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How Primary School Students Perceive Inspectors and Inspection Period

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Abstract  School inspection is essential for the educational achievements, and educators are inspected year at schools every academic in Turkey. Students are also affected by the inspection process while their teachers are examined by inspectors at class time. This study aimed to address primary school inspectors through the perceptions of the students, whose teachers were inspected during a class time. A 16-item open ended question form, which was developed by the authors, was conducted for the 60 5th-grade students who inspected. The data gathered were analyzed through qualitative methods. The data suggest that inspectors’ manner such as shouting, being angry, humiliating, scowling, being serious, controlling and taking notes, staring the students, and carrying and playing ruler in his/her hands frightened the students. Besides, the students liked inspectors who were friendly, kind, natty and well-dressed, and who made jokes, and used good communication skills. The results of the study are supposed to foster the essence of school inspection and, in consequence, quality of education.

Keywords: Inspection, inspector, perception of students, primary school.

1. Introduction

The mission of the Turkish educational system is to provide opportunities for everyone to self-actualize, and both school principals and teachers have great responsibility in educational activities. School principals provide the most appropriate environment for the educational activities, while teachers educate children. Hence teachers and school principals are supposed to work in collaboration at schools. Since they involved in the educational process, both teachers and principals might not realize mistakes or deficiencies in the education system immediately. Therefore supervising is needed for the schools to sustain attempts for qualified education. The scientific management
approach (Daughtry & Ricks, 1989, 9; Lunenburg & Ornstein, 1996, 5) claims that both teachers and school managers need to be controlled in order to do their job better. Hence supervising is an important part of school management, and qualified teaching practices needed to be examined by supervised professionals.

Educators are inspected instead of being supervised at schools in Turkey. Thus school supervision comprises two ways of inspection that are institutional inspection and course inspection. The school principals are examined in relation to their management acts by institutional inspection process. Inspectors observe and check everything to get answers for the question that “how human and stuff resources have been used?” during the school inspection. In addition, teachers are evaluated on account of their teaching skills, and inspectors observe teachers during their class time to examine their teaching qualifications during the course inspection period (Taymaz, 2002, 28).

Since school inspection aims revealing the most appropriate values and procedures of the instruction and teaching, it is executed in terms of educational goals. Besides, reasoning and practical intelligence is important for inspection. Reasoning has importance to determine educational purposes, while practical intelligence is needed by the people who have roles to perform these objectives. Besides, determining criteria for the task inspected, constructing instrument for measurement, measuring the process and the actions of the tasks, correction, and correcting the results with the employees have great importance in inspection process in schools (Bursaloğlu, 1994, 129; Başaran, 2000, 289). Firstly, a measurement tool is developed, then the processes and actions in the school are measured by the tool, and the correction phase comes after. Finally, the measurement tools and criteria are revised, and the inspection process is cycled (Gökçe, 2009, 76).

School inspection is performed by the inspectors charged by the Ministry of National Education in Turkey. Inspection regulations declares that inspection is aimed to determine whether plans and practices actualized or not; and to correct emerged deficiencies during the process; to identify strategies for ensuring the continuous development of the schools, and the educational staff. In addition, by inspection process educators are given suggestions about whether the practices are match with the goals, the resources, the principals, and the objectives that are framed by the law of education. Furthermore, by the help of inspection, educators can determine whether the practices are accurate, regular, efficient, economic, valid, and reliable. Besides, after an inspection period, educators can make comparison of the effectiveness of the actions according to the objectives of national standards and principles. Finally, inspection process gives guidance for deficiencies that can be satisfied, bringing
suggestions for change and development concerning mission and vision of national education system (MEB, 2005, 7). Hence, inspection process changes teachers’ educational behaviors, thereby the educational process directly. So, while efficient relationship between the teacher and the inspector is essential, it does not enough for powerful inspection. Because inspectors observe teachers with their students that are affected by both the inspectors’ and the teacher’s behaviors in the course time, during the inspection period.

There are many studies about the school inspection in Turkey. For instance, Yıldız (2007) examined the relationship between primary school inspector’s professional performance and burnout, while İşlek (2007) studied professional ethical principles of primary school inspectors by the view of primary school inspectors and teachers. Besides, Cantimer (2008) analyzed primary school inspectors’ mentoring roles in Sakarya, and Mulla (2008) studied human relations skills of primary school inspectors. He found that the school inspectors perceive themselves as having higher level human relations skills, while the teachers perceive them not. Finally, Demir (2009) examined inspectors according to the variables such as gender, age, professional experience, branch, graduated school, and their inspection grades of the last three-year, by perception of the teachers who are inspected.

As mentioned above, primary school inspectors are studied in different ways by the view of teachers, and the school administrators inspected, but not in the way of the perception of the students involved in the inspection process. This study aims to reveal perceptions of the students who are involved in but have not been examined about the inspectors and inspection process.

2. Methodology

This study aimed to show primary school students’ views of inspectors, and inspection process. Hence open ended question forms were conducted with the students inspected to examine inspectors’ behaviors with their perceptions. Then the behaviors of the inspectors that the students stated and frequencies of these behaviors were analyzed through qualitative method. The study consisted of 60 students who were inspected in 5th grades located in Ankara Turkey.

Open ended question forms with 16 items were used during the data collection. The question forms questioned observable inspectors’ behaviors, and inspection period such as; (1) Were you informed that the inspector would come to the classroom before s/he come?; (2) Did the inspector introduce himself to you after s/he come; (3) Did the inspector dealt with your teacher’s behaviors or yours?; (4) Did the inspector say something before leaving the class?; (5) What did "Inspector" remind you before s/he came to the
classroom?; (6) What did "Inspector" remind you after he left the classroom?; (7) Which behaviors of inspector scared you?; (8) Which behaviors of inspectors did you like?; (9) Did the inspector ask your name?; (10) Was the inspector lovely?; (11) How did the inspector call you?; (12) Did the inspector knock on the door when he entered your classroom?; (13) Where did the inspector sit in the classroom?; (14) Did the inspector speak to your teacher in a harsh tone of voice?; (15) Did the inspector sullen or cheerful?; (16) Did the inspector leave the classroom by farewell or without saying anything?

3. Findings

The students’ answers were analyzed by qualitative methods. The results show that high proportion of the students (n=51) stated that they were informed before inspection period and the inspector introduced himself after s/he came to classroom. On the other hand, very few of the students (n = 9) revealed that they were not informed before the inspection period. Most of the students (n=45) indicated that the inspector lefted the classroom by saying “Goodbye”, while 15 students stated that the inspector left the classroom without saying anything. Furthermore one-third (n=24) revealed that they realized the inspector’s interest, while little (n=7) stated that the inspector interested both them and the teacher. Nearly half of the students (n=27) imagined the inspector as a detective; 9 students stated that they were dreaming a ‘horrible man’; 6 students stated that they imagined the inspector as a “well-disciplined teacher”; and 3 students stated that they were dreaming a cartoon character “Inspector Gadget” before the inspection period. On the other hand, half of the students (n=30) used the metaphor “a detective”; while 4 used “a teacher who comes for observation” and 3 students use a “wise man” and a “tough guy” after the inspection period.

Nearly half of the students (n=26) revealed that they scared when the inspector was angry, shouted, and humiliated them, while one-fourth (n=15) students indicated that they frightened when the inspector scowled; and less (n=10) stated that the inspector was so serious, and they scared when the inspector was controlling and taking notes, staring them, carrying and playing ruler in his/her hands. Only few students (n=8) stated that they did not scared of the inspector. The students’ answers related to the inspector’s behaviors that they liked, revealed that the students like the inspectors because s/he was friendly, kind, like a teacher, natty and well-dressed. Besides, they stated that they liked the inspector because the inspector made jokes, did not shout them, said good-bye before left the classroom, and talked to them politely. Furthermore, more than half (n=33) indicated that the inspector asked their name while one-fourth (n=15) stated that the inspector did not. Finally, one-
fourth (n=15) noted that the inspector asked and used the students’ names, while nearly half (n=27) revealed that the inspector used finger points or words like “you, students, children, child, or friend” during any conversation in the classroom.

More than half of the students (n=41) stated that the inspector knocked the door before entering the classroom, while the others stated that the inspector did not. Besides, most of the students (n=49) indicated that the inspector sat the teacher’s table, while few (n=11) noted that the inspector sat at the back desk, and sometimes walked in the classroom. High proportion of the students (n=49) stated that the inspector talked to teacher softly and gently, and they identified the inspector as cheerful and kind. On the other hand, one-fourth (n=15) described the inspector as being sullen and having artificial smiles. Besides, half of the students (n=32) stated that their teachers was not troubled with the inspector, and did not changed his/her actions in the classroom during the inspection period. On the other hand, the other half (n=28) mentioned that their teachers was restless, and the teacher’s behaviors changed that s/he talked and acted more respectfully and politely to the students during the inspection period.

4. Conclusion and Discussion

This paper has shown that the students inspected were aware of the inspection, and they paid attention to the inspectors’ manners from the beginning to the end of the inspection period in the classroom. This study indicated that while the students imagined the inspectors as horrible, and frightening before they seen the inspectors, their perceptions did not changed after the inspection period. The teachers might be considered that affect the students with their negative feelings about the inspectors consciously or unconsciously. From the view of students, the inspectors are firm controller, authoritarian, and strict. Besides, they dealt with the teachers more than the students. This result contributes the inspectors’ bureaucratic roles and consistent with the scientific inspection approach taken over by the Ministry of Education in Turkey. Furthermore, these results contribute to the literature on scientific inspection. For instance, Savendra and Hawthorn (1990, 17-20) studied inspectors’ roles from the view of inspected ones, and described them as authoritarian, stylish-looking, and strict.

Results of this study revealed that inspectors’ manner such as shouting, being angry, humiliating, scowling, being serious, controlling and taking notes, staring the students, and carrying and playing ruler in his/her hands frightened the students. The inspectors might be or act this way because of their bureaucratic roles but they would be better take into consideration the students
feelings while doing their jobs. At the same time, the students liked inspectors who were friendly, kind, natty and well-dressed. Besides, they liked the inspectors because they made jokes, did not shout them, said good-bye before left the classroom, and talked to them politely. These results showed that some inspectors represent their rigid bureaucratic roles while some shows humanistic management roles.

This study renders that the students are affected by the inspectors and inspection period. Hence students should be informed about the inspection process before the inspection period, and the teacher should not affect the students negatively about the inspectors. Finally inspectors should be careful for the students’ feelings, and be polite to them while doing their jobs.

Consequently, inspectors work hard to check whether all educational activities are done properly for the qualified education that make students felt worthy in their lifetime. Hence, inspectors should behave properly to the students’ age and, perception levels as teachers, during inspection period.

References


The Correlation Between Reading Strategies and Failure

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Abstract It has been proposed that not only the knowledge and use of learning strategies are essential for learning and achievement but that various individual characteristics of learners influence their ability to be self-regulated and to act strategically during learning. Prior achievement, domain-specific knowledge, performance and regulation of tactics and strategies, and other cognitive and motivational individual differences are factors that affect learners’ strategic behaviors and their monitoring and control processes (Alexander et al., 1998; Pressley & Hilden, 2006). The present study aims at investigating the reading strategies of 30 underachievers in the English language teaching department. Moreover, it is intended to examine the pattern of relations between the strategic behaviors and subsequent performance in reading English plays. This study examines the the strategic behaviors “in action” qualitatively as they are easily unfolded during students’ engagement in reading tasks, including self-regulatory processes observed by two independent raters.

Keywords: reading strategies, self regulation, underachievers

1. Introduction

Several studies have consistently shown that students’ application of various categories of strategies facilitates engaged, self regulated learning and this may be directly related to their academic performance. There is powerful evidence from previous studies of the causal relationship between comprehension strategy use and comprehension (Gourgey, 2001; Pressley, 2002). Regarding students’ cognitive and metacognitive skillfulness, it has been claimed that this skillfulness makes a significant contribution to the development of students as learners and to their academic achievement (Alexander et al., 1998; Gourgey, 2001; Pressley, 2002; Pressley & Hilden, 2006).

2. Self Regulation

More specifically, before reading, a good reader is able to plan his activities from the beginning, the subgoals of action, the means, etc., through which he will increase the possibilities to achieve his ultimate goal. This means that good readers think and act metacognitively in advance. Once actual reading begins, skilled readers are able to distinguish important information or to skip
information that is not relevant to their reading goals, to predict what is coming up next, and to analyze and combine activities and information (Gourgey, 2001). Skilled readers while reading might also activate prior knowledge, generate questions, and pay attention to confusing or inconsistent points (Pressley & Hilden, 2006).

When good readers make it through a text once, they evaluate themselves to confirm that they understand and remember what they have read (Horner & Shwery, 2002). When the reader senses that something is missing from his understanding, this can motivate additional reading of the text and he might decide to read more slowly, deliberately reflecting on the text. Skilled reading is massively strategic, involving metacognitive processes and relating ideas of a text to prior knowledge (Pressley & Hilden, 2006). Good readers are skilled, active, and self-regulated before, during, and after reading using the repertoire of their skills and strategies to the full.

On the other hand, students’ failure to control and regulate their learning and problem-solving processes and limited strategic skillfulness have been associated to poor performance and learning problems (Butler, 1998; Gourgey, 2001; Jacobs & Paris, 1987; Oakhill & Cain, 2000). Several studies on good reader–poor reader differences in text processing suggest that poor readers fail to (a) conceptualize reading as a search for meaning, (b) monitor their comprehension to ensure that they are deriving meaning, (c) engage in strategic behavior to bring meaning when there has been a breakdown in comprehension, and (d) modify their choice of strategies to meet the varying demands of reading (Horner & Shwery, 2002). Furthermore, poor readers do not clarify adequately the relationships among the facts of the problem and they detect errors less often while reading in comparison to good readers (Jacobs & Paris, 1987). Poor readers tend to focus on a handful of strategies they use regardless of the particular reading situation and they have difficulties monitoring whether these strategies are working and evaluating their outcomes and the achievement of their reading goals (Gourgey, 2001).

Reading comprehension in a self-regulated fashion involves internal processes, such as strategic thinking, and more observable, behavioral indicators (Zimmerman, 1999), such as verbal and nonverbal indications of strategic action. An example is self-monitoring of reading; e.g., by interrupting the reading process, examining more closely the text, and deciding to reread it. Students’ overt behaviors during learning and problem-solving might be used by microgenetic methods to infer internal self-regulatory and thought processes (Siegler, 2006), such as the use of self-regulatory skills and strategies.
3. Method

3.1 Participants

30 (4 boys and 26 girls) students who failed in Drama lesson at the English Language Teaching Department participated in the study.

3.2 Design

Interviews, think-aloud protocols, informal observations, and document analyses were utilized during this three-week study by the two raters whose reliability was found to be .82. Paris and Paris (2001) reported that key strategies in reading are to make inferences, to answer content questions, to elaborate the meaning from the text, and to identify main ideas. On the basis of this literature, the participant students were examined in the following tasks: activating the background knowledge (one task), pinpointing the key words in the text (one task), characterization (two tasks), answering content questions (three tasks), literary devices (one task), recognizing the flaws of the hero (one task), comparing the characters (one task), discussing the theme (two tasks), and finally cross-cultural discussion of a theme (one task). The maximum score that one could obtain by summing up performance in the above tasks was 26 points. For the purposes of the present study, only the quantitative data were taken into account.

Structured Observation Form For Strategic Behavior

A structured observation form was used to assess students’ strategic behavior during reading comprehension. This is an instrument that includes the assessment of different behaviors as indicative of students’ thinking and employment of problem-solving strategies. Most of the strategic behaviors assessed were proposed by Zimmerman (1999) The behaviors tapped cognitive aspects of strategic behavior (behaviors 1–3, $\alpha = .92$), metacognitive aspects (behaviors 4–7, $\alpha = .97$), and regulation of motivation (behaviors 8–11, $\alpha = .95$),

1. Concentration—Perceives external stimuli but is not distracted by them
2. Analyzing and combining activities—Joining small parts resulting from previous activity to make a meaningful whole
3. Choosing between main and trivial—Methodically selects the substantial elements, ignores the trivial ones
4. Planning—Working with a clear plan, using time effectively
5. Monitoring of the activities—Examines closely the solution process, selects appropriate next step
6. Evaluating (in the discussion after the solution)—Offers evaluations after observing the outcome
7. Awareness of errors, adjusting intermediate aims—Is aware of errors and tries to correct them
8. Initiative (starts action on his own)—Shows initiative and high levels of self-activation, decides next step with no need for intervention
9. Working autonomously—Works autonomously, needs no intervention or reinforcement by the experimenter
10. Persistence—Works persistently in face of difficulties till finding a solution
11. Maintaining motivation—Effectively motivates himself and retains interest for the activity

4. Results

The means and the standard deviations for each behavior employed by the students are shown in Table 1.

Table 1. Descriptive Statistics of the Low Reading Comprehension Achievers

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Means</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>11.40</td>
<td>3.31</td>
</tr>
<tr>
<td>Concentration</td>
<td>3.05</td>
<td>.57</td>
</tr>
<tr>
<td>Analyzing character development</td>
<td>1.82</td>
<td>.49</td>
</tr>
<tr>
<td>Choosing main and trivial themes</td>
<td>1.85</td>
<td>.43</td>
</tr>
<tr>
<td>Planning the study of the plan</td>
<td>1.72</td>
<td>.51</td>
</tr>
<tr>
<td>Monitoring</td>
<td>1.81</td>
<td>.57</td>
</tr>
<tr>
<td>Evaluating</td>
<td>1.80</td>
<td>.41</td>
</tr>
<tr>
<td>Awareness of errors</td>
<td>1.89</td>
<td>.45</td>
</tr>
<tr>
<td>Initiating discussions</td>
<td>2.88</td>
<td>.66</td>
</tr>
<tr>
<td>Working autonomously</td>
<td>1.75</td>
<td>.59</td>
</tr>
<tr>
<td>Persisting</td>
<td>1.26</td>
<td>.41</td>
</tr>
<tr>
<td>Maintaining motivation</td>
<td>2.15</td>
<td>.46</td>
</tr>
</tbody>
</table>
Except for the awareness of their errors and having the ability to distinguish the most important themes from the trivial themes/subplots in the plays, students showed almost similar tendencies in the strategic behaviors such as focusing on the characters and literary devices (analysis), monitoring, initiating discussions, taking the thread and pursuing it. When they started to lose track, they showed demotivation and quitted giving their attention and concentration.

Table 2. Correlations Between Performance in Drama Reading Comprehension and Employment of Strategic Behaviors

<table>
<thead>
<tr>
<th>Strategies</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>.60</td>
</tr>
<tr>
<td>Concentration</td>
<td>.55</td>
</tr>
<tr>
<td>Analyzing/combining activities</td>
<td>.70</td>
</tr>
<tr>
<td>Choosing main and trivial</td>
<td>.60</td>
</tr>
<tr>
<td>Planning</td>
<td>.66</td>
</tr>
<tr>
<td>Monitoring</td>
<td>.63</td>
</tr>
<tr>
<td>Evaluating</td>
<td>.60</td>
</tr>
<tr>
<td>Awareness of errors</td>
<td>.92</td>
</tr>
<tr>
<td>Initiative</td>
<td>.55</td>
</tr>
<tr>
<td>Working autonomously</td>
<td>.75</td>
</tr>
<tr>
<td>Persistence</td>
<td>.72</td>
</tr>
<tr>
<td>Maintaining motivation</td>
<td>.78</td>
</tr>
</tbody>
</table>

5. Discussion

One aim of this study was to investigate the profile of strategic behaviors during reading comprehension in low achievers. The results of the study showed that, in general, students were relatively able to use a repertoire of skilled and strategic behaviors during their efforts to understand the given text, corroborating recent research that documents that students can be strategic at least to a degree in their school life (Perry, 1998; Siegler, 2000; Whitebread et al., 2005).

Low achievers, on the other hand, although they regulated adequately their motivation to the tasks at hand, they insufficiently employed the metacognitive and cognitive strategic behaviors to perform and regulate their efforts to comprehend the material. This finding is in line with previous literature on good reader–poor reader differences in text processing (Horner & Shwery, 2002; Palinscar & Brown, 1984; Pressley & Hilden, 2006).

As McCormick (1994: 59) suggests, students are often overwhelmed or intimidated because they may lack access to the cultural, historical, literary, or theoretical discourses that would enable them actively to construct meaning from the text. Yet students can be equally overwhelmed when teachers simply
“give” them the background knowledge they supposedly need to read and “comprehend” a text. Both ways of teaching can mystify texts by encouraging students to believe that they themselves are incapable of reading, understanding, and certainly analyzing texts, which appear to contain secret and specialized knowledge. It might be easy and comforting to blame students’ difficulties entirely on these misconceptions and bad habits, but while they clearly contribute to the problem, we must also take responsibility for disrupting these patterns. We need to provide alternative models of reading and writing, in part by making our own cognitive processes more visible to students, but as my discussion of students’ assumptions and habits suggests, we also need to guide students through the reading and research process more carefully. This will not only make the process clear, but it will also force students out of habits that hinder their learning. We can tell students over and over that the process is complicated and open-ended, but until we change what we ask students to do, they will fall back on those same habits.

We need to develop strategies to make our own and our students’ thinking processes visible. Students need to be able to hear and even see how we access, think about, and organize information, pose questions, and explore possible interpretations. But we also need to be able to see our students’ thinking, in order to provide appropriate feedback. This means that we should begin observing and responding to students’ work in progress long before they have written a draft of a paper and that our attention should focus not only on what they have to say but on how they develop their ideas. At the same time, students need to become aware of their own thinking processes. They need to learn to evaluate how well an approach works and adjust their thinking as they work—to reframe questions, to try another strategy for locating sources, to revise a conclusion in light of new ideas. Finally, we need to provide scaffolding, in the form of overt instruction, lists of activities, strategies practiced in class, or short assignments to guide students through the process. We cannot assume that students know how to develop a good question about a cultural text, or how to locate, select, and synthesize critical or cultural materials to help them explore answers. We need to engage students in the multiple steps of critical cultural reading as the course moves along, instead of expecting them to produce a finished essay in the middle of the semester, or even at the end, without teaching them how to do it. Further, we need to provide guidance and support to help them with the early steps, to help them refine their cognitive strategies and gain the confidence to work not only independently but also proficiently. Structuring students’ work in this way would also disrupt some of the assumptions and habits that limit students’ learning (Linkon, 2005: 258).
The findings of this study should be interpreted with caution, since they concerned a limited number of students belonging to a particular age group examined using a text with a specific content and structure and in a limited number of comprehension tasks. The limited number of participants also did not allow us to document thoroughly the reliability and validity of all the assessment instruments. The aims of the present study led us to develop our own instruments since it was not easy to find appropriate instruments to assess reading comprehension and use of strategies in a non-English language. Therefore, this study is best described as a pilot study in the domain of reading comprehension. Further research is needed with larger samples of various age groups and using a variety of reading comprehension tasks. It is also important that, in future studies, educational context variables, text variables, and student variables should be taken into account, such as texts with various structures and information level, students’ decoding and memory skills, prior knowledge, and level of verbal and general intelligence.

References


Six Case Histories Illustrating Perpetual Poverty in Indonesia

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Abstract Recent studies have shown that a “happiness index” correlates with economies that do not show excessive gap between rich and poor. In other words, even rich people cannot really be happy when surrounded by extreme poverty, no matter how strongly they ignore or deny such destitute conditions. Accordingly, we need methods of securing much better results from “throwing money” at poverty problems than have heretofore occurred. Some Achenese of my acquaintance feel that perhaps 80% of the tremendous amount of post-tsunami disaster aid was lost to corruption and thievery.

Keywords: Xenophobia, gotong royong, post-colonial mentality, money ethics, “Bantu Ibu”, communal conformity

1. Introduction

This paper presents a few of the technical obstacles to poverty alleviation, collected from my personal experiences living nine years in Indonesia. Our objective is to provide NGO’s or individuals some warnings of the security problems of their well-intended charitable efforts.

We need means of securing the safety of donors’ contributions as provided by Social Scientist judgments, rather than the collateral required for bank loans, which is simply not available to the vast majority of the poor and hungry of the world who are nevertheless strong, honest, and eager to work. In short, small amounts of capitalization, micro-financed, may be a more effective solution to the world’s poverty problems, than aid programs involving millions of dollars.

An overview of some of the Social Science problems as presented here would be: 1) money ethics, 2) “gotong royong” or village mutual assistance, 3) the “beggar mentality” and its derivation from colonial survival tactics, 4) “Bantu Ibu” (the felt need to stay at home to help mother), 5) xenophobia (“the foreign devil”, according to projective testing), and, 6) the role of IQ.
2. Case Histories

The following case histories are all based upon years of observation and interaction with the families involved. The study is justified by the extreme difficulties encountered in alleviating one of the perceived primary causes of terrorism, which is hopeless destitution.

a) My first observation concerns the ETHICS OF MONEY, a matter that is clear in the Sunnah (“way”) or traditions of the Prophet Muhammad (s.a.w.), and yet which seems unknown to Indonesia’s poor villagers. The ethic to which I refer derives from a Hadith (teaching of the Prophet, as distinct from revelation in the Qur’an) that states that money which is given to you must be used for the purpose for which it is given. Observing this single element of the Prophet’s Sunnah would render poverty alleviation so much easier and more reliable. The problem is, a certain Indo-Malay custom known as “gotong royong” often contradicts this Hadith in actual application.

A humble Javanese couple, Bapak Tin Harto and Ibu Sutini, had a single, very beautiful daughter named Artin. I picked up Artin’s school expenses when she was just graduating Junior High School in Yogyakarta and longed to continue to high school, even though her parents did not have the Entrance Fee, or the monthly school fees for that matter, which are no small obstacle for literally millions of Javanese children. There is no free public education in Indonesia, one of Suharto’s many crimes against his people.

The family lived in a traditional kampung house within Yogyakarta city, complete with a Javanese “pendopo” (guest pavilion) in front, in which they arranged Taraweh prayers for the neighborhood every Ramadan evening. Nevertheless, Bapak Hartin had no savings and a government servant’s pension that was woefully inadequate.

Eventually, Artin graduated high school successfully and I then promised her tearful mother that I would see her through until she had her college degree. So I identified a new, private institution in Yogyakarta that trained its students for employment in the media – radio and TV broadcasting in particular. I felt Artin would do very well in such a field. She easily passed the entrance exam for this course. An American Muslim who was known in Hollywood’s movie acting circles reviewed Artin’s photos and biodata and agreed to put her through college. He sent the first year’s expenses.

About this time, Artin’s father, who was very bored with his retirement, decided to try driving a taxi to earn extra money. Everyone begged him not to do so, as it was felt he did not have the character or skills to be a successful taxi driver. Indeed, within a few weeks, he was involved in an automobile accident that put him in the hospital.
Here is where their “money ethics” broke down. Without even asking my permission, Artin gave her entire first year of college expenses to her parents to pay her father’s hospital bill. In a single stroke, Artin’s college education was destroyed. This should not have happened. There were other resources in the family, which, with a little effort, might have paid this expense.

However, apparently primarily in order to avoid embarrassment, Artin’s parents more or less extorted her college funds to pay this bill, which had no part in my arrangement with the American donor. Pressures on Javanese children to care for their parents are universally intense, and Artin probably cannot be exactly blamed for sacrificing her only chance to move socio-economically upwards. On the other hand, social embarrassment is often a big factor in the breakdown of Islamic money ethics, which clearly require that gift money be used for the purpose intended by the donor.

Artin went to work as a housecleaner in a local hotel, and is now married with one small child, operating a roadside foodstall at the lowest level of Yogyakarta economic life. This in fact was exactly what her mother was doing when I first met Artin at age 14. There was absolutely no change in Artin’s destiny. At least, it can be said that Artin never again asked me for money. She understood full well the position she had put me in. Muslim donors should be aware of weaknesses in the Islamic ethics of their recipient communities in order to avoid such abortions of good intention.

b) My second case involves the consequences of ignoring “Gotong royong”, as mentioned above in the matter of donating cows (actually water buffalo) to a Javanese village rice farmer. This farmer did NOT spread our donations about the village. We gave him nine or ten cows for working the fields, as well as for breeding purposes. The main issue in his case was his loss of social status due to the gap between his growing wealth and the more or less destitute level of the other villagers, precisely because of his failure to practice “gotong royong” (which may also be loosely translated as “share the wealth”). He was ultimately forced to sell all of his cows save one, as mentioned. At least we saved him a bit of physical strain in his later years, but the end-use of most of the contributions collected on his behalf remains unknown.

The social balances of very-low-cash-flow villages are extremely delicate, and it would be very helpful for social scientists to study this issue and come up with policy proposals for charities who wish to operate among such communities. What we know from the case of Bapak Karjono, the rice farmer, is that you cannot safely give a poor farmer much more than his neighbors already have. Artin’s case demonstrates that funds donated to raise children to a level of education higher than their parents must be very rigidly controlled to avoid the danger of confiscation.
c) My third case study exemplifies a very pervasive problem in modern Indonesia, as I am sure it is in any self-perpetuating poverty area of the world, which is the “beggar mentality”. It appears that in order to plunder Indonesia’s inherent wealth for his own purposes, Suharto placed his country into a position of begging from the international community. How he did this is not the subject of our inquiry, however, one of its consequences has been to unlink economic reward from personal effort, a very dangerous departure from the Sunnah of Rasulullah (s.a.w.), which teaches that even carrying wood is better than begging for money.

Hartini Sulastri gave me a shy smile on a local train between Solo and Yogyakarta. That smile cost me years of effort and frustration. She was the fatherless daughter of a very sweet Ibu in Kampung Ngasinan near Solo, in Central Java. I used to take my breakfast with Hartini and her mother before my daily PhD fieldwork within the Solo Palace. Hartini was very faithful to her Javanese tradition of paying attention to older people. She often used to visit me, or accompany me shopping, and so on, with total propriety, exactly as a dutiful daughter might do. She said I was her only real father.

To make a long story short, together with my son in the USA, we paid off Hartini’s indebtedness to her neighbors (which was considerable) and set her up to trade in batik fabrics, one of Solo’s major industries. However, the income from this trading activity was seldom enough for anything more than the monthly price of meals. Another problem was that her mother fell and broke her hip, a problem common to old people. Since Suharto also failed to provide any safety-net healthcare for his people, the bills always came to me.

Then Hartini committed one of her cardinal sins against me personally (and not the only one of my charity recipients to do so), she married someone totally without consulting me or asking my permission, even though she had given me to believe that I was “as if” her true father.

Dilemma – what responsibility would I have to subsidize a marriage contracted without my knowledge? My answer was the Javanese answer, that is, none. Inevitably, my pity for Hartini’s wonderfully sweet Ibu caused me to relent, and my son and I continued to help, but always with the proviso that she ask her husband or his family for funds before asking us.

It was then that I began to recognize Hartini’s begging skills. Although I was later living in Malaysia, Hartini made sure she had a handphone and used it relentlessly to report her trials and tribulations. And her timing was ingenious. She always sent her little messages and prayers for my wellbeing at moments when I was most “down” or depressed with my own life, and this is one major reason I continued to care for her to some extent.

Indeed, this one example of a difficult charity project is only one of many symptoms of a whole cluster of problems that still await a professional analysis.
of what we might call the “post-colonial culture” syndrome. Aside from their endemic poverty, formerly colonized people throughout the world tend to resemble each other in certain evasive or indirect power tactics that are still in place and insufficiently understood. They behave as if the “colonial master”, or someone, still owes them a living. Such behavior may even border on pathological lying or betrayal of trust which derives from the difficulty of maintaining local privacy when surrounded by powerful, unwanted colonizers. Such prevarication may be no longer necessary, yet it has been deeply instilled in the behavior of the local people, even against outsiders who now wish to help them.

d) My fourth case study is Ismawati, a tragic victim of “smother love”, truly a major factor in perpetuating family poverty in Indonesia. Isma was another schoolgirl who needed help to complete her high school education, which I provided along with an Australian friend then residing in Jakarta. She was the eldest of six children whose father had passed away, leaving only an uneducated and unemployable mother to care for the family. In the end, we got Isma through high school and a six-month intensive English course. The English course was a compromise forced upon us by her mother who needed her to earn money as soon as possible and vetoed the idea of her going to college for four years. The English course did not help very much, although most Indonesians imagine that it might.

Later, when I was residing in Malaysia, I urged Ismawati to come to work in a local factory, by means of which she could help her mother and younger siblings in a much more substantial way than she could from the 300 ringgits per month she was earning by clerking in a Jakarta pharmacy, which, being Chinese owned, required her to open her aurat (discard the scarf and long dresses she had always worn until then). When she lost even this employment, like Hartini, she married someone her mother urged upon her. Ismawati might have married well, had she been more obedient to me, due to a startling set of clear blue eyes for which she cannot account. However, her mother chose for her an unemployable local boy who ended up fathering a child with only half a brain, the burial of whom was my last donation to Isma’s cause.

By means of this disastrous marriage, her mother guaranteed that Ismawati would never leave the country. In addition, the man had apparently married Ismawati on the expectation of financial help from a foreign “Bapak Angkat”, namely me, which I could have warned her against had she informed me of the marriage plan. After the defective baby was born and buried, with my final donation, the husband got mad and ran away. Nevermind. Isma still has her mother and her “smother love”.
Here again, my Islamic rights as an adoptive parent, namely, to participate in the marriage of my own daughter, were totally ignored by this otherwise Islamically devout family. Ismawati does not ask me for money now, although she stays in contact. Her mother, like Artin’s parents, has completely sabotaged any chance Isma might have had to raise the destiny-level of her entire family. She is now alone and unemployed, complaining of mice nibbling her toes while she sleeps due to leaky housing and the absence of governmental water supply or waste management infrastructure (another Suharto sin). There is no money to repair this house, and I refuse to sink further funding into the “black hole” situation of her mother’s stranglehold upon her.

e) My next nomination for this list of largely self-imposed obstacles to economic and social progress among the very poor, is “bantu Ibu” (helping mother). A former secretary to Indonesia’s Minister of Religion was confronted some years ago by the daughter of a certain “itinerant preacher” (da’i) under government employ, with the challenge to do SOMETHING about her father, who insisted that she and all her younger sisters remain at home to help their mother after graduating from high school. This ministerial secretary referred the girl to me, then in Malaysia.

This young lady, whose name was Ratna Fauziah, spoke English with such intelligence that I agreed to put her through college. I also warned her that she must retain her virginity until graduation, which she did, although not without much travail along the way. Midway through Ratna’s college career, her father, this so-called preacher or “pencerama” of Islam, abandoned her mother and family altogether and married a second wife, in a typical abuse of the polygamy option. So Ratna became her family’s only hope for success.

After continuing social and moral support, Ratna graduated with high marks in Information Technology and then married well, and now has a small family while working as a technical writer for a Jakarta company. Although her husband, like many of Indonesia’s male youth, is not stably employed, she neither complains nor asks me for more money. Her younger sister also graduated from college, and then of course the other siblings made every effort to meet this new standard in the family’s intellectual life. Ismawati’s younger siblings might have done the same, had she not been so thoroughly sabotaged by her mother.

I consider Ratna one of the minority of successes among my personal charity efforts, but it was achieved mainly by means of her personal “spirit” which correctly identified her father’s demand that she stay home and “bantu Ibu” as an evasion of his fatherly responsibilities. Ratna may have liked to have come to Malaysia for college, or perhaps even for marriage, but her father’s
orders to “bantu Ibu” still functioned as an obstacle. It often seems a thankless task, trying to make up for the cruelty of mothers, fathers, or corrupt leaders, toward their own people.

f) A “failure of spirit” can also account for much personal suffering, and this is my fifth example. We’ll call this obstacle “xenophobia” on our list, although every form of this fear can be overcome with a little spirit. This obstacle is very common in perpetuating poverty around the world, since a lot of richer people and their NGO’s are really quite kind-hearted but are thwarted by the suspicion common to lesser educated folk, and many third-world governments as well.

Endang showed up in an English class I was endeavoring to conduct at the Masjid (Mosque) Syuhada in Yogyakarta. She was eager and already rather clever in her English usage. She confided to me that she needed the English for Islamic outreach work, as she loved her religion very much. After a few weeks, Endang disappeared. As she was one of my best students, I visited her village on the outskirts of Yogyakarta city to find out what had happened. Her brother greeted me suspiciously at the door, sat me down in the living room, and then disappeared in the back. When he came back, he pushed in my direction a card with the name “Allah” written on it in big Arabic script. He approached me malevolently and more or less pushed me to the door and out of the house.

Evidently, I, the “foreign devil”, was being exorcized. I never saw Endang, although when I visited a neighbor to find out what was happening, I was informed she was sick at home and was in fact being treated by a psychiatrist. This did not make any sense. The village appeared to be prosperous and well-educated. They could not be referring to the girl in my class. So I asked the neighbor for the name of the psychiatrist and went to visit him the next day at Yogya’s main government hospital.

This man told me a frightening story. He did not even recognize Endang’s name. His case load was so huge, 70 or 80 young people, he could not remember them all. The family had requested sedation and he had prescribed it. I asked him if he had examined the girl. He said that the power of the Javanese family in these parts was such that parents could request such medication, and usually get it merely by describing their child’s symptoms. His case load was full of young people breaking down and treated in this manner.

Later that day, I consulted with a psychology professor at Gajah Mada University, who confirmed this psychiatrist’s assessment of the situation. She outlined five conflicting demands upon the Javanese young people’s loyalty and obedience: 1) Javanese village culture, 2) the Islamic mosque, 3) Indonesian nationalism, stringently enforced under the name “Pancasila”, 4)
liberal western-style campus life, and 5) the global culture as seen everywhere on TV, in the movies, and advertising. Since I did not have a formal “research” status at that time, this Professor advised me not to concern myself with these matters to avoid being thrown out of the country.

Here is a primary research need for social scientists. These five influences, which also operate here in Malaysia, are very often at cross-purposes with each other. One of the main theories of the etiology of schizophrenia was suggested by anthropologist Gregory Bateson, in his famous “double-bind theory”. Those who cannot cope with the conflicting loyalties and attractions of these influences, break down. We urgently need honest and forthright analysis of these cross-purposes. “Cultures of poverty” sometimes win out in these struggles, as in Endang’s case, in which her aspirations as a young Muslimah were in fact the struggle of her own personality to transcend her village background. Then again, sometimes village culture or Mosque culture comes to the rescue of wayward college students who have gone to the big city.

When I was visiting Central Java about ten years later, I met one of Endang’s village neighbors along Yogyakarta’s famous Jalan Malioboro (named after the British General Marlboro, whose triple consonants the Javanese could not pronounce in its original form). She said that after Endang had been forcibly removed from my influence as a “foreign devil”, she had been forbidden from further education, forced to give up her Muslim clothing, and still sequestered in the family home. In other words, her spirit had been completely broken. Village Muslims dared not interfere. And neither did I, even though I had foreseen trouble reflected in the three diamond-like tears with which Endang told me that she had been summoned to see her family about continuing her studies. What untold misery lay behind those shy tears.

What is the solution to such legal cruelty, in which this “family pressure cooker” enjoyed exemption from charges of medical malpractice, criminal negligence, or even intervention by government social workers? Endang had an older sister who had found perhaps the only solution. Her spirit had evidently been strong enough to run away and completely break communications with the village family.

3. Analysis and Recommendations

One of the conflicts which Endang had been unable to resolve was the use of her native intelligence, otherwise known as “IQ”, as against her exorcist brother and a grossly overworked psychiatrist.

MENSA International operates out of its headquarters in London, and is devoted to the identification and nurturing of human intelligence. The
measurement of IQ has resulted in remarkably invariant results over the past hundred years, which have nothing to do with education or memory. IQ may best be likened to computing speed, a genetic inheritance like skin color – your gift from Allah swt. Use it well, because its numerical value has no relevance on the Day of Judgment, only how you used it.

The tests used by MENSA are culture-free. They are all graphic, involving no language items at all. Therefore, they cannot be said to favor left-brain verbal skills. MENSA went quickly into the former communist nations when they opened up to the modern world. And MENSA also tried to come into Indonesia in the 1990’s.

Preliminary testing was done by London specialists whom I assisted in Jakarta, and we found a surprising number of high IQ’s in Indonesian village youth. They were often unaware of their capacities because of seriously inadequate IQ tests used by the local schools, or, more interesting to us, to cultural priorities on communal harmony and cooperation in which individual initiative is systematically discouraged.

Our understanding of IQ is still not matched by any persuasive research in these other so-called intelligences (EQ, SQ). We know, however, that if the quantitative difference in standard IQ scores is greater than 20 points, young couples may have communication difficulties after marriage, such as not recognizing each other’s humor, among other things. This is very stable data in an area in which EQ and SQ usually claim superior knowledge. We may say that, in the support of developing IQ resources, MENSA is equally sincere as many other well-intentioned NGO’s engaged in human resource development, and has many social upgrading interests as well.

To make a long story short, after we had begun our testing program, the government closed us down. The official excuse was that MENSA-Indonesia refused to subscribe to Pancasila as the national ideology. Indeed, MENSA is forbidden by its own constitution to ally with any such ideology. What we knew full well, however, was that the Javanese social class system could not allow identifying IQ in the President’s house maid that might be higher than his own. Our Indonesian experience suggests that IQ-phobia can be quite disruptive to economic and social development programs. However, under Indonesia’s more recent democratization, MENSA has finally been legalized and may be used for identifying and supporting newly emerging intellectual resources, whether rural or urban in nature.

4. Conclusion

In closing, I can only assert the absolute necessity of loving all these young people. However, here in Malaysia, I wonder what is becoming of the
manhood upon whom our Muslim sisters are taught to find their love and protection. It may be increasingly difficult to aid and succor young families in the face of the increasing dominance of women in university and professional life, due to the default of their men.

To end on a local note, the Malaysian Islamic University has explained the dominance of women students (now approaching 80% of the student population) as the direct result of an entirely correct refusal to discriminate on the basis of gender. In other words, if more women appear in our classes, it is because more women score higher on entrance tests. This phenomenon also raises urgent questions as to the relevance of our tertiary curriculums and methods. Where ARE the young men? They will always be genetically more or less 50% of the population, yet they are not appearing in Malaysia’s major universities. We need to know why not, and in order to assess this issue, we need a great deal more flexibility (and, dare we say it, less ego) in higher education ministries and administrations than is presently on display.

Education is surely the key to narrowing the poverty gap everywhere, and it is the intention of this paper to contribute in however humble a way to clearing the obstacles away from the life-paths of our young village children in their search for success in life, and in their very heavy burden of raising the destinies of their entire families.

Bibliography

E-Learning Tool as a Support to the Processes of Education

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Abstract This paper aims to describe the planning of a virtual class that, based on a collaborative learning approach, can through the integration of specific measuring instruments, allowing to evaluate both the quality of applications and the level of participation of e-learning students. The methods measurement of students learning seem in fact be the only true indicators of the quality teaching with technology. The objective of this work is, therefore, to define a model of quality evaluation of e-learning, easy to apply and to use, based mainly on the establishment of feedback channels between students and the teacher.

Keywords: e-learning, students, technology, virtual classroom.

1. Introduzione

La formazione online si basa su processi comunicativi sostanzialmente diversi da quelli usati nella didattica tradizionale e altrettanto diverso è quindi il metodo di valutare e monitorare un percorso formativo erogato in modalità e-learning. Diversi fattori concorrono a determinare l’efficienza di un sistema e-learning: presenza-distanza, livello di interattività, tipo di erogazione, qualità dei materiali didattici, ma soprattutto l’integrazione di speciali strumenti di comunicazione. L’integrazione di strumenti di comunicazione sincroni e asincroni è ormai considerata requisito indispensabile quando si progetta una piattaforma e-learning in virtù della nuova dimensione sociale del web meglio nota come web 2.0. Il termine web 2.0 coniato da (O’Really, 2005) sta indicare come il web oggi non sia altro che “un’architettura di partecipazione” ossia quel processo di creazione del web da parte degli utenti che scambiano e condividono le proprie idee in rete attraverso i nuovi strumenti di comunicazione. Nel campo della formazione on line questo cambiamento metodologico e tecnologico è meglio noto con il termine e-learning 2.0 usato per la prima volta (Downes, 2005) per sottolineare come le comunità di pratica in rete possano essere un nuovo modello di apprendimento grazie alle tecnologie Web 2.0. É quindi chiaro che l’utilizzo di nuove tecnologie di comunicazione comporti particolari strategie di valutazione ed analisi considerato l’elevato numero informazioni da trattare. Valutazione e

Oggi, esistono diversi strumenti di comunicazione e applicazioni in linea con il trend web 2.0 e social network che garantiscono un contatto continuo con l’utente e quindi un’elevata percezione del cosiddetto senso di presenza. È quindi importante dotare le moderne piattaforme e-learning con meccanismi per la valutazione di attenzione degli studenti. La ricerca proposta in questo lavoro si basa sulla progettazione di una classe virtuale dotata di strumenti di
comunicazione sincroni e asincroni in stile web 2.0, insieme all’integrazione strumenti di feedback per misurare il livello di attenzione degli studenti.

2. La Classe Virtuale

La Classe Virtuale proposta in questo lavoro è stata realizzata a partire dalla personalizzazione della piattaforma open source ATutor®. In particolare la scelta del Learning Management System da adattare è stata successiva ad una attenta fase di indagine volta a verificare il rispetto dei seguenti requisiti (Vovides et al, 2007):

- piena adesione allo standard SCORM in merito alla riutilizzabilità e condivisibilità dei learning object;
- soddisfacimento dei requisiti di accessibilità ai contenuti Web, nota anche come “Legge Stanca” (Governo Italiano, 2004), ed alle indicazioni del W3C;
- ampia disponibilità di documentazione e comunità di supporto all’installazione ed utilizzo del software;
- semplicità di acquisizione ed installazione dei software complementari (Di Lecce et al, 2008).

La piattaforma è stata fortemente personalizzata. Sono stati integrati nuovi strumenti di comunicazione. Gli obiettivi principali sono stati: rendere più coinvolgente l’esperienza di didattica remota (Persiano et al, 2007); dotare i docenti e gli studenti di strumenti per gestire attività in tempo reale (Di Lecce et al, 2009 - 4); implementare meccanismi di feedback che permettessero ai docenti di monitorare la qualità della formazione. A tal fine la piattaforma, già dotata dei tradizionali strumenti di comunicazione asincrona, è stata arricchita di ambienti per la gestione della comunicazione sincrona quali: WebTV, software di telefonia VOIP, pannelli per la somministrazione e gestione di questionari in real-time, chat, eccetera. L’architettura della Classe Virtuale è riportata in figura 1. In particolare si riconoscono:

- Gestore della Classe Virtuale: coordina e gestisce i servizi a supporto della comunicazione e della collaborazione tra attori del sistema
- Server Streaming: gestisce la trasmissione in modalità live dei flussi audio e video generati in modalità remota dai docenti. La configurazione del Server Streaming consente ai docenti di poter erogare le proprie lezioni in real-time senza dover accedere ad una sala di ripresa.
• Archivio della Classe Virtuale: è l’archivio che contiene tutti i learning object utilizzati nelle applicazioni della Classe Virtuale. L’accesso ai LO è garantito a tutti i docenti in modo da sostenere i processi di riutilizzo e personalizzazione (Fulantelli et al, 2007).

• Feedback Server: gestisce i servizi di monitoraggio continuo delle prestazioni dell’attività di formazione. È responsabile della gestione degli strumenti di feedback nella comunicazione tra studenti e docente.

Postazioni Studente: PC dotati di connessione alla rete Internet.

• Postazione Docente: PC dotato di webcam e doppio output video. Anche per la postazione docente è necessario l’accesso ad Internet.


La Classe Virtuale è dotata quindi di una duplice interfaccia utente, l’una dedicata al docente e l’altra agli studenti. La GUI Studente è caratterizzata dall’integrazione di cinque sottofinestre, nel dettaglio: un elenco di tutti gli utenti connessi; una chat arricchita di applicazioni VOIP; un display di riproduzione dei flussi audio/video prodotti dallo Streaming Server; una lavagna interattiva per la pubblicazione di informazioni e/o la

2.1 Integrazione di Strumenti di Feedback

La personalizzazione della piattaforma è stata condotta primariamente nell’ottica di definire un ambiente che fosse capace di superare i limiti che spesso avvolgono le esperienze di teleformazione. In quest’ottica sono state intraprese politiche volte alla misurazione della qualità dell’esperienza didattica. Sono stati analizzati nel dettaglio alcuni parametri, ed in particolare:

- **Accessibilità:** come già discusso, l’ambiente di e-learning e la Classe virtuale sono state implementate nel pieno rispetto della normativa in termini di accessibilità degli strumenti informatici. Come previsto dalle indicazioni in materia, nell’ambito delle disabilità non si vuole fare riferimento anche alla possibilità di garantire l’accesso alla Classe Virtuale a coloro che non dispongono di hardware, software e infrastrutture di rete di ultima generazione.

- **Controllo dei costi:** lo sviluppo della Classe Virtuale è stato realizzato ricorrendo esclusivamente alla personalizzazione di codice open-source distribuito con licenza GPL.

- **Gradimento di studenti e docente:** l’architettura proposta si basa sulle moderne tecnologie Web 2.0 e mira a definire uno spazio collaborativo nel quale, alla stregua di un social network, l’utente è parte di una comunità cooperante nel processo di formazione (Di Lecce et al, 2008 – 2). È noto che nella didattica tradizionale, parte della comunicazione è affidata alla gestualità ed all’espressività del docente oltre che alla partecipazione degli studenti. In quest’ottica la piattaforma è stata dotata di ambienti multimediali sincroni per la gestione bidirezionale della comunicazione.

- **Efficacia dell’apprendimento:** per favorire l’efficacia dei processi di apprendimento sono stati integrati nella Classe Virtuale alcuni strumenti di feedback tra la classe ed il docente. Il tentativo è quello di replicare quasi completamente il clima di un’aula tradizionale. In quest’ultimo caso un’insegnante può ottimizzare la propria lezione sulla base delle sue percezioni circa il coinvolgimento degli studenti. In risposta a questa esigenza, la GUI di cui dispone il docente è provvista di una serie di pannelli per la misurazione dell’attenzione/presenza/partecipazione del singolo studente (Zhang et al, 2006).
2.1.1 Pannello di Controllo della Partecipazione


Le informazioni fornite sono relative a:
- Numero degli iscritti effettivamente loggati alla sessione della Classe Virtuale. È inoltre fornito immediato riscontro degli assenti.
• Marca temporale delle attività di login di ciascuno studente. In questo modo, così come nell’esperienza della didattica tradizionale, è possibile individuare eventuali studenti ritardatari.

• Numero di strumenti di comunicazione utilizzati da ciascuno studente autenticato. L’obiettivo è evitare un utilizzo scorretto dell’applicazione. Ad esempio si potrebbe verificare il caso in cui uno studente è connesso allo streaming della WebTV ma non partecipa alla chat in real-time.

• Numero di astenuti e numero di studenti che hanno risposto ai questionari che il docente ha somministrato nel corso della sessione.

• Rapporti “risposte corrette/domande” relativi ai questionari proposti dal docente della Classe Virtuale.

• Avviso di disconnessione anticipata dalla Classe Virtuale ed indicazione dello username dello studente.

2.1.2 Pannello per la Generazione di Sociogrammi in Real-Time

Da un punto di vista sociologico la classe, sia essa virtuale o tradizionale, è senza alcun dubbio interpretabile come un gruppo che persegue obiettivi legati alla formazione. Come tutti i gruppi, anche la classe costituisce un ambito entro il quale si manifestano processi di socializzazione e integrazione tra i diversi componenti: docenti e studenti (Carli e Mosca, 1980). Uno dei limiti manifestati dalle applicazioni di teleformazione è la difficoltà per un docente di percepire la qualità e la quantità dei rapporti interpersonali che si manifestano tra i suoi studenti. Ad esempio, è frequente che nel corso di una lezione gli studenti possano parlare tra loro. Questo determina la comparsa di quello che può essere definito: “brusio d’aula”. Tali dinamiche si possono instaurare ad esempio se uno studente non ha pienamente compreso un concetto esposto dal docente o se ha avuto una qualche difficoltà nell’appuntare eventuali commenti o considerazioni e chiede indicazione ad un compagno (Govindasamy, 2002). In questo lavoro saranno prese in considerazione soltanto le relazioni interpersonali che si sviluppano all’interno di una classe per finalità didattiche.

Per sopperire alla difficoltà di percepire tali attività mediante interfaccia remota, il Feedback Server della Classe Virtuale integra uno strumento per la generazione di sociogrammi in tempo reale. L’applicazione è ad oggi in fase di test nella sua versione prototipale sviluppata con il software Matlab® (Di Lecce et al, 2009 - 3). Lo strumento ha lo scopo di analizzare gli scambi di informazioni che avvengono all’interno del gruppo (Delli Zotti, 1987). In figura 3 è mostrato il sociogramma realizzato nel corso di una sessione della classe virtuale. Il docente e tutti gli studenti che partecipano alla lezione sono rappresentati sul sociogramma. La rappresentazione grafica delle comunicazioni è realizzata a partire dall’analisi temporale degli interventi registrati all’interno della chat d’aula (Duverger, 1967). In particolare si distinguono:

- Flussi di comunicazione docente -> studenti
- Flussi di comunicazione studente -> studente
- Flussi di comunicazione studente -> docente
Il popolamento della mappa sociografica consente al docente di ottenere un colpo d’occhio immediato di come il gruppo sta interagendo nel corso della sua lezione. In questo modo potrà ad esempio decidere di richiamare l’attenzione dei propri studenti, qualora il sociogramma definisca una comunicazione molto intensa tra studenti durante l’esposizione di un concetto particolarmente critico.

2.1.3 Tecnologie per il Monitoraggio della Presenza

Un ulteriore strumento interfacciato con la Classe Virtuale è dedicato all'individuazione della presenza dello studente. In particolare è stato implementato ed integrato uno Student Presence Detector i cui elementi fondamentali sono:
- un rilevatore di distanza;
- un sistema di ventilazione controllata multiventola;
- un rilevatore di qualità dell’aria;
- un blocco di postelaborazione dei dati.
L'interfaccia tra la postazione studente e la postazione docente avviene utilizzando una semplice porta di comunicazione USB. I valori acquisiti dai rilevatori di distanza e di qualità dell’aria sono forniti in input al blocco di postelaborazione, costituito da un Fuzzy Inference System. Il software di gestione, comunicante con il Feedback Server della Classe Virtuale, permette di inviare un alert al docente ogniqualvolta venga rilevata un’assenza ingiustificata dello studente per un lasso di tempo superiore a 3 minuti (Di Lecce et al, 2009)

Figura 4. Student Presence Detector per la rilevazione dello studente. Il sistema si compone di un misuratore di distanza, un blocco di lettura della qualità dell’aria e di un meccanismo di gestione della ventilazione.
3. Conclusioni

L’ampio utilizzo di applicazioni e-learning ha determinato la necessità di condurre nuovi studi ed analisi per ottimizzare gli approcci esistenti. L’attenzione è stata posta sull’integrazione di strumenti di feedback nella comunicazione docente-studente all’interno di una piattaforma e-learning di tipo open-source. Si è cercato di ricreare, anche grazie agli strumenti Web 2.0, quello spirito d’aula che caratterizza la didattica tradizionale favorendo così un maggior senso di partecipazione al percorso formativo. Per valutare tale approccio sono stati condotti diversi test usando postazioni di prova, costituite da semplici PC dotati di connettività USB. La fase di sperimentazione ha coinvolto un gruppo di 12 studenti (di età compresa tra i 21 ed i 27 anni) del Politecnico di Bari ai quali è stato illustrato il funzionamento sia della piattaforma che della classe virtuale. Ciascuna sessione di test ha avuto una durata di circa 2 ore. Lo Student Presence Detector è stato installato sui PC in prossimità della sezione inferiore del monitor. La distanza dallo studente è stata fissata a circa 60 cm. Agli studenti è stato chiesto di utilizzare la piattaforma e di prendere parte a sessioni della Classe Virtuale della durata di un’ora. Per determinare l’efficacia dei meccanismi di Feedback, gli studenti sono stati invitati ad assumere un comportamento naturale, avendo soltanto accortezza di compilare appositi registri di assenza/presenza. Al termine di ciascuna sessione è stato somministrato loro un questionario di valutazione dell’ambiente presentato. I risultati dei test hanno evidenziato un buon grado di solidità del sistema che in questa fase di sperimentazione è stato volutamente mirato ad utenti di diverso livello proprio per verificarne la sua fattibilità e applicabilità in un percorso formativo on-line.

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A Study on Sources and Management of High School Principals and Their Views About Anxiety

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Abstract The research was conducted to examine impact of stress and anxiety on the high school principals and to explore their ways of stress management. The population of the study was all the High School principals District Kohat (Khyber Pakhtunkhwa). Five female and five male schools were taken as sample of the study. An instrument (questionnaire) containing 35 items was developed for the collection of data. Researcher collected the data personally. The collected data was analyzed in terms of percentage. Results of the study show that majority of the principals of high schools are under anxiety due to overload, long working hours, non-co-operative attitude of teachers, concern about education and marriage of their daughters. Some respondents responded that prayers and adhering to religious principles are the factors that bring comfort and relaxation.

Keywords: anxiety, stress management, attitude

1. Introduction

There has been considerable debate on anxiety among experts as to how to adequately define stress. If we say that stress is the level of anxiety produced by the individual we are left with the question of whether or not someone is under anxiety without being consciously aware of it. On the other hand, if we talk
about anxiety, we are confronted with the fact that not everyone reacts to the same situation in a stressful manner. Stress is with us all the time. It comes from mental or emotional activity, as well as physical activity. It is unique and personal to each of us. Without stress, life would be dull and unexciting. Stress adds flavor, challenge and activity to life. But too much stress, however, can seriously affect your physical and mental well-being. In the present era life is so complex and hard that its existence without stress is unthinkable. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous, or over-anxious.

According to Webster’s International Encyclopedia the meaning of stress is “in medicine, physical chemical or emotional factor that causes tension, whether physical or mental and may result in disease or malfunction.”

According to Palmer (1989) “stress is the psychological, physiological and behavioral response by an individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands which, over a period of time, lead to ill health.

According to Cambridge International Dictionary of English "management is the control and organization of something”.

There is no generally accepted definition of management as an activity, although the classic definition is still held to be that of Henri Fayol. His general statement about management in many ways still remains valid after eighty years, and has only been adapted by more recent writers, as shown below:’ To manage is to forecast and plan, to organize, to command, to coordinate and to control (Fayol, 1916).

Management is a social process …the process consists …planning, control, coordination and motivation (Brech, 1957).

The researcher considers that the principals are the key persons of the school; if they are stressful then the entire school management schedule will be disturbed. This study will be significant for those principals who are under high stress and they might benefit from the remedies how to reduce the stress for the effective environment of the school.

2. Review of Literature

2.1 Concept of Stress

We can define stress as “body’s non-specific response to any demand made on it”. Stress is not by definition synonymous with nervous tension or anxiety. On one side stress provides the means to express talents and energies and pursue happiness. On the other side it can also cause exhaustion and illness, either physical or psychological.
2.2 Importance of Studying Stress

There are several sound reasons for studying stress.

1. Stress can have damaging psychological effects on employees, health and on their contributions to organizational effectiveness. It can cause heart disease, and it can prevent employees from concentrating or making decisions.
2. Stress is a major cause of employee absenteeism and low turnover. Certainly, such factors severely limit the potential success of an organization.
3. A stressed employee can affect the safety of other workers or even the public.

2.3 Sources of Stress

Landy (1994) defines various factors of stress are:

1. Work factors (job factors).
2. Non-work factors (non-job factors).
3. Personal factors.
4. Organizational stresses.

2.3.1 Extra Organizational Factors

These factors include External Environment, Economic situation, Development of new technology and Political changes etc.

2.3.2 Organizational Factors

Organizational factors are Organization structure, Communications, Organization culture, Management style and Career development etc

2.3.3 Domestic Situations

a) **Home life** - upheavals at home due to family illness, care of elders, parents, unhappy marriage, debt problem etc are problems that can overflow into the workplace and adversely affect an individual’s performance and attitude.

b) **Outside social life** - individuals with a rich social life may find that work and leisure clash, especially if their work requires unsocial hours or availability at short notice.
2.3.4 Personal Factors

Individual’s perception of job, Ability to adapt to change, Motivation and Tolerance for ambiguity etc can be considered as Personal factors.

2.4 Some Problems That Stress Principals

Being a principal is a very stressful job. Principals put in long days, including evenings and weekend hours. They are responsible for the well being of hundreds of students, each of who has special abilities and needs. They lead what amounts to small corporations that are rated on their output (test scores). New mandates are frequently imposed on already high expectations. Add to that a mountain of paperwork and meetings, inquiries and complaints from parents, playground and lunchtime duties, and you have the potential for a huge amount of stress. But since stress comes with the territory, principals are also masters of dealing with it. They get pretty creative when it comes to finding ways to battle the stress that is "just part of the job."

- Political interference
- Parents’ interference
- Unscheduled transfer
- Unhealthy Environment
- Teachers’ personal jealousy
- Teachers’ irregularity
- Lack of in-service training
- Insufficient funds
- Domestic problems
- Teachers’ non-cooperative attitude

2.5 Techniques to Reduce Stress

All people feel stress sometimes but people react to stress in different ways. For example, some people might feel a lot of stress when driving, while others might find driving relaxing

- Take a Walk
- Plant a Garden
- Time Management
- Listen To Music
- Eat a Balanced Diet
- Take exercise
- Eating right—limit foods with fat, sugar and salt
- Learn Assertive Communication Skills
- Drink Green Tea
- Take a deep breath
- Close your eyes and resting
- Think of relaxing things
- Autogenic
- Journeying
• Talking to a friend about your troubles
• Meditation
• Change the things that cause you to stress
• Play Games
• Focus on the good things in your life!
• Self-Hypnosis

2.6 Islam and Stress Management

2.6.1 Ask Him. He listens: dua (Prayer)

Turn each anxiety, each fear and each concern into a Dua (supplication). Look at it as another reason to submit to God and be in Sajdah (prostration), during which you are closest to Allah. God listens and already knows what is in your heart, but He wants you to ask Him for what you want. The Prophet said: "Allah" is angry with those who do not ask Him for anything "(Tirmidhi)".

The Prophet recommended reading this verse, known as Ayat al Kursi, after each prayer, Allah’s peace and blessings are upon him. Once Ali, (May Allah be pleased with him), approached the Prophet during a difficult time and he found the Prophet in Sajda, where he kept repeating "Ya Hayyo Ya Qayyum", words which are part of this verse.

2.6.2 Remember That Human Responsibility Is Limited

While we need to carry out our duty to the best of our abilities, always remember that you don’t control the outcome of events. Once you have done your duty, leave the results to Allah. Regardless of the results of your efforts, you will be rewarded for the part you have played. However, never underestimate your abilities.

2.6.3 Leave The World Behind You Five Times A Day

Use the five daily prayers as a means to become more hereafter oriented and less attached to this temporary world. Start distancing yourself as soon as you hear Adhan, the call to prayer. When you stand ready to pray, mentally prepare yourself to leave this world and all of its worries and stresses behind you.

2.6.4 Seek Help Through Sabr

Seek help through Sabr and Salat (Quran 2:45). This instruction from Allah provides us with two critical tools that can ease our worries and pain. Patience and prayer are two oft-neglected stress busters.
2.6.5 Birds Don’t Carry Their Food

Allah is al Razzaq (the Provider). "How many are the creatures that carry not their own sustenance? It is Allah who feeds them and you, for He hears and knows all things (Quran 29:60)." By reminding yourself that He is the Provider, you will remember that getting a job or providing for your family in these economically and politically challenging times, when Muslims are often the last to be hired and the first to be fired, all is in God’s hands, not yours. As Allah says in the Quran, "And He provides for him from (sources) he never could imagine. And if anyone puts his trust in Allah, sufficient is Allah for him. For Allah will surely accomplish His purpose. Verily, for all things has Allah appointed a due proportion (Quran 65:3).

2.6.6 God Controls Life and Death

If you fear for your physical safety and security, remember that only Allah gives life and takes it back and, that He has appointed the time for it. No one can harm you except if Allah wills. As He says in the Quran: "Wherever you are, death will find you out, even if you are in towers built up strong and high!" (Quran 4:78)

2.6.7 Remember That Life Is Short

It’s easy to get caught up in our own stress and anxiety. However, if we remember that our life is short and temporary, and that the everlasting life is in the Hereafter, this will put our worries in perspective. This belief in the transitory nature of the life of this world reminds us that whatever difficulties, trials, anxieties, and grief we suffer in this world are, Insha Allah, something we will only experience for a short period of time. And more importantly, if we handle these tests with patience, Allah will reward us for it.

2.6.8 Do zikr, Allah, Allah!

"... Without doubt in the remembrance (Zikr) of Allah do hearts find tranquility"(Quran13:28)

2.6.9 Relying On Allah: Tawakkul

Once you have established a plan you intend to follow through on to deal with a specific issue or problem in your life, put your trust in the most Wise and the
All-Knowing. "When you have taken a decision, put your trust in Allah" (Quran 3: 159). Rely on Allah by constantly remembering Him throughout your day.

2.6.10 Connect With Other Human Beings

You are not alone. Muslims are not alone. We are not suffering in silence. There are millions of good people who are not Muslim with beautiful hearts and minds. These are people who have supported us, individually and collectively. These are individuals and organizations who have spoken up in defense of Muslims as we endured harassment and discrimination. We must think of them, talk to them, connect with them, and pray for them. Through our connections, we will break the chain of isolation that leads to depression and anxiety.

2.6.11 Begin the Day on a Positive Note

Get up early. Get up thanking God that He has given you another day.

2.6.12 Avoid Media Overexposure: Switch from News to Books

Don’t spend too much time checking out the news on the radio, television or Internet. Spend more time reading good books and journals. When you listen to the persistent barrage of bad news, especially relating to Muslims nowadays, you feel not only depressed, but also powerless. Cut down media time to reduce your stress and anxiety. It's important to know what's going on but not to an extent that it ruins your day or your mood.

2.6.13 Pray for Others to Heal You

The Prophet was always concerned about other people, Muslims and non-Muslims alike, and would regularly pray for them. Praying for others connects you with them and helps you understand their suffering. This in itself has a healing component to it. The Prophet has said that praying for someone who is not present increases love.

2.6.14 Make the Holy Quran Your Partner

Reading and listening to the Quran will help refresh our hearts and our minds. Recite it out loud or in a low voice. Listen to it in the car. When you are praying Nafl or extra prayers, pick it up and use it to recite portions of the...
Quran you are not as familiar with. Connecting to the Quran means connecting to God. Let it be a means to heal your heart of stress and worries. Invest in different recordings of the Quran and their translations.

2.6.15 Be Thankful to Allah

"If you are grateful, I will give you more" (Quran 14:7). Counting our blessings helps us not only be grateful for what we have, but it also reminds us that we are so much better off than millions of others, whether that is in terms of our health, family, financial situation, or other aspects of our life. And being grateful for all we have helps we maintain a positive attitude in the face of worries and challenges we are facing almost daily.

2.6.16 Ideals: one Step at a Time

Ideals are wonderful things to pursue. But do that gradually. Think, prioritize, plan, and move forward. One step at a time.

2.6.17 Efforts not Results Count in the Eyes of Allah

Our success depends on our sincere efforts to the best of our abilities. It is the mercy of Allah that He does not demand results, Alhamdulillah. He is happy if He finds us making our best sincere effort. Thank you Allah!

3. Research Methodology

3.1 Population

All the High schools of Kohat District comprised the population of the study.

3.2 Sample

Ten High schools (5 Male, & 5 Female) of District Kohat were randomly selected as sample of the study.

3.3 Research Instrument:

An instrument (questionnaire) containing 35 items was developed for the collection of data. The specific objectives are an appropriate and useful data-collecting device in a particular research work.
4. Results and Discussion

Data collected from principals of high schools was interpreted and results were drawn. After the results the researchers agreed that most of the principals were under stress. According to the data collection:

1. **50%** of the principals under stress due to political pressure for enrollment of students and also due to their transfer to a remote area.
2. **40%** of the principals were disturbed due to their low income.
3. **50%** of the principals were worried about the better education of their children and were also stressful for not having their own house.
4. **70%** of the principals were disturbed because of teachers' irregularity and their non-cooperative attitude.
5. **50%** of the principals were stressful due to parents' interference in their work (due to the pressure of parents they pass weak students), overwork and responsibilities of the institution.
6. Due to stress **50%** of the principals feel indigestion, high blood pressure and headache.
7. **80%** of the principals feel relaxation after discussing stressful situation with their friends and **60%** relaxation when they spend time with their family.
8. **70%** of the principals feel less stress when they offer their prayers and **50%** of the principals feel relaxation when they go on tour.

On the whole, the response of the principals remained unsatisfactory, but it is evident from the study that prayers give relaxation to them.

5. Recommendations

In the light of results and discussion the following recommendations were made.

1. Pay package should be increased so that the principals are able to maintain their social status.
2. The government should provide incentives for the principals and their children also. It has been observed that political people's involvement is not only the cause of stress but it is a great hurdle in teaching learning process. So, the involvement of political people should be finished by using the government rules strictly.
3. Job safety, security and surety should be provided according to policy provisions.
4. The government should also support them the facility of cheap education and special grant for higher education in the abroad countries.
5. Parents' undue interference in school affairs should be reduced.
6. The burden of over work should be mitigating.
7. Proper facilities regarding, staff, teaching, facilities, school environment etc should be duly provided.

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Recreation Sport and its Impact on Society

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Abstract
Today, the welfare indicators tend to increase the wealth and leisure, people spend large amount of cash for leisure, whose importance is now much greater than in any other period of history. Recreation sport has a great importance to man, which today extends its activities in the neighborhood, city and throughout the country. This shows that the acquisition of recreational sports will have an impact on society and removing them from the negative virtues doing so refreshing on a man and his health for his chores. Health problems of today have become more worrisome, because the automated activity, stressful life, work duration, not the healthy way of feeding the people, has brought a range of health problems ranging from children to seniors. This makes physical activity and sport to understand and take an important social value. Currently in the daily practice of sports movement have emerged into new trends as well as anywhere in the world to us. Desire and awareness of people is faced with the need for recreational facilities and sports facilities. Since in general in our country lacks these facilities (including those that have been altered) urged people form with payment and the first to embrace this new trend was exactly the gym’s fitness instructors who originally directed by the passionate sports field, the who should be commended. So, lack of public recreational facilities for the population made to bring forth a new trend, the trend of the fitness business, which practically is a beneficial activity for human health and they currently meet the shortage of public recreational facilities. Now understand that recreational sport, just enter the faculties and should go further and increase the hours of physical education for young people (schools) where there would be various deviations that occur now or later and will serve to avoid them. Many doctors and scientists shall raise even greater value recreation and involvement in a more healthy body.

Keywords: recreation sport, society, activity,

1. Introduction

Recreation sports as a subject has launched its beginnings sometime in the Sixties, today held in universities, as necessary for the application of physical education means that these recreational activities and sports to become part of man no matter which profession possesses.

Now with the rapid development of sports technology comes to the minimization of functions of human productive to say, from which the
development has physically smaller loads to give you progress and leadership functions in the work process.

The way of life and human work with other advances, humanity today has affected his state of bio-psycho-physical that is making you vulnerable.

2. Purpose of the Study

The purpose of this paper is that as professionals in this field, will try that little bit to contribute to the organization and development of recreational and sports activities with different age groups of our country. The primary purpose lies mainly in the summary of program information concerning the structure and analysis of recognition of work in recreational activities and possibly the permanent operation of such activities.

3. Definition of Sporting

Recreational word recreation comes from the word rec-reo-are, which means, again created, training, repetition, fun, etc. Today, some terms are used for recreation as recreation of the sport, physical recreation, physical recreation, recreation, physical training, movement recreation, leisure tourism, health recreation, recreation kinesiology or just recreate. Recreational sports, includes and involves all those who sense a need for movement, activity and body exercise, regardless of the body, age, gender, psycho-physical skills, etc.

This activity is organized recreational sport that deals in children of preschool age, school, youth, average age, old and even those employees working in organizations dealing with sport and recreation activities, recreation therefore deal with all those without Unlike age and gender.

In no sport recreation selection as non-recreational sports or primary results are not as active and competitive sport. Recreation develops psycho-physical and spiritual health in comparison with active sport, which not only develops and perfects them, but also other skills-physical specify the purpose of achieving much greater results in the sport. So the result is secondary recreational activities and most important is maintaining the same capabilities and conversion activities, relaxing, refreshing relaxing by eliminating the stress.

Between active sport and recreation and sport there are differences, and these differences can be: Sport and Recreation's organization strictly regular, but is more recreational sports activity as fun, soothing, relaxing, refreshing the body and what is more important as the maintenance of the human body in general, etc.. Active-amateur sport has hierarchical organizational composition, of lower to it the highest-school competitions, the rules respected and understood (accepted) by the contestants.
Also in the group of recreational sports and enter one of the many activities such as peace-running peace, run that gathers around hundreds of millions of people and the capital cities with dozens of countries around the world race for peace, while to us it known as the Teresa day a cross section of the massive support from the Federation of Sport to all that supports and promotes this recreation in different ways and forms.

Meanwhile, developments in sports practice are such that many practitioners require systematic scientific support and are willing to sacrifice economically to be exercised in good facilities and very good. From this syndrome have not saved the children, who are already encouraged by parents to a more systematic participation with no exercise, but with certain sports.

The realization of the objectives of sport for all as an integral part of national sports policy is achieved by those in the strategy detailed short, medium and long-term trend:
- The density and diversity of sports.
- The independence of the individual to exercise the sport.
- Attendance and knowledge of tourist areas.

4. Literature Review

Transformation of sports movement in a sweeping movement that aimed to:
- Establishment and recognition of sport movement as important national event that develops health, positive lifestyle changes and impacts directly on the prophylaxis of a variety of diseases of the central nervous system and cardio-vascular peripheral.
- Sports included in the value of national culture.
- Sport for all
- Sport for children
- Sport in school
- Sport for people with physical disabilities and mental
- Sport competitions and high quality sports
- Improving the training methodology in all aspects of sports activity.

Century 21 is returning to the sport and therefore models that are aimed at our society such are that they are responding to the society and this is done by stimulating individuals skilled, visionary and civil courage, who are preparing platforms such work, which directly influence the lifestyle of youth, but others who have health problems.

So watch above and added below the appropriate term recreational physical sport is not active. According to renowned author of recreation Lamis, Relac M, said, recreation means the total human activities outside his profession, protected by the attachment, have brought to thee for developing
and maintaining the human-physical spiritual and maintaining vitality, holiday
the update. History shows that recreation as a social concept has been
developed in capitalism, in the process of working time when labor
productivity is increased by the workers. Recreation or sport or recreation for
the entire sport (sports for all), gathers and engages all those who have and feel
a need to deal with exercises, games or bodily movement, without distinction
of age and gender.

With recreation are also organized and taken workers in organizations
working in different countries citizens recreational sports. Recreation is not
organized as a federation of other, respect the rules of the game, and these
rules are not strong.

The planning of this activity should be watching some factor such as
sports grounds needed for the player and the competition, then the
professional staffs-recreational sports in order to guide and assist people who
wish to deal with this sport and the interest that people be collected and deal
more with the sport.

But our population has enough features to improve conformity with
European achievements, which are:
• Age group 5 to 29 years is organized in the school curriculum.
• Youth education is about 30% of the population, the highest in Europe, or
the age of 0-49 years amounts to 79% of the population.
• Youth education has responded, 92%, positive participation in sports teams
pay.
• Natural climatic conditions are the most favorable, about 300 sunny days a
year.
• Application and practice of new sports, especially water and mountain.
• Our nation has bent and desire to socialize.
• Meanwhile, we must say that to most practitioners of physical exercises are
not organized sports associations, sports clubs either, but the other
independent. Membership in sports clubs is a very good experience and
widespread across European countries, but to us this is not known. Ignorance
and poor organization of clubs in our country are such that they have difficulty
making informed enough to volunteer activists and practitioners of the sport.

It should be remembered that the distinction between competitive sport
and recreation that is no selection and the results are not as important as
competitive sports, but more entertaining. Result in secondary sport and
recreation is the primary outcome is to achieve as well as the effect of the
physical health as well as that of spiritual satisfaction.

The purpose of making the sport recreation (recreational physical
exercise) are essentially in the movement, satisfying, fun, a better functioning
of the organization and socialization of people involved with this sport.
Conclusion

Recreation sports should be up to her vast knowledge of the population and its impact in making it. Let's hope that by taking the recreational activities and sports, will try to arrive at an affirmation, development and real progress in the field of sports and recreational activities.

So,

• contemporary life of the population today has not only very good but also to those goods have also come to change his life, and this difference is the lack of recreational and sports activities.
• central and local government structure is not organized enough. The low level of representation and deficits in coordination are the reason for the appearance of especially the low level participation.
• The absence of conception of capitalist socialization. Still being argued in a combination of past experience with Euro-Western.
• The absence of sports facilities and their occupancy rise buildings. Even those facilities that are destined for sports are not maintained.
• Managing the sport is at the lowest potential.
• Sports Lotteries conduct their activities outside the European precedents. Therefore, this change to edit and do the best for us and others around us.

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