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Address: 11, Portland Road, London, SE25 4UF, United Kingdom

Tel: +44 2080680407

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The Impact of Media on Juvenile Delinquency in the Care of Abu Dhabi and Fujairah - United Arab Emirates

Mufaraj Ali Al-Karbi

Master student, Universiti Pendidikan Sultan Idris

Mohammed Yousef Mai

Faculty of Human Development, Universiti Pendidikan Sultan Idris

Abstract

This study was aimed to investigate the impact of the media on juvenile delinquency in the care of Abu Dhabi and Fujairah - United Arab Emirates, as well as studying the behaviours of adolescents in watching the media and its influence on them, and also measuring the readiness of the delinquents to accept the awareness of media as a means of adjustment and a proactive means to prevent delinquency. A quantitative approach was used for this study, A questionnaire was distributed to 46 delinquent juveniles (39 males and 7 females) who were taken care of by Abu Dhabi and Fujairah care homes, and it was also distributed to 120 intermediate and secondary school students (65 males and 55 females) in Abu Dhabi and Fujairah. The findings showed that there is a positive relationship between the number of school failures in adolescents more than twice and the possibility of a teenager at risk of becoming a delinquent, the probability of juvenile delinquency and high rates for adolescents who watch different media materials. The results also showed that there is no relationship between adolescents imitating violent content in media and the phenomenon of juvenile delinquency. As a conclusion, Juvenile delinquency is more likely to be in the 15 to 17 age group.

Keywords: Juvenile Delinquency, Media, Adolescents.

Introduction

There is no doubt that children are the basis of society and the cornerstone of nations. They are the hope of the nation to build glory and establish civilizations. One of the most important threats that surround these adolescents, the community and social peace is the phenomenon of juvenile delinquency, which is a malignant phenomenon that threatens the nation and violates its rules and principles. It is very important to be investigated, to identify and determine its causes in order to be able to confront it and to prevent it from society.

No one denies that the media has a great impact on the lives of young and old people, men and women, where this impact on human behavior, clothing, appearance and personality traits. For example, the theory of cultural implantation suggests that television has become a family member; children start associating with it at an early age and play a cultural role; it provides viewers with religious, historical, geographic and other information, and this is one of the benefits and advantages of this device (Abdel Hamid, 2000).

Media is everywhere from the devices of television, radio, computer and to Internet mobile phones, video games, newspapers and magazines, primarily smartphones that they carry with them everywhere; at home, school, street, transportation and markets, which they are deeply and directly affected by. One of the most important features of this age is the rapid development of the media and communication.

However, television has undeniable negatives. Some studies have shown that many children's programs, especially cartoons, are horribly violent (Huesmann, 2007). For example, violence accounts for 42% of 'Teenage Mutant Ninja Turtles', 40% of 'Tom & Jerry' and 24% of 'Grindizer'. The forms of violence used by cartoon characters varied: 35% quarrels, 33% pranks, 14% battles, 5% torture, and 5% threat. Children tend to imitate what they watch (81% of males and 35% of females). The fact that most research on the impact of media violence on aggressive behavior has focused on violence in

fictional television and film and video games is not surprising given the prominence of violent content in these media and the prominence of these media in children's lives (Anderson & Bushman, 2001).

Psychology defines delinquency as "behavior that does not conform to the norms of the group" while Sociology considers delinquency to be: "a phenomenon arising from the pressures and conflicts of each society". The delinquency of young people is one of the most pressing contemporary social problems, not only in developed countries but also in developing countries such as the UAE. It has a negative impact on victims, society, adolescents, and their families (Al Ali , 2013). In view of the keenness of the United Arab Emirates to provide social, health and psychological care for displaced and delinquent juveniles, to assist them and rehabilitate them, from the sense of social responsibility, the researcher has taken care to play a role in this effort and to put a brick in the wall in addressing this phenomenon.

In regard to Juvenile, the Psycho-sociologists refuse to define a specific age at which each stage of modernity ends. However, the scientists agreed that the individual since birth is going through different stages that are difficult to separate from their intertwining and overlapping. They have tried to bring the social psychology division of the body closer to the legal division by dividing the age of modernity into three stages: the stage of self-focus, the stage of focusing on others, the stage of social and psychological maturity. But the stages overlap between each other as the seasons of the year in the gradation and transition from one stage to another is gradual, not sudden (Zahrani, H. A., 1981). In the United Arab Emirates, according to the law of juveniles and delinquents, a juvenile is the person who did not exceed the age of 18 at the time of the act being committed or in a situation of displacement.

The social learning theory assumes that the viewer of visual media has the ability and the possibility to learn aggressive behavior through the contents and programs, and that viewing increases the likelihood of learning deviant behavior. Bandura and Walters confirm that the individual can learn and imitate the behavior of aggressive characters presented as models to follow and provide opportunities to learn aggressive behavior. This theory assumes that the viewer is likely to learn violence and act violently after watching and adopting violent content on television.

Problem Statement

Psychologists point out that the child is not born of one nature, but he acquires the characteristics of his behavior and trends from the social and physical environment that he becomes part of it by birth. In addition, Psychologists emphasize that children and adolescents are the most affected than adults by TV programs (Allawi, 2010). Since the early 1960s the results of research exposure to violence in television, movies, video games, cell phones, and on the internet certainly increases the risk of violent behavior on the viewer's part just as growing up in an environment filled with real violence increases the risk of them behaving violently (Huesmann, 2007).

A meta analytic review of the video-game research literature reveals that violent video games increase aggressive behavior in children and young adults (Anderson & Bushman, 2001). It has become clear to the researcher that the focus of this research on certain reasons is mainly on this phenomenon, as the media is the main reason that affects directly and indirectly in all segments of society especially the children.

According to Al Ali (2013), a review of existing Arabic studies aiming to examine juvenile delinquency indicates that: (a) in the majority of Arabic countries, there has been an increase in juvenile delinquency; (b) most studies have paid attention to treatment rather than prevention; (c) most previous studies have been based on methods of document analysis; and (d) many researchers have suggested the importance of conducting further research in the field of juvenile delinquency prevention. Unfortunately, in the UAE and in many other developing countries, this issue has not been given significant attention until recently (Al Ali, 2013).

The study problem concentrates on the negative impact of media on juvenile delinquency, by exposing adolescents to scenes of violence, hatred and extremism. This is due to the fact that the various media are full of these scenes, which lead to the growing phenomenon of juvenile delinquency and the bad and ugly examples of people we see in the street and in the work who are obviously influenced by media too much; it cultivates their tendency to aggression, hatred and violence and takes the feelings of mercy and compassion from their hearts. Therefore, it is important to examine the relationship between the media and juvenile delinquency in UAE, Abu Dhabi, where adolescents are greatly affected by the scenes of violence and hatred they watch in television films, computer, internet, video games.

Research Questions

According to the problem statement and aims, researcher fixed some research questions as followed:

What are adolescents' habits in using the media?

What kind of media material would be preferred by adolescents (normal and delinquent)?

Does watching the various media affect the behavior and attitude of juvenile delinquents?

Research Methods

A descriptive analytical method has been implemented to illustrate and diagnose the actual reality of juvenile delinquency and the impact of this phenomenon with the exposure of delinquent juveniles to media materials in Abu Dhabi.

Population and research sampling

The study population is the Schools and Juvenile Care Centres in Abu Dhabi and Fujairah. The delinquents detained in Rehabilitation Care Centres in Abu Dhabi and Fujairah were interviewed. In addition, secondary school students in Abu Dhabi and Fujairah were also interviewed, this is in terms of the study population. As for the sample of the study, the researcher chose to have the study sample in two groups:

A - A sample of delinquents detained in Care Centres in Abu Dhabi and Fujairah. They are 46, ranging from 14 to 17 years. The percentage of males in the juvenile sample was 84.78% compared to 15.22% of females.

B – A sample of a group of normal/typical adolescents from secondary school students in Abu Dhabi and Fujairah. They are 130 students aged 13-17 years, of whom 65 were males (50% of the total sample) and same percentage for females.

Research Instrument

The survey instrument used in this study, it is not a test instrument but it is a descriptive one. It has been developed based on literature review, observation and interviews. The questionnaire was done in two parts, the first part is the personal information data that represent the variables between the members of the two research samples, and there is a difference between the two forms for each of the research samples under this part. The second part are 13 questions of the questionnaire. These questions are identical in the forms of the two research samples. However, due to the difference in the first part of the questionnaire, two questionnaire forms were used, one for juvenile delinquents and the other for the sample of typical students of middle and secondary schools.

Results

Research question 1: What are adolescents' habits in using the media

The first question is concerning of the influence of media in adolescents and their tendency towards imitation. It is about imitating actors in actions films, violence and detective films, as well as imitating artists and celebrities in their clothes and hair styles, and also imitating of some movements or attacks seen in professional wrestling programs with friends at home, street, school or anywhere. The results are presented in figures (1,2, and 3).

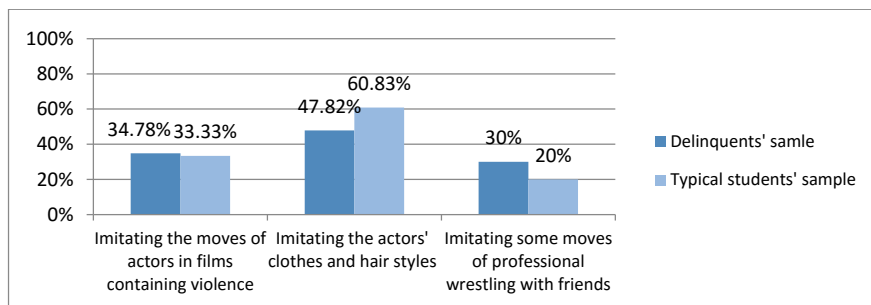


Figure (1) represents the proportions of adolescents' imitation of different media materials

Based on figure (1), it is clear that the ratios of the imitation of adolescents to the actors' moves in violent and detective films between the two samples are close to each other, where it has reached 34.87% in the delinquents' sample and 33.33% in the typical students' sample. They are almost equal proportions and there is no indication that watching films of violence leads to violence, but these proportions confirm one of the study hypotheses that says there is a strong and significant impact of media on adolescents. The graph also shows the high proportions of adolescents' imitation of the clothing and their hair styles of artists in both samples, where it has reached 47.82% in delinquents' sample and 60.83% in typical students' sample. It seems that the sample of typical students has a higher rate of adolescents' imitation of artists and celebrities because of the large proportion of females, including up to 50% of the sample, whereas the proportion of females in the sample of delinquents is only 15.2%, these proportions also confirms the study hypotheses that says there is a strong and significant impact of media on adolescents, which is represented in the Imitation of clothing and hair styles of artists and celebrities, and the ratio reaches more than 60% as in the sample of typical adolescents.

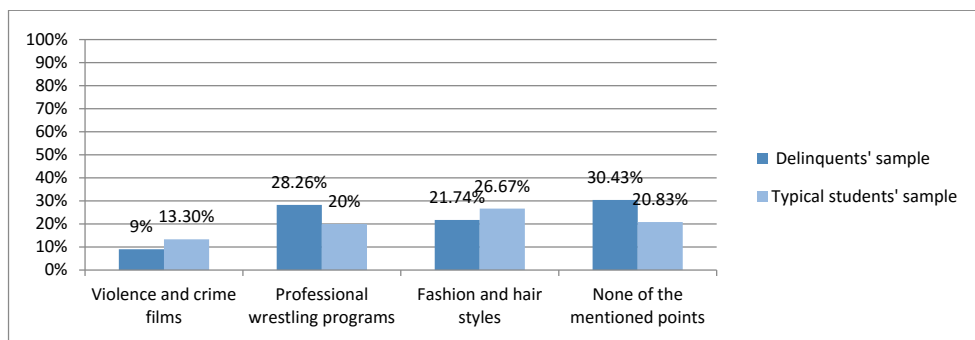


Figure (2) represents the percentage of media materials most likely being imitated by adolescents

Figure (2) illustrates the findings that is related to the first question, it shows the relationship between the proportions of the media materials that are most likely being imitated by adolescents. The highest percentage of delinquents' sample showed that they do not see that adolescents imitate any media material, which amounted to 30.43% compared to 20.83% of the typical students' sample, while the highest percentage regarding the imitation of professional wrestling episodes was in the sample of delinquents where the percentage was 28.26%, compared to 20% in the sample of typical adolescents, which are unequal but there is no significant differences on which no result can be based. Also, the media material that has the largest percentage of imitation is the fashion and haircut programs, with 26.67% of the typical students' sample, compared to 21.74% for the sample of delinquents, which are close ratios. In addition, to ensure that there is no significant difference between the results of the two samples, we have added up the proportions of the imitation of media materials with violent content (wrestling, violence and crime films) for each of the two study samples separately, where the percentage was 37% in the sample of delinquents compared to 33.33% of the sample of typical students, which is also almost an equal proportion on which no result can be based. However, this percentage shows the behavior of adolescents in general and their tendency to imitate the violent content in media by more than a third, and thus, it is a percentage to be aware of and highlighted as the imitation of violence leads to similar violence and that leads to a doubling of the ratio. If a teenager used violence with his schoolmate, he would react violently to him.

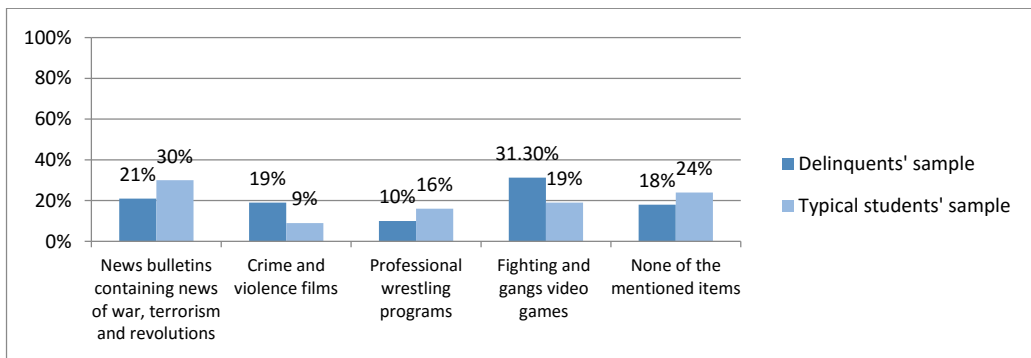


Figure (3) represents the percentage of media materials that adolescents advise others not to watch

Figure (3) shows the percentage of media materials that adolescents advise others not to watch. The highest percentages were of the news bulletins containing news of wars, terrorism and revolutions, as well as fighting and gangs video games, in both samples, where the addition of the two percentages has reached 54% in the delinquents' sample, compared to about 49% in the sample of typical adolescents. These ratios are found close to each other on which no result can be based. However, it should be noted that most of the members of both samples tend to renounce violence and hostility, which are innate traits. As figure (3) shows, 82% of the study sample of delinquents advises others not to watch violent material regardless of the image presented, compared to 75% of the study sample of typical adolescents who also advise others not to watch violent material, regardless of the image presented.

It should be pointed out here that the first hypothesis concerning the existence of a relationship between the imitation of scenes of violence and the rates of juvenile delinquency phenomenon is not proven.

RQ2: What media are adolescents interested in, and what kind of media material would be preferred by delinquent adolescents?

This question asks about the most activities carried out by the adolescent during his free time. The responses included of different media means and some other activities to measure the extent of adolescents' attachment to the various media without any other activities in their free time. And to bring the scene closer to the mind, we have made a graphic illustration of the spending of leisure-time question between the samples of delinquents and the typical adolescents, as shown in the following Figure (4-7):

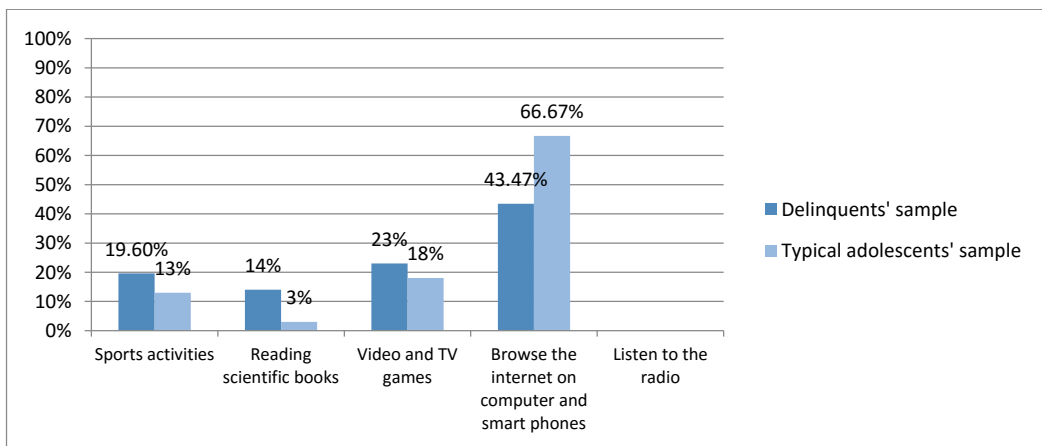


Figure (4) represents the percentages of adolescents spending their leisure time depending on different activities

Figure (4) represents the percentage of adolescents of both samples who spend their leisure time in media materials or other activities, we can observe the high percentage of adolescents spending their free time in modern media, namely computer, internet, smart phones and other social networking sites and apps, such as Facebook, Twitter, Instagram, Whats App, ...etc.. This percentage constitutes the majority in both samples, where it has reached 43.47% in the sample of delinquents, and 66.67% in the sample of typical adolescents.

These percentages show the dominance of the modern media over the traditional media, such as television, newspapers, magazines, radio and video games. For example, the total of the traditional media ratios in the sample of delinquents equals to 37%, which is less than the percentage of modern media viewing in the same sample (43.47%). The result is more evident in the sample of typical adolescents, where the total of the traditional media ratios equals to about 21%, which is less than twice of the percentage of modern media viewing in the same sample (66.67%). The results also show low percentages of adolescents who spend their free time playing sports, reaching about 19.56% in the delinquents' sample, compared to 12.5% in the sample of typical adolescents. It has also been shown that the media have a plentiful luck on which adolescents like to spend their free time.

The researcher attributed the reasons for the control of media in general and modern media in particular to the teenagers' leisure time, is because it is easy to watch media materials due to the availability of gadgets all the time, as there is at least one or more televisions in a house, one or more computers, every teenager, and every individual in the community owns a personal smartphone, and also Internet access has become possible at home, school, street and everywhere, and social networking sites compete to win more followers, as well as technical programs, contests, news, music and video games.

The following are the results regarding the adolescents' behavior in watching media materials and using their preferred gadgets, and the place of these gadgets during their free time instead of other various activities. This question was asked about the number of hours that teenagers spent in watching different media materials per day, these results of the answer to this question are presented in figure (5) below:

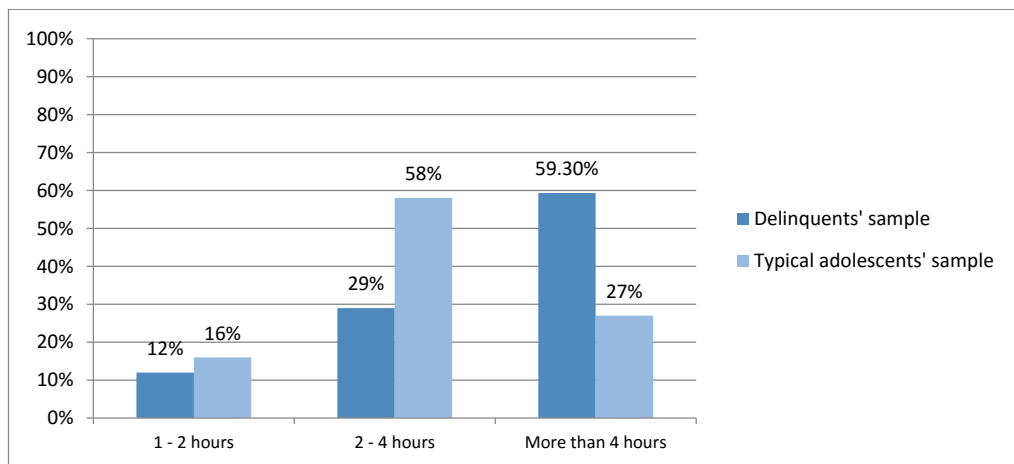


Figure (5) shows the percentages of number of hours adolescents spend in watching different media materials (per day)

Figure (5) shows the percentage of watching hours that are more than 4 hours per day in the sample of delinquents, and it is higher than that of the sample of typical adolescents, where it has reached 58.69% In the delinquent sample, compared to 26.67% in the typical adolescents' sample, which indicates that the percentage of delinquents is twice as high as the percentage of typical adolescents. This confirms the serious danger of the control of media gadgets and materials on the free time of adolescents as the results indicate the increased probability of a teenager falling in delinquency with the increase in the number of hours spent in watching media materials, especially over four hours a day. The researcher attributed this to the fact that the increase in the rates of watching media materials over four hours a day has more than an effect on adolescents, including:

the more the number of watching hours, the more of violence content of media material might be watched, such as detective films, crime & violence films and even pornographic films, as well as the news of killings, wars, bombings, revolutions and assassinations. So, the quantitative content received by teenagers in this case is much greater than those who have fewer rates of watching hours.

The increase in the number of watching hours indicates the absence of the role of family control which will be explained further in the family control question (Question 4), which increases the chances of deviation and crime.

More number of watching hours leads to fewer hours of study with a lack of concentration in the study hours and this leads to a low sense of responsibility and increase the probability of academic failure rate, which in turn is related to the phenomenon of delinquency by a certain amount as we have shown in the overall results of this chapter, academic failure may lead to crime and crime may lead to academic failure and possibly dropout from school and education.

On the one hand, the differences above are between the two samples. However, on the other hand, if the percentages of watching from 2 to 4 hours and watching of more than four hours are added together for each sample separately, we will find that the final percentages are almost equal, where it equals to about 87% in the delinquents' sample, and 83.5% in the sample of typical adolescents, and they are very high rates and considered dangerous indicators of the increase and intensity of the hours teenagers spend in watching media materials every day,

The following are the results regarding the adolescents' behavior in watching media materials and their preferred means, and the place of gadgets during their free time versus other various activities.

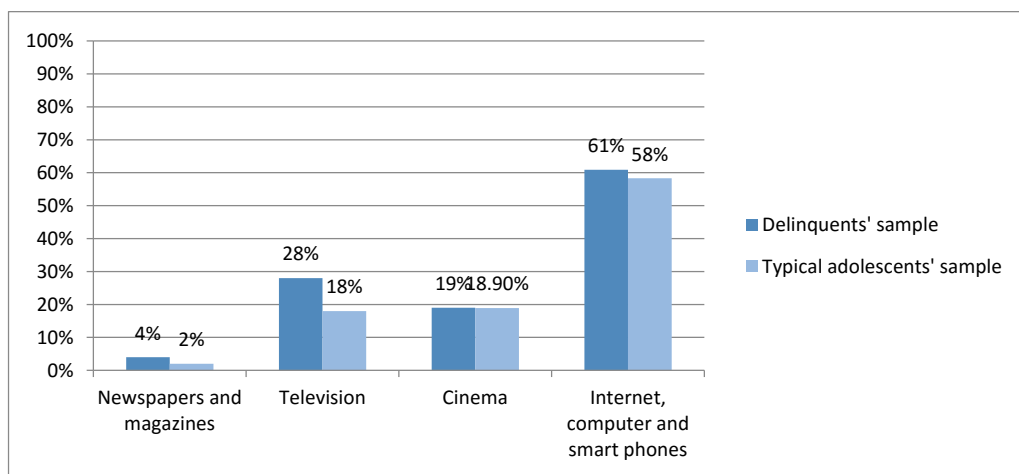


Figure (6) represents adolescents' habits in their favourite media

By checking the results related to the adolescents' behaviour in watching different media and their favourite means. A high percentage was found in both samples of adolescents who prefer computers, smart phones and the Internet as a means of watching media materials, where the percentage has reached 60.87% in the sample of delinquents, and 58.33% in the sample of typical adolescents, and they are high percentages as we have shown and explained before, so no need to repeat the reasons here again. It can be observed from figure (6) above that there are no differences between the ratios of the two study samples at any point, and this indicates that there is no evidence in this graph on which the research can be based.

The following is the results about the adolescents' behavior in watching media and their preferred materials, and the place of the gadgets during their spare time in exchange for other activities.

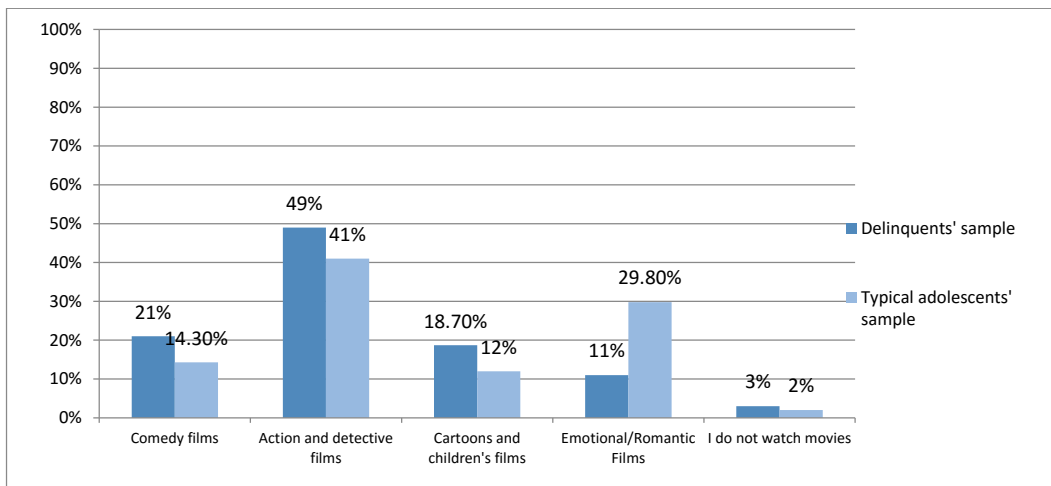


Figure (7) represents adolescents' favorite type of TV movies

Figure (7) show that the adolescents' behavior in watching media and their preferred means, and the place of these means during their spare time versus various other activities, which asks about the favorite movie type of adolescents, and it is represented in figure (7), the percentages of preference for watching detective and crime films are the highest in both samples, where it has reached 47.82% in the sample of delinquents, and 40.83% in the sample of typical adolescents, although the ratios are close, but the difference between them is small on which no result can be built or based. Thus, there is no correlation between the phenomenon of delinquency and watching movies with violent and hostile content has not been proven. Therefore, the fourth hypothesis, which states that there is a relationship between juvenile delinquency and the media containing scenes of violence, fighting and hatred, is not proven.

It was found that there is no correlation between delinquency and the habits of spending leisure time on watching various media materials, but the results of the analysis prove the hypothesis that states adolescents spend most of their free time on the various media without any other activities.

The results did not prove the second hypothesis, which states that there is a correlation between juvenile delinquency and the media containing scenes of violence, fighting and hatred.

RQ3: Does watching the various media affect people's behavior, especially teenagers?

The following is analysis of the results of question (3) regarding the question of parents' follow-up to their children and asking them about the type and number of hours they spend in watching various media materials. The question is about whether one or both parents asked you about the number of hours you spent in watching television or practiced video games and browsing the internet. As presented in Figure (8 and 9) below:

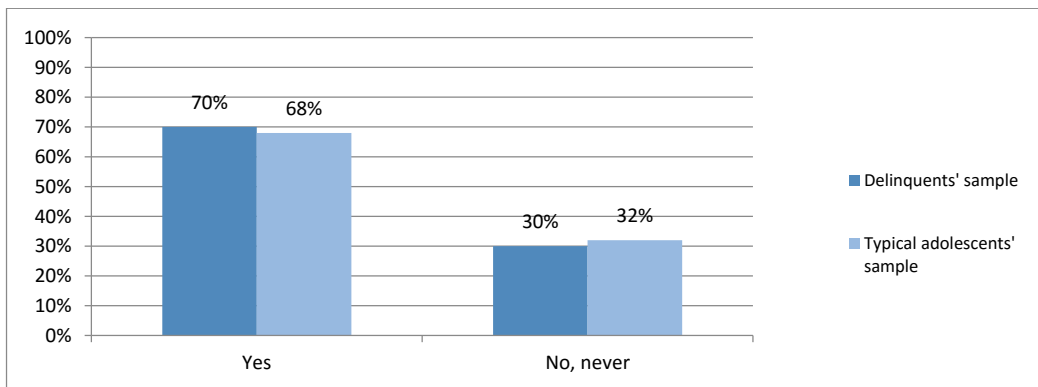


Figure (8) shows the parents' follow-up rates for the number of hours spent by their children in watching media materials

Figure (8) shows the analysis of the results of question taht asks whether one or both parents ask you how many hours you spend in watching TV or practice video games and browse the internet. It is found that the percentage of parents who follow up their children is estimated to be at least two thirds of the study samples of both juveniles and typical adolescents, where the percentage of delinquents was 69.56%, compared to 65.83% in the sample of typical adolescents, and they are close ratios with no significant difference on which a result can be based. Based on the convergence of ratios between the two samples as shown in the graph above, we conclude that the sixth hypothesis, which states that there is a relationship between watching various media with the absence of family control of adolescents, and the phenomenon of delinquency, is not proven.

The following is an analysis of the results regarding if parents' follow-up to their children and asking them about the type and number of hours they spend in watching different media materials, which asks about whether one or both parents ask them about the type of the films they watch on television or the internet and about the video games they play. As presented in Figure (9) below:

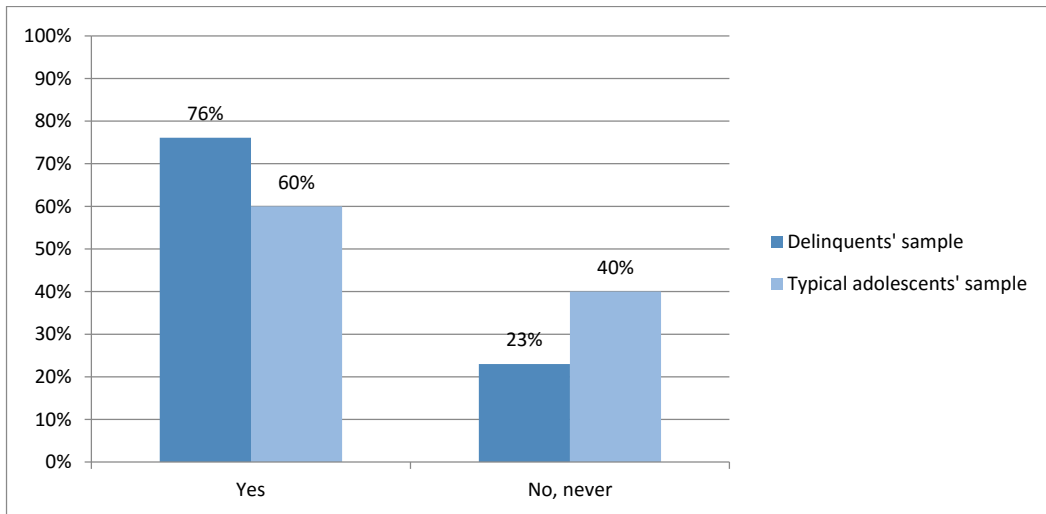


Figure (9) shows the rates of parents' follow-up to the media materials watched by their children (members of the samples)

Figure (9) shows the percentage of parents who follow up their children is high by about two thirds of both study samples, where it has reached 76.09% in the sample of delinquents, compared to 60% in the sample of typical adolescents. These

ratios are close, and thus, there is no significant difference between them on which a result can be based. As a result of this convergence of ratios, we conclude that the sixth hypothesis, which states that there is a relationship between watching various media materials with the absence of parents' control and the phenomenon of delinquency, is not proven.

What we would like to point out here is the presence of about one-third of both samples (the delinquents and typical adolescents) are from parents who do not ask them about the number of hours they spend in watching various media materials. Similarly, about one-third of both samples (the delinquents and typical adolescents) are from parents who do not ask them about the type of media materials that they watch.

This is the case of almost one-third of all juvenile and delinquent parents who do not ask any of their children about the number of hours they spend in front of the various media, as well as about a third of each of the juvenile and delinquent parents. None of them asks their children about the quality of the media they are watching.

The third hypothesis, which states that there is a relationship between watching different media materials with the absence of family supervision/control of adolescents, and the phenomenon of delinquency, is not proven.

Conclusion

1. The results showed that there is no relationship between adolescents' viewing of media materials with violent content and the phenomenon of juvenile delinquency. This is due to the convergence of viewing rates between both study samples.
2. There is a positive relationship between the probability of juvenile delinquency and the high rates of adolescents' watching different media materials (more than 4 hours).
3. The correlation between imitating violence scenes presented in media and juvenile delinquency phenomenon is not proven.
4. The results showed high rates of adolescents' response to awareness materials in the media at the centres of preservation and rehabilitation.
5. Television and Friday sermons are found the most media that adolescents accept awareness through them.
6. Teenagers spend most of their time in different media, and we noted the dominance of the modern media on adolescents, not the old media.
7. The hypothesis which states that 'there is a relationship between watching various media with the absence of family control and supervision on adolescents, and the phenomenon of delinquency', is not proven.
8. The importance of focusing on religious speech to raise adolescents' awareness, where many members of the study sample - up to two-thirds - of each of the delinquents and typical adolescents samples were found keen to attend Friday sermon every week.
9. There is a positive relationship between the number of adolescents' academic failures in school for more than twice and the probability of a teenager to fall at the risk of delinquency.
10. The risk of juvenile delinquency increases in the age group of 15 to 17 years, where delinquents at this age group account for more than two-thirds of the total number of delinquents in the sample. Therefore, the age group between the ages of 15 and 17 is the most dangerous age group of adolescence.
11. The percentage of male delinquents is greater than that of females, where 85% of delinquents were males compared to 15% of females.

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Supporting Design and Technology Lessons with the Use of Problem-Based Learning

Abdul Azim Mohamed Sambas

School of Energy and Engineering,
IBTE Mechanical Campus, Brunei Darussalam

Masitah Shahrill

Masriatol Zuraifah Sajali

Sultan Hassanal Bolkiah Institute of Education,
Universiti Brunei Darussalam, Brunei Darussalam

Abstract

This study implemented the use of Problem-Based Learning (PBL) in Design and Technology lessons. The investigation involved students' attitudes towards PBL. PBL is said to enhance students' understanding and provide them with meaningful learning experience. The participants for this study were seven Year 11 students consisting of two males and five females from a secondary school in Brunei Darussalam. Data were collected using instruments such as pre- and post-tests, observation list, participant observation, reflection and interviews. The study found there were improvements in the collaboration between the students. They had the opportunities to think creatively to generate ideas for their project. Students' attitudes became more positive with the implementation using PBL. It is suggested that future teachers to use this method. However, teachers' confidence in using the PBL method will need to be further enhanced.

Keywords: Problem-Based Learning; Design and Technology; Secondary Schools

Introduction

Problem-Based Learning (PBL) was officially adopted as a pedagogical approach in 1968 at McMaster University, Canadian medical school because students were unable to apply their substantial amount of basic scientific knowledge to clinical situations (Barrows, 1996). During PBL, students will do an independent study to find a solution through journal articles, the library, the Internet, brochures and resources from people. According to Richards and Cameron (2001), the use of PBL is ideal with group work which involves brainstorming, sharing of ideas, and teamwork. Newman (2003) stated that PBL has been used as part of a teaching strategy in many professional fields including medicine, nursing, dentistry, social work, management, engineering and architecture. Moreover, this teaching strategy has also been implemented in the teaching of school subjects such as mathematics (Adnan & Shahrill, 2015; Ahamad et al., 2018; Boty & Shahrill, 2014, 2015a, 2015b; Boty et al., 2016; Han et al., 2016) and geography (Caesar et al., 2016) to support the learning development of the secondary school students in Brunei Darussalam.

Even though there are many different models of PBL, all seemed to provide similar definition and provided some evidence of the positive effects of using PBL. PBL is a student-centered pedagogy which involves student learning about a subject through experience of problem solving including solving a real life problem (Correnti, 2014). Based on a study by Utecht (2003), he stated that PBL maximizes students' involvement in the learning process and students may apply the knowledge they learn in helping them to solve real-world problems. Therefore, students are keener to learn hence turning them into lifelong learners.

Mustapha and Rahim (2011) stated that PBL is one of the learning methods that use relevant and meaningful real-life problems as its foundation. In fact, PBL according to Saleh et al. (2017) may be an effective method to expose the students on gaining work experiences while still studying. Meanwhile Gomez-Ruiz et al. (2009) stated that PBL is an approach to

structuring the curriculum, which has been derived in an educational technique that confronts the students with problems from practice, providing a stimulus for learning. Furthermore, PBL is not merely a teaching and learning technique but a total approach to education (Barret, 2005). Therefore, it reveals that PBL is an approach on how to make us think critically and be independent on solving real-life problems. PBL also develops higher order cognitive skills where learning is initiated through a real problem that has engaged the learner to find its solution. PBL also works better within a group work setting (Richards & Cameron, 2001) because it helps and motivates students to identify, apply, collaborate and communicate their knowledge efficiently. This is also supported by Sedaghat et al. (2018) research on using PBL method, the students work collaboratively as a team and they manage to build their product according to the specifications needed. Both team from that study produced different style of product yet satisfying the requirements.

PBL will help students think critically, be more responsible and more independent rather than the teacher giving the answer or solution to the students. The students will have to realize that they have to be active thinkers on how to solve problem, finding solution through the Internet, books, journal, article and etc. According to Selçuk and Çalıřkan (2010), PBL is an effective teaching method in comparison to a traditional method of teaching. He added that PBL lets teachers facilitate students, teachers and students evaluate learning together, and learning is assessed directly through papers, projects, performances, portfolios.

Utecht (2003) stated that student-centered learning consisted of a classroom where the students are actively involved in the learning process. Furthermore, Utecht mentioned that the students must get involved, interact and socialize to make sure the job can be done, let the students have the opportunities to confront new information and experience without the dominance of a teacher giving the information and students' knowledge are highly individualized for them to be adapted based on their style and pace for learning. Therefore, student-centered learning is a method of learning or teaching that puts focus on the students whereas problem-based learning involves students solving real-life problems. The relation between these two is that the students would be given a problem to be solved and teachers only need to facilitate their learning. Hence, a student-centered learning is produced.

There are requirements before using the PBL approach. According to Gomez-Ruiz et al. (2009), teachers need to conduct the following: The problem should relate to the subject matter and using a real-life problem; the problem should be designed with multiple stages to work step by step; to make the students realize that individual work is not a good strategy to figure out the solution, thus group work is required; the first problem should relate with the prior knowledge of the student; and the objectives of PBL should be included. This is considered part of the planning process before using PBL to be applied in a Design & Technology (D&T) lesson. When using PBL, Richards and Cameron (2001) stated that it is best to work in groups.

Effectiveness of Problem-Based Learning (PBL)

Mustapha and Rahim (2011) stated that most teachers preferred traditional teaching method because it is a more suitable method than student-centred method when the focus is on the examination and the class size is mostly large. However, there were many weaknesses of the traditional teaching method. One of the weaknesses is the lack of interaction between the students and teacher. Thus, PBL is one of the teaching methods that allow more interaction among the students compared to traditional method. PBL focuses on active learning which involves the minds and hands. Throughout the teaching of using PBL, Mustapha and Rahim (2011) found out that the students' collaborative skills had improved; results and grades became better and positive attitudes towards PBL observed. In their study, Selçuk and Çalıřkan (2010) found that using PBL showed an improvement in students' active engagement in the learning activities. Subsequently, using PBL also improved the students' attitudes towards learning.

Model of Problem-Based Learning (PBL)

To use PBL in the classroom, there is a need to understand the model of PBL. According to Gomez-Ruiz et al. (2009), the basic model normally involves few steps as: (1) Presenting the problem to the students. Then the students form a group and share their thoughts about the problem that is given, (2) Discussion session takes place where the students discuss among their group, ask questions, share their knowledge on what they know regarding the problem, (3) Discussion with and guidance from the teacher about the problem that they do not understand, and (4) Exploration where students do their own research (books, article, journal, Internet and etc.) in order to solve and find the solution of the problem.

Gomez-Ruiz et al. (2009) also stated that the basic model might only be applicable to some lesson. This is why there are various types of PBL model to ensure that the model is applicable to that D&T. Meanwhile, Barrett (2005) introduced his PBL model, which includes the following steps:

Students are presented with real-life problem.

Students are to discuss the problem with a small group in the PBL tutorial. They clarify the facts of the case. They define what the problem is. They brainstorm ideas based on their prior knowledge. They identify what they need to learn to work on the problem, what they do not know (learning issues). They reason through the problem. They specify an action plan for working on the problem.

Students engage in independent study on their learning issue outside the tutorial. This includes library, Internet, resource from people and observation.

They come back to the PBL tutorial sharing information, peer teaching and working together on the problem.

They present their solution to the problem.

They review what they have learned from working on the problem. All who participated in the process engage in themselves, peer and the tutor review the PBL process and reflect on each person's contribution to that process.

As such, the PBL model revolves within the action research (Hussey et. al., 2011). PBL use models as a guide to help in the planning process. Once the planning process is done, a chosen PBL model is implemented in the teaching strategy. The pre- and post-tests are used to monitor the students' improvement in the assessment paper before and after the PBL intervention in order to observe their critical thinking skills. Furthermore, during the acting process, the teacher observed the students' behaviors and responses. This is done through using both participant observation and observation list that looks at whether PBL supports collaboration skills, communication skills and creativity skills. At the end of the process to action research, both students and the teacher need to reflect and evaluate what has been learnt. By using interviews, students' opinions on using PBL in the process can be gathered. There are many ways to collect the data hence for this particular study; this is how action research can contribute to PBL.

The Study

The Design and Technology (D&T) is a subject offered in secondary schools in Brunei Darussalam as an optional subject. In Brunei, D&T follows the International General Certificate of Secondary Education (IGCSE) syllabus. According to the IGCSE syllabus, D&T focuses on design actions and the application of knowledge and process skills. Students are to engage in design and create activities and experience a basic process of design adapted to their abilities, interest and design context. Most questions in the D&T exam papers require students to think and solve real-world problems. For that reason, the PBL could be used to develop those skills (Mustapha & Rahim, 2011).

The aim of this study is to investigate the use of PBL in the teaching and learning of D&T. These are the research objectives: To improve the teaching and learning of lessons in D&T, assess how well the students work in groups when they solve problems – this is to improve their teamwork with peers, and to suggest ways to improve in identifying and solving the problem in their design by being independent and less guided by the teacher. This study is guided by the research question; to what extent can PBL support Year 11 student learning of Design and Technology?

Limitation of the Study

This is an action research study on a D&T class of seven students. The small sample size might be seen as a limitation to research of the quantitative nature. However, the purpose of the study was not to generalize the findings. Rather, this action research study aims to improve the students' learning and more importantly, the study will provide a better understanding of the use of PBL in teaching D&T. Due to the limited available contact time with the students, the study was only conducted within a short period of time.

Methodology

In order to determine the extent of the use of PBL in the lesson, it is important to select an approach that facilitates the study. In this section, the research design and action research approach will be elaborated. Following this, the data collection method is explained.

Research Design (Planning Stage)

Figure 1 below shows the flow chart on how the procedure will take place during the teaching using the PBL.

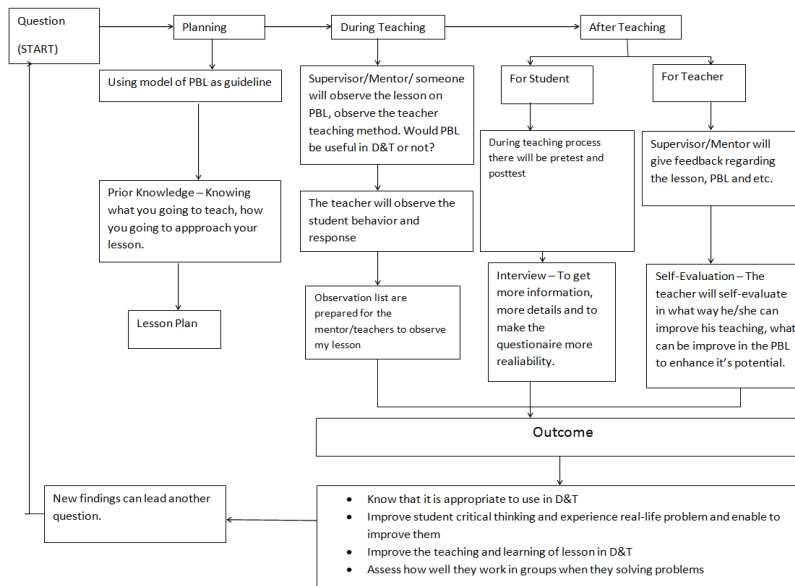


Figure 1: Flowchart of the Research Design

FIRST STAGE QUESTIONS: The question/problem is mostly based on the IGCSE Design and Technology exam paper.

SECOND STAGE PLANNING: Planning involves decision-making on which model to use, students' prior knowledge in order to know what to teach and how to approach students and planning the lesson. This study used Barrett's (2005) PBL model. A PBL lesson plan was prepared a week before the actual lesson plan with guidance by the Head of Department in D&T. The observation list and question paper were printed early.

THIRD STAGE DURING TEACHING: An hour before the lessons, the observer (mentor/teachers) was briefed on what will happen during the lesson and what the observer will be doing. The observer will be given an observation list and lesson plan. The lesson on PBL will be done according to the Barrett (2005) PBL model.

FOURTH STAGE AFTER TEACHING: For the student part, a post-test will be administered in the next lesson in the morning and the interview in the afternoon. For the teacher part, the observer will comment on his/her thoughts about the lesson and the students' responses during the lessons. Self-evaluation and reflection on the lesson is essential for this study.

FINAL STAGE: The pre-test, post-test, observation and interview will be analyzed. The results need to meet the objectives of the research, which are to enhance Year 11 students' learning and teaching of D&T. Depending on whether the results coincide with the objectives or not, the whole process can be circulated again hence it can be seen to be similar to action research.

Action Research

Action research can be known by many names such as 'practitioner enquiry', 'reflective analysis' or 'evidence-based practice' but all gives the same definition and can be defined as learning by doing. O'Brien (2001) defined action research which a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. Gilmore et al. (1986) stated that,

Action research is to aim to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of the researcher and the client, and thus it stresses the importance of co-learning as a primary aspect of the research process. (pp. 160-176).

This study used the basic principle of action research based on Leslie (2005) called the 'four-phase cycle' adapted from The Open University as shown in Figure 2.

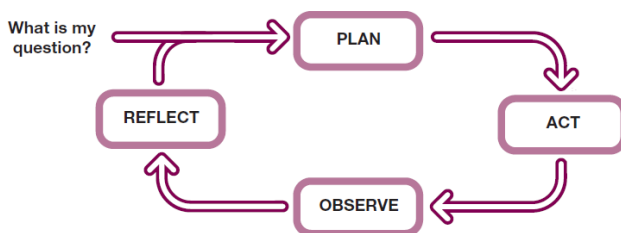


Figure 2: Four-Phase Cycle based from Leslie (2005) adapted from The Open University

According to Leslie (2005), the action research process is often described as:

Cyclical with four inter-related stages: Plan, act, observe and reflect, as depicted on Figure 2 above.

Collaborative as it involves not just the researcher himself, but a group of teachers working together

Usually qualitative compared to quantitative with the emphasis of getting an in-depth understanding of the situation in question.

Reflective, involving critical reflection on both the process and outcomes of the study.

Action research always begins with an issue, and based on our observations, the students lack the ability to solve problems when using the traditional teaching method. The first step in each cycle of action research process involves planning. Planning involves the preparation and planning process that include the making of the lesson plan, what teaching aids will be used during the lesson, what other resources will be used, stating the objectives of the lesson type of model that's going to be used in PBL. For this study in particular, the first author conducted the lesson, and two teachers assisted with the planning process and data collection for the PBL. Subsequently they gave comments and provided feedbacks on how the lesson can be improved based on the planned lesson and teaching. During the second and third step of the cycle the use of PBL was then incorporated in one of the lessons. While conducting this approach, the teachers observed the students based on the observation list shown in Figure 3, which included student responses and behavior during class. In addition, observations were made by focusing on how the PBL was enacted in class and the students' performance on the given work. Meanwhile, the final step in this cycle reflected critically on the whole process. In order to gain an understanding of the students' perceptions of the use of PBL, each of the students were interviewed based on a semi-structured format.

The action research process is rarely a simple cycle but it is often spiral. Reflection on the last lesson contributed to the findings of this study, which may lead to further action, and usually a change in the classroom practice, which consequently leads to further exploration of the issue in question. Thus, it may involve several cycles addressing the same issue. However, in this study there was a limited time to conduct several cycles.

Teacher: _____
Mentor/Observer: _____
Date: _____ Time Start: _____ Time Finish: _____
Location/Room: _____
Year: _____ No of Student: _____ Teaching Method: Problem Based Learning
1. What activity/task was given to the students? Comment on the activity? _____
2. Do the students stayed on their activity/task? Explain? _____
3. Do the students share the ideas, teamwork and support each other? Explain? _____
4. How are the students undertaking the activity? _____
5. How are the students behaving? _____
6. What resource the student use and how does that resource help them? _____
7. Do the students appear more motivated, engaged or better prepared? _____
8. Do all the students contribute their idea? Explain? _____
9. Do the students show motivation when doing the activity? Explain? _____
10. Does and Why the activity will help the student to prepare them for the design paper question? _____
11. Is there any limitation, difficulties and improvement for the activity and teacher? Comment? _____
12. Does the teacher give clear explanation/instruction what should the student will be doing? _____
13. Does the teacher manage the time well to do the activity (PBL) or more time is needed? _____
14. Does the teacher evaluate the outcome of the student work? Comment? _____
15. Is there any comment would you like to add regarding the student learning and behavior, teacher teaching and the PBL activity weather its help them or not? (Observer Overall Comment) _____
Observer Signature: _____
Date: _____

Figure 3: The observation list

Data Collection

Participants

The study was conducted in a Year 11 D&T lesson at one of the secondary schools in the Brunei-Muara District. The participants consisted of two males and five females, as it is only the sample that was accessible. Importantly, this Year 11 class was the only D&T class available in the school. This class was scheduled for five lesson periods per week, and each period lasted for half an hour.

Pre-test and Post-test

The pre-test evaluated the students' knowledge of a subject before they cover the material whilst the post-test was given after the material had been covered. The questions used on both tests were from the past year examination papers. The reason why the past examination papers were used was to prepare the students for the actual upcoming examinations.

Classroom Observation

Flick (2009) mentioned that there are various types of qualitative research such as participant observation, in-depth interviews and focus groups that are the most commonly used methods in applied qualitative inquiry. Therefore, the participant observation was conducted in order to observe their behavior during the PBL lesson. Using a semi-structured observation guide, the observation list was used to observe the students' behaviors during the PBL lesson, to see how the students respond and what their attitude are towards PBL.

Reflection

In the final cycle of action research, which is reflect, it is essential for the teacher to reflect on his/her lesson for using PBL to see whether the teacher's teaching has improved. From here, information was gathered if PBL helped to achieve the lesson objective and most importantly can the students learn better when teaching them using the PBL technique.

Interview

There are many types of interview that can be used, however for this study the 'General Interview Guide Approach' were utilized. Turner (2010) stated that a general interview guide approach is more structured than the informal conversational interview although there is still quite a bit of flexibility in its composition. Turner (2010) also mentioned that using this general interview guide approach it allows the opportunity to develop a rapport with the participants because the questions can be changed based on their responses which could explore more into a personal approach related to the topic. Therefore, the reasons in using this interview were to investigate whether PBL is applicable to be used in during the D&T lesson, to observe students' responses and behavior towards PBL. Since there is only a small sample of students taking D&T, all the seven students were interviewed after the post-test had been distributed and collected.

Data Analysis

Referring back to the research question, to what extent problem-based learning could support Year 11 students learning of design & technology, the data gathered and analyzed were from the pre- and post-tests, the PBL lessons, classroom observation, teacher reflection of teaching using PBL and from the interviews.

Ethical Consideration

Permission to conduct the study had been sought well in advance, and subsequently conveyed to the school. This was to ensure that access that had been granted did not violate any ground rules of the school when collecting the data for the study. Consent forms were given to the students in order to obtain their permission to be interviewed. Moreover, students were allowed to withdraw if they decided not to participate in the interview.

Results

Table 1 below shows the results for the pre- and post-tests. However, these were based on six students only because one student was absent for the post-test.

Table 1: Mean Results of Test

	PRE-TEST (%)	POST-TEST (%)	DIFFERENCE (%)
MEAN	53.6%	55.3%	+1.7%

According to the Table 1 above, there is only a small percentage of improvement between the two tests. Based on the post-test responses, the students gained or lose marks from the orthographic drawing but achieved almost full marks on the theory section. The drawing and sketching part were the ones that hold the most marks in the assessment paper. When the students were assessed individually, 4 out of 6 students showed an improvement on their post-test. During the PBL lesson, some students were extrovert and some were introvert, which indicated that some students contributed their ideas during the discussions and some kept quiet since they did not contribute any ideas.

Classroom Observation

Participant Observation

As the first author was explaining the objectives for that day's particular lesson, all the students were excited because the lesson was something new for them. Discussions began after the problem was presented. At first, there were not a lot of responses when the questions were asked, so a simpler question was posed, such as "what can you see in the picture?" and slowly there were responses from each of them. The quieter students were asked more questions so that they can be given more opportunities to participate in the discussions. All the students knew that they needed to design a workstation but they left out one important key point or fact, which the teacher mentioned that the workstation itself must easily be transported and/or stored. The problem was to:

*"Design a **workstation** that would be suitable for this hobby (model making) and could be easily **transported and/or stored**"*

A 5 to 10 minutes discussion was not enough. More time was needed at this stage; therefore another extra 5 minutes were spent discussing the problem with the students. Even so a total of 15 minutes was not enough and during the discussion, it was rushed because of the concern of not having enough time. The students engaged in independent study so that they share their information with everyone. The students then presented their solution to the problem. Since there was only one computer available to use (the D&T computer room was locked), the students did group work instead. There were a lot of difficulties at this stage, especially when some students started talking about other matter when they were supposed to find a solution to their problem task. In order to keep students focused on their task, the following questions were posed: Why have they chosen that design? Why do you choose that material? And how are you going to move that workstation to one place to another? Surprisingly, the students were able to provide responses to these questions, even though the time given for them to engage with their tasks was limited. The lesson followed with the following simple question answer session with the students, such as: Give me one additional point that you think it is important about the function of the work station; What method will you use to make the workstation; Draw a 5 minute sketch of your own design of a workstation; and What material will you use and why?

Observation List

One of the teachers from the school observed the lesson based on what he saw during the lessons. Furthermore, from his personal observation and from the observation list, he provided the following statements, which proved that utilizing the PBL could make the student think critically and brainstorm ideas, ideas were generated by students, ideas were able to be shared and therefore all students were working as a team and there were significant interactions between each other, and ultimately, the student were able to think outside of the box.

Reflection

From the first author's point of view, the lesson went well but there were time constraints. Given below is his account of the lesson:

I only have 40 to 45 minutes to conduct my lesson (including the 5 to 7 minutes waiting for the students to enter the classroom and give a brief introduction of what am I going to do today). As I went through the PBL model, each procedure was explained in a rush but I tried to calm myself down because I would like to listen to the students' responses on today's lessons carefully. I received good feedbacks from the students as we were discussing the problem based on the picture they have seen. But as I asked the students to engage on their own research to find the solution to the problem (where they have to find a workstation that can be easily transported and stored), they began to lose focus. They were talking about a different topic instead of focusing on the problem. As a teacher, I tried to make sure that they are focused. By asking questions individually like "have you found a design and why have you chosen this design", the students were able to concentrate on their task again. Since I asked them to do it in a group, I asked all of them to present their designs together. I asked a different question individually and each of them was able to give a good answer. I even asked them to draw a 5 minute sketch of their own design of workstations. Some students were good at sketching and were very detailed as well. During the lesson, I used bilingual language, that is code-switching between the Malay and English languages. This is because I noticed from their reactions that they may not understand what I was talking or maybe the questions were too difficult for them to understand. I could see that some students were extrovert and some were introvert. On a reflection,

I would want to improve on my questioning, so that I can encourage my students to think critically. Overall the lesson went well as I was following the PBL model accordingly.

Interview

During the interviews, most students said that the discussion helped them to discover new ideas and solutions to solve the problem. Problems were discussed thoroughly; critical questions were pointed out by asking themselves what material to use, how the design looked like and many more. As we proceeded, the next stage was to ask the students to do research individually using the Internet. It was very useful for the students because it helped them to find different designs where they were able to think critically and able to help them with their drawings. The students must practice repeatedly to draw because it may take 1 to 2 days to be able to draw or sketch. At the end of the interviews, the students were asked if they want the teacher to use PBL as a teaching strategy and why. Given below are the students' responses:

"Yes I do because it trains us to think out of the box and also by the help of the internet help us to explore and open our mind on the given problem." (Student 1)

"Yes I think I want because Easy to understand, sharing of thoughts (brainstorm), doing research in the Internet." (Student 2)

"Yes because... I don't know [nda tau]" (Student 3)

"Yes because I think it is effective. Effective because there is step by step strategies" (Student 4)

"Yes because it helps me" (Student 5)

"Yes, because I want to know what my member want to comment on my design to improve my design" (Student 6)

From the above responses, utilizing PBL in the lesson shows a positive impact on the students' learning even though there were only slight improvements from the students' post-test results. It can be concluded that PBL helps the students to think beyond the norm, it helps them to solve problems, improve on their creativity in creating new designs, and also helped them to work and brainstorm ideas with their peers.

Discussion

The results from all the data that had been collected, it proves that PBL was able support the Year 11 students in their learning of design and technology. Utecht (2003) mentioned that students learn best when they are engaged in the learning process and discover in them the meaning of knowledge. PBL, a student-centered method provided the opportunities to discover knowledge in a meaningful and applicable way. Although the average difference shown in the pre- and post-tests was minimal, the data obtained from the observations and interviews illustrated the increase in students' engagement.

In their study, Gomez-Ruiz and colleagues (2009) found that the main outcome of using PBL was the meaningful experience, where students worked in collaborative groups making decisions and responsibilities together. The findings from this present study concur with that of Seaghat et al. (2018), where the students experienced working together collaboratively with their friends, share ideas and making decisions on designing the product. Among the results of this study as well, the observer mentioned that students shared their ideas with their friends. PBL allows students to develop their collaboration skills, through sharing ideas, thoughts and design during discussions. Similar results were shown in Mustapha and Rahim (2011) study where collaborative skills improved and showed positive attitudes towards problem-based learning.

Referring to the observation list earlier, the observer mentioned that the students were able to think outside the box as well as training the students in a problem solving type of questions that allowed them to generate their ideas and options to a higher capacity. This proves that the students were able to think critically and brainstorm some ideas to help them solve the problem. But not all the students were able to contribute ideas productively because of their personality characteristic traits.

Referring back to the Barrett (2005) model, he mentioned that the reason in using PBL is to motivate and help the students to learn, develop students' thinking skill, foster professional competence and confidence together with professional identity and so on. Other researchers such as Mahendru and Mahindru (2011) used a similar model by Barrett (2005) in an

electronic and communication engineering course student, they mentioned that implementing PBL helps in developing a team spirit, makes student flexible in processing information and handling different problems and freedom so as to express the problem and the solution in one's own approach. They also stated that the PBL increases the students' abilities to direct their own learning. Therefore, the use of the PBL model does improve the teaching and learning of this particular D&T subject, improve the students' capabilities in teamwork and were able to think critically.

Conclusion

To answer the research question **“to what extent Problem-Based Learning can support year 11 student learning of Design and Technology”** and based on the findings of this present study, the PBL can develop students to work as a team, think critically and improve the teaching and learning in the design and technology lesson. It was assumed that the Year 11 D&T students would score higher in the post-test. Some students showed great improvements on the post-test but as a whole, it shows only a slight +1.7% of improvement. Even though it is just a slight improvement, the students were able to achieve teamwork, thinking critically, generate idea creatively by themselves. In addition, results from interviews shows that the students enjoyed the PBL lesson because they were able to communicate with their friends, sharing and brainstorming ideas and respond on the design problem that they were given. Most students enjoyed the presentations stating that it could improve their communication skills. Furthermore, utilizing the PBL in the lesson helps them to be more creative on their design thus improving their drawing skills, although the skills to draw well still needs more practice and repetition in order to achieve more improvement.

Recommendations for Future Research

Based on the findings and limitations of this present study, although there were only slight improvements from the assessment intervention tests, we can still see a positive impact on the learning process. The use of PBL can be part of other teachers' teaching strategy but it will be advisable to go for further training or seek guidance from those who regularly uses PBL as their teaching strategy. For the experienced teachers who use PBL as their teaching strategy, they could give workshops for those who are inexperienced in using PBL. Furthermore, lectures at the higher education settings should be exposed to PBL and other innovative teaching strategies in different subject areas. Additionally, one should be active in constructing problems according to the lesson objectives because the goal in using PBL is so that students could see the problem in real-life situations where they can see the problem for themselves. If the student is not active, the lesson itself won't be effective in learning.

In order to gain further understanding on the use of PBL in classrooms, it would be beneficial if a team of D&T teachers could work collaboratively in conducting their lessons using PBL that involves more real-life projects. Investigations can also be done to further study the effects in PBL in other lessons or other subjects. Considering the time constraints, only one cycle of the action research was conducted in this present study. If more time were given, a few more cycles would assist in gaining an in depth understanding on the use of PBL.

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The Personal Traits and the Academic Accomplishments of the Students at the Faculties of Pedagogy

Lulzim Murtezani

Faculty of Philosophy, State University of Tetovo , (FYROM)

Abstract

This is an academic-research paper consisting of two parts: a theoretical and an empirical one. The theoretical part defines the conceptual basis, i.e. the frames of the research project. This means that it primarily deals with some relevant assumptions, such as the personal traits in the context of the academic accomplishments of the students that attend courses for teachers and educators. We conducted an empirical research to determine the role of these components. We opted for the technique of a non-probabilistic research of the sample. It consists of 115 students attending the first cycle of studies at the faculties of pedagogy. We used Eysenck's Personality Questionnaire (EPQ) as an instrument to measure the following traits: neuroticism – stability, extroversion – introversion, and psychoticism. A simple one-way ANOVA and Kruskal-Wallis tests were used to process the data. The result analysis led to the following conclusions: 1. The students differ in the academic accomplishments based on the variable of neuroticism; and 2. The students differ in the accomplishments based on the variable extraversion. We also suggest that other researches in this scientific area are conducted for a detailed analysis of the relation between the personality traits and the academic accomplishments.

Keywords: personal traits, neuroticism , extroversion , psychoticism ,academic accomplishments

Introduction

This paper is an academic research consisting of a theoretical and an empirical part. The theoretical part defines the conceptual basis, i.e. the frame of the academic research project. It highlights some relevant (internal) personal assumptions dealing with: a) the personal traits and b) the academic achievements of the students enrolled at teaching faculties. We are going to try and determine the role of these components by carrying out an empirical research.

Personal Characteristics – Personality Traits

Modern literature advocates that in order to better describe and anticipate the behavior of people, we need to take into account the personal traits, such as the fundamental dimensions of the personality (Myers, 1999). These personality traits influence not only the specific behavior of people, in our case – the students, but also their preparedness to face the challenges of the process of study. Nonetheless, the concept of personality cannot be defined that easily. This is one modern definition of personality (Caver and Scheier, 2000): "Personality is a dynamic organization of psychophysical systems that produce characteristic models of behavior of the person, together with thinking and feelings inside the person" (p.5). Today, many theoreticians agree that the traits are the basic structural units of the personality. The theory of traits is mostly used in empirical researches because it offers a basis for developing valid and reliable measurements of the individual differences. They are mostly determined as a broad system of similar tendencies in the behavior of specific individuals (McCrae and Costa, 1985). According to Allport (1962), the traits are related to the character, the temperament, and the abilities. Their influence is mostly reflected on the health, thinking and working performances (Hogan, 1986; McKenzie, 1989). Cattell (1963) discussed that the behavior of the individuals, i.e. their reactions are the result of the personality and the situation they find themselves in. Regarding this theory, not much is done until the eighth decade of the previous century when many psychologists confirmed that these factors are very important for a successful description of the personality (Costa, 1992). Currently, there is a great interest in the five-factor-model of the personality. Norman (1963) stresses that these five factors can accurately describe the personality.

This paper is also going to discuss the theoretical analysis of the nature of the personality by Eysenck (1947, 1952, 1967) based on three previous categorizations of the people: a. Hippocrates' theory; b. Kretschmer's theory and c) Jung's personality theory. By combining these three theories he discovered two dimensions that can describe the change in the personality of people: introversion-extraversion and neuroticism-stability (Eysenck, 1977). We need to mention that he was not satisfied only with these two dimensions of the personality which led him to study this matter further. By analyzing results from a personality test of psychiatric patients, Eysenck came to the conclusion that there is another factor of the personality that he called psychoticism – R factor. This dimension is characterized by symptoms of maniac-depressive psychoses and schizophrenia. The people with such symptoms tend to be socially withdrawn or isolated. They are also prone to depression, etc. They are people *"whose results in addition are just as bad as the results in drawing in a mirror, they have minor oscillations in the test of reverse perspective, they are also slow in following a given line, indecisive in the social opinions, have weak concentration and memory, and also tend to make big movements and badly assess distance and results. These people read more slowly, tap more slowly on the tapping test, and their level of aspiration is badly synchronized with reality"* (p.217). He claimed that all three dimensions are independent from one another. By presenting the personality through these three dimensions, the author tried to identify and find the reasons for the behavior. According to him the extrovert people have higher tolerance of irritability than the introvert. For example, extraversion is associated with a decreasing performance with time, whereas neuroticism is associated with a great decrease after stress. Understandably, in order to explain these effects on the achievements (performances), we need to do more explaining at different levels. We start from such premises with the goal to identify different positions of ranking a motivation test depending on the achievements of the respondents in terms of the dimensions of extraversion and neuroticism. Also, he stressed that men are more extraverted than women, and that women are more neurotic than men, whereas as far as psychoticism is concerned, men (even male children) have higher scores than women (and female children). This realization confirms some of our assumptions dealing with the interpretation of the differences in the traits in female and male subjects related to their achievements.

Academic Achievements

It is assumed that the academic achievements of the students are related to their cultural background. Explicitly or implicitly, they bear the symbolism of the democratization of a society, the culture, current trends and the engagement of the teachers and other people that are responsible for the education. At the same time, they also reflect the attitudes of the parents, and the culture in general towards education (Elliot et al, 2000). These achievements are an essential indicator of the intellectual education and competence as the most important condition for the individual and educational prosperity of a person. This characteristic comprises the academic achievements of the students in one vital question that needs to be addressed by political structures and by the academic workers. The assessment of the achievements of the students in the study program usually targets the academic achievements, however, many institutions also assess the behavior and attitude of the students (Banks, 1993).

The academic achievements, as an essential indicator of the intellectual education and competence, are the most important condition for the individual and educational prosperity of the person. This characteristic combines them into one vital matter that needs to be addressed by the political structures and by the academic workers (Slavin, 2006). They bear symbolism of the democratization of a society, the culture, current trends and the engagement of the teachers and other people responsible for the education (Ames, C., Archer, J., 1988). For these reasons they are going to be studied in relation with the personality traits.

The authors Dempster, Stigins and Vajjins state that there is a broad vision for assessment that includes adequate activities that allow the students to have a complete overview of the subject they study, to reflect, to get trained to critically and creatively solve problems and implement this in real life (according to Brophi, 2003). Starting from the established weak points of the classic way of forming test questions and also in function of a more comprehensive testing and assessment of the knowledge of the students, different models whose goal is to further improve the activities for assessment of the progress of the students in their courses were prepared (Bloom, 1980). It is a solid concept for a comprehensive assessment of the academic achievements of the students which promotes the sense of assessment of knowledge and the learning progress in general. Also in the educational practice, a need occurred for further improvement of the new paradigm of assessment (Feldman, R.S. 1989). In this aspect, another author, Anderson (2000) claims that the taxonomy is in fact a different way of thinking. As a result, he transformed the names of the six main categories (from nouns) into verbal forms in the very beginning.

Subject of Research

The subject of this research are the personal traits as assumed important predictors of the academic achievements of the students at the faculties of pedagogy.

Research Matter

According to the subject, the matter of research is defined in the following way: Do the personality traits influence the academic achievements of the students at the faculties of pedagogy?

3.2. Research Variables

According to the matter, the main variables of the research are the following:

The personality traits such as the dimensions: extraversion, introversion, neuroticism, stability and psychoticism, and the academic achievements of the students in the final years at the faculties of pedagogy.

Hypotheses of the Research

The students differ in their academic achievements in terms of the dominant dimensions of the personality.

Sub-hypotheses:

- A.1. The students differ in the academic achievements depending on the dimension neuroticism.
- A.2. The students have different academic achievements depending on the dimension extraversion.
- A.3. The students differ in the academic achievements depending on the dimension psychoticism.

3.4. Method of Research

The research is going to determine the degree of connection between the academic achievements of the students with the personality traits but not in the sense of their causal connection. Accordingly, a non-experimental method is going to be used.

Sample of the Research

The sample covers students from the groups for preschool education and elementary education at the faculties of pedagogy in Skopje and Tetovo (Table No.1). The preliminary number of respondents is 130. The final number of subjects was reduced to 115.

Table No.1. Structure of the preliminary and the final sample

Faculties	Faculty of Pedagogy "St. Kliment Ohridski" - Skopje	Faculty of Pedagogy of DUT
Year of study	IV(final)	IV (final)
Number of subjects	60	70
Definite number of subjects	50	65
Total respondents	115	

Research Data Processing

In the processing and the analysis of the empirical data we used one-way ANOVA, i.e. the F-test of significance of differences between arithmetic means for big samples and the Kruskal-Wallis test. All statistical analyses are processed by a computer with the software pack: SPSS. The indicators of the academic achievements are extracted from the students' indexes in the form of the grades given by the professors for the regular exams.

Research Results

Psychologists claim that it is normal to notice the characteristics of the people in whom specific personality traits prevail. The reflections of these differences in the personalities can also be noticed during the studies, i.e. the academic performances of the students (Morin, 2016). Accordingly to the set hypotheses, we expect to confirm the connection between the academic achievements, i.e. the achievements of the students in the courses with specific character traits.

What do the ANOVAs imply in terms of these relations? The answer to this question can be found in Table No.2, Table No.3, Table No.4 and Table No. 5.

Table No.2 ANOVA for the personality trait neuroticism – academic achievement

Dimension: neuroticism	Sum of squares	Df	Ms	F	Sig.
Between the groups	30.215	15	2.014	2.007	.022
In the groups	99.351	99	1.004		
Total	129.565	114			

The most probable explanation for this relation is that the students who are characterized by neuroticism make greater efforts in the study, i.e. in the processing of the instructional content, which on the other hand leads them to a better position compared to other students in terms of the study results. Bearing in mind that the trait anxiety is associated to the dimension neuroticism, we are going to mention that in several important researches, a negative relationship between the anxiety test and the self-efficacy of the students has been established (Pintrich & deGrot, 1990, Zohar, 1998). Knowing the positive role of self-efficacy, we can directly make assumptions about the influence of anxiety on the educational achievements. Usually, the people with emphasized neuroticism are characterized by a great energy of anxiety. According to this, they should not be confident in themselves (self-efficacy), and hence, their performance during the tests is questionable. However, this research proved the contrary. A possible explanation for this tendency is that the students with neuroticism are more careful and more disciplined when studying which leads to greater preparedness for the tests mostly in order to avoid failures when taking exams.

Table No.3 ANOVA for the personality trait psychoticism – academic achievement

Dimension: psychoticism	Sum of squares	df	ms	F	Sig.
Between the groups	20.067	18	1.115	.977	.492
In the groups	109.498	96	1.141		
Total	129.565	114			

Regarding the dimension psychoticism, we did not find any statistical relations in terms of the achievement of the students (Table No.3). This implies the insignificant role of psychoticism in the acquisition of the instructional content in the courses. This does not confirm the sub-hypothesis for the connection between this dimension and the academic achievements.

Table No.4 ANOVA for the personality trait extraversion – academic achievement

Dimension: extraversion	Sum of squares	df	Ms	F	Sig.
Between the groups	18.691	8	2.336	2.234	.030
In the groups	110.874	106	1.046		
Total	129.565	114			

Extraversion, on the other hand, is supposed to help the students be more active in the instruction, in the social interaction, the communication with professors and colleagues, and make them bolder in the efforts to solve the instructional problems. It increases the tendency for better academic achievements. By analyzing the indexes from the previous table, we can clearly notice the connection between the disposition of extraversion and the academic achievements. To some extent, it is logical to expect a positive connection of the variable extraversion with the achievements of the students. Those who are extrovert demonstrate better communication with the peers and their superiors. In the instructional activities, they are characterized by courage to engage in team work, and they are also open to different academic challenges. Their open lifestyle creates a positive image in the teachers who, on the other hand, dedicate more time to them, and are sometimes biased in the assessment.

According to the general conclusion from the previously presented tables, and also on the basis of the calculations of the data from the ANOVAs, we can notice statistically significant connections among the variables. More specifically, the dimensions neuroticism and extraversion are greatly reflected in the academic achievements of the students in this sample.

Another research that was carried out in an American college yielded results which confirmed the influence of the personality traits on the academic achievements. This research provided conclusions that stated that the personality factors, such as consciousness and extraversion are closely related to the academic performances of the students (Furnham et al., 2009). Similarly, in a research that was carried out at an Iranian University, it was established that the traits such as neuroticism and extraversion are also important predictors of the academic achievements, but in a negative sense (Hakimi et al., 2011). Contrary to this, the findings in this paper confirm that both dimensions have a property of a positive indicator of success in the studies. Nonetheless, we cannot give an accurate answer why these differences exist. Maybe it is because of the design of the researches, or maybe the cultural differences have their own say!

Final Conclusions

Generally, the conclusions from the research confirm a partial existence of statistically significant differences between the research variables.

Regarding the expectations that specific personality dimensions (neuroticism, psychoticism and extraversion) lead to unequal achievements by the students, it was confirmed that was the case in terms of neuroticism and extraversion. Other researchers have acquired similar results, although there are opposite cases.

According to the results of the statistical analysis, we can confirm that the students with predominant dimension of neuroticism tend to have greater academic achievements. It is unclear whether this is due to the fact that this group of subjects is careful during lectures, respects the teachers and the students' code because of the oversensitivity to a possible failure (failing an exam). In order to avoid this failure, they make great efforts in the learning process and during the regular attendance of the lectures. On the other hand, maybe there are other hidden variables which we cannot discover with this design of the research.

A tendency for higher scores was noticed in the extraverted students, which was somewhat expected. More elaborately, they are open to the outside world and have social skills for establishing successful contacts with the colleagues and professors. For them it is usual to be active during the lectures and other instructional engagements. These traits make it easier for them to adjust to the academic roles of the students, and therefore they stand out by having greater achievements.

Limiting Factors and Suggestions for Future Researches

This research covered some of assumingly the most important variables which undoubtedly influence the achievements of the students. However, it is a fact that there are some limiting factors which relativize the conclusions of the research, and this imposes the need for designing a new one with developed analytical procedures for this particular areas. In this regard, we make the following notes:

Regarding the research sample (it covers a small number of subjects – students at the faculties of pedagogy), we can say that it is not sufficiently representative for a valid generalization of the conclusions;

Regarding the research instruments, we came to the conclusion that it is necessary for other ones from the psychological-pedagogical inventory for research of personality traits and motivation to be used as well;

In terms of the academic achievements, there are different ways and indicators for assessing them. According to this, we believe that in future researches it would be beneficial to use data analysis from other evaluating procedures such as the knowledge tests and other indicators of the academic performances of the students.

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The Utilisation of Images in the Teaching of Lessons

Archontia Foutsitzi

Laboratory Teaching Staff, Department of Primary Level Education

Democritus University of Thrace

Abstract

The use of educational tools in teaching is a crucial issue, bearing in mind that their contribution has been pointed out on various occasions by many researchers. Images are one of the tools which contribute to the learning process. This is the reason why most teachers use visual materials when teaching lessons. The aim of this study is to highlight the contribution and the usefulness of images in teaching through the teachers' actions.

Keywords: image, illustration, image and education.

Introduction

Apart from the terms, the content, the direction and the technical organisation in teaching (Matsangouras, 2006), an important topic dealt with by the science of Didactics is that of educational tools (Salvaras & Salvara, 2011), which teachers use to provide either physical or intellectual support for the learning process to be carried out. By means of this process concrete knowledge is acquired, skills and abilities are developed (Konstantinou, 2015) and values are formed (Hatzidimou, 2011). Teachers, in recognition of the pedagogical value which these tools provide, have included them when teaching almost all of their lessons (Taratori-Tsalkatidou, 2005; Hatzidimou, 2015). Among these, images occupy a prime position.

Images are a medium for expressing all "two-dimensional visual representations of persons, objects or phenomena" (Kanakis, 1999). According to a more general definition, an 'image' is "the material representation of a real or imaginary object" (Zangotas, 2016), which was created with the aim of showing a person, thing or phenomenon, which is not present. However, it was soon realised that what it depicts is, ultimately, more valuable than a mere representation, because every image, apart from being representational, also signifies many other things in itself. This fact has given it greater potency and longevity and its roles has ceased to be temporary and transitory. For this reason it has been considered particularly important and useful to have the presence of images. Thus images have gradually invaded and become established in many areas, also including that of education.

Images have pride of place in education today. School textbooks are full of images (Palikidis, 2009), because illustrations play a role which is multifaceted and has multiple meanings. Their contribution to the teaching is not one-dimensional, but depends each time on the function they are required to perform. Thus images sometimes supplement the texts which they accompany, sometimes provide additional information besides that presented in the narrative of the texts and sometimes decorate and embellish the pages of a book.

The development of technology, in conjunction with the introduction of IT in education (Kron & Sophos, 2007), has provided many teachers with the possibility of using images in the teaching of their lessons not only in a printed form by also in a digital one (Newby, Stepich, Lehmann & Russel, 2009; Kontakos & Stamatis, 2017). In this way, a traditional means of teaching has been developed into a modern educational tool, which, due to its diversity and the abundance of the possibilities which it offers, has become established as an important teaching aid.

Starting point, goal and methodology of the research

The importance of illustrative material in implementing the educational process formed the starting point for the carrying out of research. The goal of the research was to assess the contribution of images in the teaching of lessons, based on the teachers' activities. In order for this goal to be achieved and for the research to be implemented, a questionnaire was used as a research tool for collecting data (Keeves, 1990; Daoutopoulos, 2002; Zafeiropoulos, 2005; Cohen, Manion & Morisson,

2008). The processing of the statistics for the research data was carried out with the aid of the SPSS (Statistical Package for the Social Sciences) programme (Kelpanidis, 1999; Roussos & Tsaousis, 2011).

Analysis of the research data

Two hundred and eighty eight teachers participated in the research. Of these 63 were men (a percentage of 20.5%) and 225 were women (a percentage of 79.5%) (Table 1).

Table 1.

Distribution of teachers according to their gender

Gender	Frequency	Percentage (%)
Men	63	20.5
Women	225	79.5
Total	288	100%

The majority of the respondents (180 individuals, a percentage of 62.5%) were teachers who taught general education subjects, whilst 108 of them (a percentage of 37.5%) taught specialist subjects (Table 2).

Table 2.

Distribution of teachers according to their specialism

Specialism	Frequency	Percentage (%)
Teachers	180	62.5
Specialist teachers	108	37.5
Total	288	100%

The teachers who took part in the survey were asked to answer the following questions:

how much do you carry out an observation of the images each time that you use them when teaching a lesson?

how much do you ask for an explanation of their content when you refer to these images?

how much do you comment on them?

how much do you try to analyse their individual elements each time you include them when teaching a lesson?

how much do you examine their content more closely when you show them in the lesson?

how much do you think that the use of images during a lesson contributes to the understanding of the concepts contained within it?

how much do you think that the use of an image helps to increase the pupils' interest and attention?

how much do you think that images contribute to the creation of clear representations of the content of a lesson?

how much do you think that showing images in class boosts the pupils' self-motivation?

how much do you think that the use of images gives the teaching an individual character?

how much do you think that the presence of images contributes to an increase in the pupils' range of visual representations?

All the questions included in this section of the questionnaire were “close-ended” and the possible answers to these were: “not at all”, “a bit”, “quite a lot” and “a lot”.

From the answers collected it can be seen that 143 teachers (a percentage of 50.9%) stated that they encourage their pupils “very much” to *observe* a picture before expressing any opinion about its contents. One hundred and twenty-two of these (a percentage of 43.4%) encourage them “quite a lot”, whilst only 15 teachers (a percentage of 5.3%) ask the pupils in class “a bit” to carry out this activity (Table 3).

Table 3.

Observation of images

Answers	Frequency	Percentage (%)
Not at all	1	.4
A bit	15	5.3
Quite a lot	122	43.4
A lot	143	50.9
No answer (missing)	7	-
Total	288	100%

One half of the teachers in the survey (141 individuals, a percentage of 50.4%) stated that the images contained in one of their teaching modules encouraged them “quite a lot” to *explain* the individual components to be found in these. One hundred and eleven teachers (a percentage of 39.6%) do this “a lot”, whilst 27 of their colleagues (a percentage of 9.6%) chose the answer “a bit” (Table 4)

Table 4.

Explanation of the contents of a picture

Answers	Frequency	Percentage (%)
Not at all	1	.4
A bit	27	9.6
Quite a lot	141	50.4
A lot	111	39.6
No answer (missing)	8	-
Total	288	100%

One hundred and twenty-six teachers in this survey (percentage of 45.5%) get involved “quite a lot” in making an extensive *commentary* on the contents of the images. There was a similar number of teachers (124 individuals, a percentage of 44.8%), who carry out this activity “a lot”. Twenty-five of their colleagues (a percentage of 9%) however, encourage their pupils “a lot” to comment on the images which they encounter during the teaching of their lessons, whilst there were 2 teachers (a percentage of .7%) who do not do this “at all” (Table 5).

Table 5.

Commentary on the images

Answers	Frequency	Percentage (%)
Not at all	2	.7
A bit	25	9
Quite a lot	126	45.5
A lot	124	44.8
No answer (missing)	11	-
Total	288	100%

One hundred and thirty-two teachers in the survey (a percentage of 47%) *analyse* “quite a lot” the details of an image which they come across in a teaching module. One hundred and two of them (a percentage of 36.3%) analyse the content of an illustration “a lot”, whilst 43 of their colleagues (a percentage of 15.3%) attempt this “a bit”. However, there were also 4 teachers (a percentage of 1.4%) who do not analyse the content of the images within a subject module “at all” (Table 6).

Table 6.

Analysis of the individual details of images

Answers	Frequency	Percentage (%)
Not at all	4	1.4
A bit	43	15.3
Quite a lot	132	47
A lot	102	36.3
No answer (missing)	7	-
Total	288	100%

To the question “whether and to what extent do teachers *go deeply* into the content of an image included in the teaching of their lessons”, 117 of them (a percentage of 41.9%) stated that they do this “quite a lot”. Ninety-two of their colleagues (a percentage of 33%) carry out this activity “a lot”, whilst 65 teachers (a percentage of 23.3%) do it “a bit”. Five of those asked in the survey stated that they do “not at all” go deeply into the content of the images which they come across in a teaching module which they are dealing with (Table 7).

Table 7.

Going deeply into the content of the images

Answers	Frequency	Percentage (%)
Not at all	5	1.8
A bit	65	23.3
Quite a lot	117	41.9
A lot	92	33
No answer (missing)	9	-
Total	288	100%

One hundred and thirty-six of the teachers who took part in the survey (a percentage of 47.7%) testified that images help their pupils “a lot” in *understanding* the concepts of the lesson. One hundred and thirty-two of them (a percentage of 46.3%) selected the statement “quite a lot”, whilst 16 of their colleagues (a percentage of 5.6%) think that images contribute in this field “a bit” (Table 8).

Table 8.

Contribution of images to the understanding of concepts

Answers	Frequency	Percentage (%)
Not at all	1	.4
A bit	16	5.6
Quite a lot	132	46.3
A lot	136	47.7
No answer (missing)	3	-
Total	288	100%

Two hundred and nine teachers from the survey sample (a percentage of 73.6%) acknowledged that images contributed “a lot” to *increasing the pupils’ the interest and attention*. Sixty-seven of their colleagues (a percentage of 23.6%) consider this contribution as being “quite a lot”, whilst 8 teachers (a percentage of 2.8%) stated that images contributed “a bit” to an increase in the pupils’ interest and attention during a lesson (Table 9).

Table 9.

Contribution of images to an increase in the pupils’ interest and attention

Answers	Frequency	Percentage (%)
A bit	8	2,8
Quite a lot	67	23,6
A lot	209	73,6
No answer (missing)	4	-
Total	288	100%

The images used by the teachers in the survey sample in the teaching of their lessons helped them “a lot” to create *clear representations*. This view was shared by 131 teachers (a percentage of 46.5%), whilst another 126 of their colleagues (a percentage of 44.7%) agreed that this occurred “quite a lot”. A small percentage of the teachers (7.8%) thought that images contribute “a bit” in this direction, whilst yet another 3 of their colleagues (a percentage of 1.1%) claimed that images do not help “at all” in this field (Table 10).

Table 10.

Contribution of images in creating clear representations

Answers	Frequency	Percentage (%)
Not at all	3	1
A bit	22	7,8
Quite a lot	126	44,7
A lot	131	46,5
No answer (missing)	6	-
Total	288	100%

Images contribute “quite a lot” to pupils’ *self-motivation* according to statements by 146 teachers (a percentage of 51.8%) of the survey sample. For 68 of their colleagues (a percentage of 24.1%) this contribution is “a lot”, whereas, on the contrary, for another 60 teachers (a percentage of 21.3%) the amount by which images contribute to the boosting of pupils’ self-motivation is “small”. Finally, there were 8 teachers (a percentage of .3%) who did not share this view “at all” (Table 11).

Table 11.

Contribution by images in boosting pupils’ self-motivation

Answers	Frequency	Percentage (%)
Not at all	8	.3
A bit	60	21,3
Quite a lot	146	51,8
A lot	68	24,1
No answer (missing)	6	-
Total	288	100%

To the question “how much do images contribute to the *individual character* of the *teaching* of the lesson?”, 129 teachers taking part in the survey (a percentage of 45.6%) thought that this was achieved “quite a lot”. Sixty-three of their colleagues (a percentage of 22.3%) described this contribution as being “a lot”. There were, however, also quite a few teachers (82) who held the opposite view, since 29% percent stated that this contribution was at a “small” rate. Lastly, 9 teachers (a percentage of 3.2%) thought that images did not contribute “at all” to giving the teaching of a lesson an individual character (Table 12).

Table 12.

Contribution of images to giving teaching an individual character

Answers	Frequency	Percentage (%)
Not at all	9	3.2
A bit	82	29
Quite a lot	129	45.6
A lot	63	22.3
No answer (missing)	5	-
Total	288	100%

It appears that 158 teachers (a percentage of 56.6%) of the survey sample identified the contribution of images in *increasing* the pupils’ *range of visual representations* as being “a lot”. One hundred of their colleagues (a percentage of 35.9%) described this contribution as being “quite a lot”, whilst 19 of these (a percentage of 6.8%) thought that this was occurring “a bit”. Lastly, 2 teachers (a percentage of .7%) claimed that, based on their experience, this kind of contribution did not occur “at all” (Table 13).

Table 13.

Contribution of images in increasing pupils’ range of visual representations

Answers	Frequency	Percentage (%)
Not at all	2	.7
A bit	19	6.8
Quite a lot	100	35.9
A lot	158	56.6
No answer (missing)	9	-
Total	288	100%

Conclusions

According to the findings of the survey, the teachers taking part rated the contribution of images to the activity of teaching as being positive. For this reason they have been taking a series of actions aimed at achieving a more substantial and deeper involvement with these images. In particular, they try, to a great extent, to involve pupils in procedures which consist of observing in detail all the information contained and included in an image (Dimitriadou, 2007). They then ask them fairly regularly to explain the content of the image and to comment on its individual details. Going one step further, they encourage them to analyse their features in detail and to go into these more deeply (Vryzas, 1990). These actions are necessary for each teacher so that the images are not used as decorative and attractive items in the classroom, but as dynamic tools which promote and support learning

By implementing the above activities, images have been shown to be valuable didactic tools which contribute to the understanding of the lesson being taught (Simatos, 2003). Their incorporation into the activity of teaching is a necessity, because many concepts in the lesson are thereby explained and clarified. However, the teachers’ specific aim is to increase the pupils’ attention (Hatzidimou & Hatzidimou, 2014) and their interest. By using bright colours and details they aim to arouse their pupils’ interest and “nail down” their attention to the lesson.

In addition to the above, an illustration helps a lot in increasing the pupils' range of visual representations. Using images reinforces the children's imagination (Kitsaras, 1993) and the mechanism for creating mental representations. Images help quite a lot in developing the pupils' self-motivation. This means that an image is a "good" medium, which gives the pupil the chance to express himself and to communicate with the other pupils in his class. Through these communication procedures (Stamatis, 2012) his self-confidence is increased and his self-motivation is reinforced. Thus the teacher, taking into account how the dynamics of a class are made up and his pupils' specific characteristics and requirements, can try to create an individually-tailored teaching curriculum (Hatzidimou, 2015). According to what the participants in the survey have stated, images help quite a lot in this direction.

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Relationship between Organizational Control and Job Performance of Special Education Teacher in Pakistan

Ibtasam Thakur

*Assistant Professor Dr., Institute of Education
Lahore College for Women University, Lahore*

Uzma Quraishi

*Prof. Dr., Director, Institute of Education
Lahore College for Women University Lahore*

Fazal Abbas Rana

Public Functionary

Abstract

Over the last decades, Organizational performance has been often studied by different human resource managers. Many studies have suggested how to enhance performance and guide employees. But there is dearth of such researches in the field of special education schools in Pakistan. Keeping in view cultural context of Pakistan this study had examined how organizational control in special education schools was related to teachers' job performance and how effective control could increase job performance. Therefore, purpose of this study was to examine relationship between organizational control and job performance of special education teachers. Using data of 374 special education teachers from 9 districts of the Punjab, researcher found support for research questions. Stratified cluster random sample technique was used to draw the sample. The data was collected through questionnaire developed by the researcher for job performance and organizational control in schools. The results of this study showed that there is positive relationship between job performance and control of organizational culture. Findings of the study showed that if organizational control will be effective, the job performance will also increase and similarly if control in an organization will be weak, job performance of teachers will be decreased. It was concluded that organizational control leave strong impact on job performance of special education teachers. The implications of the results for further directions and research were discussed.

Keywords: Job performance, organizational control, Special Education Teachers

Introduction

Organizational control is a procedure by which an organization directs his subordinates in specific way that lead to fulfill organizational objectives and goals. If organizational control is properly designed and focused, it helps to accomplish organizational strategy and job performance. Organizational control related management practices affect job performance and increase employees' organizational trust as well. (Weibel et al., 2016). Organizational control is strong mechanism which can influence workplace outcomes. (Zhang, Tsui, Song, Li, & Jia, 2008) Job performance is an important aspect of organizational control. As a result of good and effective organizational control, job performance increases and can be measured properly. Organizational control embroils four steps, first one is to establish standards second one is to measure performance third one is to compare performance against standards and fourth one is to take corrective action as needed. Similarly, job performance is theorized as a multidimensional concept consisting of more than one kind of behaviors that includes, task specific behaviors, non-task specific behaviors, communication, effort, personal discipline, helping out the groups and his or her colleagues, supervisory or leadership component, managerial task (Campbell, 1990).Main

components of job performance teaching skill, professionalism and job motivation are monitored with the help of organizational control. Although control leads towards better job performance but few organizations like schools may not understand its proper meaning and don't take much interest in control practices while it has been observed that formal practice of control brings fruitful results for an organization. Effect of formal control on performance is much stronger and leads towards accomplishment of organizational goal. In this way, on the one hand, organizational control enhances organization's liability and determination and on the other hand increases job performance. (Chenhall & Moers, 2015).

Keeping in view the cultural milieu of Pakistan it is quite obvious that still many special education schools are not that advance as there is dearth of knowledge concerning how control factor can affect job performance of teachers. Consequently, many teachers' job performance outcome is problematic. Ineffective control hampers efficiency and performance of teachers and they lack trust in their organization and leadership. Two reasons have been offered as to why organizational control helps to build trust in their organizations, first, control practices may signal the organization's predictability, fairness, and reliability. In other words, controls may lead to perceived organizational goodwill and as such enable employees to have more trust in their employing organization. Second, control practices may also signal organizational ability and thus may enhance the belief that an organization is capable of delivering its promises to both employees and external stakeholders (Bridoux, Stoffberg, & Den Hartog, 2016). Therefore, it was high time to realize the importance of control in special education schools. Hence, the purpose of this study was to examine relationship between organizational control and job performance of special education teachers in Punjab.

Rationale of the Study

Organizational control aligns the action of employee with the goal and objectives of an organization. If this control lacks, the whole structure of organization gets weak and job performance decreases. In few Punjab special education schools, practice of control is declined and control has been limited only to the official documents. As a consequence, job performance components: professionalism, teaching skills and job motivation affects and teachers are unable to meet relevant performance standard. Therefore, present study was an effort to identify the gaps between organizational control and job performance.

Research Question

How organizational control affects job performance of teachers in special schools of Special Education Department, Government of the Punjab?

What is the relationship between job performance components and organizational control?

Objectives of the Study

To examine the relationship between organizational control and job performance of teachers in special schools of Special Education Department, Government of the Punjab.

To explore the relationship between job performances' components viz. teaching skill, professionalism and job motivation and organizational control.

Method

Research Design

The research design applied for this study was descriptive in nature. All the data has been collected and analyzed in numerical form. The researcher's aim was to explore the relationship between organizational control and job performance of special Education teacher. Therefore, the research design was co-relational.

Participants: Participants were obtained from nine (9) randomly selected districts of Punjab. Teachers and heads of special education schools Punjab working in four (4) disabilities were population of this study. Total 374 respondents were selected.

Sample: Cluster stratified random sampling technique was used to collect sample of study.

Instrument: Two questionnaires were used. One was used to measure job performance, three components of job performance, professionalism, job motivation and teaching skill were measured with the help of 30 items questionnaire. Second one was used to measure organizational control consisting of 38 items. These questionnaires were developed by

the researcher. The reliability of the pilot test for questionnaire of organizational culture was .791. The reliability of the pilot test for questionnaire of job performance was .768.

Results

Frequency Table

Table 1: Table of frequencies of distribution of respondents according to their demographics

Sr.	Variable		Frequency	Percent
1	Gender	Male	108	28.9
		Female	266	71.1
2	Age	25 to 40 years	281	75.1
		41 to 60 years	93	24.9
3	Education	Matric	8	2.1
		Intermediate	8	2.1
		Graduation	9	2.4
		Masters	334	89.3
		M.Phil	15	4.0
4	Designation	JEST	170	45.5
		SST	135	36.1
		Others	69	18.4
5	Experience	Less than one year	74	19.8
		2 to 4 years	139	37.2
		5 to 7 years	84	22.5
		More than 7 years	77	20.6

Table 2: Regression Analysis of control in organizational culture and job performance

Variables	Correlation	B	r ²	Significance
Teaching Skill	.217	.217	.047	.112
Professionalism	.118	.118	.014	.393
Job Motivation	.166	.166	.028	.226

Table 2 reveals correlation, regression values of organizational culture's variable control and teaching skills of teachers. Table shows that correlation value is .217, which shows positive correlation between organizational control and teaching skills. This means that teaching skill will decrease with the increase of organizational control and vice versa. Table shows that the value of Beta (β) is .217 which also shows the positive relation between teaching skill and organizational control and there is no statistical significant difference as the significance value is .112. It means there is no significant difference between respondents opinion. While on the other hand R- square (r^2) value is .047, which means it can be said with 53% confidence that if control will increase the teaching skill will decrease.

Table 2 reveals correlation, and regression values of organizational culture's variable control and professionalism of teachers. Table shows that correlation value is .118, which shows that there is positive correlation between organizational

control and professionalism of teachers. This means that professionalism of teachers will decrease with the increase of control in organization and vice versa. Table shows that the value of Beta (β) is .118 which also shows the positive relation between professionalism of teachers and organizational control and there is no statistical significant difference as the significance value is .393. It means there is no significant difference between respondents' opinion. While on the other hand R- square (r^2) value is .014, which means it can be said with 86% confidence that if organizational control will increase the professionalism of teachers will decrease.

Table 2 reveals correlation, and regression values of organizational culture's variable control and job motivation of teachers. Table shows that correlation value is .166, which shows that there is positive but very weak correlation between organizational control and job motivation of the teachers. This means that job motivation of teachers will increase with the increase of organizational control. Table shows that the value of Beta (β) is .166 which also shows the positive but very weak relation between job motivation of teachers and organizational control and that is no statistical significant difference as the significance value is .226. It means there is no significant difference between respondents' opinion. While on the other hand R- square (r^2) value is .028, which means it can be said with 72% confidence that if control will increase, the job motivation of teachers will also increase.

Overall this table reveals that there is positive relationship between job performance and control of organizational culture. If control will be effective, the job performance will increase and similarly if control in an organization will not work, job performance of teachers will decrease.

Findings

Correlation value which is .217, shows that there is positive correlation between organizational control and teaching skills. This means that teaching skill will decrease with the increase of organizational control. Correlation value which is .118, shows that there is positive correlation between organizational control and professionalism of teachers. This means that professionalism of teachers will decrease with the increase of control in organization. Correlation value which is .166, shows that there is positive but very weak correlation between organizational control and job motivation of the teachers. This means that job motivation of teachers will increase with the increase of organizational control.

Conclusion

Effective control is essential in schools; if it is strong then quality of job performance will be high. Similarly, if control in an organization will not work effectively then standard of job performance will decrease among teachers. Result of this study suggests organizational control creates integrity in structure and function of an organization and job performance may be enhanced by implementing organizational control. Therefore, there is need to focus on organizational control in special education schools and this research may lay foundation for further research in this field.

Recommendations

In order to enforce effective control a formal mechanism in schools may be introduced to meet goals and objectives of an organization. It may help to raise job performance standard of teachers. To enhance three components of job performance, professionalism, job motivation and teaching skills, it should be aligned with better organizational control. Organizational control plays a vital role in shaping the organizational culture and job performance. Heads of institute of special education department should focus on organizational control strategies, which could reduce emotional exhaustion and may increase job performance among special education teachers.

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Principal Leadership Style And Job Satisfaction Of High School Teachers

Erida Elmazi

P.h.D cand. Faculty of Economy, University of Tirana, Albania

Abstract

This paper deals with the issue of school leadership as one of the main priorities of education policy and focuses on the role, importance it has mainly on teacher's job satisfaction. It tends to highlight the influence of the school leaders' style in the pre-university education context. Two dimensions of leadership conceptualization are underlined in this study: the transformational and transactional leader. Teacher job satisfaction is often considered as an important aspect in their performance and productivity. In addition leadership style is considered one of the major influences affecting the job satisfaction of the teachers. The scope was to study the relationship and correlation between the style of the principals and job satisfaction of teachers. Various research techniques, primary and secondary data sources have been used to carry out this study, which are intertwined with one another. As a source of primary data were used two surveys, one for evaluating the principals' style of leadership and the other one for measuring job satisfaction of the teachers. The sample consisted in 5 teachers from 25 high schools in Albania and Kosovo. There is evidence from the findings that transformational leadership has significant relationship and it has beneficial effects on teacher job satisfaction. These leaders transform, inspire, and empower followers by creating changes in their goals, values, needs, beliefs and aspirations.

Keywords: job satisfaction, leadership styles, principal, teacher, transformational leadership, transactional leadership.

Introduction

When work is a pleasure, life is a joy (Gorky, 1970).

Researches in educational leadership have been the focus of scholars, considering the importance of the principal in the quality of the school. Several studies are conducted in this area and scholars have been investigating more narrow approaches in order to study specifically the dependent variables of educational leadership. Investigation is pursued in regard of relation with motivation, commitment, engagement, organizational communication, job satisfaction, etc.

In a globalized world the problems faced such as teacher turnover rates and training costs need a specific attention, clear designed strategies in order to increase their job satisfaction as a key factor in order to have a more stable environment for students and foster the organizational climate.

Teacher job satisfaction is very an important factor in the context of the school success and student achievement. In order that they create a positive classroom climate they need to be satisfied. Teachers cannot create and sustain the conditions for the productive development of students if those conditions do not exist for teachers (Bishop & Mulford, 1999; Blase & Blase, 2000; Louis, 1998; Sarason, 1990 cited by Leithwood & Hallinger, 2002).

This research intended to study the impact of principal leadership styles on teachers' job satisfaction. The scope was to investigate how much satisfied are the teachers and to search how this level of satisfaction relates with their principals' leadership style. Can this level of satisfaction be attributed to principals' style? Based on 125 teachers perceptions, it was analyzed the style of their principals and beside this, it was investigated if the teachers were satisfied or not in their job. The first part of the study starts with a literature review on teacher job satisfaction, followed by transformational and transactional leadership styles. Scholars' findings within the literature conclude strong relationships among specific leadership styles and teachers job satisfaction. The research question of this study was: Which leadership style does impact and affect the teachers' job satisfaction in Albanian and Kosovo high schools?

Teacher Job Satisfaction

The concept of job satisfaction has not a universal definition. There exist several definitions from several scholars. Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience (Locke, 1976 cited in Demirtaş, 2010). It is defined as positive or negative evaluative judgments that people make regarding their work (Weiss, 1999) and their teaching role (Skaalvik & Skaalvik, 2010). According to Amoroso (2002) teacher job satisfaction is referred as the degree to which a teacher feels secure, challenged, rewarded and successful at the current school in which they work.

According to Zigarrelli (1996) teacher job satisfaction is predictor of effective schools. The importance of satisfaction can be tracked in psychological theories of hedonism. Hedonism has in its roots the idea that people are keen to ask for satisfaction and to avoid pain (Manxhari, 2010). It is natural that people seek to maximize pleasure and minimize the worrying situation or lack of comfort in their daily lives. The more pleasure people experience, the more motivated they have to be, and vice versa (Llaci, 2017). The accelerated rate of globalization and change has increased the challenges that institutions face. Achieving the organizational objectives has become difficult nowadays. The success and effectiveness cannot be reached without focusing and investing on human capital and human resources, who have to be motivated, evaluated and need to feel good at the work place. Teachers' job satisfaction is fundamental for reaching the school goals, thus ensuring satisfaction of the teachers is an important task of principals.

Teacher job satisfaction is important and also a predictor of teacher retention attrition (Green-Reese, Johnson, & Campbell, 1992; Huberman, 1993; Sargent & Hannum, 2005). Satisfaction is determined and influenced by several variables, such as internal and external school's factors, environment, reward policies, leadership styles, etc. Blegen (1993) identified 13 variables which he argued that were predictors of satisfaction. They were divided in two categories such as personal and organizational variables. According to him personal variables include age, education, years of experience and locus of control, whereas organizational variables include supervisor communication, commitment, stress, autonomy, recognition, routinization, peer communication, fairness and professionalism (cited: Güleriyüz, Güney, Aydin, & Asan, 2008 and Vermeir, et al., 2017).

Leadership Styles and Influence on Job Satisfaction

The manner in which a person leads an organization, department, team or individual is referred to as their leadership style (Krallis & Souto, 2014). In contemporary literature there are discussed several leadership theories. Leadership styles such as democratic, autocratic, laissez faire, supportive, participatory, transactional, transformational, charismatic, instructional, servant, etc, have been elaborated. Special attention and interest has drawn on transactional and transformational leadership. Burns (1978) provided the conceptualized approach of these two leadership styles, as the opposite end of the leadership continuum. The origin of the concepts seems to date and have its root on Downtown (1973) work and later Bernard M Bass (1985) extended the work of Burns. According to Burns the main distinction between these leadership styles is based on the process by which leaders motivate followers or how leaders appeal to the followers' values and emotions (Nguni, Slegers, & Denessen, 2006). In fact this distinction is emphasized in all transformational approaches (Yukl, 1999).

Bass (1985) argues that transformational leadership has four components such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This leadership style articulates a vision of the future (Yammarino & Bass, 1990), stimulates and inspires the followers and impacts their faith, values such as justice and integrity and guide how an organization should be effective and successful (Kuhnert & Lewis, 1987). Transformational leaders increase the level of job satisfaction of employees by developing shared vision, motivating the followers (Voon, Lo, Ngui, & Ayob, 2011). Teachers who work with principals, who share information with them, and involve them in management decisions are more satisfied (Bogler, 2001). Effective principals through convince may transform the institution. These kinds of principals motivate teachers in achieving extraordinary outcomes, they support and empower them.

Transactional leaders base their power on reward and punishment. According to Bass (1985) conceptualization of transactional leadership has three factors such as: management by active exception, management by passive exception and contingent reward (cited: Elmazi, 2018). Followers obey to the rules and guidelines determined by the leader and implement all the tasks. A successful implementation of the job is translated into a financial reward,

otherwise delays and failure to comply will be translated into punishing actions. Transformational leaders differ from transactional leaders in that they do not merely recognize the needs of followers, but also attempt to elevate those needs from lower to higher levels of development and maturity (Nguni, Slegers, & Denessen, 2006).

Based on meta-analyses studies transformational and transactional leadership styles affect and predict lots of dependent variables on individual and institutional level. In the past and nowadays, scholars and researchers continuously have conducted several studies in order to investigate whether the leadership styles produce impacts on school outcomes and on teachers' job satisfaction. From a study conducted in China, with teacher respondents from 180 elementary schools, 172 secondary schools, and 187 high schools it was found that the principal's leadership style and teacher job satisfaction are significantly and positively related to each other: $\beta_2=0.17$, C.R. = 2.195, $p < 0.05$ (Hui, Jenatabadi, Ismail, & Radzi, 2013). From several studies it has been demonstrated that there exists a significant positive relation between leadership style and employee job satisfaction (Rad & Yarmohammadian, 2006; Bartolo & Furlonger, 2000; Erkutlu, 2008; Hamidifar, 2009).

Over the years, the link between leadership styles and teacher job satisfaction has attracted the attention of many scholars. Several results of these findings are shown in the following table.

	Transformational Leadership	Transactional Leadership
(Koh, Steers, & Terborg, 1995)	From the investigation in 89 schools in Singapore, it was found that transformational leadership style had significant add-on effects to transactional leadership in the prediction of organizational commitment, organizational citizenship behavior, and <i>teacher satisfaction</i> .	Transactional style has a negative impact on employees' job satisfaction.
(Bogler, 2001)	In his study developed in Israeli schools, with 745 respondents, it was found that transformational leadership style of principals affected <i>teachers' satisfaction</i> both directly and indirectly through their occupation perceptions.	
(Barnett, McCormick, & Conners, 2001)	The study conducted in New South Wales in secondary school showed that the transformational leadership behavior (individual concern) was associated with the teacher outcomes – <i>satisfaction</i> , extra effort and perception of leader effectiveness.	
(Griffith, 2004; Ejimofor, 2007)	Transformational leadership style leads to a higher level of performance and <i>job satisfaction</i> .	
(Lee, 2005)	From a study of 1,250 Taiwanese secondary school, it was shown that the model of transformational leadership has significant and positive effects on <i>job satisfaction</i> and school commitment teachers.	
(Nguni, Slegers, & Denessen, 2006)	In Tanzanian primary school it was found that transformational leadership dimensions have strong effects on <i>teachers' job satisfaction</i> , organizational commitment, and organizational citizenship behavior.	
(Nir & Kranot, 2006)	From a study conducted in 5 districts of Israeli, transformational leadership was likely to affect intra-school circumstances by promoting teachers' <i>satisfaction on the job</i> .	
(Aydin, Sarier, & Uysal, 2013)	Using the method of meta-analysis from 12 research findings, conducted in Turkey, findings showed that transformational leadership style affected positively <i>job satisfaction</i> and organizational commitment of teachers.	

Methodology

In this study, we have tried to identify whether, in the Albanian and Kosovo context, principal style of leadership influences the teacher satisfaction. The methodology followed in this paper has a quantitative approach. Two quantitative questionnaires using Likert-type scales were administered. Questionnaires were used to identify the principal style of leadership as perceived by teachers, and the teacher satisfaction. For identifying the leadership style of principal, the Multifactor Leadership Questionnaire (MLQ) Form 5X was used in order to measure seven factors, such as: Idealized influence, Inspirational motivation, Intellectual stimulation, Individual consideration, Contingent reward, Management-by-exception, Laissez-faire. For capturing of teacher satisfaction, a questionnaire was borrowed from the Ciampini-Boccardo Institute of Higher Education with 6 items was used. The questionnaire was distributed physically among the teachers of 25 primary schools in Albania. There were a total of 125 responses from 200 distributed questionnaires.

Analysis of results

The study involved 125 primary school teachers, where 86.4% were woman and 13.6% were man, all with a high level of education. Respondents (teachers) were asked about the perception they have on the principal style of leadership, and their job satisfaction. Responses were measured with a Likert scale of 1-5.

For data analysis the statistical program SPSS, was used. We have measured the impact that principal leadership style has on teacher satisfaction through simple regression analysis. Specifically we have tested the impact that the transactional leadership of principal and transformational leadership of principal, plays on teacher satisfaction.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.127E-16	.090		.000	1.000
	Satisfaction	-.071	.090	-.071	-.786	.043

a. Dependent Variable: Transformational Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.936E-17	.090		.000	1.000
	Satisfaction	-.003	.090	-.003	-.029	.097

a. Dependent Variable: Transactional Leadership

Regression analysis shows that transactional leadership does not affect teacher satisfaction, for a confidence level of 95%, while the transformational style of leadership, for the same confidence level, positively impacts the teacher satisfaction.

Correlative analysis has been used to test the strength of this relationship (teacher satisfaction and transformational leadership style). The results show that transformational leadership style of principal has a strong, positive effect on teacher satisfaction.

Correlations

		Transformational Leadership	Satisfaction	Transactional Leadership
Transformational Leadership	Pearson Correlation	1	.071	-.066
	Sig. (2-tailed)		.043	.462
	N	125	125	125
Satisfaction	Pearson Correlation	.071	1	-.003
	Sig. (2-tailed)	.043		.097
	N	125	125	125
Transactional Leadership	Pearson Correlation	-.066	-.003	1
	Sig. (2-tailed)	.462	.097	
	N	125	125	125

CONCLUSIONS

A common conclusions about transformational leadership style emerge from the literature review: it is an important management and leading style, which promotes work performance and employee satisfaction, as it has already been proven by several relevant research studies in the past (Keller, 1992; Howell and Avolio, 1993; Lowe, 1996; Pawar and Eastman, 1997; Thite, 2000; Nielsen 2009; Paulsen, 2009; Eisenbeis and Boerner, 2010; Liu, 2011; Ahmad, 2013 cited: Krallis & Souto, 2014).

This study sought to examine the relationship between principal leadership and teacher satisfaction in the Albanian and Kosovo context. According to the results of the study, transformational leadership positively effects teacher satisfaction. Furthermore, this relationship appears to be strong. Job satisfaction is an important predictor of effective schools thus principals should pay a great attention to their behaviors and consider implementing effective strategies in order to increase the teachers' job satisfaction. Moreover a great attention should be paid by goverment and their educational reforms who should consider to implement special actions.

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The Role of the Family in the Education of Children in Conflict with the Law: Empirical Evidence from Albanian Context

Dr. Brunilda Zenelaga

Department of Sociology, Faculty of Social Sciences, University of Tirana

Dr. Blerina Hamzallari

Department of Sociology, Faculty of Social Sciences, University of Tirana

Abstract

A child is considered in conflict with the law when he/she has committed or has been accused of committing an offence (UNICEF, 2006). According to local context, a child can also be in conflict with the law, when it is taken up by the justice system for minors or for adults, due to the alleged dangers faced by the child in view, or behavior or environment (IDE, 2016:2). The family is a primary agency that influences the child socio-psychological formation. In the case of children in conflict with the law, on one hand family can contribute on creating causes of antisocial and deviant behaviors of children, but on the other hand, it can be an important factor for rehabilitation and correction of the children attitudes. Recently, in Albania, children in conflict with the law have been in center of the attention of policymakers and researchers, but very few of them have explored in depth the role that the family plays on the education of children in contact with the law. This paper aims to fulfill that gap of researches in Albanian context. The methods used to gather data are based on: (a) the use of the secondary data such as international and national literature about the topic, researches with the focus on children in conflict with the law, statistics and other data from different Albanian institutions; (b) the use of the primary data taken from the interviews with experts who work in Probation Service in Albania, school psychologist, experts and professionals in prisons etc. The study revealed that the role of the family is crucial, especially for the children in conflict with the law. Empirical evidence from Albanian context shows that children in conflict with the law came mainly from families with socio - economical problems and/or lack of the attention to the education of the children. The collaboration of the family with other socialization agencies such as schools etc., can be an effective way for the correction of the attitudes of this category of children.

Keywords: family, children in contact with the law, education.

Introduction

The term 'children in conflict with the law' refers to anyone under 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence (UNICEF, 2006). According to local context, a child can also be in conflict with the law, when it is taken up by the justice system for minors or for adults, due to the alleged dangers faced by the child in view, or behavior or environment (IDE, 2016:2).

This article aims to explore the influence of the family on the children in conflict with the law. On one hand the family is seen as a social agency which can generate push factors for children who come in conflict with the law, but on the other hand it can serve as an important agency for the support, rehabilitation and reintegration of this category of children.

Recently, in Albania, children in in conflict with the law have been in center of the attention of policymakers and researchers, but very few of them have explored in depth the role that the family plays on the education of children in contact with the law. This paper aims to fulfill that gap of researches in Albanian context.

Family, as primary agency and its role on children in conflict with the law. International literature review

Although the family does not perform all the childrearing functions that it once did, it is still regarded as the primary agency of education and socialization of children that encompasses emotionally significant relationships. In national and

international interdisciplinary studies, contemporary societies are increasingly focusing on the most important role of the family and especially parents in successful socialization of children. In identifying the role of the family in the child raising process, it is important to clarify the similarities and the differences between the three concepts that are often used in confusing ways instead of each other:

socialization as the process of acquiring the ability to participate in society and includes the way to learn the norms, beliefs and the values of a particular culture;

the *development* of child that considers the time dimension of change and growth;

education entails those processes used to assist and to enhance the learning of skills, knowledge, and other life tasks of one person from another (Darling, 1987: 823).

From one side, the way that the family fulfills the functions of socializing, educating, and developing children is one of the determining factors for children's reports with law and society. On the other side, a child's level of well-being is socially influenced within all social contexts. Given that children have little control over the social and family contexts influencing them, then they are at the mercy of the adults and cultural influences that contexts provide. The parent-child relationship initiates a child into the social world. Through the socialization process, children acquire the knowledge, attitudes, skills, values, and expectations that allow them to become increasingly integrated into new social relationships (Peterson and Rollings, 1987: 470).

The existence of threatening and difficult environments may be a threat for child's well-being. In such cases, the family and the role of the parents became a key microsystem influences through the definition of the socialization goals, the ideologies that drive parents' plans for their children's future, and influence the parenting tactics they implement (Howe, 2012: 304).

In the sociological analysis of the causes of children in contact with the law is referred the importance of social competences that are part of the process of socialization and education in the family. This set of competencies learned in family is then used to guide the action of children outside of it. The multidimensional complexity of the use of social competencies becomes a determining factor for the child's relative abilities to function effectively within long-term reciprocal role relationships in society. Thus, young people are socially competent when they demonstrate high levels of self-esteem, conformity to (cooperation with) significant others, moral development, independence, achievement, and internal control. In contrast, children are less competent within the learned roles when they are low in these qualities, display substantial antisocial behavior, and have identifiable personality disorders (Peterson and Rollings, 1987: 476). In this sense, the child's social incompetence would be a cause for conflict with the law.

A wide range of sociological texts emphasize that parent-child socialization consists of both "structured" role relations and dynamic processes. Howe in her analysis of family life differentiates the family structure from family processes. According to Howe (2012:8) "Family structure itself does not reveal very much about a person's experiences. Family health, success, and happiness don't depend exclusively on family structure, its composition, how many members it has, whether people are married, their ages, and other demographic variables... To understand a person's long-term adjustment we must look into a family's processes, that include interactional variables like problem solving, quality of emotional support, and discipline provided for children."

For this reason, the causes of the child who conflicts with the law will be analyzed by linking them with some of the most important processes that take place in the family and are a natural part of the educational, socializing and child rearing functions.

Following the recognition of a broader international literature, the most frequent causes of deviant and problematic behavior of children closely related to family processes are:

various family problems, deviances in the family;

the problems of young people with romantic relationship;

problems with friends, deviants in peer groups;

school problems;

the degree of religious engagement;
use of prohibited substances;
participation in the gang.

All of the above categories of causes are potentially risky for the deviant behavior of the children and express aspects of the family's inability to successfully control and manage processes within it. The findings of Froggio and Agnew (2007) Froggio and Lori (2010) orient the attention to the importance of any problematic display in family life starting from any difficulty of relationship with the parents and siblings, a bitter discussion between one's parents, parents' divorce, misunderstandings with parents, emotional distance of parents, to the predictive significance of the precedents of deviant behavior in the family (mother, father, sister, or brother) if someone on the family had committed any deviant or delinquent act. Despite all the influential role of the family and the relationship within it, there are studies that neglect the negative influences of the family in the emergence of deviant behaviors. The findings of a study conducted by Brank and Lane (2008) with 147 juveniles in Florida Department of Juvenile Justice revealed that the juveniles generally did not believe their parents were responsible for the illegal activities of the juvenile. Often, studies on the role of parents in the behavior of children are directed towards monitoring and continuous control of adults on their children. According to this point of view Brank & Lane (2008: 344), Lippold et al. (2014: 1816) children break the rule and law even when their parents are very involved in the continuous control of children. Parental control and monitoring may not be enough to keep the child away from legal problems. Parental monitoring is important but it is not the only factor that can minimize the incentives for anti-child behavior to children and young people in relation to other important factors outside the home.

Researchers Wood, Avellar and Goesling (2008:9) Thornton, Axinn and Xie (2007:124) evaluate the importance of family processes, referring to how children and young people project the importance and form of romantic and intimate relationships. According to Crocket & Randall (2006:765) family models are also important in how conflict resolution is addressed in the romantic relationships of young people. Lack of conflict resolution tactics may be a cause for deviance and contact with the law. Froggio and Lori (2010:587) found that among young Italians romantic engagement or betrayal of one partner and breaking up of romantic engagements, as well as breakup of an important friendship often become a cause for deviant behavior or behavior contrary to cultural and even legal norms. Among the young Italians resulted to be important the level of involvement in peers group. According to this study the more involved in the group the child is, the less likely to behave deviant behaviors, and the less involved in the group the child is the more inclined to the deviance in the family, school environment, and the wider social environment. Children involved in non-stigmatizing groups are likely to have low indicators of deviant behavior. Often not legal behavior of children is found in patterns of deviant behavior of the peers group.

Part of the discussions of many studies are also the problems of children in the school, a bad relationship with teachers or bad academic performances, getting failing grades at school.

When the discussion is oriented towards the causes of anticonformist and deviant behaviors among children and adolescents, studies also refer to the importance of religious beliefs in the family. Frequently, religious belonging and religious practices in the family have been seen in sociological studies as important elements in family processes to mediate deviant behaviors and to incorporate the importance of social control and social morality among children and adolescents (Simons et al., 2004; Pickering and Vazsonyi, 2010). In the study of Simons et al. (2004: 559) the results showed that religious belief is important to help young people to perceive social morality. Generally they tend to choose people of common beliefs and values in their peers group, so religion commitment serves to discourage involvement with deviant peers.

Among the most problematic profiles of behavior in conflict with the law of young people are their engagement in the gang and the use of forbidden substances (Velleman and Lorna, 2007; Young, Fitzgibbon, Silverstone, 2014). As has been discussed earlier, even in these cases the family is placed at the center of the debate on sociological studies being seen on the one hand, as a result of conflicting behavior with the law on children (Young, Fitzgibbon, Silverstone, 2014: 173-177) and on the other hand, as a factor in helping their rehabilitation through its participation in the criminal justice and education system (Velleman and Lorna; 2007: 28).

The interest of this article is to explore the importance of some of the factors analyzed in the review of literature in the cases of minors in conflict with the law in Albanian society.

General description of the methodology

The overall analyze is based on two main methods:

First, the analyze of the secondary data was based on the documents taken from different sources such as, research and studies from Albanian and foreign actors related to the children in conflict with the law.

Second, the analyze of the primary data was based on the information gathered empirically through in depth interviews with professionals who work with children in conflict with law.

In the interviewing process participated 17 professionals. 6 of them were school psychologists, 6 employees of the social care sector at the Institutes for the Execution of Criminal Offenses, and 5 specialists in Probation Service Offices, mainly professionals who work with the category of 14-18 years old but in the case of school psychologists the information was referred even for the category of 12-14 year old. The study was conducted in cities of Durrës, Kavaja, Elbasan, Rrogozhinë and Tirana.

Study limitations

First, this study is part of a larger research, conducted by the authors, so the findings are limited and should be considered as preliminary data.

Second, the data are collected only from professionals who served as key persons, so, the results reflect only their perceptions. The whole research involves a larger interviewing process, including minors and parents, but at this stage the data are based only on the perceptions of professionals working with minors in conflict with the law.

Third, given that the study is based on qualitative methods, its findings are limited and can not be generalized.

Empirical evidence from Albanian context

There are some studies In Albanian context, undertaken from different actors, who deal with children in conflict with the law. Usually the studies in Albanian context are focused on exploring the risk factors that influence the criminality of juveniles in Albania, among which the family factors remain the most important ones.

According to Haxhiymeri, family environment shapes the life and the character of children, young people and adults, in general. A large number of minors and youths involved in criminal offenses come from problematic families. The rise of criminality at young ages over the last ten years is directly linked to the crisis experienced by Albanian family during the transition years. Juvenile delinquency often meet with those individuals who come from families with divorce parenting, violence, or parenting in immigration. In such environments, with significant emotional but also material shortcomings, children and adolescents are not exposed to the appropriate model they need at this stage of their development. They can feel unsupported, neglected, and not respected. Moreover, the environment brings them to the stressful situation and difficulties often unaffordable by them (Haxhiymeri, 2007: 8).

Another study conducted by Beqo and Doçi from General Directorate of Prisons in Albania on 2015, untitled "Minors in conflict with the law. Analysis of risk factors that influence the criminality of minors" revealed that family and elements related with it, such as antisocial or criminal parenting behaviors, substance abuse, neglect, type of parenting, domestic violence, parent divorce, psychopathology of the parents, family structure, multiple family members, economic problems of family, etc. can lead minors to delinquency. According to Beqo and Doçi family factors do not act outright but often they are related to other factors such as the influence of peer groups, place of residence, school, community, etc. (Beqo and Doçi, 2015).

According to a study conducted by Cilingiri, family factors compose important factors of influence for minors recidivism risks. According to her study, many of recidivist children in Institutes of Execution of Criminal Offenses, have lived in families where violence was exercised, in families with divorced parents or with cousins with physical and mental health problems (Cilingiri, 2015: 25).

The above studies stressed the role of family as an agency that creates the risk factors to the juvenile delinquency. A very interesting study conducted by Albanian Foundation for Conflict Resolutions (AFCR) reveled that family can be an important factor for the correction of attitudes of children in conflict with law. According to this study, regarding the question of "who

do you think is the most appropriate person to help you resolve a conflict?", the juvenile involved in the study listed three main sources: a family member (47.2 percent) a professional mediator (18.9 percent), a friend (14.2 percent) (AFCR, 2016: 24). That means that family composes an important source of trust for juveniles, and as such, a very important agency for reintegration and re-socialization of juveniles in conflict with the law.

According to the data taken from the General Directorate of Prisons in Albania in August 2018, the number of minors sentenced in Albanian prisons was 5, (1 from the category 14-16 years old and 4 from 16 to 18 years old) and the number of pre-detainees was 17 (5 from the category 14-16 years old and 12 from 16 to 18 years old), mainly in Kavaja, Korça, Vlora and Lezha IECO.

IECO	Pre-detainees		Sentenced	
	14 -16 years old	16 - 18 years old	14 -16 years old	16 - 18 years old
Korcë	1	4	0	0
Kavajë	2	3	1	4
Vlorë	2	5	0	0
Total	5	12	1	4

Table nr.1: Number of minors in the Institutions of Execution of Criminal Offences in Albania, August 2018

Source: General Directorate of Prisons in Albania

Comparing to the previews years, the number of sentenced and pre-detainees minors in Albania has decreased considerably. On August 2016 the number of pre-detained minors in all IECO-s of Albania was 67 and the number of the sentenced was 7, while 2 years later, on August 2018 the number of pre-detainees was 17 and that of sentenced was 5 .

IECO	Pre-detainees		Sentenced	
	14 -18 years old August 2018	14 - 18 years old August 2016	14 -18 years old August 2018	16 - 18 years old August 2016
Ali Demi	0	1	0	0
Korcë	5	11	0	0
Kukës	0	1	0	0
Lezha	0	20	0	0
Kavajë	5	18	5	7
Vlorë	7	16	0	0
Total	17	67	5	7

Table nr.2: Number of minors in the Institutions of Execution of Criminal Offences in Albania, August 2016-2018

Source: General Directorate of Prisons in Albania

The Juvenile Justice Code, which came into force on 01.01.2018 in Albania strengthened the application of alternative sentences for this category of people. There are not official statistical data about the category of 14-18 years old in Probation Service, but specialist from local offices report that recently the number of juveniles who are followed by this institution is considerably increased.

Important findings

The three main topics which oriented the interviews with professionals were:

The familiar conditions of children who are in conflict with the law

The outside influence on children in conflict with law and the role of the family

Recommendation: How families can help the reintegration of children in conflict with the law

The familiar conditions of children in conflict with the law

When it comes to describe the family conditions of children in conflict with the law, attention generally focuses on the socio-economic status of their family.

A specialist of social care sector at the Institute of Execution of Criminal offenses in Kavaja, claimed:

"Children with whom we work come mainly from marginalized families, with very few opportunities to make a normal life. Generally are children from poor families, with hard economical problems, but even with parents with law education level. This is reflected on the level of education of these children. Rarely you may find children who have finished the obligatory education. Usually they have 2, 3 or 4 years of formal education. Generally these children come from periurban or rural zones".

Professionals who work with this category of minors claim that in many cases the difficult economical situation drive the child to the road of delinquency.

"We work with children who have committed minor theft. They often have done so to help economically their families. For example, someone have stolen ironmongeries, in order to take some money by selling them, or someone has stolen a mobile, because he thinks he will never have the possibility to buy it...and many times we are very sorry about that..."

Some professionals stress the idea that minors who come in conflict with the law, lack the right education from their families. They come from families who haven't give to their children the adequate attention or who have not modeled them with the right values. Focusing on their prolonged-time work, parents may have neglected these children and have not exercised their parental control properly with them. A specialist from Local Probation Service Office of Durrës, during her interview claimed:

Generally minors in Probation Service have committed offenses such as theft, distribution of narcotics, blows between peers, etc. It is true that the biggest part of our minors comes from families with low socio-economic status, but there are also those who, have been introduced to the deviance route, benefiting from the lack of parental control. In a family where the rules do not work, it is easier for kids to "slide down". Especially in adolescence, parents need to have a special focus on children.

According to a interviewed psychologist the emotional support of family for its member is crucial, especially the emotional support of parents towards their children. Interviews showed that a part of juveniles in conflict with the law comes from troubled and dysfunctional families, such as single parent families, a dead parent, family with communication problems, families with many children, with physically or mental health disabled parents, with parents having problems with alcohol, orphans or abandoned children. With a big compassion, a specialist from the Institute of Execution of Criminal Offenses in Kavaja, claimed:

Do you know that some recidivist children in our institution come again here, because they do not have a home and a family. When they go out of here, they intentionally commit an offence and come again and say "At least here we have a bad, something to eat and people who care about us. Outside we have nothing."

Another specialist from the same institution claimed:

In my experience, I remember two cases that, when came the moment for the minor to go out from here, there was nobody from his family to come and take him. We have been in trouble to find him a cousin, a relative or a responsible person. It's a big drama.

Different studies show that a member of the family in conflict with the law can serve as a model for a minor. As Froggio and Agnew (2007) Froggio and Lori (2010) have revealed, the precedents of deviant behavior in the family (mother, father, sister, or brother) influence the deviant behavior of minors at the same family.

According to a study conducted by Cilingiri around half of children who participated in the study have had member of their families in conflict with the law. Their father or brother was or had previously been convicted of at least one criminal offense (Cilingiri, 2015: 38).

According to the interviews of professionals a family model can strongly influence the experience of the minor. A specialist from the Local Probation Office in Elbasan claimed:

We have many cases of minors who come from families where the father, big brother, or uncle, have had stories of delinquency or criminality. For these children the commission of an offense or criminal act is not a big problem, but as I can say... "a part of the life".

Some other social factors that have influence the family life may also influence to the children in conflict with the law. For example, emigration of father or other family members or the migration of the whole family from one part of the country to another may influence to this category of children. In many cases families of children in conflict with the law live in periurban zones, where the social control is weak and the possibility of the involvement of minors in deviance groups is greater. A specialist of the social care sector in Rrogozhina IECO, during her interview claimed:

For a teenager, especially boy, the presence of the father is crucial. In my experience I have had to do with boys who lived with their mothers because of the fathers emigration, divorce of the parents or because their father have passed away. In such conditions, mothers who deal with many other issues of management of the family, have no possibilities to control their sons.

The outside family influence at children in contact with law and the role of the family

Many studies show that in general teenagers and especially those in conflict with the law are strongly influence by their mates or other adults. According to a study conducted by Cilingiri, more than 50 per cent of minors have committed the offence in collaboration with adults or other minors (Cilingiri, 2015). A specialist from Probation Service of Durrës claimed:

In my experience the biggest part of the cases, where minors have been involved, were offences in collaboration with adults or mates. I remember a girl 14 years old have stolen scrap metals in collaboration with her mother. They came from Roma minority, with socio-economic problems and the sale of scrap metals served to them to survive. In many other cases of drug dispersions and thefts, teenagers are involved in groups, they do not act alone.

From the above interview it is clear that in some cases the collaboration for committing an offence comes from the family or at least a member of the family, and in other cases it comes from other social agencies influence, such as peers, a group of adults etc. When the influence comes from outside of the family and the lack of the family control is weak, the probability of child to be involved in criminal offences is high.

Another important factor that should be taken in consideration is the relationship with the school. The interviewed professionals indicated that the majority of minors in their institutions have had a poor relationship with the school and their parents had been uninterested in their school progress and development.

According to a school psychologist, when teenagers are focused on school achievement, the probability for them to be involved on criminal acts is low, while if their focus is not directed to the school success, the possibility of involvement in deviances and delinquency is higher. According to her, nowadays the exposure of teenagers to different information offered by the internet platforms, strongly influence their behaviors and attitudes. Family must play an important role on controlling children in this aspect.

Instead of conclusions, some recommendations: How families can help?

As we explained above, one of the topics discussed on the interviewing process was the role of the family as a rehabilitation agency for children in conflict with law. During the interviews, the professionals who work with children in conflict with the law, mentioned that the role of the family on the reintegrating of this category of children is crucial. During her interview, a specialist from Probation Service, Office of Tirana, claimed:

Some parents are not aware about the importance of their presence on the children's life. The parents negligence and the lack of the control toward their children can have important consequences for these children, directing them towards antisocial and deviant behavior. It is important to include these parents into special programs in order to raise their awareness about the important of parental control .

As mentioned above, family is not an agency that operates alone, but its life is strongly influenced from social conditions and other social agencies. Consequently the improvement of these social conditions can lead to the improvement of the family function. During the interviews a set of recommendation about how to strengthen the positive influence of the family on rehabilitation of the children in conflict with the law, have been gathered.

Including parents on special programs in order to raise their awareness about the important of parents care, interest and control towards their children.

Offering free assistance (medical, psychological, legal, etc) for parents of children in conflict with the law.

Drawing policies for raising professional skills for parents of children in conflict with the law and creating employment possibilities for them.

Strengthening the collaboration of the family with other social agencies such as schools and extracurricular centers, legal and psychological services etc, in order to offer to the children predisposed to be in conflict with the law, another vision and constructive possibilities for their lives.

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Teaching through Alternative Methodology

Sonila Tatili

Abstract

The rapid development of information and communication technology has a significant impact in the teaching process. This happens because of the existence of the advantages that this sphere entails in the pedagogical practices and methods. As such, they are briefly brought to us : easy access to information; increasing interest in learning; more ability to embed it into memory and preserved in the knowledge gained as a result of the inclusion of visual memory improvement; interactive teaching as well as easy exchange of knowledge, etc. With the aim of identifying the advantages that the technology incorporates in the teaching process of methodology, this paper aims to highlight the role of technology in the teaching and learning process of English , the achievement of the student in the learning objectives and how the technology of information and communication is intertwined in education. The study's research is about determining what impact technology has in the teaching process, meanwhile the supporting questions raise questions about the advantages of teaching technology as well as the impact on the level of learning of Albanian students. Study hypotheses, which are expected to be proven to be sustainable or not, are: Technology brings quality-enhancing teaching of English; efficient use of ICT enhances student learning. The study methodology is based on the combination of theoretical and empirical analysis, according to the case study.

Keywords: *Teaching process, technology, information and communication technology, learning, education, multimedia, skills.*

Introduction

Research paper vindication.

Information technology and communication as a case study in the education nowadays. The processes of political, economical and social globalization implicit new initiatives which aim together societies in a smaller world and solve problems and connect easier. The school is considered as a social institution so to help new generations better in order to develop psychophysical overviews for the individual as in important actor in the society. The society of the future never stops and never gets satisfied with the present but it is always in search of the best aiming to make the school a place where students can get wisdom but at the same time education. The future of the humankind is more over depending on the development of the education culture, science and technology from which all the contemporary societies make positive changes for a better future in educating generations. Nowadays we randomly listen about new concepts such as technology, competences, strategies, new lesson plan, innovation but the problem is that teachers are not finding the right way how to adopt these concepts in the classroom. The classroom is considered as a sacred place but also an important mean of helping individuals to face every life existing dilemmas which is considered one of the most problematic situation in education nowadays is that teachers do not know enough the functions and the importance of ICT in the teaching and learning process especially in the pedagogical aspect. The changes that are happening in education make us the teachers, to have a different view of the interior reorganization of the lesson structure but also teachers are always aware of the fact that these changes affect the exterior structure of the education considering the individual's behavior in education activities. This means "every change in education before and after being planned, means an essential study of the existing situation and the factors which limit a specific change". (Osmani 2010) Studying the situation this is a condition for a successful change in order to make a better system of education and also helping individuals to be not only professionals. The inclusion of ICT in teaching and learning process is a very important step especially on education reform system. This inclusion means not only exactness but also preparations by professionals so this innovative issue may be successful. The innovative concepts in education are introduces the last ten years but they were not well-oriented so to swipe up from the old system of education to improve teaching tools, to enhance new methodology, to use contemporary strategies in order to know

better the interest of the students. It is very important to know the interest of the students in order to plan, organize and succeed in the teaching process. The inclusion of ICT in the Albanian context is considered as a positive phenomenon from the experts teachers, students, parents but it is existing a serious problem in proving that the student knowledge are more stable and as a result of this the performance of the students should be more satisfied. At the same time, there is a serious problem by the part of the teacher to adapt ICT in teaching process. There are some difficulties in adapting ICT for the different reasons. Teachers should find and get improved in finding the right path so to include means of ICT to introduce a mirror of this situation in Albania and to prove all the above issues, this scientific study based on hypothesis, ICT in teaching influence that the knowledge taken in school are more stable and facilitate the work of the teachers. For a school to be contemporary it is necessary to find new approaches in teaching, by starting from the methods, textbooks, trainings for the teachers so to adopt the ICT in the learning process. The main objective is to advance ICT and include it in today's education: ICT nowadays has given a new dimension to the teaching and learning process of the foreign languages. The new generation of the students are undergoing with their will to this new era of education. This is seen also as a force giving methodology by the Ministry of Education but not only. At the same time teachers are finding difficulties in perception this new element in the teaching process, despite the fact that the students welcome ICT with such a big pleasure. This research also enforces the use of ICT especially in the foreign languages classes. We will treat the integration of ICT and the professionalism of the teachers using this last concept, but at the same time giving theoretical, methodological and institutional aspects of interactive teaching and learning. The adaption and use of ICT in the learning and teaching process in the high schools in Elbasan. There is no doubt that there are many difficulties that the teachers are facing in using ICT in the classrooms, starting from the missing of the infrastructure, lack internet connections, the non professional teachers, and at the same time the judgment that the mentality enhances.

Many of the professionals, are of the opinion that the main objective of ICT is to adopt new interactive techniques and strategies at schools which reinforce critical thinking, motivate and easily helps the process of learning a second foreign language .But, in the Albanian context these innovative practices don't have the right importance and are given an easy shot to make it clear.

Theories supporting this research thesis:

Some of the authors have given their professional overview and their theories in ICT integration and use in the classroom , by forcing the idea that the use and integration of ICT means not only to put them in the class and make a new structural lesson plan(Bray,1999:14), and to integrate it twice a week , and not only to use it by ICT means(Dockstader,1999:73) and to fasten this process with the ICT integration, (Bailey, 1998:57), but it very important to know how to adopt them in the right manner sot to have a successful teaching and learning process.(bailey, 1998:62). To my opinion, ICT must be in function of the learning process, but we should find the most professional clothe of the ICT usage and integration.

Some of the authors are of the thought that the ICT integration is a didactical means of teaching, concerning the interactive and constructivist attitude. According to some of the authors Larose and Lafrance "The teachers support a constructivist and a socio-constructivist attitude , which means that if teachers know how to use ICT means and learning how to transmit them to the students in class, everything will be successful and we will have a better contemporary system of teaching and learning a foreign language process"(Larose F; Grenon V and Lafrance S, 2002:27) Educational experts consider learning as an active process that leads to knowledge acquisition, which is long-term and sustainable, measurable and specific to behavioral change (OECD, 2007). The primary function of learning is to encourage individuals to develop skills to solve a problem, as well as to sharpen reasoning as a critical and creative thinker. Learning also helps to develop an individual's self-awareness and awareness of his or her environment. The purpose of the teaching process by ICT is to make learning possible. However, while the purpose of the

There are many theories aimed at supporting the ICT learning and teaching process. Thus, for example, Paivios' theory on dual coding (established in 1986) states that visual and image codes that represent information are used to organize incoming information and to convert them in which knowledge can be taken, stored data, and retrieved for later use. The emphasis on the importance of memory has evolved into broad imaging applications, aimed at accelerating the process of acquiring knowledge. A foreign language has always been involved in this process, but it was explicitly included as an educational partner when images began systematically to take shape as a picture. However, memory remains a decisive actor, because it is the basis of all knowledge and thoughts. The importance of memory is argued and dealt with more widely, because learning and memory are at the core of educational objectives. In particular, an important element for the dual coding theory and its applications are useful effects in recalling concreteness and images (Paivio, 2006, chapter 4):

Learning process means a good state of mind and memory is a very important part in fixing the new information and to achieve this one of the best ways in by concrete experiences and practical tools.. Concerning concreteness, memory performance generally grows uniformly from abstract words (eg. truth, justice etc.), with concrete words (eg. chair, man), for objects (or their images). In the case of language, the effect of concreteness occurs with materials ranging in length from words to sentences, to long passages, to concrete memory, exceeding the abstract memory work with an average ratio of 2: 1. The advantage of concreteness is even more striking in the tasks related to the memory, in which the behavior in the mind of the response elements is caused by the concrete words of stimulation or the pictures. (Paivio A., 2006)

Severin's theory (1967) emphasizes that learning has grown as the number of available stimuli has increased (Severin, W. J. & Tankard, J. W., 2000). The incentives supplied through different channels should be relevant to each other; otherwise it would lead to a decline rather than an increase in learning and knowledge consolidation (Kaur S., Rose HJ, Lazar R., Liang K. & Metherate R., 2005). In 1974, scholars Baddeley and Hitch, in their quest to describe an accurate pattern of short-term memory, laid the foundations of active memory theory. This theory suggested a model consisting of three main components: the central executive, the phonological sketch, and the visual space designer (Baddeley A. & Hitch G., 1974).

In 2000, in the studies on active memory theory, Baddeley added a fourth component of the previous model: episodic buffer (Baddeley, 2000). Concretely, today the components of the model of active memory theory, as presented in the scheme of this model, are :a) the central executive, which acts as a supervisory system, and controls the flow of information from and toward its subordinate systems, which are short-term custodians dedicated to a content domain, such as, for example, verbal and visual spatial ;b) Phonological illumination, related to language articulation, preserves the verbal content of vocal and sub vocal repetitions; c) Visual space plotter serves for visual space data, which consists of visual memory; d) episodic buffer, subordinate subsystem, which by its own name determines, supposed to hold integrated episodes or shreds in a multidimensional code. By doing so, this element / component act as a buffers, not only among active memory components, but also connects active memory with perceptions and long-lasting memory. (Baddeley A., 2012)

Sweller's theory of cognitive load (1988) refers to the total amount of mental effort used in active memory within the workload of active memory work while solving problems, thinking and reasoning (including perception, memory, language, etc.). Sweller argued that teaching designs can be used to reduce cognitive load among students (Sweller, 1988). The theory of cognitive load differentiates the cognitive burden into three types: perceived, foreign, and closely related specifically :a) Conjunctive internal load, perceived, is the effort associated with a particular subject ;b) Foreign Cognitive Charge refers to how information or tasks are presented to a student ;c) Conjecturally related load refers to the work carried out in the creation of a permanent scheme or permanent preservation sector. (Kaur et al., 2005).

Hypothesis and research questions.

H 1: ICT helps and facilitates the teaching and learning process of English language!

H 2: Teachers of English need supports and qualification in order to be professional in integrating ICT in the process of teaching English.

Research questions that support this study are:

Which is the situation of the physical classes concerning the ICT means?

If this infrastructure of the classrooms is satisfying, can teachers make them functional

Are the teachers of English enabled to use the means of ICT and do they know how to adopt and integrate them in the English teaching processes?

How do the teachers feel about the integration of the technology in education'?

Are the teacher trained enough to use the ICT in the classroom?

Does ICT facilitate the learning process of the English language?

Does Albania have the proper infrastructure to use ICT?

The problematic clarification of the topic.

This ICT introduction in the classroom and its thematic aspect, are innovative issues through which this study will improve and enhance, motivates and stimulates teachers to respect the past situation in Albanian education but their main objective is to make a better overview in enriching teaching with techniques, methods and shapes, designing new teaching results, this means enrollment of the learning process. This study is concentrated in the integration and usage of new ICT techniques of teaching and learning foreign languages, English in this case, seen in some dimensions in the Albanian context. English teachers face many difficulties in adopting new means of technology. The science and new rules are coming faster than thought. And this situation is not as easy as for the teachers to be competent in practicing all the teaching techniques based on innovation. But studies all over the world on this field have shown that the socio-cultural and the economic-political context influence a lot in the integration of ICT in the teaching and learning a foreign language. But in our context, in Albania the integration of innovative means of teaching and learning a new foreign language has problematic issues. Some of the problems are: a. the lack of the teachers' trainings, b. the innovative equipments, c. the scale of using ICT in the classrooms in the process of teaching and learning.

These are serious problems concerning the usage of ICT in Albanian classes, and for the above problems, there is a deep study of the actual situation in the classes and also it was needed a research study, based on interviews and experiments. It was very important to get a clear mirror of the scale of the acknowledgements by the part of teachers and students and to extinguish the problematic barriers which lack the process of using ICT. From what was seen in general and in specific situation was that the ICT usage and terminology was seen only in theory but in practice there were things unclear to them. What was of a great importance was to know the disposal of the teachers to accept the new methods and techniques so to get involved in the alternative methodology of teaching. But what was of the biggest interest was the fact that they were not ready to use these new ICT tools because of the mentality existing in Albanian system of education. To this point what was the strongest point of the study was to discover how much and how many times ICT tools used were.

The term "*information technology and communication*" it is used to include a series of services and applications referring to some tools which function to enhance and facilitate a specific process through webs and telecommunication. Referring to Gerbault (2002:13) ICT is referred as "a unit of the most development technologies to treat and modify the information in a synchronically way through voice, figure, or animated images and text. In a world divided by clashes of cultures and beliefs, the potential of the new media for fostering intercultural understanding and exchange is enormous. In the history of mankind, access to information and knowledge has never been so straightforward at a local, regional, national, or global level. Judicious deployment of ICTs can encourage and sustain cultural and linguistic diversity in individuals and in society in general. Facilitating access to other cultures and languages is the chief goal of the language teaching profession, and using ICT resources effectively in their teaching represents one of the chief challenges facing language teachers today. In their contribution to this study (*Modeling a Field-Based Internet Resource for Modern Foreign Language Learning: the Case of RussNet*), Dan E. Davidson and Maria D. Lekic demonstrate the potential of ICT-driven language learning, highlighting the flexibility of the media available.

According to Chris Abbott (1998:197) the ICT is considered as a "set of numerical technologies, which are based on the usage of the computer with the only objective, so to spread the information and to maximize the effect and impact of the communication". There is also an Albanian contribution on the "standard of the ICT teachers standards" which in fact clarify the usage of these in the system of education in Albania. ICT is considered as the set of the electronic devices to collect, work with and also to represent the information given to the users so to facilitate their work.

As far as we see and read about the ICT we come to the conclusion that this is a set of electronic devices and means to transmit the information wanted. ICT in education is used in order to manipulate and also to attract the attention of the students so to make a more interesting class, but at the same time it facilitates the work of the teacher not only to be a better performer in the class but also to help him / her to make and practice a contemporary methodology viewed from the didactical point of view.

Models of using ICT in the class.

The Moersch model (1995, 2001-22) insists that there are seven levels of which a teacher should pass in order to integrate the ICT in the class.

Zero model, represents the non use of the ICT in the class for different reasons. This may happen for different reasons such as the non access of the internet or any other different problems.

The sensibilisation means the phase in which the teacher is in contact indirectly with the means of integration of ICT.

The exploration is the phase when the teacher uses ICT to search extra information in order to solve the problems in the lesson process.

The infusion is the phase where the teacher uses the ICT means in order to support the pedagogical activities, in order to reach the decision taking. For example the teacher may use the ICT means in order to illustrate any problematic issue in the class, for the students to get better the ideas in the class to connect the theory and the practice.

The integration means the use if the ICT means in order to identify the real problem solving connected to a real situation problem.

Expansion means that the teacher interconnects with the people outside the institution where he or she works in order to reach the pedagogical objectives.

Perfection. In this stage the teacher makes the student be the main protagonist of the lesson class. The student is the one who checks for the information he wants to use in the lesson. In the case of the English learning , the students decides what information to search for. For eg. In the case of the Present Simple learning , the students in order to learn in better and faster, searches for a text, such as a fairy tale or a song text with lyrics in present simple. He is not obliged to learn it in the textbook during the class.

There exist another model which explains the phases of the ICT integration in the lesson class. This model takes the name from the person who invented it as useful to be known by the teachers in order to get accomplished with this integration. It is called the Morais model. This model includes two phases.

The first stage is called the "starting point" and it is divided in two other subphases "compatibility and the " the practicum. In the first, the teacher should be very attentive in order to see what is the perfect strategy to use in order that the lesson is student-centered. The second one deals with the teacher, because he is the one who tries to use the ICT means for two reasons. The first is connected with the personal usage of ICT in order to adopt the method used in he class. The teacher also decides what to use in the class in order to reach the specific objectives. The second one it is on the teacher to decide what material to choose for the specific class and theme , and if it the right means for the class to be used.

By bringing these two models we come to the conclusion that the teacher who is motivated to use ICT in the English teaching process, should be very professional in following the right steps. This is what is lacked in our Albanian context in the system of education. Teachers are misleded and confused because they do not follow the steps needed. What teachers have to do is to start from the personal conscience to use ICT for "personal usage" and then to use some of these means by following the way of the "professional usage " and to reach in the "professional usage" only in this manner , the teachers are going to be professional and didactical.

2.5.What are the methods of teaching?

Teaching methods and techniques are standard procedures that teachers use in collaboration with students to present and develop materials and learning activities to achieve learning goals and objectives. Teaching methods are divided into two large groups: the methodology that teachers and learners have in mind. In the last decades of the last century, priority has been given to the skills that give priority to the student's activity. This trend has begun to be felt even in Albanian schools.

Methods centered on the teacher aim to provide information that will provide the basis for developing further thinking. This group includes: explanation, lecture, conversation, deploring, questioning. The student-centered approaches aim at meeting the learning goals and objectives by actively enabling the learner. These methods are divided into two subgroups: group work methods and research methods.

Because of the characteristics of the class group, some of the most successful methods and techniques are those that relate to group work. These techniques influence the student's higher activation in the learning process, changing attitudes and ideas. These techniques increase the effectiveness of teaching, as learning outcomes are high. This subgroup includes discussion, debate. Research methods have as main characteristic, information exploration and conclusions drawn by students themselves. This subgroup includes: research project, survey, excursion. To use the methods successfully, the

teacher should know well their characteristics, methodical progress, select them in accordance with the subject they develop and the student's particulars. One of them should not be overstated, but should be used in combination.

Learning methods are ways, ways, steps, and didactic processes that use the teacher's teachers in the process of teaching and learning abroad for the transmission and acquisition of knowledge, skills and habits. Historically, they have changed, been perfected and modernized in relation to the transformations of the society, with the intentions and interests that it has presented to the school at different times, as well as with the specific changes of the school itself, of various sciences: psychology, pedagogy and sciences the other. Teaching methods are conditioned by the content of the lesson, but also by the forms used in the organization of the learning process.

The teacher directs the work of the groups in such a way that they all become active and express their opinions. In order for the activity not to go out of control, the teacher should provide clear instructions for each step of the activity. Working in groups requires students to communicate, discuss, analyze ideas, develop their thoughts through conversation. Working with groups improves students' ability to think, creating opportunities to raise hypotheses, verify and analyze them.

Working in groups is organized in 3 stages.

Phase One: This is the "silent" phase, no pupil suggests to a friend what he should do. In this way, the respect for the companion's work, as well as the responsibility of each in front of the group's friends, is nurtured.

Second Phase: Students of each group chat together, make corrections, give arguments, and eventually decide on the final decision they post on the chart as their group work. During this phase, setting some rules is indispensable. Pupils should respect each other. They should listen carefully to the companion's arguments to provide convincing and compelling arguments. In working with groups, students feel the need for communication with courtesy, with no impunity and respect. In the sense that responsibility is solved by group members, relationships of optimism are created in the organization. In this way, the group turns into a miniature of an effective organization.

Third Stage: The affairs of the groups posted on the blackboard are subject to group review. The teacher chooses a student of any group to respond to the remarks of other groups. Students ask questions to other classmates. The climate of debate and exchange of arguments is more hot. In these two phases each student has the moral responsibility for the proficiency representation of the work of the group he has participated.

Organizing group activities brings a variety of benefits to the student's teacher. The student is more likely to communicate with each other. Pupils are more focused on learning because each has its own task and responsibility, from which to determine and the outcome of the group. Pupils feel cheaper and safer than when asked before the whole class. Increases the amount of time each student has to speak. Working in groups helps the student to shy away from expressing thoughts. Students with difficulty feel better, they ask more freely about a friend than a teacher, cooperate with them, follow them with interest and feel less of their mistakes.

Working with groups is organized so that students interact with each other. Groups are formed with four to seven students, where they have the opportunity to exchange views and express ideas, communicate freely and discuss. Groups can also be formed according to the preferences of the audience. Groups are usually heterogeneous, so they have learned.

The teacher must adapt the method that is more efficient for one lesson. Each of the methods has its own benefits and shortcomings. Of course the more knowledge the teacher has, the more skilled will be to make decisions about any situation that is created in the classroom.

These sampling actors helped me a lot to do my research, and at the beginning there are given all the characteristics of the subjects taken in the research, a study which was held during 2015-2017. Then every result is given in tables and graphics by respective comment.

In the city of Elbasan there 16 high schools, and in every school it is taught English, even in rural areas there are 18 high schools, and English is taught in all of them. In some schools , English is taught as a first foreign language , while in other it is taught as a second foreign languages.

School	Students of English in the class X	Students of English in the class XI	Students of English class XII	Teachers of English	Participants in the interview	Active participants
A	140	109	87	2	23	100
B	111	98	74	2	14	68
C	130	88	91	2	13	88
D	145	121	116	2	23	44

Table 1. The characteristics of the first four schools.

All the participants of the first four schools were very curious to participate in the interviews which held not more than ten minutes per each student. We do not exclude the fact that they were embarrassed in front of the interviewer but with the passing of the seconds they became more active and eager to give real answers to the respective questions.

What was worthy to be mentioned, are the schools characteristic connected to the ICT.

School	Labs	Computers in the lab	Internet connection	Other devices/ means of ICT
A	2	22	YES	Video-projector,CDs;DVDs,TV etc
B	1	23	YES	Video-projector,CDs;DVDs,TV etc
C	1	16	YES	Video-projector,CDs;DVDs,TV etc
D	2	14	YES	Video-projector,CDs;DVDs,TV etc

Tab.2. Schools situation concerning ICT.

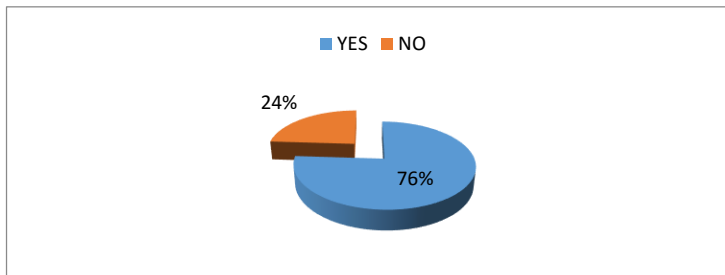
As far as these schools are considered as experimental schools, and four of the best schools in the city, where also the government funds every year to improve their performances, even the real infrastructure is very good, and in excellent conditions.

Teachers of English	Number of qualifications
T1	2
T2	3
T3	2
T4	No
T5	2
T6	3
T7	1
T8	No

Tab.4. Concerning the qualification of the teachers.

Students poll results

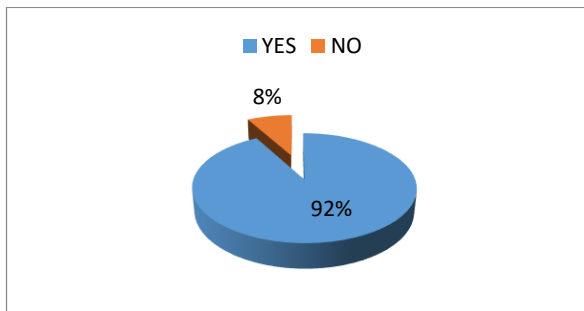
Question no. 5: Do you know about ICT? YES/NO



Graphic 1. The students acknowledgement of ICT

This is a very important starting point to the research. The recognition of the term ICT and everything includes is crucial. Even in the didactic terms, the process of understanding the unknown has a very important effect on what is going to be learnt. According to these questions, the majority of the students were aware of this term, because their daily life nowadays is surrounded from the computer and what it contains. Despite the main objective they use the ICT means, which is in fact to use the social media webs (*facebook, instagram, twitter, snapchats*), they also used the means of ICT in order to send emails to the teachers and to build a communicative area with mates and the teachers. 76% of the students are a very high percentage in fact, which is satisfying in order that the class functions. The other part which is 24% had never heard of ICT, even though they were in touch with its means every day.

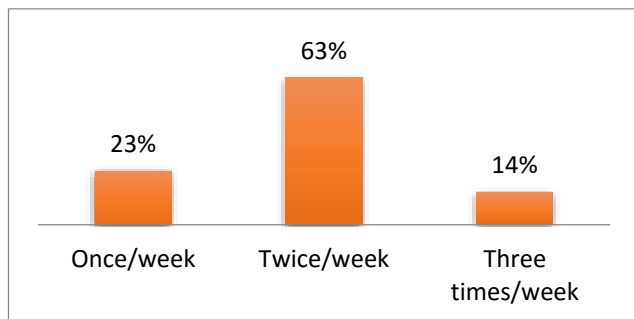
Question no. 6: Do you use computers in your school? YES/NO



Graphic.2. The use in percentage of ICT from the students.

This answer consists in knowing if the students use the computers or not. It is not awkward that there are still students who cannot use the computers. And in fact 8% of the students taken in the interview didn't know how to command the mouse and to navigate in the computer. They added that some of them had never used the computer because they didn't know it or they were not interested to. But, the majority of the students as shown in percentage, 92% of them were good users. We cannot pretend to use ICT if they don't know to use a computer, and how could they navigate and use it for pedagogical aims.

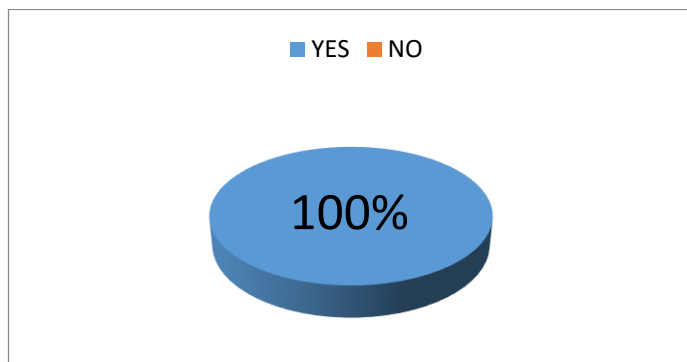
Question no. 7: How many times do you use them? (times/week)



Graphic 3. The frequency of usage of ICT.

As far as in the curricula of the high schools, English classes are developed three times a week, my interest was to discover the frequency of the usage per week. This question in fact was very curious because that depended on the level of the class. 23% of the students taken in the interview answered that they were included in lessons based on ICT once a week, especially in the listening section. The other 63% were included in individual work at home to enlarge the information through short stories, movies and songs on the radio in order to practice home their skills in English. This was very interesting because it shows interest by the students. The other 14% used in three times a week so to make the homework during the *Google Classroom*. One of the teachers used the new innovative class when the students were home, as an extra homework so to be in contact with the language.

Question no. 8: Do you have internet access?

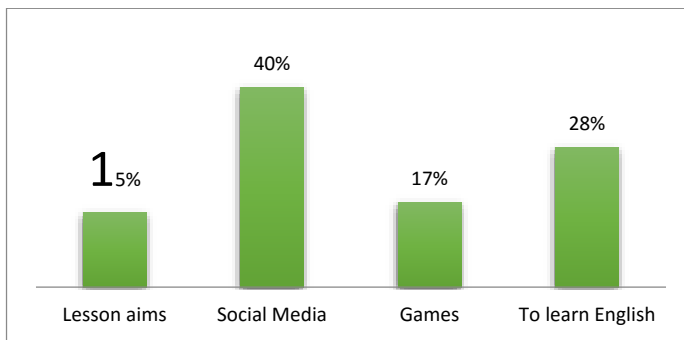


Graphic 4. The internet access in school.

The internet access in the school was always in connection and with a good speed. This is due to the latest politics made in education, for the administrative cohesion of the school and the performance of the head of the school in order to report everything happened in the school. But also, due to the necessity that the schools had in having labs, the internet was always present. We can't take in consideration the fact that once in the time, it was a disconnection for some minutes, but in general the students were satisfied.

Question no. 9: For what reason do you use the computers?

Lesson aims, Social Media, Games, To learn English



Graphic 5. Reasons of using ICT in the class

The usage of the computers by the students was taken in general in order to see in what extend they used the computers in the labs and at home. 15% of the students told that used the computers in order to find the extra information for every project works, essay or any other kind of homework. Even when they wanted to learn more about the daily topic taken they navigate and selected a movie, a song, a short story, a documentary. 40% of them, proved the daily problematic issues that teachers and parents have recently; the time that students spend on the internet and in front of the computers or in the other cloned device , laptop(lap ---top, made for comfort, a device the same as the computer which could be handled on the top of the lap, for comfort). This group of people used these in order to chat or to review in their accounts created on the internet for massive communication objectives. Games was another aim of usage, the majority of the students using computers for gaming were boys. They also told that they could spend hours in gaming. The most satisfying answers belonged to the main aim of this research: To learn English! With or without the assignment homework by the teachers, they individually used the computers by downloading programs in order to learn English. These students were aware of the fact that English is a language that they couldn't do without.

5.1. Conclusions.

In this chapter there are mirrored all the conclusion taken from the study in order to answer to the research question and to verify the hypothesis. During the research ICT has an important role in our system of education even the Albanian context lacks a lot of things. Teaching English nowadays in Albanian classes has been facilitated by the integration of ICT. The responsibility is held by the teachers of English. In this study was highlighted the definition and the understanding of the ICT in education. In the literature review many author were consulted in order to explain the definition and the impact that ICT has in education. ICT is the set of different media used in order to spread the information. Some of the means used are the computer, video projector, CD, DVD, interactive board. At the same time it was discussed the impact that they have in the class for example: raise of motivation, interaction, critical thinking and successful output.

There were identified the factors affecting the didactics usage of ICT interfering in its performance such as personal, cognitive, institutional, pedagogical factors. There were many models presented in order to make the teachers be aware of the functions and positive effects of ICT integration. The first objective was to see the physical infrastructure of the actual situation of ICT in Albanian classes. In fact during this research what was seen is the absence of the computers and other means but not only the internet connection was slow. The internet access was missing in the majority of cases. These made the students to be not .motivated and the teachers too. The missing of the infrastructure and the lack of the internet access in school are the two biggest obstacles in affecting the integration of ICT in the class.

Secondly, in the literature review was seen that there are a limited number of researchers on this topic especially on the relation that ICT has with foreign languages, English in this case. Meanwhile the first thing to be seen was the disposal of the teachers to welcome the ICT. All the teachers should be aware of the fact that integrating this new era of education can facilitate their job by having positive results. On the other hand, it should be accepted that this process is difficult and still in progress affected by external stimuli such as cultural, psychological, didactics factors, making it complex.

Thirdly, in this research it was made a clear establishment of the role of the teacher as a result of the integration of ICT. On one hand, we should have a teacher who is prepared, trained, qualified and ready to adapt the changes because the role

of the teacher in this aspect is very important. Teaching means science and art. It is science because the teacher transmits scientific information to the auditor but it is an art because of some features that an alternative teacher should possess. Teaching process through ICT as a part of contemporary methodology means that the role of the teacher is not only being a facilitator but also a connection means, good manager. In the traditional class the work is based on textbooks and blackboard while in alternative classes the teacher goes from the unit to the global and this means a virtual world within the class by using ICT mechanism but before doing this the duty of the teacher is to welcome the integration of ICT, get use do it, be qualified, become an expert and then put them in practice.

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Social Partnership in Vocational Education and Training in Albania

Ejvis (Shehi) Gishti

National Vocational Education,
Training and Qualifications Agency, Albania

Abstract

In the course of the still ongoing transition process the country has performed major structural and economic reforms. The Albanian economy, the labour market and individuals' aspirations have undergone fundamental changes in the past years. The Vocational Education and Training (VET) system has generally not been in a position to keep pace with these developments. Good practice examples exist only in certain institutions and programmes that have benefited from sustained national, donor and/or private sector support. Numerous analytical and strategic papers have concluded that more systemic efforts are needed at this point to bring VET provision better in line with identified labour market demands. There is no sense of offering education and training for young people or adults, which is of little value for them in terms of becoming skilled workers or progressing on in education to develop higher levels of skills. Within this context, the definition of social partnership in VET is still unclear for both governments and the social partners themselves and is presently not seen as a mechanism for supporting decision making. Social partner organizations are poorly structured to deal with their new roles in VET. A combination of several factors still limits the effective participation in VET systems of social partners. In the conclusions of this study, it is important to know that the governance and decision-making capacities of social partners need to be improved, as well as their technical and operational knowledge of the vocational training sector. It is important to ensure that all potential misunderstandings and overlapping functions in this complex plethora of advising bodies are clarified as soon as possible. Careful revision of the roles and responsibilities of social partners that participate in a number of different councils can be a good starting point for acquiring a clear picture of potential overlaps.

Keywords: Social Partners, vocational education and training, clarity of roles

Introduction

1. Legal and Institutional Framework

All the countries in the region have enacted laws or regulations to formalize the functioning of social partnership (mostly labour laws and specific by-laws). These regulations define the minimum standards for the responsibility and participation of social partners in employment and VET policies. A variety of legal documents are being developed taking into consideration the principles and practices of social dialogue and social partnership.

It is clear that the legal framework for a partnership between government and social partners is already in place (even though it is still not complete) and that it is not being used in the ways provided for in the different laws and regulations. This may be due to the centralist tradition of government decision making and the still inadequate experience and very weak capacity of the social partners to commit to and sustain engagement in VET policy and decision-making processes, a new field they may sometimes see as secondary. Nevertheless, several examples indicate that employers have started to become more concerned about the need for a qualified workforce and are looking to initiate joint projects with public institutions with a view to making the VET system more responsive to labour market needs.

The main stakeholders assisting the development of the VET system, are employers' organizations, such as Business Albania, Chamber of Commerce and Industry, Professional associations, etc. Their main tasks include as following: (a) Represent and protect the legitimate economic interests of its members; (b) Promotion of industrial and commercial activities in the country and trade cooperation with other countries; (c) Organizing and managing the marketing of exhibitions and fairs; (d) Consultations; etc.

Trade unions in Albania are independent organizations of employees workers based on a clear legal basis, but the quality of their organization and their bargaining power is still low. At national level has variety of trade unions, such as Confederation of Trade Unions of Albania, the Union of Independent Trade Unions of Albania, The Union of Banking and Services in Albania, the Union of Trade Unions of Albania, etc.

Public sector includes respective Ministry of Finance and Economy (MoFE) and their respective subordinate bodies in charge for developing VET in Albania (as abovementioned). The MoFE develops policy and legislation in the areas of employment, VET, and the labour environment. The Ministry is the main governmental body responsible for preparing and implementing of educational policies and management of the VET system, including overall resource management of the public VET system and supervision of the non public VET sector.

The National Agency for VET and Qualifications is a subordinate institution of MoFE and its mission is the establishment of a unified VET system at nationally level and internationally recognized. The main functions of the Agency are as follows: developing the national list of occupations and occupational descriptions; developing the national vocational qualification framework and Frame Curricula; accreditation of VET providers; establishment of standards for initial and ongoing training for teachers and trainers; and establishment of student's evaluation and certification criteria. The role of National Agency for VET and Qualifications is highly important for enabling the transparency and recognition of adult learning in Albania and in the same time achieving VET system quality assurance.

The National Employment Service (NES) is an autonomous body under MoFE. The highest decision-making authority of the National Employment Service is the Tripartite Administrative Council with the participation of three employer's representatives, three employees' representatives and seven representatives of the state. The services offered by the NES includes activities like, job matching, career guidance and qualification for the jobseekers; incentives for employers who create new jobs and employ persons with disabilities; and preparation of labour market surveys including SNAs in national level. The NES, as an institution that implements employment policies in the labour market, accomplishes this mission through a network of 36 Employment Offices

Non profit organisations are important components of civil society that support cross-cutting issues such as social inclusion, gender aspects and environmental issues and have an increasing weight in HRD, for example offering informal training and further VET in different occupational fields for special groups, etc.

1.1. TRIPARTITE BODIES IN ALBANIA

In Albania, the objective in the field of social dialogue is the encouragement of social dialogue to contribute to improving governance and economic performance. The main legal acts regulating labour relations in Albania are: the Law no. 7961, dated 12.07.1995 "The Labour Code of the Republic of Albania" (amended), and the Decision of the Council of Ministers no. 730, dated 06.11.2003 "On the functioning of the National Labour Council and the appointment of representatives of the Council of Ministers in the Council".

The National Labour Council (NLC) is the highest institutional tripartite structure in Albania and acts as an advisory body to the MoSWY. It is composed of 27 members including representatives of seven related ministries, 10 representatives of employees' organizations and 10 representatives of employers' organizations. The NLC responsibilities and working areas are as following: Social security, health care and pensions; Wages, prices and taxes; Economic and social legislative acts; Employment issues; Occupational health and safety; Issuing its opinions on draft laws, laws and government strategies; etc.

The Tripartite Administrative Council (TAC) is a governing body of the NES and is chaired by the Minister of Finance and Economy. It is composed of representatives of six other ministries, three representatives of employees' organisations and three representatives of employers' organisations.

These two councils are places where businesses can voice their concerns about the needs of the labour force.

The National VET Council is an advisory and tripartite structure in charge of VET coordination among the MoSWY, MoES and other related public and non-public institutions. Its functions and responsibilities include promotion of social dialogue in VET, recommendations on VET policies and strategies, recommendations for harmonization of activities in VET and VET financing. There have been some challenges to the NVETC's functioning, mainly attributed to the unclear role of the technical secretariat, the organisation of sessions, and to some degree a very general and restrictive role related to advising

the government on VET policy. Currently with amendment of the VET Law (2014) the NVETC is not formally re-established by the DCM.

VET providers boards, which have recently been re-established in all public VET providers, involve directly employers, who currently are actively supporting mainly VET provision in their own working sites for the internships.

In the framework of the CARDS VET 3 project as well as with the support of Albiz Project, (Kulturkontakt), a model for public-private partnership was elaborated and VET teachers were trained to act as coordinators for social partnership (PASOs). Their task is to discuss and establish agreements with local companies in order to facilitate curriculum development with the input of industry specialists, including practical training (internships) for students in the companies. They helped change attitudes towards social partnership, identified businesses for more structured cooperation, and developed networking in the regions where the selected VET schools function.

The employers' and employees' organizations have their representatives in all advisory and decision-making bodies at national and local level such as the National VET Council, National Labour Council and boards of VET providers. However, there is need to further develop a continuing communications with social partners and other stakeholders, in order that social dialogue be developed in all levels- national, regional, local, in all fields of VET organization and implementation (VET policy-making, VET planning, organizing, developing, implementing and monitoring) and especially in missing till now sectoral level.

2. ANALYSIS OF THE SOCIAL PARTNERSHIP IN VET

Social partnership in Albania is still in its embryonic stage, although numerous tripartite structures exist in the country. Lack of tradition on a social partnership related with the market economy, too much political dependence, lack of organization culture, high level of segmentation, lack of resources and other factors has weakened the influence of social partners in solving social problems in Albania. Shared decision making does not form part of the traditions and it appears that policies are elaborated by the government. Governments tend to take a very top-down and centralized approach to the governance of such systems, meaning that other bodies have little real role in decision making. Additionally, a large number of social partner representative institutions are not prepared or keen to engage in a field they do not know enough about and one they do not consider to be strategically important. A combination of these elements continues to limit the development of effective education and training systems.

Investments into HRD are not part of the economic strategy of most enterprises. Employers obviously do not see a great need for high quality VET because of low standards of products and services they currently perform that can be done by a workforce with traditional qualifications. The same understanding is characterizing trade unions, also. Similar to other countries in the region, the first initiatives to involve social partners in VET issues are coming from the Government part (with the pressure of donor organizations). National Labour Council was the first tripartite body to establish the social dialogue at the central level.

Regarding VET issues, the partnership was more active at the delivering level. All pilot projects operating in vocational schools and training centres made efforts to establish links with the business in several areas such:

- school management (business representatives as members of school boards);
- curriculum renovation (business representatives as members of curricula teams);
- practical activities for students at the work place in enterprises;
- assessment of students competence (business representatives as members of examination commissions);
- training of teachers and instructors (contacts with new technology and work processes).

There are no cases of initiatives undertaken by the partners and their participation is not very active. At the end, they have no real influence in the decision making process and in most occasions they are not even informed on what is decided about the issues discussed.

Important issues such as VET levels, types (profiles) and frame-curricula are traditionally considered as strictly governmental "businesses". Regardless of what is described above, many initiatives undertaken by different actors in VET

during the last 10 years have increased the communication and exchange between VET and labour market in order to improve the quality of vocational qualifications. The most relevant initiatives are:

Introduction of occupational analysis (DACUM approach) as the source of information that helps to define standards, formulate vocational profiles and develop training modules, in the context of course programmes and frame-curricula (initiated by the Swiss Government ISDO Project and the former Institute of Pedagogical Studies - IPS, is currently implemented by other donor projects and National Employment Service - NES). Selected expert workers are directly involved in the occupational analysis process.

Inclusion of selected expert workers in developing occupations and qualification descriptions, curricula, etc.

The designing of the Strategy on Social Partnership in VET in the framework of CARDS Program.

Development of Albanian Qualification Framework with the participation of main stakeholders in this field.

The most common challenge for social partners is their organizational fragmentation. Several trade unions and employer organizations are often in direct competition for influence. Employers or trade unions are not always well organized and there are problems with their representativeness. Their main activity is social dialogue, in which the public authorities usually participate too. Social dialogue encompasses all kinds of negotiation, consultation and exchange of information between the partners.

Meantime, one of the main problems is the low capacity of social partner representatives to engage in policy debates and development. Participation in a meeting is not enough. Social partners should be able to contribute proactively by finding problems to be solved, analyzing government proposals and making counterproposals. People who are nominated to be members of this type of bodies need to know how to represent the interests of their constituencies in a constructive way. Formal consultation is only the first level of involving social partners in policymaking or practical development. A more inclusive way of working should be to invite social partners to contribute to working groups or committees that make proposals for political decision makers. This would allow stakeholders to contribute from the outset, instead of giving them an opportunity to comment already finalized proposals.

CONCLUSIONS AND RECOMMENDATIONS

Although there is an orientation towards establishing links between education and business, the common view is that there is a persistent divergence between the legislation, policies and enforcement in practice. Apart from a formal participation in national tripartite structures, there are no major initiatives in terms of the practical implementation of VET and business cooperation outside donor projects. Social partners in Albania find it difficult to translate policies into real practice, and the implementation gap is present over the long term. In fact the education and training are traditionally considered (by both government actors and social partners) as the responsibility of 'the state'. It thus appears that despite the many advances that have been made, the underlying logic of governance still entails a high degree of centralisation in terms of government bodies' decision making, and this has an impact on VET and business cooperation. Among social partner organisations and businesses there is a considerable lack of awareness of the need to make VET cooperation a priority.

Social partnership and social dialogue depend on the skills and the resources of their participants. These need awareness of the importance of skills and competences for VET and lifelong learning. They require a profound understanding of VET and its links to the labour market. The overall capacity of social partner organisations depends on the interests and capacity of their elected people and the staff. The capacities of social partners have often been developed in a spontaneous fashion, without being considered an important component of the economic growth of the country. Social partners' limited capacities to engage in meaningful activities are a major obstacle to VET and business cooperation. Far greater effort is needed to turn the principle of social partnership into a real working mechanism, especially at the regional and local levels, as well as the sector level.

All councils regulated within the existing legal framework – NVETC, NLC, TAC, etc – should be made more operational and productive. It is important to ensure that all potential misunderstandings and overlapping functions in this complex plethora of advising bodies are clarified as soon as possible. Careful revision of the roles and responsibilities of social partners that participate in a number of different councils can be a good starting point for acquiring a clear picture of potential overlaps.

In order to populate the AQF with the relevant qualifications is very important to address a sectoral approach, where the focus is on not just developing qualifications, but ensuring coordinated skills, labour market and socioeconomic policies in particular sectors should also take into account that the professional bodies may play crucial roles. Working with the needs and possibilities, as well as institutional strengths in particular sectors probably has the best chance of success. Social partners, especially employers, have been involved in the development of Albanian Qualification Framework. They can offer an invaluable contribution to the process of translating labour market information into occupational standards, qualifications and even qualifications frameworks. Employers' and workers' organisations can also offer important contributions to the development of learning outcomes for qualifications. Businesses have a key role to play in the assessment of skills needs, and should be actively involved in this initiative. An efficient and effective mechanism for articulating periodic training/qualification needs in predefined economic sectors should be the establishment of the respective sectoral committees with the representatives from businesses, unions, VET providers, universities etc. These organisms will link better labour market demands with VET system. Involvement of social partners in VET depends on the structures of cooperation and the legal frameworks that support these. Social partners can play a role if there is room for their contribution. Therefore, sector committees are needed. These can be effective cooperation platforms if they have the required mandate and means. These structures need to be recognised through appropriate legislation that gives them authority. They need resources (e.g. a secretariat) to successfully perform their tasks.

The governance and decision-making capacities of social partners need to be improved, as well as their technical and operational knowledge of the vocational training sector. A peer learning methodology could be used for this, also involving government services. Pilot projects and good practices should be identified and shared. Two kinds of competences are needed to help social partners play an active role in VET: policy and decision-making skills (through formal representation of elected members) and technical skills (with staff dedicated to supporting the decision makers). As regards selection of board members, priority should be given to those who are convinced of the value of HRD. These individuals should be knowledgeable about policies and strategies in the field and to some extent should be the owners of the social partners' strategies. Technical staff are expected to provide permanent support to the decision makers by supplying them with updated information, preparing briefing notes and reports, organising relationships with other partners, drafting papers, organising interventions by technical teams in discussions and workshops, and so on.

Quality Management in Higher Education; Challenges of Private Universities in Albania

Skender Bruçaj

Educational Sciences, Beder University,

Abstract

Higher education is considered as one of the main socio-economic development factors of the society. Quality assurance in higher education shall be one of the main priorities of the government and civil society. Expectations for a better performance in the quality of teaching, scientific research and other similar activities, obliges the university managers and administrators to review their strategy. For this reason, the demand for quality in higher education is increasing. After assessing the current state of the private educational institutions in Albania in terms of quality and of identifying the existing issues, there will be provided some recommendations and suggestions for improvement in relation to the future challenges. For this reason, in the theoretical framework of references from literature assessment, a specific total quality management framework (TQM) will be developed.

Keywords: Higher Education, Quality, SWOT, TQM, Private Universities

Introduction

As society is going towards globalization, the competition is getting stiffer. Many business institutions are not only trying to fulfill the needs of the clients but also to go the extra mile. This can be achieved only by reducing costs, continuous improvement in standards and quality of service. Business institutions, in order to increase their profits and survive the market competition, have the necessity to increase the quality of products and services. Lately, quality has taken the main spot in the agendas of different companies and institutions, but despite this, many people do not have a clear idea about the concept of quality, and especially in services, the concept of quality takes an enigmatic shape.

In our daily life, in most cases, we take quality for granted and we encounter difficulties in defining it as a concept. Although, for some of us, quality can be a subjective term and we can have different definitions for it, we are all aware and recognize quality when we experience it. Crosby (1979) defines quality as "conformance to requirements and standards", whereas Juran and Gryna (1980) define it as "fitness for use". Deming (1986) defines quality as "predictable degree of conformity", "security with a low cost" and "conformity to the market". Now many companies find out that the old definition of quality, thus "complying with standards", is very narrow and, according to these companies, generating profit and exceeding client's expectations are placed in the centre of quality. To achieve quality, many business institutions and companies follow systems of quality management, such as the international standards ISO 9000:2000.

Higher Education in the Republic of Albania, as everywhere in the world, is considered as a service and a benefit to the society. The issue of expansion of Higher Education in our country and its sociological effects shall anticipate and adapt to changes in the labor market and in its socio-economic development.

The issue of quality assurance in Higher Education, apart from other things, has to also do with adaptability, more advanced models, practices and concepts followed in the world, related to university system. The post-communist era in Albania and the opening of the country towards the West, created the premises and equal opportunities for all student youth to begin their Higher Education studies not only within the country but also abroad. Attending different universities abroad, made for this new generation to understand not only new and innovative knowledge and delivery of science but also all shaping, mentality and carrying forward a new philosophy in education for the generations to follow. Apart from public universities, the first non-public Higher Education Institutions started to emerge, which would bring higher academic freedom, attracting the best experts in the market for all subjects, and bringing more capable academic staff, who, based on a better organized

system, gave their contribution in increasing the number of excellent students and the quality and standard of teaching and learning. (Laze, 2011)

Presenting the issue

Recently, there is identified a worldwide interest in quality assurance standards in higher education. Also, in Albania's scenario, it has become a necessity to develop and follow a clear strategy in implementing quality standards in the area of higher education. In Albania's conditions, the issue of securing and continuous improvement of quality standards in the private sector of higher education gets an even higher importance. This is because of the fact that owing to certain dynamics that have accompanied this sector in the 2000s and onwards, there was a 'not-so-positive' perception towards them, in comparison to the public institutions of higher education. To reach the standards of developed countries in the area of higher education, Albanian universities have to increase certain standards that are related to teaching, improving the procedures of quality assurance and in the same time, it must be worked towards developing and to progress this system based on internal assessments of quality managers or external accrediting teams. Quality assurance in higher education cannot only be a cause monitored from public institutions. Raising awareness to civil society and stakeholders comes as a necessity for this process to be successful in itself. It is very important for the public and non-public universities to clearly prove that are seriously considering these processes, being ready to define a clear path on implementing quality standards and being transparent in publishing results of this process.

Aim of this Study

To this day, the Higher Education in Albania hasn't reached the international standards, despite the efforts of responsible institutions of higher education, whether the relevant Ministry, or even the responsible agencies or boards, but also Institutions of Higher Education (IHE), in the framework of improving quality in this sector. The Albanian legislation obliges IHEs to undergo accreditation processes in institutional level and in study programs level. But, despite this, the result has been somewhat disappointing for the institutions of higher education that operate in the private sector, because not all IHEs that exert activity are involved in this process. Up to 2015, there was almost no public institution that had undergone processes of external assessments, regarding quality issues. Meanwhile, on the other hand, almost all private IHEs had undergone auditing processes in institutional level but also in the studying program level. All vagueness and continuous amendments in the law of higher education have negatively impacted the academic world, becoming a barrier in improving the standards of higher education.

The Importance of this Study

Total Quality Management, being that has had a wide expansion in the industry and business world, is an important concept to be considered and analyzed in the academic sphere. This study will serve as a stimulus for different researchers in relation to quality and will also come in hand to experts of education being that is one of the first studies in the area of TQM for the private Higher Education. This work aims to provide a modest contribution to understand the dynamics of quality management in higher education and challenges of private universities in securing and continuous improvement of quality in private higher education in Albania.

Research questions:

Can the principles of total quality management be successfully applied in the area of higher education in the Albanian private IHEs?

How effective is the internal self-assessment based on TQM of a higher education institution in support of continuous improvement of quality?

What are the barriers that are faced in implementing IHEs in the private higher education?

Are the so-called quality systems, i.e. quality systems defined from group of standards ISO 9000, useful to be implemented in the higher education?

Quality of Higher Education

Different business institutions are continuously seeking, not only to improve the general organizational performance in order to be more effective and competitive in the market, but in the same time, have to get there in the shortest time possible. This, undoubtedly, cannot be achieved without a clear vision, without a strategic plan and without aiming the right quality in products and services, as an important determinative factor for the success of companies.

Lately, expansion of Higher Education and internationalization of its institutions has significantly impacted in raising awareness of main stakeholders of this area on the importance and role that quality has in achieving success in the market of Higher Education institutions where the competition is increasing day by day. Defining quality in the service area is not easy, but this becomes even harder when it comes to Higher Education. Despite many different quality theories and models have tried to define and measure quality in Higher Education, the quality in this educational level receives an enigmatic and subjective shape, thus getting into a universal definition of quality in higher education is almost impossible.

Harvey refers to the notion of quality in higher education as a relative concept, being supported in the reason that defining quality is relative and different from one individual to the other, depending on circumstances and expectations, where quality means different things in different moments (L. a. G. Harvey, D., 1993). Numerous stakeholders in Higher Education including: students, lecturers, administrative personnel, employers, etc. issue totally different nuances to the notion of quality based on the experiences that they have, circumstances they find themselves into, perceptions that they have in relation to the possible needs and wants. Institutions of Higher Education, like all other business organizations, are involved in the production process but in the contrary of proper business organizations, the quality of production cannot be defined based only on some components. A more accurate definition of quality can be achieved if we were to carefully analyze all components of quality, as in design phase, drafting phase but also during other processes.

A way to clearly see the quality issue in Higher Education is focusing in all possible quality component elements. Particularly, the quality in drafting in higher education has to do with *outputs* (results) on how a planned program to fulfill student's needs, can be considered and quality in process is more related with implementing academic programs, planning, assessments and other factors that impact the program. (Chaffee, 1992)

Some of the components of Higher Education, which are considered important from the quality assessment agencies, are found as follows. (ENQA, 2015)

Physical infrastructure (buildings, sports complexes or premises) of universities;

Academic infrastructure (labs, bookshops, documentations, communication and informatics);

Contemporary curriculum and in coherence with the market needs;

Exams and evaluation system;

System of enabling and developing academic/administrative personnel; Scientific-research work and publications;

Institutional development plan (short-term and long-term strategic planning);

Relationship in the trinomial university-industry-society.

In absolute terms, quality does not mean the best. Conceptual diversity of the quality notion is based on the client's perception, in other words, is based on the trust scale that client have in fulfilling their needs and requests. But beside this, the quality notion is multidimensional, that's why we cannot have a definition of quality focusing only in one of its characteristics. (Deming, 1986)

Quality in education means the level of acquiring knowledge and habits as a result of learning. In the education process, what remains in the end of it, comes as a result of learning, that is evidenced with the increasing of theoretical formation and abilities acquired from students that aid in facilitating their integration in the labor market. (Hernon, 2002)

One of the difficulties faced from the institutions of Higher Education is the fact that they must have clear policies in defining quality standards, in order for them to be conscious on their responsibilities for the process of quality assurance and management in Higher Education.

Table 1 - Summary of SWOT analysis results of private IHEs in Albania (Brucaj, 2015)

Challenges of private education institutions in Albania

<p>Strengths (S)</p> <p>Well educated academic team inside and outside of the country.</p> <p>Content of study programs is coordinated worldwide with the contents of European universities.</p> <p>Presence of information management systems.</p>	<p>Weaknesses (W)</p> <p>Insufficient processed management of quality assurance. Insufficient provisions of faculties with theoretical and practical curriculum.</p> <p>Insufficient foreign curriculum for teaching.</p> <p>Low motivation of lecturers, low wages and inadequate work conditions.</p> <p>Low motivation of students, because of lack of employment opportunities.</p> <p>Very poor financing.</p> <p>Weak scientific collaboration of universities and faculties with European universities.</p> <p>Relatively new</p>
<p>Opportunities (O)</p> <p>Albania's integration process in the EU, attending different projects in quality assurance and developing study programs.</p> <p>New institutions, option of implementing a functional and effective system, since the beginning.</p>	<p>Threats (T)</p> <p>Material crises in the country, in the economy. Life insecurity in the country.</p> <p>Unfair competition in the market.</p> <p>High presence of Higher Education institutions, which impacts the quality of student's admissions.</p> <p>Ambiguity in legislation of the Law on Higher Education</p>

Higher education in Albania has not reached international standards yet, even though in the last years there have been efforts to improve public standards in terms of quality in higher education and the monitoring process from internal and external accrediting bodies. Moreover, there has been an attempt to rank universities but the result has been somewhat disappointing, for the fact that in this process there weren't included all institutions of higher education in the country. Ambiguities and continuous changes in the law on higher education have had a negative impact in the academic world, becoming a barrier in improving standards of higher education. The need for an effective system and the lack of an advanced and designed methodology to secure quality in higher education, especially in the non-public one, has made it more difficult to achieve quality standards in the higher education (Tarifa 2009).

The events that occurred after the 90s, as in every other sector, even in education, brought up the need to reorganize higher education, steps that had to be followed to pass in a higher level in order to adapt student's capabilities to the new development conditions of the country. Higher education passed into several phases, with its ups and downs, and in coherence with the dynamics of economic development of the country and the increased demand of youth to follow higher education.

In 2003, Albania officially becomes part of Bologna process. This year is the systematic initiation of adapting the curriculum of higher education by being based on this system, with the ECTS concept and its implementation. This is the crucial process in formatting higher education, by adapting it with European one, which still remains unfinished, especially in the aspect of harmonizing curriculums, based on university cycles and profiles, nationally and internationally. Starting from 2002, the first private IHEs are licensed, which were mainly profiled and up to 2005 there were counted 5 such IHEs.

During this period, the main problem of these IHEs was the lack of a full legal framework, that covered everything and that issued full standards in the process of allowing to establish and explaining the method of functioning of these private institutions. This can be considered as the greatest challenge encountered from these institutions during their functioning

in this period. Afterwards, during 2005-2009, there were established 34 new private institutions and one public institution, whereas during 2009-2013, there were established two public IHEs and 10 private ones (APAAL. 2015).

The issue that was encountered after the establishment of a high number of private IHEs, was not only their high number, but the lack of monitoring and impunity for different breaches, where the abuse started in functioning within standards for these IHEs and the distortion of the higher education market, up to the issuance of diplomas without sometimes fulfilling the most minimal conditions of the learning process.

2014 marked a strong and in the same time difficult turn. Reassessing the legality of private higher education institution became a necessity and resulted in closing 15 private IHEs, which were stripped out from the right of educational activity by suspending the given licenses. Even though there was a chaotic situation, within a short time, this step brought self-control not only in the private higher education system, but also in the public one and a disciplining process initiated in further expansion, even though without a clear plan, but nevertheless slower and more controlled when establishing new institutions.

This whole process was followed in the framework of the reform in higher education undertaken from government Rama 1 (2013-2017). The main components of this reform were:

Legality control for 2013-2014, which was finalized by closing or suspending a number of IHEs.
Preparation of a law for higher education, which was passed in September 2015.

Accreditation of all IHEs from ASCAL, in collaboration with one of the best agencies in Europe, that of QAA (Quality Assurance Agency) from the United Kingdom.

One of the challenges of private higher education in Albania is to strengthen the role of universities in scientific research, turning into entrepreneurial universities focused on innovation, away from a business model that stands only for profiting financially. According to Ministry of Education and Science (MES), the main challenges in the area of higher education are:

i) in adapting curriculums with the same pace as the social, economic and market changes; ii) developing a continuous monitoring functional system to guarantee quality assurance; iii) accreditation of programs, and rigorously following the implementation of quality standards from the universities; iv) drafting curriculums development policies with the aim to orientate the youth as best as possible towards the labor market (MES, Final Report 2014).

But what remains to be the main challenges of private higher education in Albania and for the institutions that represent this area? We are ranking these challenges as follows, by issuing a short summary, and here and there, issuing possible proposals to overcome them.

1.1 Image of private universities: between prejudice and reality

Private universities in Albania, despite being in greater numbers, in most of the cases continue to be chosen after public universities. This is clearly understood by taking into consideration the high number of students that apply in programs of public universities, and the number of those that register in there. Although many private universities provide better infrastructure or conditions, being that they are privately funded, the continuation of studies in these institutions seems to continue to create a wince to the parents, but also to the young people. But what makes them to be the most wanted of all; quality, lower prices or the diploma in the end of the studies?

In the selection process of a university, the individual student factors have an impact. From a quick analysis it is noticed that the financial side is a very important element that impacts the selection of public universities to study, but the created image, related to private IHEs, after the accreditation from the British Agency (QAA) and quality criteria verifications, based on European standards, it also seems to have a great impact in the selection process from the youth to continue their higher studies and gives them assurance in selection. Another factor is the diploma; will it assist the student to integrate in facing competition in challenges of regional and global labor market?

Decision-making in relation to registering in private universities always seems to be a long process that requires answers for many questions, as compared to the process of selecting a public university. Although, during recent years, there are stakeholders of private higher education, who have contributed in forming successful models in private higher education. It seems that achieving a stable and mature image will require more time.

1.2 An incomplete, unstable legal framework and mixing different models

Private higher education in Albania, as in many aspects of the private sector, was established from point zero, starting almost one decade later than the fall of the communist system. The main issue of such processes always starts in constructing an appropriate and functional legal framework, which shall also be dynamic with the development stages of that sector.

The first challenge in these cases is drafting and implementing a law that must be implementable and this, when it comes to Albania, has resulted to always be an issue and very difficult to be achieved, because laws for higher education (1999, 2007 and 2015) were drafted with a different approach and using different models. This brought the disorientation, in general, of the higher education system and in particular, in the private higher education (MASH 2015).

Without fully implementing the law and bylaws, the process of drafting a new law initiated. In the dynamics of higher education in Albania, having a new law was not the main issue, but changing models brought a higher difficulty. These difficulties were related starting from the financial management side up to the recruitment and appointing of officials. This brought confusion in this sector and to stakeholders that have started projects of establishing IHEs based on previous conditions.

1.3 Capacities and development of human resources

A fast increase of IHEs in Albania, in the managerial aspect, brought another difficulty that was related with insufficient experienced human resources in this sector. Consequently, this impacted in the healthy and normal functioning of these institutions. As managers of academic and administrative structures, there were many occasions where it was impossible to find people that had the relevant qualification, being obliged to cover that vacancy with people that were nearer to that position. The incompetency in resolving many new issues that were not encountered before slowed the process and, in many cases, they were misinterpreted (CHE 2011).

Human resources capacities problems were also related to the unstableness in academic and in administrative staffs, where in many institutions there was encountered frequent changes of people in managerial, academic or administrative levels. These changes had a direct impact in healthy functioning of these institutions, creating confusion and instability in their progress.

1.4 Admission system and method of students in university, an insurmountable challenge

Admission of students in universities is one of the most important and critical parts for an IHE, in order to have a proper functioning and to successfully achieve its mission. In many cases, up to 2016, the admission of students was centralized for public universities, whereas the private ones accepted applications through submission of files, assessing based on the rules and conditions defined from the relevant institutions. The issues that were encountered from this method of admission, had to do more with the vacuum that was created in monitoring possible breaches that could be made in the private higher education system, where there were cases when deadlines or other necessary conditions were not applied for a proper educational process. The new law on higher education changed the admission method, conditions and criteria of being accepted in university and the new admission method brought up some difficulties and new issues that created confusion for the IHEs but also for the high school graduates that were applying to enter universities.

Currently, the admission system, although has disciplined many issues and previous deficiencies, remains not totally finalized, and might require a long time to be consolidated.

1.5 Demographic developments and the decrease in the number of students

Demographic developments based on the decreasing number of populations can be undoubtedly considered as one of the main challenges of education in general, including all levels. For the private higher education institutions in Albania, the most serious problem remains the fulfillment of quotas in an acceptable level. This comes for several reasons. One of the reasons is the lack of a periodic report, related to the analysis of market needs, and opening of programs without a sufficient planning in place.

Apart from this, another reason is related to the demographic development in the country. Based on the statistics, the number of students in the high school education is decreasing; the demographic graph has a significant decrease of high

school graduates and the ones coming after them. This is because of the decrease in birth rate, and the significant number of people leaving the country to go abroad, mainly in the EU. In the latest years, the number of students registered in these programs has been low. As a consequence, many programs, but also many private IHEs, not only risk their existence but directly harm the quality of teaching. This, in the near future, will have a considerable impact in registrations in higher education. For private IHEs to guarantee their progress, one of the things that they might do is to avoid overlaps of academic offers and to adapt their programs with market demand (Minxhozi 2013).

1.6 Financing and financial stability

In Albania, the level of financing higher education is lower than the other European countries, including the regional ones. Public and private IHEs, have limited possibilities to generate alternative income, in support of increasing quality in teaching and scientific research. Although some taxes are not applied in education, such as value added tax, private institutions remain between the pressure to add revenues from students and not having other financial resources or donors in supporting teaching process and especially research process.

Some gaps and opportunities found in law no. 80/2015 "On Higher Education and Scientific Research in Higher Education Institutions of the Republic of Albania", where private IHEs can benefit from, seems like it requires time to be achieved in completing bylaws but also from the low financing level in education. This will directly impact in the unhealthy functioning of a significant number of IHEs and maybe in closing/bankrupting some of them.

1.7 Scientific research in private IHEs: mission impossible

In completely fulfilling the mission, IHEs must continuously invest to improve infrastructure and encourage scientific research. In a thorough analysis, it is observed that private IHEs have a significantly higher investment in infrastructural aspects, such as labs, bookshops or at minimum, classes and auditors with better standards in delivering the teaching process. But the same thing cannot be said in relation with the financing that these institutions give for the scientific researches. Although a limited number of universities defines a budget, even though is very limited, for scientific research, most of private universities are in a very low level. Not only internal financing, but also external ones, especially funds for projects from the EU, are also very low, as compared to public IHEs, and this is mainly because of the insufficient human resources that they have. Nevertheless, some private universities are moving rapidly towards increasing financing of research projects, by collaborating with domestic and foreign partners, in the framework of EU policies for higher education, research and innovation. This is a positive indicator that this situation can be different in a relatively short period of time.

Quality framework

Many universities have internal policies to ensure quality of service that they provide based on the academic experiences during the teaching process, social engagement, scientific researches, etc. Efforts in offering a qualitative higher education is concentrated in quality standards, in the requests of auditing commissions to draft programs and classes, and in comments based on internal and external stakeholders that aim to increase the general institutional performance. One of the main challenges of universities in Albania, as compared to their regional counterparts, is that they are relatively small universities and don't have a strong institutional culture and in the same time, don't have a large economic support, but they have a wide range of academic programs with limited resources. Therefore, it would be the right thing to do in specializing small private universities in specific areas. This approach would enable for these universities to be more competitive in the labor market.

One of the main challenges of non-public higher education institutions is the increase of access of Albanian youth in selecting education in non-public higher education IHEs and improving its standards and quality.

In other words, we can say that total quality management in higher education is the all inclusive managerial treatment for IHEs that is focused on continuous improvement of quality, enabling inclusion for all university's staff, students and stakeholders, aiming to exceed client's satisfaction and achieving the maximal performance of the university. To successfully implement these concepts, a total quality management framework shall be formed and a direct engagement of higher university officials that have the major responsibility in successfully implementing quality standards.

Quality management framework

Quality framework, suggested methodology on total quality management in higher education doesn't dictate the abandonment of successful institutional cultures in relation to quality management, but offers an extra possibility to follow and to implement which in turn, contributes to increase quality standards and the performance of the university.

Establishing a system to assess teaching quality, by defining the teaching quality measuring indicators, would be an important step that impacts the increase of quality in higher education.

Table 2. Quality management framework in higher education

Quality management framework	
Clarifying and embracing mission and vision	
A short-term and long-term strategic plan that aims to achieve mission and priorities of private IHEs that is based on:	
Clear policies in teaching and learning Quality standards and manuals Performance indicators Requests in terms of accreditation and ranking Policies in terms of scientific researches	Quality assurance system Assessments from students, staff and labor market SWOT Analysis Institutional comparisons, Benchmarking, Instruments of quality management
Conducting internal and external periodical assessments in unit, department and institutional rank Establishing quality assurance groups Improving staff professionalism to be successful in scientific research, teaching and learning based on contemporary methods Developing a quality culture in harmony with institutional culture Applying rules and clarifying specific responsibilities for all staff	
Ascertaining and taking measures Questionnaires on assessing teaching quality Questionnaires on assessing service quality Questionnaires on measuring client's satisfaction	
Final Objective Quality culture can be part of the mentality of every academic and manager of the institution, in order for the quality standards to become a norm of the daily practice in IHEs.	

In conclusion

In conclusion we can state that quality of higher education, despite being difficult to define, is mainly a result of interaction between academic staff, students and the university's academic environment. The process of quality assurance and management must guarantee a learning environment where the programs content, learning opportunities and academic instruments are in accordance with the final objective of the university.

Higher Education Institutions in Albania, as compared with their regional counterparts, are relatively small and without a long institutional culture, that offer a wide range of academic programs with limited resources. Therefore, it would be appropriate in specializing small private universities in specific areas, which would enable these universities to be much more competitive in the labor market.

Moreover, Albanian private universities have to increase the quality of teaching, improve the procedures of quality assurance and in the same time, it must be worked upon developing and to progress this system based on internal

assessments of quality managers or external accrediting bodies. Achieving quality and quality assurance in higher education cannot only be a matter monitored from state institutions. Raising awareness of civil organizations and stakeholders is a necessity for the success of this process in itself. It is very important for the private universities to clearly demonstrate that they are taking the processes of implementing quality standards with seriousness, being ready to define a clear path to follow relating to a transparent, accessible and clear for the public opinion set of standards, procedures and guidelines to achieve quality assurance and management in higher education.

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The development of genealogy in Europe, based on the examples of Poland, Italy, Turkey and Bosnia and Herzegovina

Ewa Jurczyk-Romanowska

Department of Pedagogy, University of Wrocław
Adnan Tufekčić

Department of Pedagogy, University of Tuzla

Abstract

Amateur genealogy is becoming more and more popular in many countries. Thanks to the development of information and communication technologies, national genealogy has also acquired an international dimension, and websites presenting genealogical data contribute to an exchange of experiences between people from different countries. In this article, the authors traced the development of genealogy in four different countries: Italy, Poland, Turkey, as well as in Bosnia and Herzegovina, focusing primarily on sources of information regarding origin, methods of presentation, genealogy organizations, information exchange portals, and support in genealogical searches. As a result of the analysis, it can be concluded that these four countries - despite numerous differences - developed genealogical activities in a similar way.

Keywords: genealogy, origin, root, international exchange of experience and knowledge.

Introduction

Currently, there is a growing interest in amateur genealogy. Access to archives, the publication of key records on the Internet, as well as the possibility of using genetic tests to search for relatives around the world all facilitate genealogical research. Searching for our roots is one of the elements which contributes to the human identity. The need for family affiliation seems to intensify in our contemporary fragmented society. Additionally, it provides an opportunity for intergenerational dialogue, mutual learning and value transfer.

In the past, the special role of the elder generation was clearly visible. The seniors of families, rich in experience and knowledge, passed on family stories to the younger generations, gave advice and guidance, and helped solve problems. Nowadays, the development of media, new technologies and the information society has brought consequences in the form of the social exclusion of elderly people. However, observing the activities of genealogists one can notice the intergenerational phenomenon of transfer of knowledge and skills. Seniors, as experts in the history of the family, referring to their memory, provide information to younger generations. In turn, the younger generation - fluent in handling new technologies - facilitates, and sometimes even allows, seniors to search online databases.

This analysis compares the development of amateur genealogy in four countries with different cultures, religions and social structures. Italians, as heirs of the ancient Romans, have their statehood for many centuries before our era. In that country, the multigenerational family model still prevails, especially in the southern part. It is one of the most highly developed countries, and according to data from 2017, Italy is the eighth largest economy in the world and the fourth in Europe. Similarly, Turkey appears as a centuries-old state which derives its history from the Turkish tribes which originally inhabited the Asian interior. At present, the state is the 17th largest economy in the world, and its territory is only partially located in Europe. Poland dates its history from the year 966, when the Slav tribes led by Mieszko the First adopted Christianity. However, as a result of the partitions made by Russia, Prussia and Austria, the state disappeared from the world map for 123 years. After the Second World War, it was under the influence of the Soviet Union and it was only the political transformation in 1989 that enabled it to free itself from them. Currently, Poland is in the 23rd position in global economies. In turn, Bosnia and Herzegovina has existed in various state-legal forms for about one thousand years (the first written mention of Bosnia is in the 10th century. Bosnia is the historical name of the south-slavic and Balkan country which is now

called Bosnia and Herzegovina). During the pre-Christian era, this area had been a part of great Rome Empire under name Illyria, whose inhabitants were called Illyrians. This area was settled by Slavs in the 7th century, as part of the great migrations of peoples. In the Middle Ages, Bosnia had been an independent state with its own rulers and an independent church. In 1463, Bosnia was occupied by the Ottomans, and remained part of the Ottoman Empire for the next four centuries. In 1878 Bosnia became as a part of Austro-Hungarian Empire, and later a part of the Kingdom of Serbs, Croats and Slovenians (1918-1929), and the Kingdom of Yugoslavia (1929-1941). After WWII Bosnia and Herzegovina was a republic within Federal Socialist Yugoslavia, and in 1992, Bosnia and Herzegovina regained its independence and statehood. During the aggression of the late war (1992-1995), Bosnia suffered great devastation in many social areas. Currently it is a country of low economic development. A comparison of basic information about these four countries and their social structure is presented in Table 1.

Table 1

Comparison of Italy, Poland, Turkey and Bosnia and Herzegovina

	Italy	Poland	Bosnia and Herzegovina	Turkey
Area (place in ranking)	301,340 (71)	312,685 (69)	51,197 (125)	783,562 (36)
Population in 2017	62,137,802 (23)	38,476,269 (36)	3,856,181 (128)	80,845,215 (18)
Age structure	0-14 years: 13.6% (male 4,326,862 - female 4,136,562) 15-24 years: 9.61% (male 2,994,651 - female 2,984,172) 25-54 years: 41.82% (male 12,845,442 - female 13,183,240) 55-64 years: 13.29% (male 4,012,640 - female 4,261,956) 65 years and over: 21.69% (male 5,817,819 - female 7,683,330) (2018 est.)	0-14 years: 14.8% (male 2,924,077 - female 2,762,634) 15-24 years: 10.34% (male 2,040,043 - female 1,932,009) 25-54 years: 43.44% (male 8,431,045 - female 8,260,124) 55-64 years: 13.95% (male 2,538,566 - female 2,819,544) 65 years and over: 17.47% (male 2,663,364 - female 4,049,281)	0-14 years: 13.24% (male 263,338 - female 246,220) 15-24 years: 11.26% (male 223,824 - female 209,829) 25-54 years: 45.51% (male 881,331 - female 870,601) 55-64 years: 14.95% (male 278,460 - female 297,231) 65 years and over: 15.04% (male 229,282 /female 349,775) (2018 est.)	0-14 years: 24.26% (male 10,085,558 - female 9,627,967) 15-24 years: 15.88% (male 6,589,039 - female 6,311,113) 25-54 years: 43.26% (male 17,798,864 - female 17,349,228) 55-64 years: 8.82% (male 3,557,329 - female 3,606,120) 65 years and over: 7.79% (male 2,825,738 /female 3,506,283) (2018 est.)
Ethnic structure	Italian (includes small clusters of German-, French-, and Slovene-Italians in the north and Albanian-Italians and Greek-Italians in the south)	Polish 96.9%, Silesian 1.1%, German 0.2%, Ukrainian 0.1%, other and unspecified 1.7% (2011 est.)	Bosniak 50.1%, Serb 30.8%, Croat 15.4%, other 2.7%, not declared/no answer 1% (2013 est.)	Turkish 70-75%, Kurdish 19%, other minorities 7-12% (2016 est.)
Migration rate (place in ranking)	3.70 (31) 2017 est.	-0.40 (121) 2017 est.	-0.40 (118) 2017 est.	-4.50 (185) 2017 est.
Population abroad	Over 5 000 000	Estimated: 20 000 000	2 000 000	1,592,437
Religions	Christian 80% (overwhelmingly Roman Catholic with very small groups of Jehovah's Witnesses)	Catholic 87.2%, Orthodox 1.3%, Protestant 0.4%, other 0.4% (includes Jehovah's Witness,	Muslim 50.7%, Orthodox 30.7%, Roman Catholic 15.2%, atheist 0.8%, agnostic 0.3%, other 1.2%, undeclared/no answer 1.1%	Muslim 99.8% (mostly Sunni), other 0.2% (mostly Christians and Jews)

	and Protestants), Muslim (about 800,000 to 1 million), atheist and agnostic 20%	Buddhist, Hare Krishna, Gaudiya Vaishnavism, Muslim, Jewish, Mormon), unspecified 10.8% (2012 est.)	(2013 est.)	
Gross domestic product 2017 in millions of US dollars (place in ranking)	1,934,798 (8)	524,510 (23)	18,169 (113)	1,015,539 (17)

Source: own research based on: *The World Factbook*, n.d.; *The World Population Review*, 2018; GUS, 2017; Kovacicvic, 2017; De Bel-Air, 2016; *Gross Domestic Products*, 2017.

Despite such huge differences in the countries, there is a lot of convergence concerning the activity of amateur genealogists. Below is a presentation of the development of genealogy in each country.

Genealogy in Poland

Three stages can be clearly outlined in the history of genealogy in Poland. During the First Republic of Poland it was a practical genealogy, focused on providing proof of the nobility of families which had a bearing on their social and legal status, wealth, and position. It was only with the March Constitution of 1921 that genealogical appanages were deemed void and the division into social classes was abolished and all Poles were considered equal in status.

The second stage of the development of was initiated after World War II. Enthusiasts call this stage the shameful genealogy, because in the communist system descent from nobility was unwelcome, if not dangerous. The authorities of the People's Republic of Poland would persecute attempts to discover genealogical identity, assuming that it was only those with noble origins who would seek out their ancestors, which was frowned upon by the officials, as the government regarded the families of workers and farmers as far more 'noble'.

After the political transformation of the 1980s, when the borders were opened and it was declared that numerous secret documents were to be made public, the third stage of the development of genealogy began. This was amateur genealogy, conducted by enthusiasts. Since that time all Poles have had the right to inquire about their ancestry and family history. Although genealogists would originally focus on their own lineage, they would soon form associations and cooperate in a number of projects aimed at facilitating access to all types of data, from noting down information contained in parish registers to the digitalization of official documents. These amateur enthusiasts began with oral accounts of family members and simple genealogical trees, would, and later developed great, scientifically documented works on the histories of families, communities, and regions, leading to the formation of professional and social genealogy.

Genealogical associations in Poland

First, the Genealogical and Heraldic Association in Poznan [Towarzystwo Genealogiczno-Heraldyczne] was established by Rafał Prinke in Poznań in 1987.

Next, the Silesian Genealogical Association was created in 1992. The members of this association focus on the genealogy of the families of townsmen, peasants, farmers, and workers, and they cooperate with and participate in research projects, including consultation during the Learning Tree Project, as well as other didactic and scientific endeavors as a result of cooperation with researchers at the University of Wrocław and representatives of the local administration and regional institutions.

Currently the Polish Genealogical Association [PTG - Polskie Towarzystwo Genealogiczne] (www.genealodzy.pl) is active in Poland. It encompasses the entirety of the country and coordinates the works of Polish genealogists. It works mostly through the Internet. Additionally, there are 22 active regional genealogical associations: see Fig. 1.

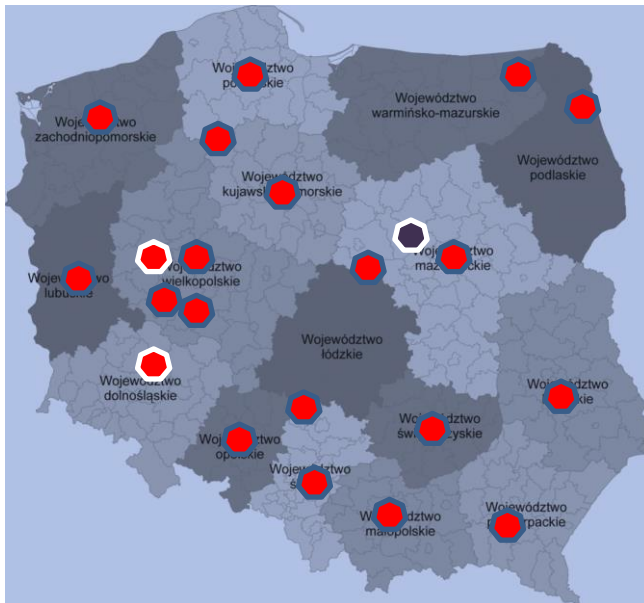


Fig. 1. The genealogical associations in Poland: The Bydgoskie Genealogical and Heraldic Association [Bydgoskie Towarzystwo Heraldyczno-Genealogiczne]; The Galician Genealogical Association in Przemyśl [Galicyjskie Towarzystwo Genealogiczne – Przemyśl] 1998 (www.slucki.republika.pl/gtg.htm); The Uppersilesian Genealogical Association "Silus Radicum" [Górnśląskie Towarzystwo Genealogiczne „Silus Radicum”] (<http://siliusradicum.pl/>); The Kujawsko-Pomorskie Genealogical Association [Kujawsko-Pomorskie Towarzystwo Genealogiczne] (www.kptg.pl/); The Kaliskie Genealogical Association "KALISIA" [Kaliskie Towarzystwo Genealogiczne „KALISIA”, Kalisz 2010 (<http://genealogia.kalisz.pl/>); The Lubelskie Genealogical Association [Lubelskie Towarzystwo Genealogiczne] (www.ltg.pl/); The Lubuskie Genealogical Association [Lubuskie Towarzystwo Genealogiczne] (www.ltg.zg.pl/); The Malopolskie Genealogical Association [Małopolskie Towarzystwo Genealogiczne] (www.mtg-malopolska.org.pl/); The Opolskie Genealogical Association "Genealogists from Opole" [Opolskie Towarzystwo Genealogiczne "Opolscy Genealodzy"] (www.genealodzy.opole.pl/); The Ostrovia Genealogical Association [Ostrowskie Towarzystwo Genealogiczne] (www.otg.net.pl/); The Pomeranian Genealogical Association [Pomorskie Towarzystwo Genealogiczne] (www.ptg.gda.pl/); The Suwalskie Genealogical Association [Suwalskie Towarzystwo Genealogiczne] (www.mem.net.pl/stg/); The Silesian Genealogical Association [Śląskie Towarzystwo Genealogiczne] 1992 (genealodzy.wroclaw.pl/); The Świętokrzyskie Genealogical Association "Świętogen" [Świętokrzyskie Towarzystwo Genealogiczne „Świętogen”] (www.genealodzy-kielce.pl/cms/index.php); The Central-Poland Genealogical Association [Towarzystwo Genealogiczne Centralnej Polski] (www.tgcp.pl/); The Częstochowa-land Genealogical Association [Towarzystwo Genealogiczne Ziemi Częstochowskiej] (www.genealodzy.czystochowa.pl/); The Sokółka-land Genealogical Association [Towarzystwo Genealogiczne Ziemi Sokólskiej]; The Genealogical and Heraldic Association in Poznań [Towarzystwo Genealogiczno-Heraldyczne w Poznaniu] 1987 (www.gen-her.pl/); The Warsaw Genealogical Association [Warszawskie Towarzystwo Genealogiczne] 1993 (wtg.org.pl/); The Wielkopolskie Genealogical Association "The Nest" [Wielkopolskie Towarzystwo Genealogiczne „Gniazdo”] (www.wtg-gniazdo.org/); The Westpomeranian Genealogical Association - Szczecin [Zachodniopomorskie Towarzystwo Genealogiczne Pomierania - Szczecin] (<https://ztlpomerania.pl/>); The Zagłębiowski Genealogical Association [Zagłębiowskie Towarzystwo Genealogiczne] (<http://genealodzy.sosnowiec.pl/>).

Source: own research.

All of the associations mentioned above are officially registered as Non Governmental Organization (NGO) in Poland. There are also a number of other private organizations, associations, and clubs.

Milestones in Polish genealogy

1989. The political transformation in Poland. The possibility of starting NGO activities and setting up new associations appears. Additionally, the new government agreed to free access to official archive information, which made genealogical research much easier.

1997. The Internet appeared as a great tool for research, and genealogists quickly started to use it.

1999 - Jacek Kubis presented his genealogical activity on the portal GeoCities and set up his first genealogical website http://www.oocities.org/yaki_/ancest.html (It is still functioning!);

2001 - The first discuss group pl.soc.genealogia on the forum free.pl.hydepark;

2002 (February 24) - Jacek Kubis created POLGEN - The first official Discussion List for Polish genealogical researchers on the portal Yahoo.

2003 - Tomasz Nitsch created GenPol - the website The Polish Genealogy [Genealogia Polska]. Polish genealogists celebrate March 3rd as the anniversary of the creation this website. They have also awarded the prize 'Genealogists of the Year' since 2007.

2005. Małgorzata Nowaczyk published the book "Searching for ancestors - Genealogy for everyone" ["Poszukiwanie przodków - genealogia dla każdego"].

2006. (1) The Polish Genealogical Association [Polskie Towarzystwo Genealogiczne] was set up. (2) The website genealodzy.pl was set up. (3) The project Geneteka (created by Jacek Młochowski) started.

2008. Integration of Polish regional genealogical associations and cooperation with the Supreme Directorate of State Archives.

Genealogical activities in Poland

Projects. Genealogists and some Associations conduct interesting, generally available, non-commercial genealogy projects. Most of them involve scanning or photographing birth certificates, as well as indexing and entering them in various databases. There are also projects related to other documents invaluable to researchers in the history of their families, such as population records, parish registers, etc. Important examples are:

(1) The Poznan Project (<http://poznan-project.psn.pl/>) - indexing nineteenth-century marriages in the historical Wielkopolska region. The project has been in operation since 2000 and its aim has been to index marriage certificates from the Wielkopolska region and Kujawy region for the period 1800-1899. At the end of March 2017 there was 1,634,981 records. The coordinator of the project is Łukasz Bielecki.

(2) BaSIA (<http://www.basia.famula.pl/>) - [Baza Systemu Indeksacji Archiwalnej] The Database of the Archival Indexing System. The project has been conducted by the Wielkopolskie Genealogical Association "Nest" [Wielkopolskie Towarzystwo Genealogiczne „Gniazdo"]. The creator of the project is Piotr Skąlecki. There are 3,896,981 records from the Wielkopolska region.

(3) Geneteka (<http://geneteka.genealodzy.pl/>) - The database of the Polish Genealogical Association, created by Jacek Młochowski in 2006. There are currently 23,258,719 records from the whole of Poland. This database consists mainly of parish registers from church archives, but some material from other archives is also included.

(4) Metryki (<http://metryki.genealodzy.pl/>) [Birth Certificates] - this project is connected with previous one, also conducted by the Polish Genealogical Association, but in cooperation with the Supreme Directorate of State Archives. The records which are entered in the database must have the appropriate photographs attached, which were available in the State Archive. There are 5,305,629 photos available in the database.

(5) Lubgens (http://registry.lubgens.eu/viewpage.php?page_id=766) - this is a database of the of births, deaths and marriages from the Lubelszczyzna region. There are 6,370,255 records from 705 parishes in the Lubelszczyzna region (including 3,139,830 births, 884,962 marriages and 2,345,463 deaths).

(6) PomGenBaza (<http://www.ptg.gda.pl/index.php/ptgnews/action/basesearch/>) - The database of the births, deaths

and

marriages information from the Pomeranian region. The project is conducted by the Pomeraniam Genealogical Association [Pomorskie Towarzystwo Genealogiczne]. There are five subdatabases: the Index of Baptisms (2,447,709 records), the Index of Marriages (596,307 records), the Index of Deaths (1,498,159 records), the Index of Cemeteries (44,774 records) and the Index of Monuments (7,088 records).

(7) Ziemia Dobrzyńska (<http://www.szpejankowski.eu/index.php/metryki-wykazy-osob/102.html>) [The Dobrzyńska Land] - a database created by the descendents of the Marcin Szpejankowski (who was born in 1773 in the Strzygi parish). There are 645,416 records in this database.

(8) The Polish Declarations of Admiration and Friendship for the United States project. Thanks to cooperation between the Polish Library in Washington and the Library of Congress, 111 volumes were created in 1926 in Poland and sent to the White House in the United States to celebrate the 150 anniversary of the Declaration of Independence. The volumes, which include over 30,000 pages, was digitalized and published on the Library of Congress website (<https://www.loc.gov/collections/polish-declarations/about-this-collection/>). The aim of the project was to index the names of Poles, who had signed this Declaration. The results are available on <https://deklaracja.genealodzy.pl/>. The project coordinator is Wiktor Trybulski.

(9) "Let's save the parish registers together project" [Uratujmy wspólnie księgi parafialne]. The aim of the project is to save the parish registers which are for sale on various auction sites and antique book shops. Genealogists buy these books, scan them and return to the appropriate archives.

Conferences. Conferences are different but also an important type of activity for Polish Genealogists.

2006. The first conference took place in the 2006 (June 27) in Wrocław, and was connected with the final of the first action of the "Let's save the parish registers together" project.

2008. The conference - called 5th Castle Meeting of the Genealogists from Poland and Abroad - took place in 2008 (June 12-14) in Racibórz.

2013. The Polish Nationwide Genealogical Conference took place in April 5, 2013 at the State Archives in Wrocław. It was organized by the Silesian Genealogical Association.

2014. The First Polish Nationwide Genealogical Conference took place in October 11-12, 2014 in Brzeg. The main aim of the conference was the exchange of information about the achievements and plans of organizations, institutions, and companies which are used by passionate amateur genealogists and researchers. The representatives, members or volunteers of the genealogical and noble, regional and national associations, state and church archives, libraries (traditional and digital), software producers and databases, publishers, internet portals, companies, etc. were all invited. This conference has become a cyclical event, and is organized every year in autumn in Brzeg.

Books. Writing about genealogy is not yet popular in Poland. There are a lot of scientific publications, but they are connected with the history of the Polish nobility. Below is a short list of books about genealogy in a wider context:

- (1) Włodzimierz Dworzaczek (1959), *Genealogia* [Genealogy]. Wydawnictwo Naukowe PWN: Warszawa.
- (2) Rafał T. Prinke (1992), *Poradnik genealoga amatora* [The amateur genealogist's guidebook]. Zysk i S-ka: Warszawa.
- (3) Małgorzata Nowaczyk (2005), *Poszukiwanie przodków: Genealogia dla każdego* [Searching for ancestors: Genealogy for everyone]. Państwowy Instytut Wydawniczy: Warszawa.
- (4) Małgorzata Nowaczyk (2007), *Rodzinne drzewo zdrowia: genetyka dla każdego* [Family tree of health: Genetics for everyone]. Państwowy Instytut Wydawniczy: Warszawa.
- (5) Elżbieta Dębicka (2012). *Genealogia psychiczna* [Psychological genealogy]. Wydawnictwo Uniwersytetu Wrocławskiego: Wrocław.
- (6) Grażyna Rychlik (2015). *Praktykowanie genealogii. Pieniążkowie z Jedlińska XVIII-XIX w.* [Practicing

genealogy. Pieniążkowie from Jedlińska 18th-19th centuries]. GGSP Grażyna Rychlik.

(7) Jan Rzymelka (2016), Sztambuch rodzinny, czyli w poszukiwaniu własnych korzeni [The Sztambuch Family: in search of one's own roots]. Wydawnictwo Sonia Draga: Katowice.

Journals & series.

Geneologia. Studia i materiały historyczne [Genealogy: Studies and historical materials]. Marek Górny (Ed.). 18 volumes published 1991-2006. Wydawnictwo historyczne: Poznań.

Zeszyty Śląskiego Towarzystwa Genealogicznego [The Silesian Genealogical Association Studies]. Grzegorz Mendyka (Ed.). The Silesian Genealogical Association: Wrocław.

More Maiorum. Alan Jakman (Ed.). An e-journal which has been published since 2013, available on the website: <http://www.moremaiorum.pl/>.

There is also a lot of information about genealogy on the internet in blogs, vlogs, social media, and internet forums, but this is such a wide subject that it should be discuss separately.

The development of genealogy in Turkey

Today, there are six independent Turkish countries: Turkey, Azerbaijani, Kazakistan, Kirghizistan, Uzbekistan, Turkmenistan). Besides these, there are another 15 autonomous republics: Sincan, Altay, Balkar, Başkurtistan, Çuvaşistan, Dağistan, Gagavuzya, Kırım, Hakasya, Karaçay, Karakalpakistan, Tataristan, Tuva, Yakutistan).

When we combine the geographical borders of these countries we have a very large map which covers one third of Asia. And if we calculate the population of these countries and republics, we have the second most crowded population in the world. Then ,the outlines of genetical and biological structure of these communities give out;

The science of genealogy, emerging during the 1950's and constantly becoming more important and effective ,is now at a level that can explain the connection of people with their ancestors who lived 70 thousand years ago. So we can now follow how communities had a special relationship by uniting and with which communities they had united (Yüce, Hem Aso, 2018). For example:

Table 2

Stands for the genetical mutation of people with Turkish roots.

	R	C	N	O	P	Q	I	E	F	J	G	DE	K	L
Türkiye	24	1,3	2,8	<1	1,3	1,4	8,3	8,7	3	28,7	9,4	2,4	2,8	3,1
Azerbaycan	21,9	<1	<1	<1	<1	<1	3,7	1,2	11,6	31,7	14,1	4,3	10,9	<1
Türkmenistan	44,9	3,1	0,4	<1	8,7	<1	1,6	0,7	11,6	15,8	0,2	<1	0,9	10,9
Kazakistan	27,1	35,6	9,3	6,9	3,7	<1	7,7	1,6	2	2,6	0,7	<1	0,8	0,3
Kirgizistan	51,2	16,2	4,3	6,5	3	<1	3,8	1,2	3,7	5	<1	<1	2,2	1,5
Özbekistan	35,9	14,1	1,9	5,4	4,1	<1	2,5	2,9	7,7	13,6	<1	<1	5,1	3,2

İÇ ASYALI	R, C, I, N, P, Q Toplamı 39,1
GÜNEY ASYALI	K ve L toplamı 5,9
SEMİTİK	J, E, F 40,4
FARSI	DE ve G 11,8

Kaynak; FamilyTreeDNA

Note: R, C, I, N, P and Q= stands for the genetical mutation of people lived in the middle Asia, real ancestors of Turks, K ve L = Sothern Asia, India Pakistan, J,E,F= Arabian peninsula; araps, Armanian and Jewish people, DE,G=Farsi and Persian races.

Source: Family Tree DNA, n.d..

The above chart provides much information on Turkish ethnicity and communities. In the authoritative FamilyTree DNA project in 2014, approximately 700,000 people were researched and linked to their ancestors of 70,000 years ago. Thus main ethnicities of people were outlined according to country.

As can be seen, almost 40% of Turks in Turkey originated from middle Asia, 40% from the middle East, 12% Fars, and 6% Southern Asia.

Of course all these numbers can not be enough or so reliable as to define the genealogical map of a race clearly, as it has been conducted on a research sample of only one thousand people. However, it is a scientific investigation and can be accepted appr. True (Yüce, Hem Aso, 2018).

In short, division of main Turkish races (190 m).

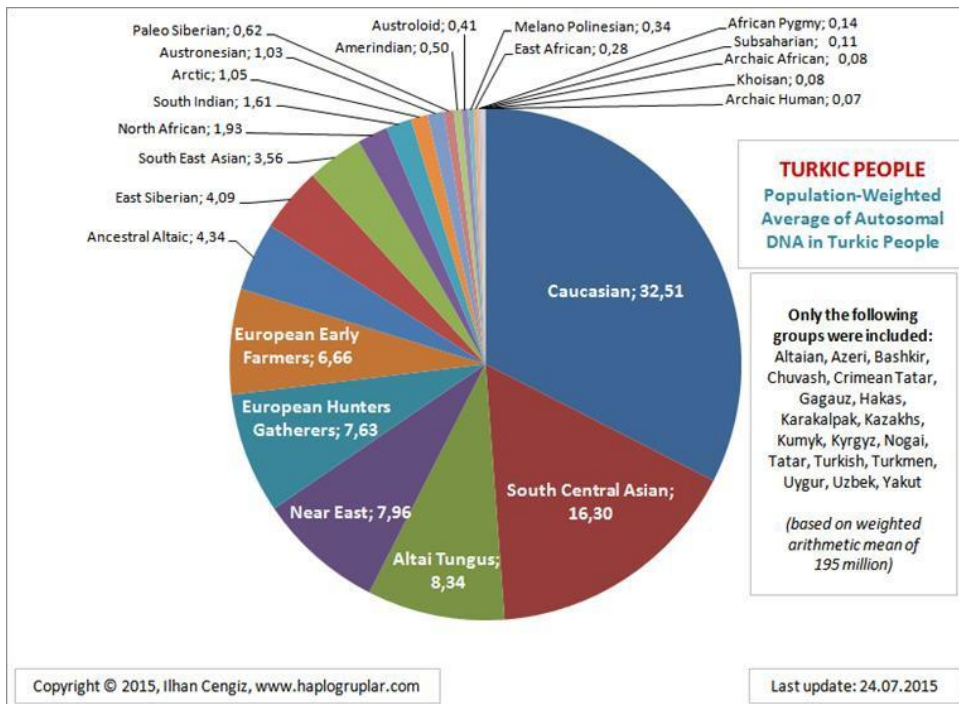


Fig. 2. Population of Turkish people, based on autosomal DNA.

Source: Cengiz, 2015.

Genealogical associations and research in Turkey.

Unfortunately, there are not enough institutions in Turkey to carry out very reliable genealogical research. Only websites and some historians provide some options, but they are not very popular or fully used. Since the 1950s, a governmental organization TUIK has attempted to determine data relating to origin, but because of some political and safety problems in the country these researches are not widely spread or shared with the community.

Miles stones in the development of genealogy in Turkey. A new ministry was founded in Turkey in 2010. - the ministry of Turks Living Abroad (<https://www.ytb.gov.tr/>). This institution supports all types of activity that will be carried out in order to trace relatives living abroad. They support the projects of NGOs (Yüce, Hem Aso, 2018).

The development of genealogy in Italy

Italian heraldry, nobility and genealogy - all three fields depend upon genealogical research. In common parlance, heraldry (Italian *araldica*) refers to the study of coats of arms. Historically, the term referred to the functions of heralds, royal court officers responsible for maintaining records of coats of arms and titles of nobility. Although such officers are still attached to royal households in the United Kingdom and Spain, the Italian monarchy was abolished in 1946. Titles of nobility and coats of arms are not recognized by the government of the Italian Republic, but neither is their use illegal. A few private organizations in Italy recognize nobiliary titles, the "Corpo della Nobiltà Italiana" and the "Sovereign Military Order of Malta" being the best known today (such recognition requires extensive genealogical proof of patrilineal nobility.)

In the middle of the twelfth century, during the Norman rule of much of Italy, coats of arms developed as distinctive insignia painted on the shields of knights and other nobleman. In combat, friend and foe could identify the fully armored knight, whose face was concealed by a helmet, according to the colourful design on his decorated shield. The same design appeared on his surcoat - hence the term "coat of arms." With time, the right to use certain (blazons), as well as feudal titles (i.e. count, baron, etc.), passed from father to son. Since these insignia and titles are incorporeal property of particular families, it is obvious that unrelated families which by mere coincidence share their surnames (whether Ferrar, Rosso, Smith or Jones) cannot claim these coats of arms or titles of nobility as their own. To do so would be like Mr. Johnson of Wales claiming the estate of the late Mr. Johnson of New York simply because he happens to have the same surname.

The hereditary nature of coats of arms and titles of nobility is readily apparent if their historical development is considered. So closely linked is heraldry to genealogy that the Italian word for coat of arms, *stemma* is the Latin for family tree. In most countries, including Italy, a coat of arms is an indication of nobility (i.e. hereditary aristocracy). Genealogical research is the only means of demonstrating this.

Unfortunately, there exist in Italy and elsewhere various firms, some of which conduct genealogical research, that have deceived thousands of clients into believing themselves to be in genuine possession of coats of arms or even titles of nobility. To bolster the credibility of such fraud, these agencies cite historical sources and sometimes attach familial lineages to their wares. Replete with ornate seals, these seemingly "official" documents provide the customer with little more than an expensive fantasy. The majority of Italians who believe themselves entitled to coats of arms are victims of such fraud. In many cases, they are the children or grandchildren of the deceived, since some vendors of fraudulent heraldry have been in business for generations!

Some family historians appropriate for themselves (or their ancestors) coats of arms or aristocratic lineages drawn from references discovered in public libraries. The researcher probably shares no more than a surname with the famous family whose history he has claimed. Thousands of ordinary families coincidentally bear such famous surnames as Medici, Este, Grimaldi, Visconti, and Savoia, having no kinship whatsoever to the ancient dynasties which also bear these names.

Onomatology, the study of proper name origins, must be approached with caution. Any native speaker of Italian knows that Ferraro derives from the word for blacksmith, and that Rosso meant redhead; the origins of toponymic names (Veneziano, Calabrese, Milano) seem equally obvious. However, the origin of a less frequent surname may depend greatly upon the dialect of the region in which the family originated. In other words, the same surname might have a particular derivation in Sicily, but another root in Piedmont. Unless the researcher knows the regional origin of the family, he might attribute the Piedmontese etymology to the Sicilian surname, or vice versa. Because Piedmontese is as distinct from Sicilian as Romanian is from French, onomastologies can vary considerably. While onomastic research is more likely to be accurate when the family's region of origin is known, most firms conduct such research without this knowledge. Furthermore, onomastologies attributed to certain surnames by some authors are flawed.

Onomastic conclusions are often flawed where patronymic surnames are concerned. The surname Di Cesare for example, derives from the ancient Latin root Caesar, but this etymology has little to do with the familial use of this name in Italy today. In actuality, the Italian families who bear this surname descend from medieval ancestors who bore Cesare as a given name, having no descent from the Julian emperors of ancient Rome. By way of analogy, not every Frenchman named Louis descends from the Bourbon kings of France.

The accuracy of heraldic, nobiliary and onomastic knowledge depends upon genealogy; and objective interpretation of these topics can spell the difference between real family history and fanciful family folklore.

Mistakes in genealogy are also common among men of culture and the common belief of its exclusive link with nobility is pure invention. The fact is that there is huge disinformation on this topic, a lack of expertise and specialists such as a good

coordination of them and bad condition of archival sources (Sarno, 2018).

Milestones of Genealogy in Italy

1500s: Bologna Firenze Milano Venezia were the big centres of genealogy studies production. In those cities there was an oligarchic or republican government in which lots of families had the power, so the ancestors' representativeness had crucial importance. Famous authors were: Francesco Sansovino, Scipione Ammirato, Alfonso Ceccarelli, although the latter is also infamous for creating fake archivist sources. for which he was condemned to death by Pope Gregory XIII. In fact, this was the Century in which for the first time genealogy starts to be considered as discipline of study, and Vincenzo Borghini archbishop of Florence was the precursor of genealogy as theory.

1800s: This century is characterized by a big development of genealogic production, thanks to new system of historic research in which sources are analysed with rigorous critical methods. Some famous Italian names are Natale Battilana, Felice Cerretti, Felice Chiapusso, Luigi Cibrario, Luigi N. Cittadella, Attilio Zuccagni Orlandini, and especially Pompeo Litta (as well as other famous names). Also, this period encounters the first publications as the "Giornale araldico, genealogico, diplomatico (1873-1905) but unfortunately linked to the concept of nobility.

First definitions of the discipline and specialized bibliography at local level were also established during this period.

1900s: The 20th century saw a decline in the genealogic discipline due to the suspension of the concept of nobility with the abolition of "Consulta Araldica".

At the beginning of the century There is still a lack of scientific method and a lack of coordination among specialists and organizations.

Among the publications we have "la Rivista del Collegio Araldico" then changed in "Rivista Araldica" from 1903 to now, the "Elenco Ufficiale della Nobiltà Italiana"(1922-); and famous authors Giacomo C Bascapè, Carlo A. Bertini Frassoni, Gelasio Caetani, Ildebrando Coccia-Urbani, Francesco, Guasco Gallarati di Bisio, Piero e Guelfo Guelfi-Caimani and the namesake Nephew, Carlo Sebregondi, Mario Tagliani.

However, scientific research with bibliographic sources and manuscripts and manuals started to appear. Since 1929 periodical international congresses and official courses have been held (Sarno, 2018).

Italian records

Since much has been written about various notary, census and military records, even if some of it is in serious error, it is necessary to clarify the extent to which the genealogists should rely upon these documents. The primary records to be consulted in Italian genealogical research are acts of birth, baptism and marriage. Acts of death, though they may be considered "primary" records, are less reliable than acts of birth and marriage; and other acts related to extraordinary events, such as delayed registration of births. In most southern regions (the former Kingdom of the "Two Sicilies"), vital statistics acts date from the early 1800s, and this is also true of certain northern localities (such as Parma). Elsewhere (in most of the former Kingdom of Sardinia, the Grand Duchy of Tuscany, the Papal States, etc.), such civil records were instituted only around 1860. Civil (vital statistics) records are invaluable; as they typically include professions, approximate ages, and other information unavailable in the older primary records consulted by the genealogist - namely, parochial records.

However, the absence of vital statistics records means that we must, in any event, rely upon parochial records for periods before 1800. Parochial census records ("stato delle anime") rarely exist, local census records (stato di famiglia), when these exist, usually relate only to the late nineteenth century. Under most conditions, secondary records serve to provide particular details which might be lacking elsewhere, or to explain familial lifestyle (assets, professions, etc.). Secondary records (land and census assessments, military service records, heraldic-nobiliary records, notarial acts, etc.), when these exist, should be viewed as "primary records" only when the aforementioned parochial and vital statistics records do not exist, have not been preserved, or are otherwise unavailable for consultation.

Gaining access to parochial archives in Italy is notoriously difficult, and comparatively few such records will ever be

microfilmed. In some cases, obtaining access to these archives is a bureaucratic exercise requiring months or even years of negotiation. Inundated with postal requests for free genealogical assistance, overworked Italian pastors are reluctant to spend their time entertaining the needs of researchers, or even responding to most letters.

In Italy, vital statistics and other records, for localities where these exist, may be consulted directly at a regional Archive of State, which is usually based in a provincial capital.

A number of publications can assist with research strategies and methods too detailed to be presented here. It is important to read these critically, considering also the information acquired in other sources because, for some of the reasons described earlier, few of these publications present the degree of absolute accuracy, advice which applies to every Italian family history project. Moreover, each research project is unique. Information regarding historical facts of peripheral interest to genealogists is best sought in specialized works dealing with the seventeenth century, the Risorgimento (Unification Movement), and so forth. Among the misnomers in certain books on this topic are references to "Napoleonic records" and various other documents.

The documents you will encounter in Italian genealogical research -- either in original or microfilm records -- vary by region and period. An act from a seventeenth-century Byzantine Rite Catholic baptismal register in Sicily might incorporate Greek, Latin and Sicilian elements. Most parochial records are written in Latin or Italian, and a degree of knowledge and practice is needed to render accurate transcriptions and translations.

Two formats are employed in the presentation of pedigrees. The traditional "agnate" (patrilineal) format concentrates on lineage through your father's father's father, etc. This may include collaterals (siblings) in some generations, but except for spouses every individual indicated will be of the same family and bear the same surname. In the "seize quartier" (multilineal) format, preferred by many American genealogists, every ancestral lineage is indicated in each generation; in other words, the father and mother of each ancestor, ad infinitum. Patrilineal genealogies are usually more profound than multilineal ones.

In some cases, it is possible to obtain certificates or photocopies of supporting documents such as acts of baptism or acts of birth. Often, however, this is either impractical or impossible, especially with original records in Italian archives. Why? A photocopier may be unavailable, or photography of archival materials may not be permitted. Sometimes it is simply inconvenient for an overworked pastor or vital statistics registrar to write numerous certificates for a genealogical researcher's needs (Sarno, 2018).

Archives:

Data bases online from the State Archives:

State Archive of Benevento: On line

Research State Archive of Como: Search for your family

State Archive of Cosenza (which pertain to other State Archives): Portal of the history of Italian

State Archive of Cremona: Search for your family

State Archive of Gorizia: Military records

State Archive of Latina: The workers of the reclamation pontine

State Archive of Mantova: Search for your family

State Archive of Milano: Search for your

family State Archive of Padova: Military records State Archive of Treviso: Military records

State Archive of Udine: Friuli in prin. Historical registry of families in Friuli

State Archive of Venezia: Military records

Books

Carlo Tullio-Altan, *La nostra Italia*, Feltrinelli, Milano 1986

Italia: una nazione senza religione civile. Le ragioni di una democrazia incompiuta, Gaspari Editori, Udine, 1995

Lacoscienza civile degli italiani. Valori e disvalori nell'istoria nazionale, Gaspari Editore, Udine, 1995

Gli Italiani in Europa. Profilo storico comparato delle identità nazionali europee, Il Mulino, Bologna, 1999
Luca Sarzi Amadè, come svolgere ricerche sui propri antenati, Ugo Mursia Editore, 1995
Novaresio Mauro, Di Bartolo Marco, Mio albero genealogico, Gribaudo Editore, 2014
Anastasia Miszczyzyn, Il potere delle radici, Urta Editore 2008
Claudio De Dominicis, Lineamenti di Scienza Genealogica-Genealogia familiare e ricerca anagrafica in Italia, Gruppo archeologico romano, Roma, 1990.

Publications, conferences, debates, seminars and other.

-Archivi di Stato di Modena and Fondazione Family Search, Conference on Genetic Genealogy, 2013 www.archiviando.org

-Associazione Genealogica Lombarda e Università di Milano, 2016, www.associazionegenealogicalombarda.it "Ciclo di seminari di storia e antropologia delle alpi"

"Seminars on history and anthropology of Alps"

-Archivio di Stato di Udine and Società Filologica Friulana, Convention on genealogic tourism "Storia della popolazione, storia delle persone, ricerche genealogiche e dintorni, "History of the population. History of people-Genealogic research" 2016

-www.focus.it magazine; www.aranzulla.it website and blog; different topics in the specific case for both the topic found is how to build a genealogic tree.

Genealogy in Bosnia and Herzegovina

Development of genealogy in Bosnia and Herzegovina: The tradition of genealogy in Bosnia and Herzegovina

In Bosnia and Herzegovina there is no long tradition of genealogy development, nor were there separate institutions dealing with genealogy. This does not mean that there was no genealogical research. However, it has been mostly organized and conducted on the initiative of individuals - researchers who in most cases investigated their own genealogy (family tree), ie, the origin of their own family and surnames. In some cases, they are experts - researchers who have not been researching their own genealogies, but the genealogies of other people and families who had ordered such researches. Separate monographs are published about it as well. Apart from that, the presentation of the development of individual genealogy and families in Bosnia and Herzegovina through history are also given in scientific works and books whose authors, dealing with other topics, also touched upon this issue. Some of these books and works are as follows: Smajlović, Ismet (1977) *Muslimanska imena orijentalnog porijekla u Bosni i Hercegovini* [Muslim names with oriental origins in Bosnia and Herzegovina], Sarajevo: Institut za jezik i književnost; Draganović, Krunoslav, Sudar, Pero, Pranjić, Pero (1981) *Komušina i Kondžilo* [Komušina and Kondžilo] Komušina: Župni ured; Imamović, Enver (1998) *Porijeklo i pripadnost stanovništva Bosne i Hercegovine* [Origin and affiliation of the population of Bosnia and Herzegovina], Sarajevo: Art 7; Kamberović, Husnija (2003) *Begovski zemljišni posjedi u Bosni i Hercegovini od 1878. do 1918. godine* [Beys' estates in Bosnia and Herzegovina from 1878 to 1918], Zagreb: Hrvatski institut za povijest - Sarajevo - Institut za istoriju; Suljić, Alija (2011) *Stanovništvo i naselja općine Srebrenica – Antropogeografska monografija: I, II, III tom* [Population and settlements of the Srebrenica municipality - Anthropogeographic monograph: I, II and III vol.], Tuzla: PrintCom; Janjatović, Đorđe (1993) *Prezimana Srba u Bosni* [Serb surnames in Bosnia], Sombor: Prosveta-trgovina d.d., Šabić, Indira (2017) *Antroponimija i toponimija bosanskoga srednjovjekovlja* [Anthroponymy and toponymy of the Bosnian Middle Ages], Dobra knjiga, Sarajevo; Hodžić, Ibrahim (2017) *Uvod u genealogiju i historiju familije* [Introduction to genealogy and family history], Sarajevo; Šabić, Indira (2018) *Prezimana militarnoga porijekla u Bosni i Hercegovini* [Military origins of surnames in Bosnia and Herzegovina: semantic approach], DHS 2 (5) (2018), 113-138.

Current state

Interest in genealogy in Bosnia and Herzegovina is currently growing. The number of publications showing family genealogies in different parts of Bosnia and Herzegovina is increasing. In 2009, the web portal rodoslov.ba was launched, whose editor is Raif Čehajić. The first institutions, that is, genealogical centers, started to form. Also, several associations of citizens primarily engaged in genealogical research have been established. The book by Raif Čehajić *Naši korijeni: od rodonačelnika do savremenika* [Our roots: from the genus founders to contemporaries]" (two editions) has specific importance for contemporary genealogical research in Bosnia and Herzegovina. In the first edition (Sarajevo, 2011) the

stories and genealogies of 56 Bosniak, Croat, Serb and Jewish families in Bosnia and Herzegovina have been elaborated. In the second edition (Sarajevo, 2014) the genealogies of another 20 families have been added.

Moreover, the increased interest for genealogical research in Bosnia Herzegovina is caused the fact that a lot of Bosnian people moved to other countries around the world during the war at the beginning of 1990s. Members of many Bosnian family live in different countries in every continent. Beside this, many families were moved from their home villages and towns to other parts of Bosnia and Herzegovina during the war. All of this led to much private research in order to achieve the connections between members of families and relatives and to preserve memories of their origin. In this context, it is important to emphasise that much genealogical research related to Bosnian families is conduct in numerous different countries around the world. There are some publications on this published abroad.

Furthermore, there are some websites specializing in genealogical research, with tools for the creation of family trees, as well as forums for discussion and searching for members of families and relatives.

Significant sources for genealogical research in Bosnia and Herzegovina

Throughout its history, Bosnia and Herzegovina was part of different empires and represents a bridge between east and west. Therefore, numerous documents and significant materials related to genealogy in Bosnia and Herzegovina, which represent the unavoidable sources for contemporary genealogical research, are found in large world archives outside of Bosnia and Herzegovina, such as those in Istanbul (Turkey), Vienna (Austria), Budapest (Hungary), Dubrovnik (Croatia) and others.

In addition, in various domestic archives in Bosnia and Herzegovina, the so-called "family collections" (funds) which represent a valuable primary source in genealogical research, are also preserved. These are the following archives:

- Arhiv Bosne i Hercegovine (<http://www.arhivbih.gov.ba/>)
- Arhiv Federacije Bosne i Hercegovine (<http://www.arhivbih.gov.ba>)
- Arhiv Republike Srpske (<http://arhivrs.org/>)
- Istorijski arhiv Sarajevo (<http://www.arhivsa.ba>)
- Arhiv Brčko distrikta (arhivbrcko@gmail.com)
- Arhiv Tuzlanskog kantona (<http://www.arhivtk.com.ba>)
- Arhiv Unsko-sanskog kantona
- Arhiv Hercegovačko-neretvanskog kantona
- Županijski arhiv Široki Brijeg
- Arhiv Bosansko-podrinjskog kantona
- Arhiv Srednjobosanskog kantona

Furthermore, significant sources for genealogical research are the censuses from the period of the Ottoman rule (1468/9, 1477, 1485, 1489, 1519, 1533, 1548, 1600-1604, 1851, 1876), Austro-Hungarian rule (1879, 1885, 1895, 1910), the Kingdom of Yugoslavia (1921, 1931) and socialist Yugoslavia (1948, 1953, 1961, 1971, 1981, 1991) as well as the last census in Bosnia and Herzegovina in 2013. In this respect, particularly significant are the census records books (*deFTERler*) and judicial protocols (*sijil* – court book of records) from the period of Ottoman rule. Also, register books of births, deaths and marriages represent very important sources for genealogical researchers in Bosnia and Herzegovina, as well as various documents that are kept in Catholic and Orthodox Church, Islamic Community and Jewish Community.

Selected books and publications as examples

Interest in genealogy research is currently growing. However, this remains individual research by amateur and professional researchers. Very little research is carried out by professional teams within professional and scientific institutions. Below are some of the publications which have emerged as a result of individual research:

Serdarević, Mevlida (2018) *Priče i legende bošnjačkih porodica – Mehmedbašići iz Stoca [Stories and legends of Bosniaks families - Mehmedbašić family from Stolac]*, Sarajevo: Art7; Kurt, Ahmet (2017) *Porodica Kurt iz Mostara: historija i rodoslov [Kurt family from Mostar: History and Genealogy]*, Mostar: autor; Čehajić, Raif (2014) *Naši korijeni: Od rodonačelnika do savremenika [Our roots: from the genus founders to contemporaries]*, Sarajevo: Sejtarija; Ždralović, A. Dževad (2017)

Odžački begovat u Skopaljskoj dolini: bibliografija – genealogija [Odžak bey's estate in the Skopaljska valley: bibliography - genealogy], Bugojno: Planjax komerc; Arnautović, Eldar (2013) *Rodoslov porodice Arnautović [Genealogy of the Arnautović family]*, Tuzla: Zavod za zaštitu i korištenje kulturno – historijskog i prirodnog naslijeđa TK; Bakalović, Husein (2010) *Naša porodica iz priča i sjećanja [Our family from stories and memories]*, Tuzla: PrintCom; Buha, Svetko (2011) *Porodica Buha – Prilozi za porodičnu monografiju [Buha family - Contributions for family monograph]*, Venecija: Udruženje porodice Buha; Veselić, Niko (2004) *Špionica u prošlosti i sadašnjosti [Špionica in the past and nowadays]*, Lukavac: autor; Gazibegović, Hasan (2004) *Familija Gazibegović u prostoru i vremenu [Family Gazibegović in space and time]*, Gračanica: Grin; Maglajlić, Alija (2004) *Zapisi jedne loze Maglajlića [Records of one lineage of Maglajlić family]*, Sarajevo: MAG Plus; Duraković, Himzo (2003) *Durakovići iz Malešići – rodoslov [Duraković family from Malešići - Genealogy]*, Gračanica: Monos; Felić, S. Bejdo (2001) *Felić – Porodično stablo [Felić - Family tree]*, Bihać: Grafičar; Alaupović, pl. Vladimir (1997) *Šest stoljeća Alaupovića [Six centuries of Alaupović family]*, Kiseljak: HKD Napredak; Glumčević, Mehmedalija, Glumčević, Ahmed (2010) *Porijeklo prezimena Glumčević [The origin of the surname Glumčević]*, Tuzla; Hasanbegović, O. Safet (1994) *Stabla što ljube nebo – 300-godišnja genealogija rasta i stradanja porodica Hasanbegović i Pašić: Avtovac-Mulji-Gacko [Trees that kiss the sky - The 300-year genealogy of the growth and suffering of families Hasanbegović and Pašić: Avtovac-Mulji-Gacko]*, Sarajevo; Jeleč, Ibrahim (2007) *Porodica Jeleč [Jeleč Family]*, Sarajevo: Izdavački atelje Duga.

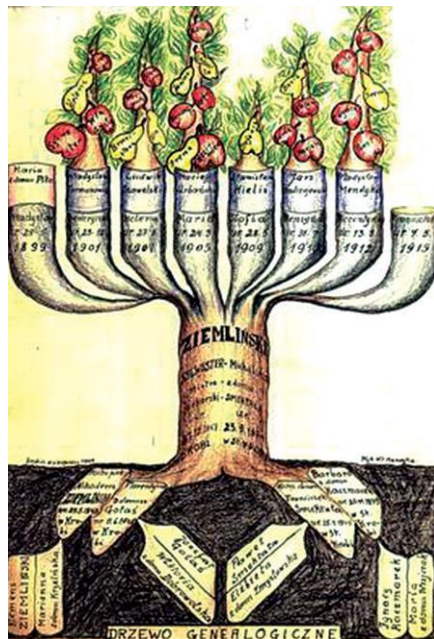
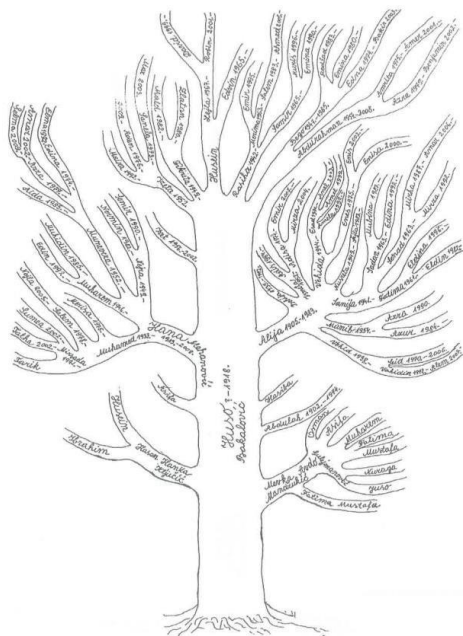


Fig. 3. An example of showing a family tree in one of the publications. Source: Bakalović, H. (2010) *Naša porodica iz privat archive of Mendyka's Family, Poland priča i sjećanja [Our family from stories and memories]*, Tuzla: PrintCom

Summary

Genealogy and genealogical research have always been dependent on cultural - historical and civilizational - political circumstances in various countries. This can be said for the development of genealogy in the countries covered in this paper (Poland, Turkey, Italy and Bosnia and Herzegovina). It is possible, by comparative analysis,

to identify different developmental lines of genealogy in each of these countries. In Poland, there is a long tradition of genealogy research and genealogical work in general through several phases. This has led to the development of a large number of institutions dealing with genealogy. There are genealogical societies and private clubs in all regions of Poland. This developmental line of genealogy in Poland has had ups and downs, ie. in some historical periods these studies were socially stimulated, while in the others (eg the communist period) they were fettered in the context of a search for the noble origins of some families. In summary, it can be said that genealogy is very developed in Poland and this is reflected in a large number of books, papers and conferences on genealogy and genealogical research, as well as research methodology. The development of genealogy in Turkey was largely determined by research into the Turkish race and Turkish ethnicity. In the contemporary age, there is the problem of an insufficient number of institutions which would deal with genealogy in a professional manner, and one of the most important genealogical research projects is directed to Turks living abroad and connecting them to their relatives. In Italy, genealogy is closely related to heraldry and the tradition of nobility. The tradition of exploring some noble families and their crests as their most important feature, dates back to the end of the 15th century and extends to the present day, and genealogical conferences have been held periodically since 1929. This phenomenon of connection ie. some kind of equalization of the noble's crests and the family tree has caused the occurrence of quasi-noblemen and some kind of deception. Currently, many scientific books and publications in the area of genealogy are appearing. There is no long tradition of genealogical research in Bosnia and Herzegovina. Some genealogical research has so far been presented within other studies in the field of history, ethnology, linguistics, etc. Recently, the first genealogical researchers and genealogy organizations have appeared. Also, that interest in genealogy interest has increased is largely due to the large emigration of many families from Bosnia and Herzegovina to other countries and the displacement of the population within Bosnia and Herzegovina during the war at the beginning of 1990s, in order to preserve memories of origin. What can be perceived as common characteristics of the state of genealogy development in all four countries is the following: the problem of specialized institutions and organizations in the field of genealogy more or less present, insufficiently developed scientific methodology of genealogy researches, a large number of researches are conducted in individual, private, amateur and voluntary manner, the interests into genealogy and genealogical researchers, for various reasons, are continually increasing in each country. In conclusion it can be said that the transnational cooperation among experts and amateurs in this field would be very important for the development of genealogy and genealogical research in these countries. In this context, our intention in this article is to contribute to possible cooperation in the field of genealogy between these four countries and beyond

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