

The sociological knowledge and problematic behaviors' prevention

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Abstract

This paper aims to highlight the importance of sociology knowledge in students attending teaching Master Program, specialists in education, experienced teachers, as well as high school graduates who study sociology in high school. The issues discussed involve not only the role of teacher on recording and straightening such problematic behaviors but even the ways of changing the situation on the future.

Phenomena such as: culture, subculture, ethnicity, religion, race and gender diversity, prejudices and discrimination which derive by these kinds of diversities; inequality of social strata, the understanding of social role, cultural norms practicing and their respecting are present in our schools environment. These are reasons why teachers and students must have information about above-mentioned phenomena. Ministry of Education and Sport must add Sociology as a subject of core curricula of high school and teachers programs' studies.

Keywords: Sociological knowledge, problem, behavior, prevention.

Introduction

The situation faced during class at one of the high school's in Tirana motivated me about this paper. The second deviance is called on sociology the situation hereinafter (Dervishi, 2010):

Students made fun of their friend, because he/she was slow and fat. They called him "plodding". This boy started missing classes and pretended he was able to do whatever the others used to do. He became friend with slim classmates.

Discussing with other colleagues, I heard about other similar cases. I prepared a lesson plan study in sociology's framework; as far as this subject is part of high school curricula. I had developed conversations with different teachers of different subjects. Most of their discussions were focused on social topics. Teachers were free to treat such topics on educative classes or different activities organized as part of extra-curricular activities.

During our discussions, we often used to compare the faced cases with other studies such as "Living with demons of conflicts" by Dervishi (1997). Then I prepared a questionnaire. It was presented by 130 different teachers, 200 teenagers, and 300 professionals from universities of all around Albania which compare their present behaviors with their past ones. They used to present examples of their own or their friends' life. Most of the examples were the same regardless place, schools or areas where they filled out the questionnaire. Teachers and students shared their experiences of their past followed with needed explanation.

Results

Zenelaga and Zhiti (2016) in their study emphasize that subjects such as sociology, education sociology as well as other sociology subjects have not a well-considered place at curricula for preparing teachers of university. They emphasize that:

- education is the social unit which produces and reproduces important social elements for the society such as social solidarity, morality, etc;
- The sociologists discuss the importance of value on a sustainable society and the role of schools on transmission of such value to students. They believe that education give the possibility to the children learning the social rules which contribute on social function;
- A teacher must have sociologic information because sociology helps on knowing the roots of social problem. It helps on expanding the ability on valuing the social individual and group dimension. The sociological information makes them aware of all functions of social institutions like: family, school, media etc. The sociological knowledge helps teachers to be open minded, tolerant towards diversities, less prejudiced and more cooperating with inside and outside school actors.

According to Lemert (2010) people can change their behaviors if they mark it as deviant behavior. I've been a sociology teacher for 17 years. My experience is part of the study. All my colleagues used to be part of the qualification trainings and seminars offered to them; teachers from all around Albania used to share their experiences during official meetings. The situation is almost the same except the lightening effect of new entry in Tirana.

Participants on the focus group stressed that students with problematic behaviors especially at city schools represent family with social economic problems, or are forced to work; students with alcoholic parents; students with uncontrolled friends or divorced parents. The class and school situation are not excluded. Participants conclude on resetting sociology subject as a part of main curricula; this as need of cultural norms, cultural values, respecting diversity's culture and different ways of thinking education.

There were 30 teachers as part of this discussion. They were the most qualified teachers from rural and urban areas such as Tiranë, Shkodër, Vlorë, Elbasan and Fier as well as 10 students of Master Program of teaching level. They were part of the questionnaire too. The issues above were discussed with them. The results are almost the same as the results of the study mentioned before:

- *First:* Sociology helps on knowing the roots of social problem. It helps on understanding the reasons and effects of social problems. A class teacher must know and respect the social value.
- *Second;* Sociology knowledge helps everyone, especially teachers on expanding the ability of assessment of the social individual and group dimension as well as make them aware of the functions of social institutions like: family, school, media etc.
- *Third:* sociological knowledge allowed us to see world through new lenses, world to which we all belong to. The sociological knowledge helps teachers to be open mind, tolerant towards diversities, less prejudiced and more cooperating with

inside and outside school actors.

Problematic behaviors are embarrassing because reduce the teaching time and effect the others' behavior. These represent 0.1% of all students.

The questionnaire was designed based on the issues above-mentioned. High school students, teachers and university master program students filled up the survey. High school students were representative of ten high schools in Albania. High schools were selected based on criteria like: representative students of public and private schools; Schools selected were well geographical represented, meaning center and suburbs' schools; Schools of different results students' level; representative of different social psychological, economic, culture as well as gender ratio. 130 teachers of high schools were part of the research too. The teachers were asked to give their opinion about the different questions of their everyday day life. University master students were asked to answer and share their opinion handling the mentioned situation.

All the statistical data collected, helped on the analyzing and comparing the results with different theories such as deviance theory on the role of sociological knowledge. During the analysis on deviance, the students learn about the relative character of deviance naming it as "behavior defined by people". Social, historical and cultural circumstances define our behaviors if it is a deviance behavior or not (Dervishi, 2010).

Jean Paul Sartre says that, we seem to be what others wanted us to be, not what we really are (Sinani, 2006). Problematic behaviors are shown more at male students than female ones. Here are some reasons:

- Female aren't conflicting even when they aren't treated equally;
- Boys aren't good on learning process;
- Female read more than boys;

During 90's, uncontrolled and unplanned demographic movements broke in Albania. Problematic behaviors are noticed at schools because of the heterogeneous subculture ethnic groups created. The gossips' level was increased. People used to call each other by "nicknames" such as: "*malok*" – meaning people coming from mountings; "*çeçen*" – meaning non organized people – people coming from north or south of Albania were called such names.

People coming from around Tirana or Durrës had different names such as "*katundar*", "*nar*" while boys with large and rare front teeth were called "*çakall*". Confident type of children and systematic study children were named "*debil*" while boys who take their school bags every day at school were named "*mummy boys*". High school students, who frequent library and study every day, were named "*peskop*".

A lot of misunderstandings on communication were present. High school students make a lot of jokes. The eleven grades students couldn't like some jokes because they don't know and they aren't comfortable with each other. Here is one of the answered given: "*how can you joke with me?... go and share such situation with your sister...*" Here another case: During festival class discussion at one of Tirana's high schools boy from (a small town in Albania) insisted on his opinion. *He was offended by a friend who called him "don't become çeçen". The boy from Has got offended. Others try to interfere and calm down the situation by saying: he didn't name you çeçen, meaning you*

aren't but don't be the one.

Tolerance space is present too. Some people think it is indifference, but as a matter of fact it's respect for the others. That kind of tolerance is seen among teenagers.

Intolerance faces different ways of thinking. The other person is seeing as intimidation than stipulation for my presents. Missing communication on cooperation with people that have different opinions in our Albanian society is followed by high level of social neuroticism, conflicts and criminality. The pluralism came "from above" in Albania. Even the other changes were product of big politic changes.

Parents try to protect their children from such phenomenon like: increased divorce number or prostitutions. They strongly monitor every behavior model and different thinking statement of their children. At this situation, especially they observe their daughters clothes and free time.

Some students try to hide the conflict with their parents by pretending safe dignity. A female from Kamza said:

Some female friends on my class usually come to school without eating breakfast. They try to save food money for better clothes. They are able to resist poverty, hunger, but not words that poke their dignity. Even they live on difficult economic situation, up to 12 family member, they study hard and aspirate to go ahead university. Some girls prefer to continue education far from their living family, moving from periphery area or villages because in this way they can avoid the conflict with family members.

Teenagers often are conflicted with each other. Female teenagers seem to show less deviant behaviors then boys. If they are in conflict with their families they are quiet at school, even when they face inequity behavior. They parents don't let them in their everyday life. One of the students says that every day happening a lot of hassles along with classmate. Some of female friends act like boys and we name them "grifsha". They answered right away as soon as someone says something to them. Girls are less involved on problematic behaviors because are more focused on studies. They have less free time compare to boys to be part of different conservation inside school. 6. 79% of interviewed high school students on 1997 declared that aren't shame if something undesired happened. Almost half of them feel embarrassed in front of their classmate or "gossip agency".

New interviewed people express the same concern. They mention almost the same factors such as incorrect competitions, narrow mindedness about behaviors, dressing, body shape, religious faith, village family origin, misunderstanding cases, jokes etc. Majority of the interviewed value the smartness, correctness, courage, honesty, education plan, the way of communication etc.

The relationship teachers – students

Virtual communication stimulates deviant behavior to youth. Communication among human is waning and bare people from humanism. A lot of examples from everyday life show the effect of misunderstanding of virtual communication between teenagers on the street (teachers told for a13 years old harrow an 18 years old one about a Facebook debate). Travis Hirsch on his social control theory says that people behaviors are affected from different factors in their everyday life. Some of those factors are:

- Social connection: if those connections are weak open the road for behavior deviant.
- Possibilities: the tendency for personal carrier push on respecting the rules.
- Commitment: work time, studies, creative work . . . hinder the deviant behavior.
- Confidence: respecting the moral and tradition avoid deviant behavior.

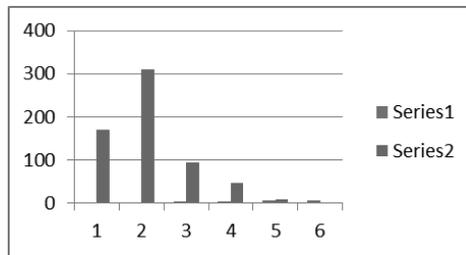
Rules and moral norms force people to remain inactive for some activities in their everyday life. Confident on the moral value that society decided on its organization as well as fear of penalize from opinion. This internal control helps on keeping normal functions of society. At the other side, family, school, religion, close friends, social agencies accomplish their functions through outside factors.

The results of the teachers, senior students and professional master students for teaching subjects as sociology, literature, math, history and geography in tables and graphs.

There are 630 respondents: 130 teachers, 200 teenagers and 300 professional master students for teaching.

Table and graph no.1: The role of sociological knowledge on problematic behaviors prevention.

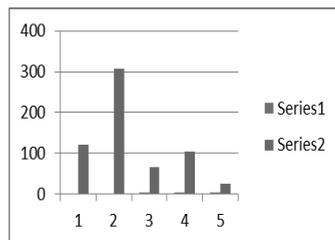
1	170
2	309
3	95
4	46
5	9
6	1



- 309 of them think of this role connected with the identification of causes;
- 95 of them think of this role connected with the dimension of being citizen;
- 46 of them this role connected with the early diagnosing;
- 9 of them this role connected with reduce the prejudices;
- 1 of them didn't answer.

Table and graph no. 2: The role of sociological knowledge on different agencies of socialization.

1	121
2	307
3	65
4	104
5	25



The results:

- 121 of them think of school;
- 307 of them think of family;
- 65 of them think of media;
- 104 of them think of opinion;

25 of them didn't answer.

It is notices an increased level of roughness among classmate teenagers, teachers and parents. It is increased the specter of the problems and tendency to attract others' attention by creating uncomfortable situations. Often, these situations degrade on violent conflicts.

Conclusions and recommendations

- Sociological knowledge is necessity since early education age of children.
- Missing sociology subject on high school on main curricula brings up missing necessity information about socialization and avoiding deviant behavior.
- Ministry of Education must add sociology subject in the core curricula of high school and Teachers Programs studies.

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