

DENSE CONFLICTS AMONG YOUNG ELBASAN HIGH SCHOOL STUDENTS

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Conflicts between adolescents in high schools are not a previously untouched topic, but studies related to this problem seem to be somewhat oblivious. Conflicts, acts of physical violence, and especially verbal violence among high school students of our society, have increased in recent years. Teenagers in these schools have become more aggressive and violent. Adolescent conflict with parents, teachers, and with each other at school has become a phenomenon that poses the typology of today's teenagers.

This study was undertaken for the recognition, treatment and identification of this problem, as well as for determining the ways and means for resolving conflicts between adolescents and teachers in secondary schools, young people and their families. The study showed that conflicts are diverse, specific, and the main sources of conflict in our schools today are many.

Meanwhile, the study enabled us to identify as the main road to overcoming conflicts among adolescents with each other, with teachers and parents compromising, confronting, interceding, and so on.

The study was based on field research and analysis of data obtained from the survey of a sample of 500 high school students in Elbasan, who were randomly assigned.

Those schools were selected from families from rural areas and adolescents with different psycho-cultural backgrounds. The instrument used to obtain information was a questionnaire with open and closed questions.

Key words: conflict situations, teenagers, parents, families, teachers, pupils, school and family settings, western culture, intolerance etc.

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Purpose of the study: Identification of types and analysis of the causes of conflicts encountered among adolescents, their teachers and their parents as well as finding ways to solve them.

Hypothesis: Identifying and finding the most effective ways to resolve conflicts in our schools is a very important problem of our education system.

Objectives of the study:

1. Identify the types of conflicts most frequently encountered among adolescents.
2. Analyze the causes and consequences of interpersonal conflicts among high school adolescents.
3. Define the most appropriate ways and ways to discover and manage the diverse conflicts encountered among young people and teachers in our secondary schools.

Research questions:

1. What are the motives for conflict between pupils and teachers in the high schools in the city of Elbasan?
2. How are the learning outcomes achieved by students in the relationships they have with their teachers?
3. What is the connection between conflicts and such socializing agencies, such as family, school, etc.?
4. What are the ways of conflict management in secondary schools among young people?
5. What are the main actors interacting in identifying and managing the most efficient conflict in secondary schools?

Methodology:

One of the sociologists who has paid special attention to the issue of the method of study in sociology is undoubtedly the most famous French sociologist, Emil Durkheim. Given the character of sociology, its unity as empirical and theoretical science, we conclude that its methodology is a unity of descriptive and implementing methods, namely, the unity of inductive-deductive methods. Therefore, determining a more efficient study method, finding a reliable technique and instrument has been the focus of this study.

For the realization of this study, quantitative methods were used, whereby 500 surveys were conducted with Elbasan high school students. The questionnaire contained a variety of questions, including free and structured ones, which provided the most responsive alternatives.

Champion

For the purpose of the study, the method of deliberate sampling was used in the study of high school students of the city of Elbasan, such as: “Dhaskal Todri” high school and “Konstantin Kristoforidhi” and high school students in the suburbs of Elbasan, such as: “Ahmet Dakli” high school, “Mahir Domi” in neighborhoods “11 Nëntori” and “5 Maj”, where more students came to their families over the last two decades, mainly from the areas rural and small towns, part of the district of Elbasan. Being selected according to such criteria, this champion generally represents Elbasan high school students.

Entry

The problem of conflict in all aspects of the activity and life of different social groups, individuals, cultures, and sociological studies has been prioritized, especially in the last thirty years. One of the most prominent contemporary scholar Daniel Shapiro writes that conflicts are inherent and present in every man's daily life and life and in himself. The study of conflicts according to him is an important part of the research of every human activity (Shapiro, 1997:35).

The history of society proves that conflicts are as old as humanity, their existence is as ancient as man's existence. Recent developments prove that conflicts are also characteristic of modern societies. Conflicts are part of life, they are life events. Man is a social being and can not be understood without this context, which makes people alike and different from one another. “The school is a social institution” (Dewey, 200: 15) Achieving change in school is successfully accomplished if problems are treated as phenomena.

Conflicts are expressions of opposing interests. They appear when two people want to carry out actions that conflict, contrary to one another, so they are mutually contradictory. According to Kinard, “the conflict can be defined as an emotional or physical struggle that arises when two or more people compete for the same resources, activities or purposes but when only one can reach them at the expense of another” (Kinard, 1988: 303) This definition can be extended to different groups where they represent the parties to the conflict.

Recent events in our society show that conflict with parents in the family and teachers at school has become a common phenomenon that makes up the typology of today's teenagers. Today's time is causing controversy between teenagers and the two main figures that revolve around them and have some sort of authority over them, such as parents in the family and teachers at school.

The growth of today's teenagers more than time has made them feel adults, more knowledgeable than their parents, even more knowledgeable than even teachers at school. The mistrust of today's parents of the fact that we have to do with the adult teenager has pushed them to put their children in some ethical and moral frameworks that are inadequate for the time. Contemporary living experience shows that not only the authority of a teacher in school, but also parenting in the family is in crisis. In these circumstances teenagers find it very difficult to accept some kind of old parenting. It is therefore necessary for parents to communicate with their children as partners.

The cultures that get in school banks, the spirit transmitted by teachers and friends seems to lead adolescents to devious and criminal behaviors. The school of today is back to an institution that gives grades for the courses that take place in it and diplomas, but does not issue citizens. It is not creating a successful adolescent model, but perhaps it is favoring children to go to the gymnasium to behave like a “cube” without culture and morality, and then they will be the most appropriate contingent for future criminals.

Review of literature

Conflicts between adolescents as well as conflicting situations between them do not constitute an unknown and untreated topic before. But today's picture of violence in our schools, as well as conflicts between teens between them and teachers, create the impression that studies about these problems are somewhat neglected. But this is not the case, because this problem has been and has been in the focus of sociologists and other scholars of social sciences.

The basic principles for how a company works in a productive and successful way is taught by the individual in the family. These principles are expanded, matched, analyzed and begin to apply precisely to school. The school as an institution aims to educate active citizens, individuals capable of knowing, knowing and practicing skills able to cope with the present and

the challenges of the future. She has an obligation to provide the individual with the right education and knowledge she needs for the later stages of his existence and his family.

The primary function of transferring these school knowledge, which is very important to an individual, is the teacher. He did so organically and institutionally. How to organize the classroom and the way of teaching are defined by law. The teaching staff, the figure of the teacher is important in the socialization that the individual receives in the school.

It should be noted that peers are an important societal agent that influences the psychocultural formation of the individual. In connection with this problem sociologist Anthony Giddens stated that: "Peer groups are considered as an age scale and relationships with them often remain important for an individual's entire life". (Giddens,2002:85)

The school can not be understood without the students and the teachers, without the harmony and divergence between them. Conformity is behavior consistent with the set rates of a group or society⁵ (Giddens, 2002: 689). But the individual does not always comply with social norms. He behaves as anti-conformist even though sanctioned by law and society. Teenagers high school students tend to be non-conformist. They thus conflict with one another, with the teachers, and with their family members.

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The types of conflicts we face today in our schools are diverse, for example, between boys and girls, only among girls as well as between teachers and students.

Motivations that encourage conflicts

The motives that encourage conflicts among young people in Elbasan's high schools are diverse. Among them, the most important ones are:

1. Conflicts that are caused by case misunderstandings

By analyzing and describing these motives, understanding of the worldview and the way of perceiving problems by adolescents is better understood. Among the most notable motives is the misunderstanding of the case by 33.8 percent. This shows that young high school students are in conflict with the words of each other easily. From our study we found that the majority (73.8 percent) of students in the debate with others prefer to argue their original idea or idea.

Aiming to preserve the originality and individuality, none of them fits, does not behave in a conforming manner with others. In relationships with teenage friends, they do not appear flexible, but they are misunderstood and consequently conflicting with jokes or occasional words. Survey data suggests that the percentage of girls and boys who conflict due to the misunderstanding of the case is not the same. Boys lead with 19.5 per cent of boys and 16.3 per cent of girls are in conflict with the misunderstanding of the case.

Regarding this problem in the Albanian newspaper of November 9, 2011, among other things, it is stated: "It is a hopeless picture that follow today's teenagers to resolve conflicts, the causes of which are in most cases as they they say, quite trivial of the type: Why did you disorient me, why did not you help me on the exam, why did you see my girlfriend, why did I talk to you, and so on"? (Gazeta "Shqiptare, 19)

2. The excess burden source of conflict between adolescents

One of the factors that causes conflicts among high school students is excessive jokes, which have a lot of weight in the lives of adolescents. So from the survey data it turned out that about 23.0 percent of surveyed students conflict with one another due to excessive shocks. The adolescent's age is characterized by momentum, dynamism and joy.

From my experience as a teacher and a pedagogue, I have noticed that students generally tend to play fun with friends and family. Such a tendency, they try to show it to their teachers as well. They laugh silly, or, in a word, an uncontrolled movement of a friend or friend, even with one another's mimicry. During lesson hours, they ask questions in some cases unrelated, meaningless, just to be in the spotlight and become interesting in the eyes of peers.

For example, when they are taught, fellow boys call them in the name of their mother or a friend. Such situations are not favored by boys and often lead to conflicts. With regard to this motive, random results indicate that girls (12.69 percent) conflict more than boys (11.04

percent). The highest percentage of conflict because of excessive jokes among them are found in lower class students than those in higher grades.

But with teenagers growing older, teenage youths are less likely to be affected by excessive shortages. This is because adolescents reinforce the mentality that joking can be done without a problem only with close friends and long-standing friends. Since class X students just came from class IX and do not have much acquaintance with each other, they can be conflicted because of jokes with one another. They “struggle” to create a personality and respect among friends.

For a long time among them, along with the lack of knowledge, also affects the age development. At the age of 14-15, teenagers focus more on their appearance and personality traits that make them more popular, such as humor and being social. Such a process is accompanied by a variety of recognitions, with the creation of few close societies. To consolidate their identity and develop a sense of self-confidence, teenagers take time to chew the messages they receive.

Socio-psychological studies have shown that with the rising adolescent age, the societies they create tend to be more stable. In this logic, lower class students have more friends, but a little closer, make more jokes, and are more easily touched than high school students. Growth in age makes students more reasonable, more cautious and cooler.

In the conditions of such a formation, the students of the higher classes chew the best of friends and conflict less than the students of the lower classes. This is why the content of the classroom is more important than the form. From the conversations we conducted with high school students in the city, we found that XII class students preferred a companion who has a harsh communication mode, but helps with no hesitation, while X-grade students prefer more entertaining communication than how much help.

3. Conflicts driven by rumors and prejudices

In recent Albanian society has become fashionable labeling of others as gossips or intrigues. this is more pronounced in secondary school students. Even so, according to sociologist Zyhdi Dervishi, there is often talk of a kind of “agency” of “gossip” circles that circulate earlier than any other media the most important information that directs the “public”

and the dynamics of changing the statuses of certain social clusters, which undeservedly undermines, degrades, reduces and disassociates personalities and ordinary people (Dervishi, 2001:88).

This means that rumor is present in today's modern reality, and has an impact on the relationship between high school students. This is evidenced by survey data where 25 per cent of adolescent students claim that rumors have conflicted with each other. The study found that in the high schools “Dhaskal Todri” and “Konstandin Kristoforidhi”, the contagious trend due to rumors was most nourished by the superficial cross-recognition of students, especially in the first and second years, while in secondary schools “Ahmet Dakli” and “Mahir Domi”, besides this superficial recognition, also as a result of the increase in population mixing rates. In the last two schools, most of the students are from households in Elbasan after the 1990s.

Though the tradition of rumors continues, it is already characterized by a downward trend for two reasons:

First, the atomization of society plays an important role in human relationships in today's modern society. Regarding this problem, in his study, “Coexistence with the Demons of Conflict”, sociologist Zyhdi Dervishi, among others, emphasized: “In the future, the mass of teenagers' conflict under the rumor of rumors and prejudices will be significantly reduced as a result of the impact of the developments of the modern and postmodern profile” (Dervishi,2001:93). The atomization of society removes people from tribal, social ties, enhances individuality of lifestyle by reducing the intensity of rumors. Such a phenomenon exerts its powerful influence on adolescents, who tend to adapt to the new age.

Secondly, apart from the personalization and individualization of lifestyle as a result of atomization, the decline of the impact of rumors on the collapse of adolescents in Elbasan's secondary schools is a consequence of the psychosocial and cultural background of this city.

Adolescents also conflict with teachers because of prejudices. Should adolescents be prejudiced by teachers, especially on how they dress? The adolescent's age is characterized by an emotional instability and a tendency toward the cloud, toward what is in vogue. In this logic of reasoning, the teacher should not prejudge the students but accept them as such. He does not select students, but needs to adapt to change and cloud.

4. Invalid evaluations: the source of conflict between teachers and students

As long as the assessment system in pre-university education is carried out with a grade, the latter will be a cause for potential conflicts between teachers and students. In this logic we can make two main differences: the first grade relates to undeserved appreciation motivated by various reasons like societies, courses etc; the second relates to the level of student achievement and how this level affects their ratio.

In our schools today, we also encounter groups of students who are totally disinterested in the learning process and as such tend to break the silence by talking to each other, using cell phones, drawing, or nervous about the teacher. Faced with such a situation the teacher reacts occasionally, drawing attention and this brings an imminent conflict.

Facing such a fact, the teacher is unable to achieve the goals and objectives of the lesson. Such a situation is caused by a misguided perception of these students who see the school as a place where a part of physical time can be spent and not where valuable knowledge can be acquired to be active in later life.

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Youth reports with school, education and outcomes have become very delicate. Everything is related to the inner motives of learning and schooling. Learning outcomes clearly show the drop in schooling motivation to a large part of young people who consider school as a gang in the struggle to secure life and on the other hand make little effort to achieve results and quality of education. Schooling motives have weakened to such an extent that they have become an enlarged social wound that has caught young people, especially in high schools.

In these schools, parents' ability to control and monitor student scores is very difficult. They should not give up on parental care, believing that things will walk on their own. The existing opinion that high school students are adult and responsive to their outcomes has been shaken by the loss of student interest and the shrinking of their motives for high and competitive results. In this social context, parents who require high scores in the lessons of high school children should not forget that they need their care and attention.

5. Conflict of generations: the main and current reason for conflict between teachers and students, parents and adolescents

One of the main and current reasons for conflict between teachers and students is the conflict of generations. In her writings on the crisis in education and culture during the 20th century, among other things, Hannah Arendt wrote that it is a feature of the human world that every new generation that grows in the frame of an old world conflicts with it and tries to change it. (Arendt:143)

Although this is evidenced as one of the reasons for conflicts in our schools today, reality shows that students do not only conflict with older teachers, but also with younger teachers, even with those close to their age. The misunderstanding of the new mindset of teenagers has led teachers, especially the older ones, to conflicts with pupils nowadays. The reason for age difference lies within school boundaries.

The political, economic and social changes that took place in our country after the 90s had their impact on the figure of the teacher. In this new reality, he was faced with the challenges and problems that affected Albanian society. What is noticed today in Albanian pre-university education is the fact that especially in rural areas there are unqualified teachers who try to impose their authority. In his study “Coexistence with the Demons of Conflict”, sociologist Zyhdi Dervishi argues the idea that “this imposition is the cause of conflict between the parties and is more exercised among students with low learning progress”.(Dervishi,2001:168)

But experience so far has shown that a good teacher gains authority from his approach and attitude towards the class. Professionally trained and psychologically trained teacher possesses sufficient knowledge to treat students in a contemporary manner according to age and casual situations. While dictated authority creates problems and conflicts. Non-conformist students tend to oppose this dictated authority and therefore conflict more than conformists.

The lack of a proper understanding of parenting relationships with adolescents in the family has contributed to the incitement of conflicts between them. In the circumstances created in today’s Albanian society, parents need to remodel their attitude towards adolescents. They must be clear and convinced that they live at the time the patriarchal family has ended, where the

older or the parent “rule” the children. Moreover, the model of the authoritarian family is today introduced into a profound existential crisis.

Today’s conditions make it impossible to implement an educational model in families with vertical powers of parents on children and adolescents. Since today’s Albanian family is more democratized than before, “the power” and the rights of adolescents in the family have increased, so in a democratized family with horizontal links it is difficult to maintain and maintain the old pattern of parent relationships-adolescent. Finding the language of communication and agreement that is very important for creating a democratic atmosphere in the family and in relationships with teenagers necessarily requires changing the concept and the typology of building parent-adolescent relationships.

The authoritarianism of school teachers and parents in the family can only be overcome if new ways and ways are available that enable them to better fulfill their role in playing the role of parents or teachers. But this is not an easy problem and is not simply related to the social position of the school teacher or parent in the family. The problem is deeper, because it has to do with the new skills to play these roles in the democratization of school and family, which, if not properly understood and not translated into communication and breeding modules, make the parent feel bad in the family in front of his children and the teacher feels in crisis in front of the students in the school.

Recommendations:

Through active participation in the learning process, students should learn to work together, to believe, to help and to share everything with one another.

Teenagers should learn to observe carefully, communicate correctly and listen carefully.

To minimize as many conflicts as possible teenagers should know how to communicate warmly with each other, to express their needs, emotions, and desires effectively.

The terrain that enables the creation of hostilities, mistrust and conflict spirit, in classrooms and in school can be eliminated through understanding, the spirit of tolerance to racial and cultural differences, the lack of disunity and groupage, the support of classmates.

School students, especially teenagers, should learn to control themselves when expressing their feelings, not being aggressive and destructive, especially when expressing their anger and concern.

Conflicts can not be solved with violence, but with kindness, with culture and respect for each other, and life-long patterns.

Mediation is the most effective way to overcome a conflict between two or more parties, while the parties have failed to resolve it by themselves.

Because conflicts are inevitable, they face each day in our lives, we need to be able to treat them fairly, so that their consequences for students, especially teenagers, are as small as possible.

Hatred, anger, bitterness, ambitions should occupy as little space in the world and spirit of children and adolescents.

Friendship and tolerance must be the feelings that should rule their spiritual world and the outer world that surrounds them, because only in this way will we have a sound and constructive society.

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