

# ALBANIAN TEACHER BETWEEN COMPASSION AND HOPE

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**Naser Ramadani**

*Faculty of Islamic Sciences, Skopje*

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## Abstract

There is no doubt that the teacher is the most important subjective factor in the educational process. Alongside many other factors, subjective and objective, it has a powerful impact on raising the level of the teaching process. Any professional and didactic-methodical preparation of the teacher would have a powerful impact in improving the quality of teaching process, but also a release in this direction, would have a negative impact on it. Certainly, for one and other condition of the teacher, there are factors that influence strongly. Such factors may be economic, social, political, etc.

The purpose of this study is the description of the current and real situation of the albanian teacher from the point of view of the author. The main focus of this study is the description of compassionate condition of albanian teacher as well as proposals for a hopeful teacher.

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## Introduction

### Importance of the study

This study is of special importance by the fact that from the work of teacher depends the education of new generations. The real description of the situation of the teacher will give a great opportunity for improving the releases and eventual deficiencies which are in the teacher. On the other side, every success of the teacher is a success for the whole society. If the teacher is successful, then, it gives hope for a better future. Such teachers should be supported by all relevant factors.

### Methods of study

In this study, have been used descriptive and analytical methods, which intend to describe and analyze the situation of albanian teacher.

### Questions of this study

This study is related to the following questions:

- In what condition is the professional and didactic-methodical situation of albanian teacher?
- Which are the causes that have effected his compassionate condition?
- What qualities and attributes should a teacher possess to be hopeful?

Teacher is the most important subjective factor in the educational process, but not the only one because there are other subjective and objective factors that affect the teaching and learning.

Surely, most scholars are of the opinion that the albanian teacher suffers from professional and didactic-methodical weaknesses. For this poor condition of the teacher there are many complicated causes and interrelated to each other. We are witnesses that the teacher in the past had great respect from the people, but we felt also the greatness he had in society. The question is: "Why this turn to his social position, besides the existence of many universities and institutes for their professional preparation?"

From the beginning, we need to emphasize two diametrically opposite issues, whenever is spoken for teacher anytime and everywhere:

First: In the educational process, various factors are included, subjective and objective, but teacher remains the most important factor. If we imagine a school, teacher along the - student and curricular - remains the most important element (Hemeshri, 2001, p.231)

Second: Beside the great role that the teacher has in the educational process, it is unfair to remain the absolute responsibility for education of the students to him only, since there are other factors such as: family, media, social

networks, friends, different sports clubs etc. It is difficult to emphasize the role and impact of each of these factors in the formation of students. ( Komz, 1990, p.149)

### **Causes of crisis**

Causes of the albanian teacher crisis are of different natures. If we want to count them, we can briefly include them as follows:

#### **1. Causes before his professional preparation**

Here are included students' acceptance policy that includes students scientific abilities, tolerance in the accession process, without taking into account the psychological, social, mental, skillful preparation, which should be accomplished through scientific evaluations and objective measurements for all those who wish to enroll in the teaching profession. Although such a preparation of a student, in the present circumstances, is more theoretical than practical, but to continue with wrong policies, would deepen even more the crisis, which is very difficult to improve later. Many researcher and pedagogues ( Huri, 1989, f. 46-48) propose a number of practical criteria to overcome the problem before professional preparation, from which we distinguish:

- a) Establishment of faculties of education and teaching institutions;
- b) Organization of the enrollment process in faculties and teaching institutions, taking into account following matters:
  - selection of students who fulfill the conditions, based on objective and valid evaluations;
  - rejection of competitors who are disabled for teaching.
- c) Preparation of the teacher to be competent according to the following requirments:
  - full knowledge of the subject he teaches;
  - knowledge of the subjects releated to the main subject;
  - recognition of the social, economic, cultural and political environment which he lives in.
- d) Recognition of pedagogical psychology, childhood and developmental psychology, didactics and the methodology of the subject that he develops;
- e) Preventing the teacher from acquiring the diploma, before reaching preperation in the best form;
- f) Teacher should exercise his profession for an year, for controls and experiments, to see his ability in practice;
- g) The teacher should be trustworthy and respectful.

For disprespect of these criteria, there are different causes, which may be included in the following causes:

- a) Economic reasons: poor economic conditions and unemployment has effected many individuals to enroll in pedagogical faculties with the aim of hiring them as quickly as possible. On the other side, various faculties among them pedagogical ones, due to the withdrawal of the largest number of enrolled students, for economic reasons, have been very tolerant of accepting candidates.
- b) Political and social reasons: Different political and social circumstances have strongly influenced the registration of many individuals in pedagogical faculties. Getting high school compulsory education status, rendes many schools with lack of teaching staff, especially among Albanians who gave to the students the opportunity to enroll, without fulfilling the necessary criterias. On the other side, the war in 2001 that happend in some of the Albanian regions in Macedonia, caused political, ethnic and economic destabilization. However, this war, based on the agreements, provided the opportunity for the opening of many albanian universities, among which there were opened pedagogical faculties. Making use of this vacancy a large number of students enrolled, among them some even in the age, only to graduate and to be employed, without completing the professional preparation filter and didactic-methodical filter as well.

#### **2. Causes during his professional preparation**

Here are causes that relate with the poor preparation of teachers during their studies. During this phase we distinguish:

- a) Enrollment of students with low succes: if in pedagogical faculties enroll students with low succes, for different reasons, as mentioned above, there is no doubt that there cannot be a solid preparation, from the fact that enrolled students are not accepted according to the foreseen criteria;

b) Obtaining a degree for employment reasons: Many students, care about getting a diploma, for a condition: for employment reasons, not as result of their professional and didactic-methodical preparation. So for them getting the diploma is the main goal, not the acquisition of the necessary knowledge

c) Receiving grades, passing courses without merit. This is achieved through various interventions, unfortunately in most cases by the ones who work with in educational institutions, teachers themselves, or by people who create different policies, general and educational.

d) Schedules, educational curricula are not in the right level which ensure the preparation of qualitative framework for modern needs.

e) The unsatisfied level of the professors themselves in pedagogical faculties. The postwar period of 2001, gave the huge opportunity for the Masters degree and PhD studies, for many people, without going through enough scientific and academic filter. Professors with an insufficient scientific level certainly affect the insufficient preparation of new teachers.

### **3. Causes during the performance of teaching tasks**

Here are causes related to the weaknesses of the teachers while performing the teaching assignment. Of these causes, we distinguish:

a) Employment and engagement of graduated students based on proximity to political leaders, who participate in power and not on the basis of their professional preparation. So, often it happens that the student graduated with mark of 6-7 if it is close to the ruling political parties, is employed before the one who has the average grade 9-10.

b) Continuous and permanent non-preparation of the teachers, which can be realized through seminars, trainings, workshops and different courses;

c) As the aim of majority of students was to obtain a degree for employment, not professional training, which is realized in various ways, this will bring them enough revenue, because that was their main and only goal. All this will have powerful impact on their passivation, even those who were successful during the preparation phase. For this we see many teachers who were distinguished at the beginning of their engagement, whether in the preparation and planning of teaching work, or their will and enthusiasm for work, begin to be overwhelmed by passivism (Dagashi, 2017, p.98)

d) Non-surveillance of teachers' work by educational inspectors. If the teachers, in order to remain in their workplaces are not conditioned by their success, and if their work is not inspected by the educational inspectors, then all this will lead to their passivation.

e) Non-reward for successful teachers and non-punishment of passive ones. The work of each teacher should be appreciated. If he/she is successful in his/her work, it should be rewarded in different ways. If not, then it must be punished through pedagogical rules foreseen in the regulation.

### **4. Cultural causes**

With the notion of cultural causes we mean to talk about the fall of the cultural elite at the lowest level, including teachers. It is true that the Albanians in Macedonia never had such a large number of graduates and teachers, but on the other side, the teachers have never been at this cultural and social level. Previous teachers, beside their educational work, played a positive role in solving many problems and different crisis, but today, their role, its clearly faded.

Most likely, the main role for this condition of teachers has the contemporary pedagogical institutions, which give more importance to the extraction of mechanical worker.

From all that was said above, the compassion situation for Albanians teachers is obvious. It can be seen that this situation has been affected by different factors. The main factor is political factor. The political situation created after the conflict of 2001 strongly influenced the decline of quality education interest.

While teachers today are in this condition, the all competent authorities, starting with Ministry of Education, Bureau for Education Development, pedagogical faculties, regional education inspectors, school directorates and others, should be strongly committed to carry responsibilities and for the preparation of hopeful education staff.

It is certain that individual differences exist between people in their abilities, but the key role in the teachers' preparation, plays their pedagogical preparation in specialized institutions on this issue. The saying that the teacher is born as such and cannot be prepared, has no scientific basis. The proof for this is that many teachers although they possess professional knowledge of the subject they teach, they have a lot of problems in giving or passing their knowledge to others. (Sadik, 1984. p. 19).

## Characteristics of a successful teacher

We highlighted above that the teacher is the most important factor in educational process, but not the only one. The teacher is still the most important person, but not in the classic sense but in the centemporary sense of the world ( Zylfiu, 2011, p. 81). Based on the role that teacher has in progressive societies, a special attention is provided for the teachers' preparation. The teacher has very important place in the religious culture as well, especially in Islam. This is clearly seen in many verses of the Quran and Prophet Mohammad's words (Abdurrahman, 2014, p. 248-249) Preparation of a successful teacher implies preparation of successful students, where as a result of all this is the preparation of successful society. So pedeutological research speaks for characteristics that make a successful teacher.

The personality of the teacher has been studied from multiple perspectives such as those cognitive, professional, moral, physical, social (Ramadani 2012, p.51-69). In the following section we will highlight some of the features of successful teacher.

### a) Cognitive and professional characteristics.

With these characteristics, we mean possessing a sufficient amount of skills. With this we mean:

- Professional knowledge of the subject he teaches
- Clarity in his expression during the passing of his ideas to the learner
- Organization of teaching activities
- The ability of passing ideas to students according to their particular abilities
- Recognition of the students' own capacities
- To be a good manager of the classroom process
- Ability to accomplish teaching purposes
- Variety of teaching methods
- Connectivity of methods with teaching tools and forms
- The use of contemporary educational technology
- Use of dialogue methods more often

### b) Moral characteristics

- To have clear purpose in raising the students' abilities not just material benefits.
- To be modest and to behave responsibly with students
- To be faithful and with strong personality
- To be enthusiastic in his teaching work
- To match his works with words that he says.

### c) Physical characteristics

- To be healthy and without physical flaws
- To be normally dressed and to care for the purity of his body and clothes
- To not make excessive moves

Some scholars ( Zylfiu, 2011, p.81-83) the necessary features for successful teacher emphasizes:

- The right and conscious orientation towards the selection of the teaching profession
- Adequate professional preparation
- Didactic-methodical preparation
- General culture
- His work should have scientific support
- Right attitude for his profession and work
- Organization skills
- Ability and willingness to cooperate with other teachers

## **Challenges of Albanian teachers**

Different researchers ( Naser, 1996, p.89-90) invite teachers to play a leading role in society, a role that is closely interlinked with his rights and obligation. For teachers to play their deserved role in society, should possess the following elements:

- General knowledge in education
- Good knowledge of his professional subject
- Good knowledge of middlemen reports
- Representative of social values
- Responsible for social system
- To be active in school's activities and to be interested in student problems
- Connecting bridges between the members of the society
- Scholar, teacher and cultured.

Although all these issues are difficult to realize in contemporary circumstances, we need to make effort to realize them as much as possible. During his teaching work, the Albanian teacher may face different social problems. Among those problems is also the case of Albanian history during the different periods. Another important issue is also the religion. The teacher should try to not offer to his student's unscientific information which contradicts the general religious principles; in order to avoid creating confusions in the students.

In the end, we can say that the Albanian teacher is going through this crisis, which we hope we will pass as soon as possible, though the chances are still small.

For the teacher to overcome this crisis should be taken some accelerated measures, which depend on different factors. All these factors are interrelated. From the preparation of the teacher depends the preparation of the future of the people.

If the teacher's awareness is raised, so are the hopes for progress of the peoples in general and new generations in particular.

To realize such a hope, the following matters should be considered:

- Awareness of the people, first of all teachers, intellectual elite, politicians and all relevant factors, because the mission of teacher is sacred.
- Politics should put their hands away from education, which must be dealt with by professional people who recognize the various fields related to educational process.
- Faculties and pedagogical institutes should give their maximum in accepting meritorious students.
- Faculties and pedagogical institutes should give their maximum in professional and didactic-methodical preparation of teachers.
- Teachers should be assigned sufficient salaries that fit their professional preparation, in order for them to be free in their work without worrying about material problems.
- The social position which teachers deserve should be returned to them, which also depends on teachers themselves.

## **Conclusion and recommendation**

At the end of this study about Albanian teachers between compassion and hope, we can conclude the following recommendations:

- Teacher is subjective factor irreplaceable in educational process.
- Albanian teacher currently is in general in compassion condition
- This condition of Albanian teachers has been affected by several causes: causes before his preparation, causes during his preparation and causes while performing his profession;
- This Albanian teacher condition has been affected by different factors: political, social, economic, cultural etc;
- The only hope for the prosperity of the population are intellectual elites, among them teachers;
- For teacher to be successful he/she should achieve some characteristic like: professional, moral, physical etc;

- The return of teacher's position in society depends on several factors
- Awareness of the population, first of all of teachers because the mission of the teacher is sacred;
- Politic should put their hands off of education and let the professionals deal with it;
- Faculties and Pedagogical Institutes should do their maximum to accept meritorious students only, and apply professional and didactic-methodical preparation for teachers;
- Teachers should be assigned sufficient salaries that fit their professional preparation.

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