Educational Means of Students at School, Especially Means of Obstruction

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Research Article

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ABSTRACT

For the non-appearance of violence in schools by students, as well as by other adult persons, is not interested only the family and the school but also the scientists and the whole society. Early prevention of violence in schools is not only a need of practice, but an interest of science and of the free and democratic society as well, in the full sense of the word. Therefore, the purpose and interest of the society is to educate the youth about a future life and work in society and for society. Understandably, advanced societies have open doors of progress, and they have come to where they are today thanks to the education and the right institutional education, and not with pressure, oppression and violence. Therefore, society must do its utmost to prevent the spread of violence in schools with all the available mechanisms.

The purpose of this research is to ascertain which are the educational means, in particular the means of prevention, that take most part at school, the ways of using these tools and their impact on the reduction and prevention of violent behavior of students at school.

The main objective of this study and research is the use of educational tools, in particular the means of obstruction and their impact on the progress of the teaching work.

In our work the main position will have: Literature Consultation, Questionnaire compilation and implementation, interpretation of results,

Research methods: Method of theoretical analysis, methodology of pedagogical-social documentation, statistical, conversational, comparing data.

Keywords: School, Pupil, Teacher, Parents, Tools, Obstruction .

I. Introduction

The educational tools are closely related to educational work methods. Therefore they can use within specific methods. Regarding educational work tools, some authors count the methods in composition. For example, talking about the method of obedience in advance implies the means of persuasion. This way of handling this approach would undoubtedly be accepted as every method would have the special tools. However, although some tools find connection with specific methods, this is not the only link to them. Many tools can be successfully applied in the composition of different methods, eg. counseling, which is most commonly associated with the teaching method, but counseling can also be applied to the method of obedience, creation of habits and obstruction. Multiple use naturally includes as well agenda, play, work and other tools of educational work.

In short, tools are used in the composition of the methods, but not always the same. They are relatively independent, so separating them according to methods in learning, obedience, habits and obstructions is not always the right choice. Some authors share the tools in soft tools and in harsh tools, some in ordinary and unusual tools, and some other thinkers share the tools in those that motivate them and in those that hinder them. G. Shilli classifies

educational tools in indirect and direct means, and further adds that the best solution to the dividing of these educational tools is to divide or categorize them according to the purpose of their application.[1]

Each of these tools mentioned above can be of great value and of great educational importance only if they are applied fairly, ie if used in an appropriate situation, in a timely and fair manner. Otherwise, they may adversely affect student education. In order to escape from serious mistakes in education, school and teachers, each educator, as well as parents, must take into account the key guidelines for the proper implementation of these educational tools. Of course, no educational tool in itself can achieve an omnipotent influence, regardless of how this educational tool is organized. But to have results in educating students, we must use diverse educational tools that need to be combined with each other, for example. The teacher should not always punish the student, but not the opposite as well, the teacher should never continue thanking and rewarding the student all the time.

In order to have a significant impact on the formation of students in elementary school as fair personalities, the means of educational work should be applied scale by scale. In other words, initially, towards the student there should be applied more gentle measures, such as remarks, to signal the mistakes made, and never go with punishment in the first place , even the most severe ones, which would hurt morally and emotionally break the child's personality. Therefore, by using these tools, using them appropriately and timely, the school is likely to influence young people in the process of socialism and their orientation, motivating them to perform good deeds in one side and be influenced to prevent the bad works. Therefore, with the means of educational work it should be understood "certain ways of educator who orientate them in the realization of concrete educational tasks".[2]

Thus, there are tools that have the task of orienting the formation of the personality of the students in a certain direction; tools that motivate students for good behavior and good deeds; as well as other educational tools that prevent students and other adult persons from doing unsuccessful or unacceptable actions for the area where they live and work. Analyzing what was said above, different authors divide these educational tools more by the purpose of their implementation. And according to this division we distinguish three groups of educational tools:

1. Means of orientation
2. Means of motivation
3. Means of obstruction

II. Definition of the Problem and Basic Notions

Educational tools in elementary schools, in the general sense of the word, imply all those pedagogical measures that are undertaken in order to advance the development of students and their formation as personalities in harmony with the particular purpose of education. Naturally, the educational tools are numerous and varied. Among them we can mention some of them, such as personal example, game and work, habits, teacher talks, supervision, motivation, gratitude, thanks giving, gifts, obstruction, punishment, warning etc.

It is the duty of every researcher that after determining the object of study of the problem, to increase the need for clarification and definition of basic notions, which find most frequent use in our paper. Therefore, to investigate as much as possible the importance of educational means in elementary school, it is necessary to clarify these terms or notions. As seen from the problem itself, the main notions are: tools, education, school and elementary.

The term "tools" *[3] according to the current Albanian language dictionary implies:

Gadget, thing, machine, complete equipment, etc., which serves to do a job, to perform an activity, to travel, etc.; everything used to do a job. Simple tool. School supplies. Protective devices. Land vehicles (marine, air). Fighting vehicles (motorized). Work tools. Means of transport (traffic). Means of navigation (of travel). Teaching Tools. Means of weighing (measurement).

The term "educational" *[4] according to the Albanian Language Dictionary today means:

Educator. Educational work. Educational role. Educational hours. Educational measure.

The term "school" *[5] according to the Albanian Language Dictionary today means:

Educational institution where the young generation is taught and educated; such a specialized institution; the building of this institution; above conversation. The totality of the students and staff of this institution. Primary school (primary, secondary, high). Industrial school (agricultural, pedagogical, military). Normal school. Urban school. Years. Unique school. Exercise school. School of the day. Village school. School of General Education. Schools without severance. Garden (yard) of the school. School Banks. School Director. Schoolmate. School Festival. In and Out of School. On a school basis. She entered (herself, goes) to school. Follow (complete) school. You left school. Many schools have been built. They blend the school. I go to the cinema with the school. Overtake the capital's schools. The school opens its eyes.

The term "elementary" *[6] according to the Albanian Language Dictionary today means:

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[1] Search for: Ante Vukaseviq, Pedagogija, Zagreb, 1995, faqe 361.
[2] Search for: Ante Vukaseviq, Pedagogija, Zagreb, 1995, faqe 361.

[3] Albanian Language Dictionary-electronic version

[4] Albanian Language Dictionary-electronic version
[5] Albanian Language Dictionary-electronic version
[6] Albanian Language Dictionary-electronic version

1. The first degree, where the first knowledge is given and obtained. Primary school. Elementary Education.
2. as em. ~ E, ~ JA f. conversation. Primary school. Pupil (student) teacher. She finished primary school.

III.   Research Methodology

a.   Scope of research

In short, the object of our research study is: educational means in elementary school and their application by teachers. Although educational tools have considerable importance in the right education of students, so a more comprehensive study to see what action is the effect of using these tools by teachers in primary school. Although educational tools are needed to be researched in all primary schools in Kosovo, but the impossibility to do so determined us to study this problem in the population through a selected sample of urban and rural primary schools. Naturally, we tackled the problem of educational means in elementary school from the historical point of view, from the very beginning of the school, analyzing all that has been said about the importance and use of educational methods in elementary schools by teachers. It is true that the use of educational tools in elementary schools is conditioned by various factors, such as the economic factor, the factor of the teachers in the traditional school, the lack of publishing activity regarding the importance of these educational tools.

To investigate this problem more thoroughly, we also explored empirically by applying questionnaires with elementary school teachers and taking into account their thoughts on the possibility of using these tools in schools.

b.   Purpose of the research

The purpose of this research is to ascertain the level of use of educational resources by teachers in elementary school, the types of these tools and which of them are used more often by teachers.

The results arising from the research of this problem will be a clear message for elementary school teachers, that the use of these tools should not be overlooked towards students because their importance and effect is really great, especially in education, counseling and forming them as personalities.

c.   Research tasks

To accomplish this research, we used the following tasks:
1. Literature consultation that coincides with the educational tools of students in elementary school
2. Compilation and implementation of the questionnaire with teachers, in order to obtain their opinions

regarding the use of educational tools in elementary school
3. Gather the data from the research
4. Statistical processing of data from respondents involved in research and extracting parameters
5. Interpret the results of the research and present them in tables and graphs.

d.   Research Methodology

Suppose now that teachers in our elementary schools do not use the educational tools with the students enough, which we think will have more impact on the effectiveness of teaching and learning.

e.   Research Methods

To explore the problem more thoroughly, we also needed to use some special research methods, which further illuminated the problem we had under study.

Among the important methods, which we used during our research work:
1. Method of theoretical analysis - we consulted literature on the importance of using educational tools in elementary school.
2. The methodology of pedagogical documentation helped us to investigate our problem because we consulted the school pedagogical documentation, although we did not get enough data on the use of educational tools in elementary school.
3. Statistical method - provides us with assistance in gathering data from the field, as well as processing and extracting the results we presented in the columns and graphs of the columns. We used the questionary as an instrument.

f.   Population and samples

Considering that the population of this problem is comprised of all elementary schools in Kosovo, and since their number is too large, with impossibility to investigate all, we have focused our problem on only a part of it - through a representative group. This representative group is comprised of primary schools of both, urban and rural areas and we used intentional sample.

From both the areas we used questionnaires with the same number of teachers (40 among urban and 40 in rural). Among our urban area the focus was the elementary school "Elena Gjika" in Prishtina, while in the rural was the primary school "Shotë Galica" in Runik, Municipality of Skenderaj.

The reasons why we were asked to explore the problem through a representative group (sample) are the following:
- The inability to investigate all primary schools of Kosovo regarding the use of teaching resources of teachers;

- That the problem we have studied is that there are no major differences from a region to the other region of Kosovo;
- Difficulties in organizing this research for economic and time reasons.

IV.   The Means of Obstruction or Detention

The totality of obstruction is comprised of: oversight or control, deviation, warning, request and punishment. All these tools are intended to prevent and prevent negative impacts on students in the process of education, respectively if those impacts still exist, prevent them from falling under the influence of unacceptable actions to school, family and district in general. "These educational tools have their positive effect, because they create favorable circumstances, therefore, to supervise as well as to make the student's warning, not to deviate or not to abuse the negative influences that lead to the his personality degradation,"[7] . The totality of obstruction is comprised of: oversight or control, deviation, warning, request and punishment. All these tools are intended to prevent and prevent negative impacts on students in the process of education, respectively if those impacts still exist, prevent them from falling under the influence of unacceptable actions to school, family and district in general. "These educational tools have their positive effect, because they create favorable circumstances, therefore, to supervise as well as to make the student's warning, not to deviate or not to abuse the negative influences that lead to the his/her personality degradation"

a.   Supervision

Supervision is an educational tool with a preventive character and its purpose is to keep the student from falling under the influence of negative actions.

It is well known to everyone in medicine that it is better to prevent it than to heal, whereas in the field of educational work, it is better to prevent the learner from adverse effects than to be re-educated. Thus, systematic supervision helps the student to behave in harmony with the demands of moral fertility in school and family and that through this escort, it is possible to control the development and formation of positive features and their harmonization with the educational work in the school.

Supervision as an educational tool can be implemented from childhood until the age of their maturity, and this can be done by the parent, the teacher and other persons involved in the education of the young.

Good and timely oversight provides opportunities to investigate and avoid negative impacts, but it must be flexible as it should not hinder the freedom and independence of the student. However, the educator should know who accompanied the student how is spending the free time, without violating the right of using the free time. Supervision as an educational tool also influences the student's self-control to supervise himself to possess his human duties.

b.   Deviation of the inappropriate behavior

Deviation is also an educational tool of obstruction, where with its help the aim is to orientate his / her desire for positive orientation to the learner. Thus, the student presents the intention and the effort to act, to be active, but his activity may be misguided. And therefore, instead of punishing a student, he / she should nevertheless be advised of his misbehavior.

If the little child requires the clock, it is clear that we should not give it, and as a result we will avoid the conflicting situation and its cry. Of course this can be achieved by replacing it with the ball, the toy or any other interesting game. This can be achieved even in elementary school. For example, if the student expresses the desire to emerge, and there is a risk of negative impacts, a joint visit may be proposed to the theater or an exhibition, a museum etc., which will of course to rejoice and then positively influence the formation of positive features of will and character.

c.   Warning

Warning as an educational tool signals the student about what he should do, what is his duty and what he can not do because it contradicts the social norms of human compassion. Usually the warning is signaled in words, but it can also be done in other forms, such as by the mimicry, the movement of the hand, the head, etc. Warning can also be made in other forms, eg. in the form of warning, criticism, etc. It is also a message of the teachers that the warning to the students should be done in the slightest possible form in order not to hurt the personality of the student. From this we can say that the warning has its own educational value as a tool, but it is the master of the teacher and the parents to do it in the right moments and time, so that the warning is of positive influence, especially in its direct orientation achieving the results at school.

d.   Demand

Demand as an educational tool directs the student to respect the obligations, requires the student to carry out the work initiated and to abandon the wrong forms of action. No demand from the teacher is difficult to achieve educational work in school. Therefore, the educator or the teacher should make the requests and ask for them to be realized and these requirements are naturally related to

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[7] Fatmir Vadahi, Pedagogjia Parashkollore, Shkodër, 2002, faqe 371.

information about social requirements, the importance of the educator for the value of the parent, etc.

The request must of course be done carefully and with the plan and that its purpose is to facilitate communication and cooperation in the teacher-student relationship.

The request should not be experienced by students as a means of violence, but as a moral duty, which has a clear message, to hear and honor the elderly, which is a moral norm, and it should not be understood that this requirement to be experienced and enforced. Therefore the demand to be at an appropriate scale, it must be thought good, be short, specified, clarified and formulated in a logical manner.

e.   Punishment

The punishment is a common tool that is part of prevention tools group (ban). In the educational work, punishment is also needed to be used because there are students who are persistent in achieving their negative actions. Therefore, if preventive measures and other means of obstruction do not contribute to this, then the teacher must enforce the punishment measures. However, the punishment must also have its limits, which must not hurt the pupil spiritually, morally or emotionally. Above all, this measure of punishment should signal the student that he is aware of his negative actions and, in addition, change his behavior, obedience, and his actions in the daily life. The teacher may punish the student for example by preventing a walk where his entire class will go, as well as in many other sports activities that are organized outside the school.

Punishment can usually be used by the teacher after it is found that other educational tools of obstruction do not yield results. Penalty should not be frequent or single measure to be used. But other tools mentioned above should also be used.

Regarding all that was said about the educational tools in elementary school we can say that the traditional school has to a great extent used the reward as well as the punishment. Thus Ushinski "felt that the obligation the educator or the teacher should use it, especially when the impact of his educational work does not yield satisfactory results." [8] Also on the significance or the destructive effect that these tools may have, D. Terstenjak stressed: "The weakest school is the one that mostly rewards and punishes the students".[9]

V.   General Research Results

a. *Differences and similarities between the urban and rural areas regarding the use of educational tools in elementary school*

From the results presented a significant percentage of subjects in the responses given in graph no. 1 represent full compliance with the question of: Do teachers today use educational tools with students, if so, which of these tools are most commonly used?

It can be noted that urban environment school teachers are more optimistic about the application of various educational tools during the teaching process. While for the same question in the rural environment we have a slightly different attitude, however, in both environments it is worth mentioning that counseling, reward and play are the most common tools that teachers apply during the learning process. For more details see Chart no. 1
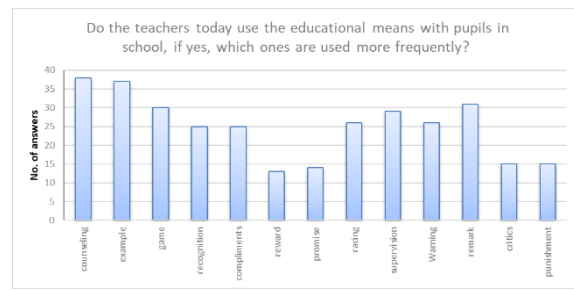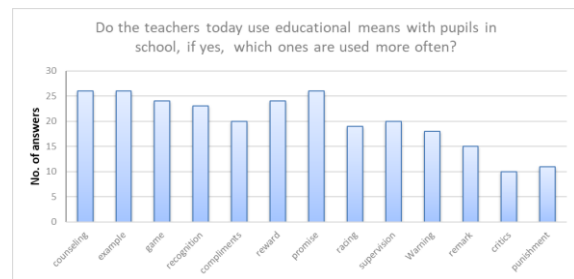

Chart no. 1 – Urban

Chart no. 1 - Rural

According to the results shown in graph no. 2, the majority of teachers in both urban and rural environments say that the educational tools they use during the teaching process affect the motivation and encouragement of students for learning, approximately 32% of the answers received from the questionnaires testify to this opinion of the teachers, however, it is worth noting that some of the teachers, with about 6%, think that the educational tools have an impact as motivational tools for learning.

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[8] See more on this in : Ante Vukaseviq, Pedagogia, Zagreb, 1995, faqe 374

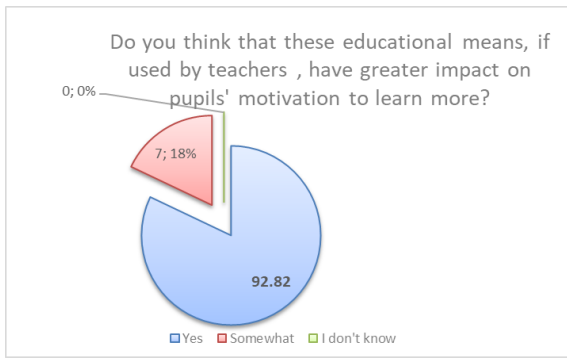[9] See more on this in : Ante Vukaseviq, Pedagogia, Zagreb, 1995, faqe 374
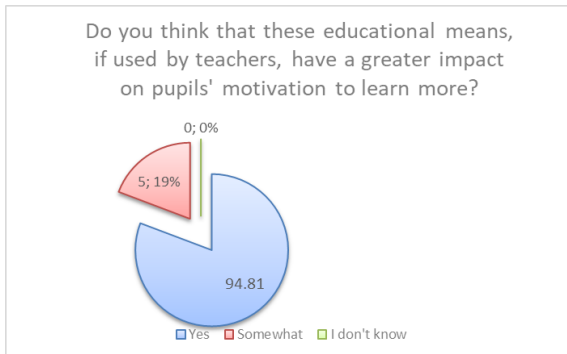
Chart no.2 - Urban

Chart no .2 – Rural

To the question of which of the educational tools from question no. 1 affect more students' motivation to learn better in elementary school, urban environment schools teachers, about 50% said they were more optimistic compared to the research findings made in the rural environment. According to this example, supervision, praise and counseling are the most commonly used tools that teachers apply during the learning process.
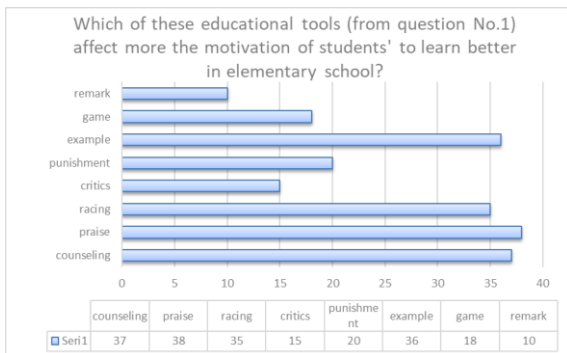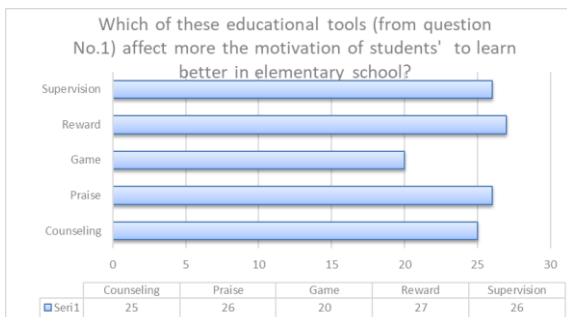

Chart No. 3 – Urban

Chart No. 3 - Rural

In your opinion, does the non-use of these teaching tools by teachers affect the failure of the primary school students?

Teachers of the two environments expressed similar opinions related to this; 91.5% of them, from both environments think YES, the non-use of these educational tools affects the student's failure during the work of elementary school. As special in the responses received is that 5% think that even if the right educational tools are not respected, it can lead to concrete results, which thing can only be assumed, it is difficult to verify or prove it.
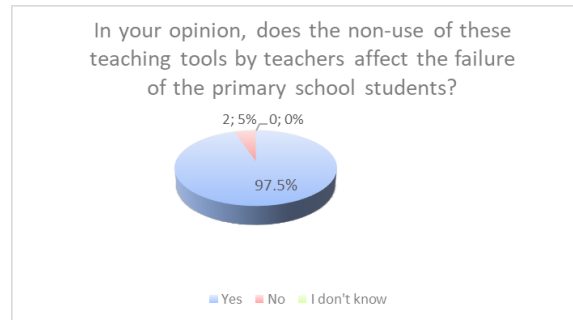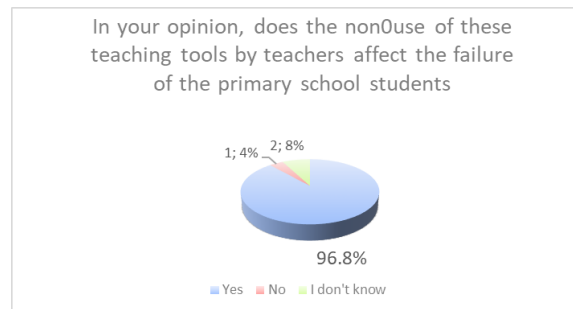

Chart No. 4 - Urban

Chart No. 4 - Rural

According to the data we have received from the teachers on the question: Is the punishment and criticism ever used as an educational tool for students during the teaching work? A large (disturbing) percentage, especially urban environment teachers (77%), think that punishment and criticism should sometimes be used as an educational tool for student work. While a smaller percentage of teachers in both environments (around 20%) think that punishment and criticism should be used as educational tools and, there is unfortunately, a very small number of those who think that criticism and punishment are not allowed as educational tools in work with students.
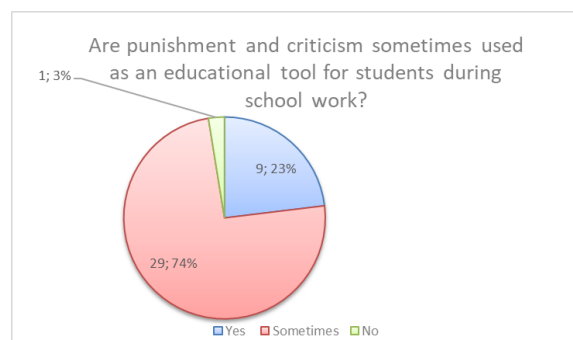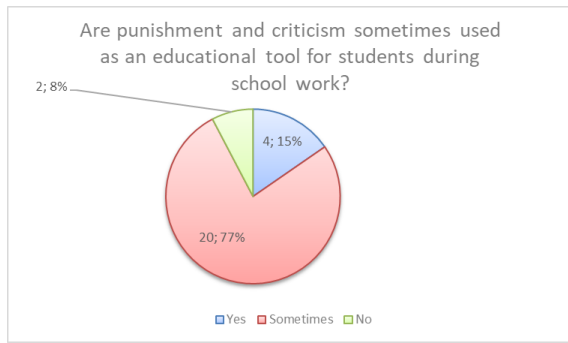

Chart No. 5 - Urban

Chart No. 5 – Rural

To the question: Which obstructive devices are used most often by teachers as educational tools for students, especially those with extravert (open, dynamic)? Teachers gave these answers (Chart No. 6). The tools that teachers use most frequently in the urban environment are: supervision, warning and remarks. While in the rural environment we have a different opinion compared to that of the urban environment as follows: criticism, punishment and warning are educational tools most commonly applied to students (extravert).
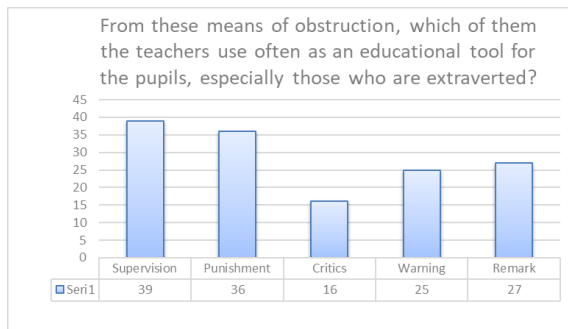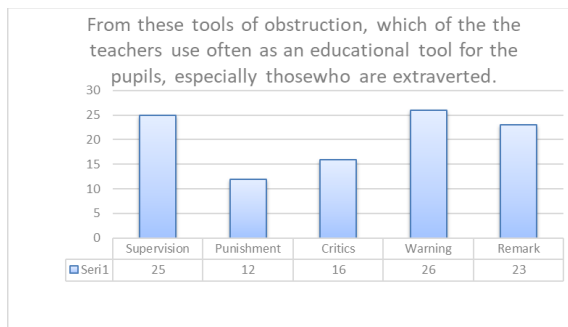

Chart No .6 – Urban

Chart No .6 – Rural

The game as one of the forms of students' afinity, but also as one of the actions that may encourage students to learn is considered very important in the educational process, however, in the school practice the game takes place and as an educational tool, this is proved by the results of the research conducted with the teachers of both environments. Over 60% of teachers think that the game is an educational tool and a key factor in the educational process, while about 40% of teachers consider the game as a fun tool, which they are completely right about.
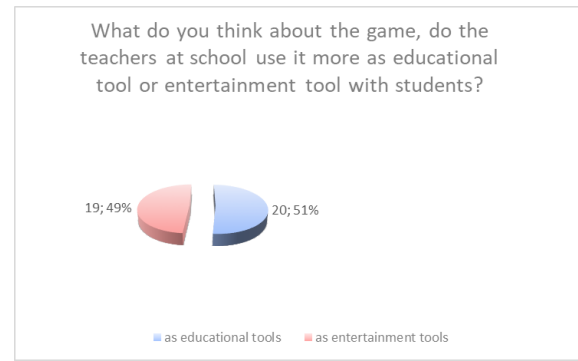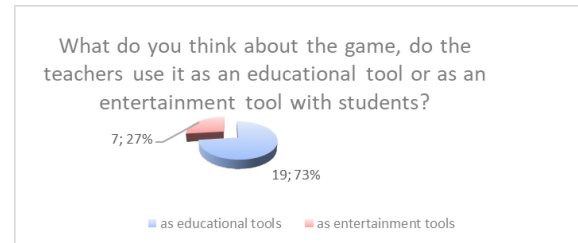

Chart No. 7 – Urban

Chart No. 7 –Rural

VI. Conclusions

At the end of this paper, we have tried to give some results - conclusions that we have drawn from the research work we carried out - we think that these results will greatly contribute to the educational work in the elementary school.

- As an educational tool that is most common in our primary schools, according to research results, counseling and reward are the most common tools that teachers apply today (91% of the answers received)
- Approximately 81.5% of teachers think that the educational work tools mentioned in the questionnaire questioning motivate pupils to attend elementary school.
- The example and praise of the teachers' answers are the most appropriate tools for motivating students to learn.
- 92% of teachers think that non-use of these tools by teachers affects the failure of learners to attend.
- Worrying is the conclusion of the use of obstructive means, where 76% of teachers say that criticism and punishment are used in student learning as elementary education tools.
- 99% of teachers in both environments think that surveillance and warning are the most commonly used educational tools as tools to prevent learning.
- 62% of teachers in both grades think that game serves as a more educational tool than fun in the learning process.
- Race and gratitude are the educational tools that motivate learners most, according to the research results that are taken by elementary school teachers.

VII. Recommendations

a. Adapt the curriculum to student needs.
b. Adapting educational resources to learning content and learning abilities of students.
c. Teachers are required to obtain the necessary information for students, a safe source for parents, during classroom activities the teacher should observe the student in different situations.
d. Teacher should adhere to some principles with students, such as: motivating students to learn and acquire, organize individual work in pairs and groups, give them multiple opportunities for expressing thoughts.
e. The teacher uses the appropriate educational tools based on the learner's properties (extravert type, intravert).
f. Educational tools should be used in organized and systemized manner during work with students.
g. Make more use of motivation and direction-orientation tools for learning than prevention and obstruction.Të behët harmonizimi i mjeteve edukative në bazë të suksesit-mossuksesit të nxënësve në shkollë fillore.
h. The means of motivation (gratitude, praise, reward, promise) are to be given alongside the success of the students achieving during the teaching work so as to be a stimulating factor for other peers.
i. Denial of detention should be used only when the teacher can prove the benefit of their use or non-use during primary school work.

We think that these proposed measures, if organized and implemented properly, would create conditions for informing elementary school students to be at the appropriate level and to flow along with the goals, contemporary demands of the society.

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