2002, f.243.

^{mmm} B. Beci, *Gramatika e gjuhës shqipe*, Prishtinë, 2005, f.219.

6.3-THE INTERROGATIVE PRONOUN “WHAT” “ÇFARË”

The interrogative pronoun *what* ‘**çfarë**’, it has the same function as the pronoun **ç**.

Çfarë më sillni? What do you bring me?

The interrogative pronoun *what* ‘**çfarë**’, is never written with an apostrophe.

6.4-THE INTERROGATIVE PRONOUN HOW MUCH/MANY “SA”

This pronoun is used to ask for the quantity of people or objects^{ooo}:

Sa paguan për këtë llogari? How much will you pay for this bill? Sa njerëz ftove? How many people did you invite?

It is mainly used in the nominative case and in the accusative case. Other forms of cases are rarely encountered in the literary language. Instead of them it is used **sa** how much/many with the noun of the appropriate case^{ppp}:

Prej sa shokëve ke marrë letër? (From how many friends did you receive a letter?)

The pronoun **sa** how much/many can be used lead by different prepositions, when it is not along by nouns: *Me sa erdhi? When did he come?*

Usually the interrogative pronoun is followed by a noun or by a verb: *Sa janë duke ardhur? (How many are coming?)*

6.5-INTERROGATIVE PRONOUN “I SATI”

*(*there is no equivalent in English, it is used for framing a question whose answer is an ordinal number)*

This pronoun is used to ask for the order of objects and people, e.g: ***I sati** ditar është ky që gjejmë? **I sati** dole?*

Along with adjectives that derive from numerals, the pronoun **i sati** is close to not only by the way it is formed, but also by the grammatical category and syntax functions.

^{mm} B. Beci, *Gramatika e gjuhës shqipe për të gjithë*, Tiranë, 2010, f.102.

^{ooo} Sh. Demiraj, *Gramatika e gjuhës shqipe (Vëllimi I)*, Tiranë, 2002, f.245.

^{ppp} Sh. Demiraj, *Gramatika e gjuhës shqipe (Vëllimi I)*, Tiranë, 2002, f.245.

This pronoun has the same grammatical category and undergoes the same morphological changes just as adjectives that derive from numerals, *i sati: e sata; i pari (the first): e para (the first); të satin: të satën; të parin: të parën (the first) etj.*

When it is not along with nouns, it is used just as numerical adjectives, only in nominative and accusative, functioning as nominative object, subject complement, subject and object as well:

*I sati është Iliri? **Të satin** e klasifikuan Ilirin^{qqq}? Which place did Ilir take?*

The pronoun *i sati* is different from adjectives that derive from numerals, only that it is always used in the definite form.

The interrogative pronoun *i sati* is always used morphologically as a noun in the definite form of masculine gender (I sati) and feminine (e sata).

6.6-THE INTERROGATIVE PRONOUN “SE”

The interrogative pronoun **se**^{rr} is used to ask for things, for the material that a thing is made of, for the means or for the cause.

The interrogative pronoun **se** is only used with prepositions^{sss}. e.g. *Nuk e mora vesh për **se** (për ç’gjë) më fole. I don’t know what (for what) you talked about Me **se** udhëtove? What did you travel with? Nuk di nga **se** vjen kjo dobësi? I don’t know where this weakness comes from? Për **se** u fol në mbledhje? What was discussed in the meeting?*

Morphologically is not flexible, but it can be used in different syntax functions.

This pronoun is used only accompanied by prepositions: *Me **se** do të shkojmë? (What are we going with?) Dhe mbi **se** nuk u foli. (He didn’t tell them about the matter). The pronoun **se** has only one form, but it can be used in different syntax functions.*

^{qqq} A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe (morfologjia)*, Prishtinë, 1985, f.175.

^{rr} Nga përëmiri pyetës se me njëën e përparme i dhe me prapashtesën –të është formuar përëmiri pyetës i sejtë, i cili ka një përdorim të kufizuar. Me mbiemrat prejnumërorë ky përëmirë ka po ato pika takimi që ka edhe përëmiri pyetës i sati.

^{sss} A. Jashari, *Gramatika e gjuhës shqipe I –Morfologjia (për studentët e gjuhëve të huaja)*, Prishtinë, 2009, f.94.

7- PARTICLES

The particle is a part of speech that is a closed class word, which serves to express connotative meaning or emotional complement of a sentence, of a phrase or a whole sentence^{ttt}.

7.1-THE INTERROGATIVE PARTICLES

In this group are the particles: **a**, **ë**, **e**, which serve to ask questions. The question meaning can be accompanied with an emotional shade. They are used in an interrogative sentence as well as in a rhetorical sentence^{uuu}.

A do të mbash premtimin që jep sot? (Will you keep the promise today?) A mund të përvetësohet dituria pa punë e vullnet? (Can knowledge be acquired without work and willpower?)

The particles **e** and **ë** and **a** are used independently, e.g. **E?** –pyeti ai me padurim. – he asked impatiently. – Vajte? – **Ë?** – pyeti tjetri. – Did you go? – asked another one.

7.2-THE INTERROGATIVE PARTICLE A

The interrogative particle **a** is used especially in the beginning of an interrogative sentence. In this case it usually serves to emphasize the interrogative nature of this sentence: (Did you look for me at home?) A mos më ke kërkuar në shtëpi^{vvv}?

This particle is also used in rhetorical questions; in which it is uttered a negative or affirmative emotional expression rather than a question e.g.: (Is there any worse word than this?) A ka fjalë më të rëndë se kjo?

7.3-THE INTERROGATIVE PARTICLES A AND Ë

Particles **a** and **ë** are used in the end of a sentence, by which it is required an answer, affirmation etc. Especially in this case the particles **a** and **ë** besides the interrogative meaning they also have connotative meaning of emotion, contempt, irony, rebuke

^{ttt} Sh. Demiraj, Gramatika e gjuhës shqipe (vëllimi I), Tiranë, 2002, f.413.

^{uuu} A. Jashari, Gramatika e gjuhës shqipe I-Morfologjia (për studentët e gjuhëve të huaja), Prishtinë, 2009, f.176.

^{vvv} Sh. Demiraj, Gramatika e gjuhës shqipe (vëllimi I), Tiranë, 2002, f.422.

etc.^{www}, e.g. *Kështu janë burrat, a?* (Men are this way, right?) *Po si thua ti, kopjo dhe fito, ë?* (So what do you say, cheat and win, right?)

7.4-THE INTERROGATIVE PARTICLE E

The particle e is widely used, especially isolated. E.g.: *E?* – *pyeti përsëri ai me padurim.* – *Vajte?* (*Eh?* – he asked again eagerly.) – *E? pyeti Memua*^{xxx} (*Eh? Asked Memua.*)

It is used in the beginning of an interrogative sentence, when it serves to ask or to draw the attention of the interlocutor, as well as to push him/her listen the question and also answer it: *E, ç'thua ti?* (*So, what do you say?*)

7.5-PARTICLES THAT EXPRESS DOUBT

In this group of particles are: *gjë*, (*thing*) *kushedi*, (*Who knows*), *mbase*, (*maybe*) *ndoshta*, *sikur*, (*if*) *vallë etj.*

They are used to give the word, the phrase or the sentence a change of shade expressing: disbelief, uncertainty, etc.

The particles *gjë(thing)* dhe *vallë/perhaps* are used only in interrogative sentences, whereas synonymous particles *kushedi,(who knows)*, *mbase,(maybe)* *ndoshta(maybe)* dhe pjesëza *sikur(like/as if)* are used in sentences that are not questions^{yyy}. e.g: *Ma patë gjë Venerën?* (*Did you see Venera?*) *Kushedi vjen prapë nesër!* (*Who knows, maybe he'll come again tomorrow!*) *Mbase unë e teproj, por para këtyre njerëzve mahnitem.* (*Maybe I am exaggerating, but I am amazed by these people.*) *Shiko më mirë se ndoshta e gjen.* (*Look closely so maybe you'll find it.*) *Ty sikur të shoh pak si të çuditur.* (*I see you a bit surprised.*)

7.6-NEGATIVE PARTICLES

^{www} Sh. Demiraj, *Gramatika e gjuhës shqipe (vëllimi I)*, Tiranë, 2002, f.423.

^{xxx} A. Dhirmo, E. Angoni, E. Hysa, E. Lafë, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.312.

^{yyy} Sh. Demiraj, *Gramatika e gjuhës shqipe (vëllimi I)*, Tiranë, 2002, f.423.

Negative particles are: **nuk**, **mos**(not/n't), *jo* (no), *s'*, as *që* (not even) etc. E.g: **Nuk** e kam takuar. (I haven't met him/her); Unë as **qe** e kam pare atë. (I didn't even see him/her); **Jo** unë nuk e njoh. (No, I don't know him/her).

The negative particle **mos** (**don't**) can be used in an interrogative sentence carrying the meaning of doubt: **Mos** do të thuash që i fsheh unë? ngriti zërin Lulzimja. (Are you saying that I am hiding them?) Lulzimja raised her voice. – **Mos** është e fortë^{zzz}?- (Is it strong?)

The shade of doubt is strongly expressed when the particle **mos** is accompanied by one of the particles: *gjë*, (thing), *kushedi*, (who knows) *ndoshta*, (maybe), *vallë*. (perhaps) E.g. Kishte frikë se **mos** qe **gjë** sëmurë. Was she afraid that she was sick? Të pritni se **mos kushedi** gjendet ndonjë peshk budalla. (Wait because perhaps you'll find a stupid fish). **Mos vallë** ia rrëmbeu zemrën Skënderi^{aaaa}? (Perhaps Skender stole her heart?).

7.7-MITIGATING PARTICLE

The particle **dot** is used in an interrogative sentence, where this particle gives to the meaning of the verb a shade of chance:

Po këtë ç'e keni? (What's your relation to this?) Nuk e shitët **dot**? (**Couldn't** you sell it?)

7.8-EMOTIONAL – EXPRESSIVE PARTICLES

The particles **pa** and **se** are synonymous in the interrogative sentence. They are usually used in the end of an interrogative sentence to emphasize the emotional- expressive shade of it.

-E si e mori vesh **pa**? - (How did she find out?) Dhe përse **pa**, për një lëkurë ujku. (Why, for a wolf's skin?) – Sa hije të paska **se**?! – tha Halla. (It looks good on you?! – said the aunt). Mirëpo, kush e besonte **se**? (Well, who could believe it?) **Pa** më thuaj, ç'ke me mua? (Tell me, what's your deal with me?).

^{zzz} A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, Gramatika e gjuhës së sotme letrare shqipe(morfologjia), Prishtinë, 1985, f.312.

^{aaaa} Sh. Demiraj, Gramatika e gjuhës shqipe (vëllimi I), Tiranë, 2002, f.423.

8- ADVERBS AND TYPES OF ADVERBS

8.1-INTERROGATIVE ADVERBS

In terms of meaning, within adverbs should be distinguished the group of pronominal adverbs, especially pronominal interrogative adverbs: *ku*, (*where*) *kur*, (*when*) *nga*, (*from*) *si*, *qysh*, (*how*) *pse*, *përse*, (*how*), but also other pronominal adverbs: *ashtu*, *kështu*, *andej*, *këndej*, *aty(there)*, *këtu(her)*, *atje(there)* etj, have a quite general and abstract meaning.

From this point of view, this group of adverbs is similar in many ways to the pronouns. Just as pronouns, pronominal adverbs are not denominator words but they are indicative words. Pronominal interrogative adverbs serve to ask for the way and circumstances of an action, the scale of intensity as well. Therefore, these adverbs with interrogative pronouns have in common the interrogative function, e.g.: - *Shko, shko, të lutem, se lajme të tilla, më mirë t'i marr vesh sa më vonë unë, që të kem kohë të mendohem si t'ia bëj e nga t'ia kthej.* (Go, go, please, because such news I'd better know it later, so that I'll have time to think what to do.) – *More, vërtet, ku i kishe gjetur gjithë ato fjalë shkencore në referatin tënd^{bbbb}* (Where did you find all those scientific words in your lecture.)

8.2-ADVERBS OF TIME

Adverbs of time name a time circumstance, which means the time when the action is finished or how much it lasts, or the state showed by the verb or by a noun that derives from a participle verb.

As an adverb of time is considered the interrogative adverb (*when*) ***kur***, when it is used in direct and indirect interrogative sentences^{cccc}. e.g. ***Kur*** lindi Skënderbeu? (*When was Skenderbeu born?*) Asnjë nga historianët e vjetër nuk na e thotë. (*None of the old historians tell us.*) S'dihet se ***kur*** ka ndodhur ajo ngjarje që na tregove. (*It is not known when happened the event that you told us.*)

8.3-ADVERBS OF PLACE

^{bbbb} A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.261.

^{cccc} A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.266.

The adverbs of place show location, the place where an action happening, or the place where the action is heading towards that is shown by the verb, the place in which it is passing or the place that is being left. They can show origin^{dddd} as well. As adverbs of place are considered the interrogative adverbs too: **ku**, (*where*) **nga**(*from*), when they are used in direct and indirect interrogative sentences. E.g, **Ku** i duket balta më e ëmbël se mjalta? (*Where is the mud sweeter than honey?*) **Nga** je e pse ke ardhur^{eeee}? (*Where are you from and why did you come?*).

Interrogative adverbs of place (ku, nga)(where, from) and of time (kur)(when), can serve as means of conjunction of parts in the complex sentence^{ffff}.

For that reason, they are called subjunctive adverbs, e.g: *S'dihet koha kur (=në të cilën) është botuar libri. (It is not known the time when (=in which) the book was published.) Shtëpinë ku (=në të cilën) kishte banuar poeti, e vizitonin shumë njerëz. (The house where (= in which) the poet had lived, was visited by many people.)*

Pronominal adverbs in the sentence are only with adverbial function.

8.4-ADVERBS OF REASON

These adverbs are not distinguished as a separate group in the grammar of Albanian language. These are mainly seen only in cases where they serve as a means of conjunction between a dependent sentence to another sentence.^{gggg}.

The adverbs of reason serve to ask the cause of the purpose of completing the action^{hhhh}. E.g.: **Pse** do të nisësh kaq papritur? (*Why are you leaving so suddenly?*)

In this group are adverbs *përse* and *pse*(*why*). They are used to ask for the reason of the purpose of the action. E. g: - **Pse** pushoi muzika? – *thirri Soda Kaustike*; (*Why did the music stop?*) (– *Asked Soda Kaustike*); - *Po ti, Marina, pse trembesh?* – *tha me një përzemërsi të madhe sikur të njiheshin prej kohësh.* - (*Why are you scared Marina?*)

^{dddd} A. Jashari, *Gramatika e gjuhës shqipe I-Morfologjia (për studentët e gjuhëve të huaja)*, Prishtinë, 2009, f.148.

^{eeee} Sh. Demiraj, *Gramatika e gjuhës shqipe (vëllimi I)*, Tiranë, 2002, f.365.

^{ffff} A. Jashari, *Gramatika e gjuhës shqipe I-Morfologjia (për studentët e gjuhëve të huaja)*, Prishtinë, 2009, f.146.

^{gggg} Sh. Demiraj, *Gramatika e gjuhës shqipe (Vëllimi I)*, Tiranë, 2002, f.365.

^{hhhh} A. Jashari, *Gramatika e gjuhës shqipe I-Morfologjia (për studentët e gjuhëve të huaja)*, Prishtinë, 2009, f.148.

*Nuk mjafton vetëm të shkojmë në shkollë, por dhe duhet të mësojmë e të jemi të vetëdijshëm se **përse** e bëjmë këtëⁱⁱⁱⁱ (It is not enough to only attend school, but also to learn how to be aware of why we do it.)*

8.5-ADVERB OF MANNER

The adverbs of manner show the feature of the action. As adverbs of manner are considered the interrogative adverbs *si* dhe *qysh* (*how*) when they are used in indirect interrogative sentences, e.g.: *Si e zgjidhe detyrën?* (*How did you solve the task?*) *Nuk e di si e qysh do ta zgjidhësh këtë punë?* (*I don't know how you are going to solve this issue?*)

9- SIGNS, EXPRESSIONS AND INTERROGATIVE INTONATION

9.1-GRAMMATICAL MEANS OF EXPRESSING THE INTERROGATIVE CONSTRUCTIONS

The most important phonetic – grammar means that serves to express the question is the interrogative intonation. Interrogative sentences have a specific interrogative intonation that is characterized by the emphasized rise of voice in the word that carries the logical emphasis, in which the interrogator asks for an answerⁱⁱⁱ. Fluctuations in the elevation of the tone in the interrogative sentences depending from the word place with the logical emphasis.

We take as an example an interrogative sentence in which only by changing the intonation without any other grammatical means, it can be realized three different utterances:

- 1) *Teu''ta punon në teatër?* (*Po Teuta*)^{kkkk}. (*Teuta works in theater? Yes, Teuta*) In this utterance the logical emphasis falls upon the name “Teuta”, a word in which the voice achieves the highest scale and after that the intonational line begins the fall. Sentence (1) has a falling intonation.

ⁱⁱⁱⁱ A. Dhirmo, E. Angoni, E. Hysa, E. Lafe, E. Likaj, F. Agalliu, Sh. Demiraj, *Gramatika e gjuhës së sotme letrare shqipe(morfologjia)*, Prishtinë, 1985, f.267.

ⁱⁱⁱ M.Çeliku, *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*, Tiranë, 2012, f.283.

^{kkkk} M.Çeliku, *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*, Tiranë, 2012, f.283.

- 2) *Teuta puno'n në teatër? (Punon).* (Teuta works in theater? Works.) In this utterance the logical emphasis is on the verb 'work' and then falls. Sentence (2) has a rising- falling intonation.
- 3) *Teuta punon në tea'tër? (Po në teatër).* (Teuta works in the theater? – Yes, in the theater.) In this utterance it is emphasized the noun 'theatre' upon which the voice reaches the highest peak, and the intonational line starts to rise. Sentence (3) has a rising intonation.

9.2-THE INTONATION AND PUNCTUATION SIGN

The intonation is considered to be the crucial trait of interrogative sentences. Interrogative intonation is the main distinguished trait of interrogative sentences where it plays a vital role in transmitting the expressive force. The intonation is expressed in the changes of the quality of sounds, the voice strength etc, where it expresses the shades of the sentence. The intonation serves to differentiate an interrogative sentence from a declarative or exclamatory sentence. In the Albanian language the part of speech that should be noted is pronounced more powerfully and with a higher tone^{lll}. The voice intonation is another source of ambiguity or non ambiguity or a question. By that we can understand that we are dealing with a question^{mmmm}.

9.3-THE CONVERSION QUESTION

We will call an interrogative conversion the change that the declarative sentence undergoes, when it is converted in an interrogative sentence. In the case of a full question, the interrogative sentence is distinguished by a special intonation (a voice state), usually in the end of the sentence which distinguishes it from a declarative sentenceⁿⁿⁿⁿ:

Declarative: (You found the solution.) E gjetët zgjidhjen.

Interrogative: (Did you find the solution?) E gjetët zgjidhjen?

^{lll} B. Beci, *Gramatika e gjuhës shqipe për të gjithë*, Tiranë, 2010, f.28.

^{mmmm} B. Musai, *Metodologji e mësimdhënies*, Tiranë, 2003, f.231.

ⁿⁿⁿⁿ B. Beci, *Gramatika e gjuhës shqipe (për mësuesit e gjuhës shqipe)*, Tiranë, 2010, f.167.

This is the most usable form in the everyday language. In the case of a partial question, the constituent of the sentence on which falls the question, is in the head of the sentence: ***Si** e zgjidhët ushtrimin?* (*How did you solve the exercise*) The full question can be distinguished by the usage of the unchangeable formula **a do të?** (will you? / are you going to?) ***A do të** vini nesër?* (*Will you come tomorrow?*)

We take as an example the imaginary listening of the two below questions: *Ju **thatë** se presidenti mund të zgjidhet vetëm dy herë radhazi?* (*You said that the president can be selected only two times?*) *Presidenti, mund të zgjidhet vetëm **dy herë** radhazi?* (*The president can be selected only two times?*)

In addition, the appropriate voice intonation can turn every affirmative sentence into a question, even when we do not think such a formulation, but there are also times when a question can be perceived as a rhetorical question because of the voice intonation^{oooo}. E.g.: *Ne i kemi bërë të gjithë detyrat e shtëpisë sot, **apo jo?*** (*We did are the chores today, didn't we?*)

In Albanian language the part of the sentence that has to be notes is pronounced more powerfully and with a higher tone. In some occasions in order to put point out a word that expresses an emotion, it is used a second emphasis which can fall in another syllable of the word and not on the syllable where the emphasis falls. Words are made up of syllables, which in the course of speaking not all of them are pronounced the same. When we pronounce two difference different words with two or more syllables, we notice the only one of them is different from the other, and this distinction is made by word emphasis^{pppp}. In the interrogative sentences, the question mark graphically marks the rising intonation that characterizes the question while speaking^{qqqq}: *Nga na vjen o djalë?* (*Hey boy, where do you come from?*)

The syllables of a sentence are not all pronounced with the same tone. The variations of tone shape the sentence intonation as well as the melodic line. The signs that are used in the end of the sentence graphically mark the pause that separates two sentences

^{oooo} B. Musai, *Metodologji e mësimdhënies*, Tiranë, 2003, f.231.

^{pppp} A. Hamiti, I. Hamiti, *Gjuhë Shqipe*, Shkup, 2011, f.10.

^{qqqq} B. Beci, *Gramatika e gjuhës shqipe për të gjithë*, Tiranë, 2010, f.29.

in the spoken language where the interrogative sentence ends with a rising intonation. The question mark graphically marks the rising intonation which characterizes the question while speaking^{rrr}. E.g.: *Ç'kishte këngëtari i dëgjuar?* The changes of the tone are in line with the expression of emotions and feelings.

10- TREATMENT OF QUESTIONS

10.1- THE TREATMENT OF QUESTIONS IN THE TEACHING PROCESS

There are different opinions in regard to the quantity of the question types. Deductive questions encourage the thinking process, whereas factual questions encourage remembering facts. Most of the reasons why these questions are made can be classified in the category below:

-Drawing attention and boosting interest – *“Nëse do të shkonit në Hënë, cila do të ishte gjëja e parë që do të vinit re?”* (If you went to the moon, what would be the first thing that you'd notice?)

- Diagnosis and control – *“E di ndonjëri nga ju kuptimin e fjalës latine via?”* (Does anyone know the meaning of the Latin word via?)
- Reproduction of special facts or information– *Cili nga ju mund të përmendë personazhet kryesore në librin “Kronikë në gur”?* (Which one of you can mention the main characters of the book “Chronicle in Stone”?)
- Managerial – *“Kërkove lejen time për këtë?”* (Did you ask my permission for this?)
- Encouraging high level of thought process – *“Duke u mbështetur në të gjitha sa kemi mësuar deri tani, cilat ushqime, nga ato që përdorim në shtëpi përmbajnë sodë?”* "By relying on everything we have learned so far, what foods, from what we use at home, contain baking soda"?

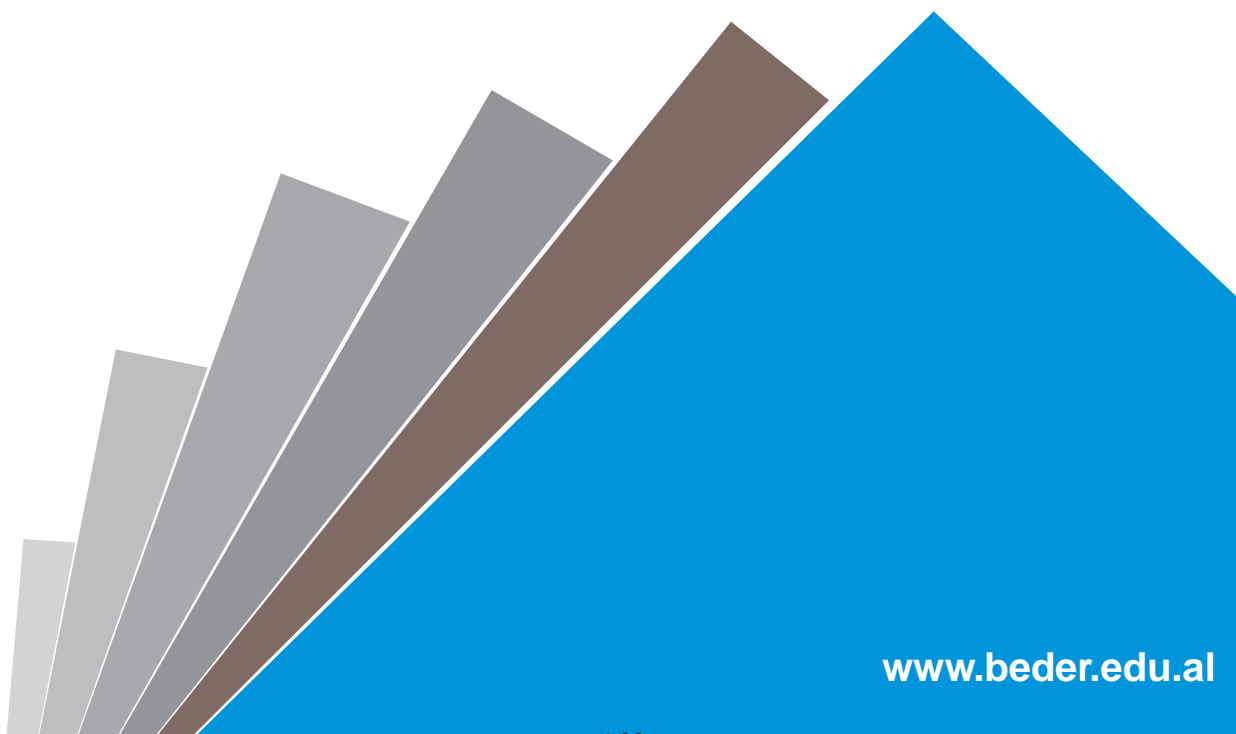
^{rrr} B. Beci, *Gramatika e gjuhës shqipe (për mësuesit e gjuhës shqipe)*, Tiranë, 2010, f.270.

- Structural and reorienting for learning - *“Tani që kemi mësuar formën tregimtare, cili mund të tregojë fjalinë paraqitëse”?* (*"Now that we have learned the narrative form, which one can show the introductory sentence"?*)
- Expressing emotions– *“Çfarë ju pëlqen në komedinë pallati 176”^{ssss}?* (*What do you like in the comedy called “pallati 176”?*)

11- CONCLUSION

The majority of the questions in this category aim to shape or build the interlocutor's answer. Therefore, a well formulated question serves as a graphic organizer, that ensures structure first, and then the answer. Nevertheless, the case related to the definition of question type that can be used to encourage thought is debatable. The only conclusion that can be drawn is that before defining the right type of questions, we should select the learning process we wish to encourage. This conclusion is especially important when teachers lay the foundation of building their subject upon the making questions process.

^{ssss} B. Musai, *Metodologji e mësimdhënies*, Tiranë, 2003, f.233.



www.beder.edu.al

Address:

"Jordan

Misja" St. Tirana - Albania

Contact: Tel: +355 4 24 19 200, + 355 4 24 19 222;

Fax: +355 4 24 19 333 web: www.beder.edu.al, e-mail: bjes@beder.edu.al