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DIGITAL TRANSFORMATIONS IN HUMANITIES, EDUCATION, AND LIBERAL ARTS

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content

EDITORIAL

Digital transformations in humanities, education, and liberal arts 5
Assoc. Prof. Dr. Belina BUDINI

The challenges of new media and the influence of politics..... 7
Dr. Miranda PRIFTI, Msc. Dritan IDRIZI

The impact of social media on youth political behavior 14
Msc. Irsa QOSJA

*The Effects of New Communication Technologies on Teenagers:
The Case Study of Computer Games* 23
Msc. Erisela MARKO

Emotional intelligence and balance between work and life in employees' 58
Dr. Elsida SINAJ, Msc. Elisa GJONAJ

Physical qualities and body mass index in children..... 70
Msc. Marjo SHABANAJ, Msc. Bora SULKA

Odd impact in daily life of children 4-6 years old..... 94
Dr. Dorina XHANI, Dr. Brunilda HOXHAI, Msc. Sara HYSENAJ

The Approach of the Albanian Reality to Autism Spectrum Disorder 107
Lorela DEMA, Stela KAPO, Jonad KOSOVA, Eneda SALA

Close up theater - an innovation in stage art studies..... 128
Msc. Dritan BORIÇI

<i>Digitalization in educational systems.</i>	
<i>Teaching art in the age of computer technology.....</i>	<i>138</i>
Dr. Blegina Hasko BEZO	
<i>Features of the Modern Albanian Novel</i>	<i>145</i>
Dr. Ermir NIKA	
<i>Lullabies, language analysis and features.....</i>	<i>150</i>
Dr. Majlinda HALA, Dr. Blegina Hasko BEZO	
BOOK REVIEW	
<i>On Liberalism_ by Leonard Hobhouse. A book Review.....</i>	<i>169</i>
Bjorni TANE, Klerisa AZUNI, Enkeleda STAFa,	
Alida MURATI, Albana SHEHU	

EDITORIAL

Digital transformations in humanities, education, and liberal arts _____

Assoc. Prof. Dr. Belina BUDINI _____

EDITOR IN-CHIEF

The pandemic has served as a widespread test case for the effectiveness of the digital solutions, many of which are expected to be permanent fixtures and lead to digital transformations and innovation after the crisis, for many sectors including communication, education, public relations, but also arts and culture.

In accordance with the European Union overarching priorities in the region of Western Balkans and the Albanian Studies Days Conference that was focusing on the above topic, this issue of Polis is dedicated to the development and uptake of digital skills to make the digital transformation as comprehensive and inclusive as possible in the field of humanities, arts, and education. The focus is on the evaluation and the implementation of digital education strategies, especially in the context of Albania and the region of the WB. Most articles aim to further explore the state of inquiry in distinct fields, trying to map out the factors and possibilities to assist to activities such as online education learning or teacher training, new forms of arts, digital pathways for the media and political communication, as well as related to developments in the field of psychology studies and sports.

The first article of this issue is a contribution coming from the Department of Humanities and Communication, with Miranda Prifti and Dritan Idrizi, who are aiming to further elaborate the influence that social media is playing on politics. In a similar vein, a younger researcher and Master student at the Department, Irsa Qosja, tries to understand the political behavior of younger generation in social media using questionnaires as a tool of research. The article of Erisela Marko brings to our attention one of the main trends of the last decades. Her article is part of a larger study she has conducted, focused on the possible effects that videogames might have on youngsters.

Among the most important pillars of this issue are the contributions coming from the field of psychology, especially the study on emotional intelligence written by Elsida Sinaj and Elsida Gjonaj. Their main argument is that a higher emotional intelligence can create a better professional path for individuals. The other two colleagues, Mario Shabanaj dhe Bora Sulce, have tried to build a research model, that can help us understand the relation between physical capacities of younger children and their BMI. Dorina Xhani together with Brunilda Hoxhaj and Sara Hysenaj, have expanded their study on children as well, trying to analyze the importance of detailed information about the history, diagnostic criteria, various causes that may affect the occurrence of ODD disorder, as well as information about various therapeutic interventions and how they affect this disorder.

Further contributions come from the Department of Applied Arts starting with an interesting article on the Close-Up Theatre by Dritan Borici, a well-known art-performer, and lecturer at EUT, who opens a discussion on the need of digitalization in theatres, presenting us with an innovative approach on how we could integrate technology in such a classical environment. Another member of the Arts' Department, Blegina Hasko Bezo, tries to understand and find ways how could teachers bring digitalization into the classroom, as one of the best ways to enhance students' creativity. Ermir Nika, brings on this issue a summary on the features of the modernity in the Albanian Novel. An other contribution comes from Majlinda Hala and Blegina Hasko Bezi, in the field of Ethnic folklore with the topic of Lullabies, language analysis and features.

Finally, given that in this number we were looking to trace down innovation, we were happy to publish within this issue the contributions of groups of students. One of them was conducted by a group of BA students, studying psychology and their work is an original piece focused on the topic of Autism. The final contribution is a short analysis of the book "Liberalism", written by Leonard Hobhouse. A team of students studying public relations and communication has tried to analyze the main features of liberalism based on the arguments of the author.

All these contributions create a discussion, and they further enhance the academic debate on the importance of digitalization and the role that each of the social agencies in our field of studies can play towards actual and future transformations.

The challenges of new media and the influence of politics

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Abstract

Nowadays communication has taken on momentum like never before in human history. We all aim to be informed faster and easier through technology. The extensive use of social media attracted the attention of many companies, organizations, and political entities to conduct their online campaigns thus being closer to their target groups in meeting the objectives. The Internet and social networks are forcing public communicators of all fields, to change, alienate and adapt. Internet was expected to be an instrument of 'empowerment', with the ability to nurture political life and facilitate political mobilization. And while today we are aware that this digital divide has brought inequality to political life, we are also aware of the role that the new media is playing in elevating important political figures.

Key words: technology, media, political campaigns, politicians, fake news.

1. Introduction

We can see the current world situation as the result of a silent, dual revolution of cultural norms. The post-materialist revolution, described by Inglehart (1977: p. 3), linked to the digital revolution, influenced by the openness, collaboration, sharing and informality of information. Digital media today allows the citizen to live his citizenship in a more independent, fuller and richer civic engagement, away from traditional political attitudes. Such media hybridization has made individuals on social networks express themselves freely in a personal and independent way. Of course, social networks facilitate "click-through", ie virtual engagement, which involves very little of the individual approach. So if we will express it in a more general way: the desire to follow someone, the likes, the distribution of texts or images related to politics, the signing in favor of a digital campaign are small acts, previously unseen in the pre-digital era...

They have allowed ordinary people around the world, with only a mobile phone in hand, to oppose, fight for political change or against a regime, and expose corruption and the inefficiency of public life. (Margetts, 2019, n.90 (S1).

The considerable density of the media environment at the beginning of the XXI century brought a multiplication of opportunities for internet access. Every day we see more and more an "all food" audience in terms of information. The various technologies implemented in election campaigns, referring to Internet-related practices, are typical of the postmodern era. So here the notion of 'e-democracy'

leads us to the idea of developing political participation using electronic networks. This even when we mean citizens who can interact with each other or even with their representatives through exchanges of opinion.

2. Politics and the impact of new media

Nowadays, politics is undergoing some changes, especially due to the increasing use of social media by politicians, who are using these virtual platforms as tools to gain more and more approval. (Alberti, De Siero, 2020). It is beyond any discussion to ignore the technological shock and its social impact. Communication has become a resource, where the media have increased their strategic character with the rapid production and mass dissemination of information. We therefore acknowledge that political communication operates in a universe of differences and inequalities. Real-time transmission of information over distances is transcending temporal and spatial aspects, which undoubtedly 'infects' political behavior as well.

From this point of view it is true that communication is becoming more and more interactive, being closer to the form of conversation and ordinary social communication. On the other hand, this shows that the practice of communication towards being one-way, is found today competed by the multiplication of networks, the exchange of information and the facilitation of contacts.

The next stage in the development of new media was the application of new digital communication technologies in politics, which enabled entirely new platforms and systems for the dissemination of information content. The public became more involved in creating materials and disseminating news content with political content.

From the mid-2000s, a new digital environment emerges, a typical example of which is the Barack Obama campaign in 2008. The Obama team revolutionized the use of social media: personalized cell phone messages, Youtube videos, networks social media like Facebook or Twitter complemented the repertoire of blogs, forums and emails, in elections they thought were impossible to win using traditional techniques.

3. Politics in the new media

Political communication is a fairly fashionable object of discourse. We owe it to Blumler (1990) for his definition of political communication, which is "a race to influence and control, through the mainstream media, public perceptions of

major political events and issues.” Such a conception allows us to see political communication as a space where the discourses of the main actors (politicians, journalists and public opinion) are exchanged, as an open struggle to influence and control the collective representations up to the rule of the media.

In communication theories, the term media means any means of communication that allows the transmission of a message. If we refer to everyday language, by the term media we mean an environment which is characterized by the dominance of the means of collective distribution that enable the achievement of both large and diverse audiences (heterogeneous) and at the same time anonymous.

Contemporary social developments have produced a common interest in influence and influence between the media and politics as two important social actors who through this interaction also shape public and political figures.

In recent years, the relationship between the media and politics has changed significantly. Politics has become much more mediated. In practice, the distance between politics and the media has become much shorter. It is the media that have radically changed the ways in which political leaders communicate. Already, owning a social network by a politician is a necessity, owning and using it has turned into a political action. In a democratic system, the media and politics are in a symbiotic correlation, because they need each other and, at the same time, benefit from each other. (Barner, 2010, 4)

In this way the politician transforms himself into the media. They use social networks to communicate through comments but also live videos. Therefore, the politician has constantly tried to master the media as a form of political influence, or even to have a personal media channel. An indication of such a change is the creation by Prime Minister Rama of the ERTV channel, as a government media channel.

The Prime Minister of Albania, Edi Rama, often uses social networks to stir up controversy. During the 2018 student protest, the Prime Minister of the country called the students protesting “lagging behind students” while attacking the media for misinformation (Express, 2018). And if we refer to the current protest against the price increase, the strong statement of the Prime Minister that: “The price increase protests serve Russia”, also creates dissatisfaction and a significant impact of the new media on the organization and mobilization of citizens, because such communication of Prime Minister Rama cannot be taken easy when he declares that it is a protest that disfigures Albania and shames the Albanians during this untypical times.

Excessive dependence on a personal social network as a source of information can create “filtering bubbles” (Pariser, 2011) characterized by highly homogeneous political opinions, colonized by fake news (Egelhofer, Lecheler; 2019, 1-20) or commanded by algorithms controlled by powerful companies.

4. “The power” of the new media

It is therefore very difficult to claim an authentic discussion on social media and have expectations about ideal communication, in the Habermasian sense of the public exercise of reason. The popularization of the term “Fake news” (McNair, 2018) started in 2016. The definitions on it were numerous, describing them as: intentionally false information or as intentionally false and misleading content, published as genuine articles to lead the audience towards wrong evaluations.

But unlike the ideas created, the exposure of Americans to fake news in the 2016 campaign had a weak impact. However, the strong media coverage of the phenomenon, since this year, only undermines the credibility of the information presented on social media.

In Albania, the synonym of “fake news” is “trash can”. The Prime Minister of Albania, Edi Rama, in “Zone e Lire” TV show, described the media as a trash can (Tema, 2017). Or the case when former Prime Minister Berisha, during his first term, immediately after the explosion of the ammunition factory in Gerdec, while speaking on the rostrum of the parliament, called the investigation and the facts made public by one of the most famous and serious newspapers in the world, “The New York Times” as a “toilet paper.” Syrian President Bashar al-Assad also described the era we live in now as a fake news era in an interview with Yahoo News in 2017. Venezuelan President Nicolás Maduro is also critical. This is after President Trump in one of his statements said that “every option is on the table regarding Venezuela”, while the country was involved in political and economic unrest in which the US blamed its socialist leadership. Venezuelan President Nicolás Maduro in an interview for RT in July 2017, stated that the country was “being exposed to harassment by the world media”, and said that the foreign media “spreads many false versions, many lies” and that “this is what we call it fake news today, don’t we?” (O’Connor, 2018).

5. Conclusion

It is increasingly acknowledged and accepted that media plays an important role in both national and international political life. This growing role of the media in society is also seen as a consequence of technological revolutions, mainly related to electronic media, which as a function in themselves tend to make the traditional forms of communication look older.

Today is considered to be a time of information explosion and may contain many labels such as: 'third wave infosphere' (Toffler, 1980), the concept of communicative wealth (Moles, 1986, p.116). We see that the real time broadcasting of events far away from us, is going beyond the concept of time and space, and such a thing has no way of sparing the infection of political behaviors.

We need to be clear about the democratic role of the media in being an instrument of critical education, and recognize the importance of television in political life by encouraging and urging information actors to become more aware of freeing themselves from the structural constraints of positioning themselves as true democratic agents. The journalist encounters processes that affect him, but that he can simultaneously influence towards a freer direction from the power relations of different political camps, embracing the task of investigator and not reproduce the news without taking in analysis the facts from different sources; coming out of the cynical emptiness of circular hectic information.

We must also reflect on the consequences of the relationship between the fields of information and politics in the increasingly regulated democratic life of the media, and discuss the many issues that legitimize the audience as a truly democratic criterion for content selection and news broadcasting. Platforms such as Facebook, Twitter, YouTube have become arenas of public debate and at the same time have facilitated the dissemination of false information, leading to a brutalization of public debate if we refer to Badouard (2017), because manipulation increases the level not only of hatred but also of violence in society. And while the Internet was expected to be an instrument of 'empowerment', with the ability to nurture political life and facilitate political mobilization, today we are aware that this digital division has brought inequality to political sphere. If the Internet did not equalize the political race, as Dahlgren pointed out in 2001, it has unquestionably raised the level of insecurity for political elites and beyond.

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The impact of social media on youth political behavior

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Abstract

This study aims to investigate the effects that the use of social networks has on shaping or changing young people's behaviors regarding political issues. The method used to carry out this work is a mixture of qualitative and quantitative methods. Primary and secondary data were used. Information and secondary data have been collected through research on various studies, books, websites, and articles, which have been accessed from reliable and serious sources. Primary data were collected using a questionnaire, which aimed to collect information about the use of social networks by young people and the impact of these networks in shaping or changing the attitudes of young people towards political issues. From the literature research and from the analysis of the data collected through the questionnaire it resulted that social network have a significant impact on the political behaviors and attitudes of young people.

Keywords: Behavior; attitudes; politics; social media; political persuasion

¹ **Irsa Qosja** graduated in Communication Sciences in 2018 to continue her master's studies in "Political Public Relations". She started her career as a journalist in various media simultaneously writing public articles. Then she worked in the field of PR-Marketing in several successful companies. Recently, towards the end of her studies, she was awarded a diploma of excellence as one of the students with the best results at the European University of Tirana.

1. Introduction

The advent of the internet and digital communication technologies has made a major contribution mainly to the youth-oriented media revolution. Internet technology has provided a new way of disseminating information and reusing old content. "Social networks have changed the concept of old media. Now our societies are using Facebook, Twitter and blogs as a source of information" (Hamilton, 2011). Social media also serves as an "information store" that facilitates and enables its users to access a variety of content. Social networking sites also offer the opportunity to expand their contacts with whom they can get information and exchange opinions. They also offer the easiest way to communicate with a large circle of people without having to move physically and in the comfort of their own homes. For young people, social networks are even more important because on these platforms they can exchange ideas, share photos and videos. "Social networking sites are playing a vital role in the well-being of societies because they provide platforms for members of society to raise money for charity and humanitarian events" (Keeffe & Pearson, 2011, fv. 800-804).

According to Richey (2008) social networking sites have a great impact on young voters because the behavior and attitude of a member of a network depends a lot on the attitudes of the rest of the members. It also has an impact on turnout" (Richey, 2008, fv. 527-542)

The Internet in general and social networks in particular have changed not only the way young people communicate, but also influenced the political interests and attitudes of young people.

Purpose of the paper: The advent of social networking has changed the landscape of communication and information. The rapidly growing social media has attracted the attention of millions of people around the world.

Objectives of the paper: Determine how young people use social networks; Research the level of trust in this information that is accessed on social networks; To discover the connection between social networks and the political behavior and attitudes of young people.

Hypothesis: Social networks raise political awareness and influence the political behaviors and attitudes of young people.

Research questions

- How are social networks used by young people?
- How much political information do young people get from social networks?

- How much do they believe in this information?
- How do social networks influence the political behaviors and attitudes of young people?

Importance of the study

This study is an added contribution to the existing literature regarding the impact of social networks on young people in the political aspect. The information and conclusions reached in this study can serve future researchers who will be engaged to conduct studies in the same field.

2. Literature review

Political communication on social networks

Although different definitions have been given by many scholars about political communication, however, almost all definitions describe it as communication that conveys information between politicians, journalists, and the public. In the new Oxford Handbook, the definition of political communication emphasizes the power of politics. “Political communication means the symbolic exchange about the joint exercise of power” and “the presentation and interpretation of information with possible consequences for the exercise of joint power” (Jamieson & Kenski, 2016, f. 2).

Social networks have fundamentally influenced and changed political communication. Political communication, propaganda, political marketing can be realized even more easily thanks to social media, in which there is a possibility that different messages have different target groups of society. Social media has also changed political communication by enabling politicians to send their message to the audience, without using any traditional media as a transmitter of that message. There are times when political actors choose social networks to communicate with the public, bypassing traditional media, or the traditional way of sending a message to the public, through press conferences.

Barack Obama: The first president of social media

Involvement through Empowerment that was the mission of Barack Obama’s campaign. The first political campaign in history which really used the power of social media to spread the word, gather support and engage people. The Obama campaign reached 5 million supporters on 15 different social networks during the campaign season; “As of November 2008, Obama had approximately 2.5

million (some sources say up to 3.2 million) followers on Facebook, 115,000 followers on Twitter, and 50 million viewers of his YouTube channel” (Jauriqui, 2018). His campaign used Facebook as well as many other social media platforms, including Digg, Flickr, LinkedIn and MiGente. He innovated by SMS, using text messages to stay in touch with supporters in a way that offered instant and sometimes even emotion, as in announcing his candidate.

Political propaganda on social media

“Computer propaganda is a term that neatly sums up this recent phenomenon - and an evolving field of study - of digital misinformation and manipulation” public” (WOOLLEY & HOWARD, 2019, p. 6). As part of the process, coders, and their automated software products (including robots) will learn and imitate legitimate social media users in order to manipulate public opinion across a diverse range of platforms and device networks. These robots are built to behave like real people (for example, by automatically generating and responding to online conversations) and then posting them on social media sites in order to reinforce or print specific political messages. “These ‘automated social actors’ can be used to strengthen particular politicians and political positions - supporting them actively and enthusiastically, while simultaneously stifling any dissenting voices” (Abokhodair, Yoo, & McDonalds, 2015). Anonymous political actors have spread false news and coordinated disinformation campaigns and mobs of trolls to attack human rights defenders, civil society groups and journalists.

Political culture in the age of social media

The political culture before the development of the Internet and the widespread use of social networks was limited to the national borders of states. Nowadays, the Internet has made this more global and interconnected, where everyone can follow and give opinions on the situation of other countries, so in a sense, national policies and policies became part of the globalization process and on a completely different level. “According to Nowak, the 21st century internet is very different from the internet from the end of the 20th century. It is more participatory and oriented towards social networks” (Nowak, 2013).

A great example of the impact of social media was Brexit in 2016. The battle for Brexit took place and was also won on social media. Post-Brexit analysis suggests the EU Exit team won the battle long before Election Day. The departure support team worked hard for their online presence, and they also worked in the field pushing people to vote for leaving the EU. Their presence on social media was consistent, yet many people who were in favor of England’s stance on the EU

ignored this as something that has nothing to do with real politics in the world. "They believed that Britain would never vote to leave the EU and ignored media society as a haven for trolls and teenagers" (Polonski, 2016). From these examples we see clearly that social networks influence the political culture of the population, and no one is immune to this influence.

The influence of social media on political attitudes and perceptions

A meta-analysis of early studies of the relationship between Internet use and offline political participation found that although most of these studies identified a positive link between the two, this link was usually not very strong. "Boulianne (2015) meta-analysis of this research found that most of the studies examined reported a positive relationship between social media use and political engagement" (Boulianne, 2015, fv. 524-538). Research by Kim & Khang (2014) adds more evidence of the relationship between social media use and youth political attitudes. In their research, they particularly proposed SNS political participation, that is, the use of social media for political activities (such as campaigning, contacting officials, and signing a petition), as a mediating variable between predictors of volunteerism. Citizen (resources, psychological engagement, recruitment) and offline political participation. "Using a web-based survey of 348 students from several major US universities in 2012, they found that predictors of civic volunteerism affect both offline political participation and the SNS" (Kim & Khang, 2014, pp. 114-121). Another study worth mentioning is that of Copeland and Bimber (2015). They investigated the link between the use of digital media and each of the six forms of political participation (voting, message delivery, event participation, campaigning, money donation, and persuasion), adding the role of context in influencing this. Relationship by using data from various US presidential elections (1996-2012). "They found that respondents who used digital media (accessing political information online) were more likely to vote in the 1996, 2000 and 2004 elections, but not in the 1998, 2008 and 2012 elections" (Copeland & Bimber, 2015, f. 84). "They also found that people who read political information online were more likely to: display political messages in 2012; work in the 2008 campaign; and donate money in 1996 and 2008" (Copeland & Bimber, 2015, f. 84). These findings led researchers to conclude that the relationship between social media use and political attitudes is unique to each election event.

"Social media has been particularly important in understanding citizen participation in protests around the world" (Anduiza, Cristancho, & Sabucedo, 2014). Given the importance and impact that new technologies and social media have on the lives of young people, it is expected and understandable that the impact of using social media on political participation will be more significant

among young people than in older groups. “Indeed, there is a growing interest in how social media influences and shapes political behavior for younger members of society” (Boulianne & Theocharis, 2020, fv. 111-127).

3. Methodology

This paper is realized using primary and secondary information. Primary information is obtained from reliable sources consisting of various books and studies. Primary information was collected using a questionnaire that was designed specifically for this study. The questionnaire was completed by 128 young people who reached this questionnaire online. The questionnaire consists of 18 questions, which have reached the required audience in the form of Google form. The questionnaire aims to gather general information on the use of social media by young people in Albania, further on how these platforms affect the political behaviors and attitudes of young people. The interviewees are aged 18 to 30 years. The only criteria for selecting the sample in this study was the age of the individuals interviewed.

Limits of the study

Firstly, there is a limited number of statistical data related to the influence of social media on the political attitudes and behaviors of young people. Second, empirical research is limited to a reduced number of respondents and the conclusions are limited and incomplete. The research is also limited to the district of Tirana to draw conclusions for the entire territory of our country.

4. Results

The questionnaires were completed online by 75 females and 53 males. Respectively 58.6% female and 41.4% male. From this result we conclude that there has been a greater interest on the part of women regarding this study than men. The most used social network is Instagram. It is a platform that is increasingly gaining ground and is used to inform and disseminate information of public interest. 62.5% of respondents use Instagram more than any other network, 21.9% use Facebook, respectively 28 people. It was found out that respondents use another social network not specified in the questionnaire, 44.9% of them use another social network. 40.9% of respondents use Instagram to communicate with friends and relatives. 12.6% use Facebook and only 1.6% use twitter.

The respondents were asked which of the social networks they used to share their opinions on political issues. From this question it resulted that 41.3% or 52 people use Instagram to share their opinions on various political issues; 32.5% or 41 people use the social network Facebook to share their opinions on various political issues; 24 persons respectively 18% of respondents use another social network that is not specified in the questionnaire; you tube is used by 2.4% of respondents or 4 people; twitter is also used to a minimum of 4.8% or 8 people by respondents.

The questionnaire conducted in the framework of the study of the impact that social media has on the political behaviors and attitudes of young people, contained 18 questions, and aimed to collect information on the use of social networks by young people aged 18 to 30 years and information others that prove or not the impact of social media on the political behaviors and attitudes of young people. Generally, the young people who completed the questionnaire were women and most of the young people were in the 25-30 age range. This shows us a greater interest of women in this study and greater interest is shown by young people in the above age.

Youth participation in politics represents the most significant indicator of civic education, of participatory democracy. civic responsibility, of the future of democracy as evidenced by the literature review, in this case there is a large use of social networks, whether for communication or information or the sharing and publication of various information related to political issues of public interest Social network that is used more from young people is Instagram. Instagram has come a long way since its inception as a simple photo sharing app. Many of the app changes in the last decade make it easier for brands to create conversations with their audience and stay connected with them. The same applies to political parties and politicians, some features make engagement easier. Politicians should use these opportunities properly to have an impact on the target audience. The results of the questionnaire revealed that young people in the Republic of Albania show an interest at very low levels to be part of politics and decision-making, although many of them being inspired by social media and information circulating within them have locals engaging in various protests with causes which obviously affect them. We mentioned here the protests that took place in the context of rising prices, where a very large amount of information was found online on social media, whether written, with various photos and videos.

It was noticed a high engagement of young people in these protests, and it can be said with full conviction that the organism and the gathering together of so many people was achieved by social media, The impact that social media has on retinas in terms of the political behaviors and attitudes of young people is clearly shown by the fact that most of them use social networks to be informed about political issues every day. They also discuss this information with friends and relatives several times a month and several times a week, relatively often social media has increasingly become a method of informing and especially for young people,

thus most of them responded that they were informed about political parties or relevant candidates on social media before voting. The questionnaire revealed that social media is a space for information and influence on young people speaking in the terms of the political behaviors and attitudes of young people. But a very low interest of young people in political issues was also revealed. Since they are regular users of social media and they have a significant impact on them, more attention should be paid to the proper dissemination & information of politicians but also of civil society for young people to be more involved in political issues.

5. Conclusion

Social media constitutes the actuality of every individual nowadays. Young people in particular use the internet and social media extensively, not only to communicate but also to stay informed about the latest news and to engage in discussions about public issues. Knowing the power of social media, politicians and political parties have developed their political communication in this direction the most. This way they are closer to their audience and more likely to extend their impact to them at a lower cost and faster. The younger people use social media, the more they influence the perceptions and political behaviors of young people. The study aimed to examine the use of social media among young people / students and then the impact on the level of their political participation.

From the literature research and from the survey of 128 young people it was confirmed that there is a positive relationship between perceptions and political behavior and the duration spent on the use of social media. In other words, young people who spend more time on social media are more involved in using it for political purposes. Similarly, young people who frequently use social media for political purposes, whether informing themselves, communicating on political issues, or participating in political debates, are more active participants in online and offline political activities. It can therefore be assumed that those young people who spend less time in political use of social media are less politically active, both online and offline, which further leads to the conclusion that online political participation is more likely to shape the political participation of the individual offline. Thus, the more time young people spend being politically active on social networks, the more active they will be in pursuing traditional political activities.

Recommendations

First it is recommended to do more extensive research regarding the impact that social media has on the perceptions and political behaviors of young people.

Including a more expanded and extended population throughout the territory of Albania. It is also recommended the development of policies to verify the authenticity of information disseminated online. As well as manipulating influence through fake followers. It is recommended that policies and laws get developed to protect the data of individuals online.

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The Effects of New Communication Technologies on Teenagers: The Case Study of Computer Games

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Abstract

This study investigates the effects of computer games on teenagers in Famagusta, Turkish Republic of Northern Cyprus. Most games are inspired from other media as books, TV, films, etc. For this kind of media entertainment, the term 'passive entertainment' is used. However, computer games and video games are considered as 'interactive entertainment'. Computer games are interactive because they make people to feel that they are inside the story. 400 teenagers, 200 boys and 200 girls participated in this research from four different schools in Famagusta. Two of the

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schools are high schools and two others are secondary schools. Each participant completed a questionnaire with 35 closed-ended questions. The data were collected and analyzed by using SPSS 10.00 program. Using the data gathered with the questionnaire, whether playing computer games affects the children's school performance; whether decreases their participation on social activities; whether evokes aggressive behavior; and whether causes the feeling of loneliness is discussed.

Key words: *communication, new media technology, popular media, entertainment, computer games*

1. Introduction

This study focuses on children between ages 11 to 18 years old who play computer games. Computer has become a learning environment through games that tells story to those children who play the game and putting themselves as the main character of that story. Andrew Rollings & Ernest Adams (2003), argue that all games tell a story. The complexity and depth of that story depends on the game. At the other extreme, is the player who tells the story by the act of playing (p.10). "Computer games have some sort of story, where the story integration is dependent on the type of game and the player imagination takes care for developing the story" (Rollings & Adams, 2003, p.89). Those games "presents good and bad, happy and sad, powerful and weak and lets them know who or what is successful or a failure" (Singorelli & Morgan, 1990, p.14). The audiovisual mass media are extremely influential for young generation where not only TV or films, but also computer provides a pictorial presented model that influences their behavior and social norms (Bandura & Walters, 1963, p.49).

Most of the games are inspired from other media like books, movies, TV and other media entertainment. For example, "the smash-hit game The Sims was partly influenced by a nonfiction book called A Pattern Language, which is about the way people's live are affected by the design of their house" (Rollings & Adams, 2003, p.31). Media provide passive and interactive entertainment, where all of us are participant of media like TV, radio and computer. Reading and watching are part of passive entertainment because we are enjoying in passive way, we watch and actors act. At interactive entertainment, we are active participating, we are involved in game because we play, we watch, we are inside the game at least this is the feeling that computer game gives to you.

"When people play a game, they are entertained by actively participating. Although we use the term interactive entertainment to refer to computer games and video

games, any game is interactive if you are taking part in it, whether it is softball or postal chess. Active forms of entertainment are slowly gaining ground over passive forms; people are starting to play online role-playing games instead of watching TV. People love the feeling of involvement and empowerment that gaming gives” (Rollings & Adams, 2003, p.34).

The only direct instructions that children and adolescents take when they are playing is just the instructions of how to play the game, how to change the guns and nothing educative. Rollings & Adams (2003), argue that computer games generally allow you to try anything you want; you can presume that anything you can do, you are allowed to do. When you are playing game, especially board game and computer games, you are often playing a role of some sort (p.35).

Computers has become an important source in our life, it is a link which eliminates all the boundaries between different cultures, ages, regions, religions, sexes, where you can collect information, or you can play multiplayer games through internet with people from different countries. Unsworth & Ward (2001), reported that children are entertaining themselves with computer games that may have an antisocial effect on young players. Computers can be a powerful force in the socializing process, of the young generation (Singorelli & Morgan, 1990.). According to Kaiser Family Foundation (2005), children who have their own media at their bedroom are more influenced that those who do not have. Spending too much time playing computer game affects school performance negatively. The lowest grade students spend more time playing computer game than those with highest grades (p.24).

As we know, 11 to 18 years in people’s life are delicate, sensitive, and important ages, and is the time that slowly the children are building their character. It is the time of development of personality and the time that parents should be more influential than mass media by locating the child behavior in more educative programs related with their ages and making them to live in a real life and not imagined one. *“This generation truly is the media generation, devoting more than quarter of each day to media”* (Kaiser Family Foundation, 2005, 39).

Many studies have been conducted in relation with this topic. Kaiser Family Foundation conducted its first study on media and children in 1999 and in 2005 they repeated the same study to learn if there was a change in media use. From their results, children in 2005 have increased the amount of time spent on more than one media. They called the children in new millennium as *“media multitaskers”*. The number of children having their own media in their bedrooms is increased. “For example in 1999, 21% have computer at their room, in 2005 became 31%, 49% in 1999 have a multiple video game console, in 2005 became 56% etc. (Kaiser Family Foundation, 2005, p. 37). According to their research, 98% of young people use computer and engage in on computer for playing games.

Numerous studies have documented that boys spend more time than girls playing computer and video games; boys spend more time online, surfing the web and playing violent games, while girls spend their time online in social interaction, like chatting, watching film, etc. In most of the cases, boys and girls have described the same online desires. According to Buchman and Funk (1996), “fourth grade girls (59%) and boys (73%) report that the majority of their favorite games are violent ones”. Even if girls and boys spent equivalent amounts of time online, previous research suggested that, they might display ‘gender-stereotypical preferences’ in their choices of Internet activity.

Subject of this research is the case study of computer games: how these games can affect teen’s social life, school success, and if there is a gender differences for playing games and how the parents act when children use computer, etc. Since 1946, there is a belief that violent computer games lead to aggressive violent behavior (Nielsen & Smith, 2003, 27): “Some researchers think they have found clear signs of aggressive behavior caused by computer games, some other have not been able to replicate their results and still others have been strongly critical of methods used in the study”.

We live in a mass mediated society and this is an important subject especially when we are talking about the new generation. The purpose of this study is to investigate issues related to computer use of the school students from 11-18 years old by including interferences with social life and academic performance. Are these children spending too much time in front of the computer to play games than doing anything else or studying and sleeping? The objective of this study is to find out the possible effects of playing computer games on children.

Through education, the younger generation has a wider and easier access to the technology and computer, especially computer games. They more frequently use games. The uses of computer games have increased over the years. The computer games and its effect to players have been discussed widely in recent years (Kaiser Family Foundation Study, 2005; Olson & Kutner & Warner, 2008; Nielsen & Smith, 2004; Lucas & Sherry, 2004; Dill, et.al (2005), Colwell & Kato, 2005; Anderson & Bushman, 2001; Anderson, 2002).

It is suspected that the school students in Famagusta, Turkish Republic of Northern Cyprus spend too much time playing computer games but are they considering its negative effects on their life? Therefore the present study sets out to explore the time spent playing computer games and how this can affects their social life, aggressive behaviors and school grades.

This study examines whether new communication technologies in general and the computer games in particular affects players negatively. Computer games can be accessed online through internet and teens can easily pay these games at school, at home, at internet cafes.

According to Olson, Kutner, Warners (2008), children take some advantages while playing computer games like social activity by playing online games with other children, social interaction, or motivating them to think more creatively for solving problems. Internet has a great role in researching the technological developments, the effect and the use of new technology in our life. In other words, can computer games create a new imagined world in teen's life?

The present study is the first study focused on the computer games effects on the school students in Famagusta, in Turkish Republic of Northern Cyprus.

Aim of the study is to explore and compare the feelings of the school students who play aggressive, violent computer games who study in secondary and high schools in Famagusta. This study focused in the role that computer games play on teenagers and if there is any differences between boys and girls while playing this games. In different research are argued that while teens play aggressive, violent computers games they are affected and acting in the (as it is described at their games) same way in real life (Anderson, C. A. 2001; Anderson, C. A. 2002; Bandura, A. & Walters, 1963; Colwell & Kato, 2005). Cultivation theory is seen as suitable theory for study the effects of aggressive, violent games on those children who play. Cultivation theory was used for the first time to study the effects of aggression and violence of TV. How the people can be affected from the TV violence and can they use in their life the observed violence and aggression from TV?

The present study aims at answering several questions related with the subject of study, like:

- What are the favorite games?
- With whom are they playing games?
- Why are they interested in spending time on internet instead of doing something else?
- What are their three favorite activities while using internet? Playing game, searching, chatting, downloading music, downloading photo, or watching film

This research will base on the survey research method. In the questionnaire consisted of 35 close-ended questions. Participants provided demographic data (age, gender, and class), background information on Internet use, and dispositional measures of psychological adjustment (social support, depression, family support, and loneliness).

SPSS program was used to analyze the questions.

2. Literature review

Literature review of the present study consists of three sub-sections. Firstly, the research identifies computer as a new tool for communication, gives a brief history of its invention and uses. Knowing about the computer invention is important. As we will see, computer was just a women job but in nowadays computer is playing important role. We can not do any job in our works without computer. However, for children is also important because they can download games in their homes and internet cafes. Secondly, it gives the meaning of ‘game’ why it was invented and the way to play the game and genres of games. Thirdly, goes on with a brief history of violent computer games. Moreover, it details the theoretical framework used for the present study.

A Brief History of Computer

The term “computer” was first used to refer those people, especially women, who performed repetitive calculations for such things as navigational tables, tide charts and planetary positions for astronomical almanacs. For this kind of jobs, *abacus* was used for mathematical computations, which has the same speed with calculator. Abacus was first used by Babylonians since 300 B.C. and is still used in Far East today (Kopplin, J. (2002) “An Illustrated History of Computers”.

In 1617 a Scotsman, John Napier invented *logarithms*, a technology that allows multiplications to be performed via addition, originally obtained from a printed table. Now is called Napier’s bones. In 1632 *slide rule* comes, built in England and used later in 1960 from NASA for Apollon programs (Kopplin, J. 2002).

The German professor Wilhelm Schickard built the first gear-driven calculating machine in 1923 known as a *calculating clock* (Kopplin, J. 2002).

In 1642 Blaise Pascal, invented *Pascaline*, one function calculation, but it was not so accurate. The odometer portion of car’s speedometer used the same mechanism as the Pascaline. A few years after Pascal, the German Gottfried Wilhelm Leibniz, known as the first advocate use of the binary number systems, which is fundamental to the operation of modern computer, built a four-function calculator, called *stepped reckoner* (Kopplin, J. 2002).

In 1801, the Frenchman Joseph Marie Jacquard invented *punched card*. These cards will play an important role in later inventions of computer. In 1822, the English mathematician Charles Babbage proposed a steam driven calculating machine in the size of room, which he called *Difference Engine*. This machine would be able to compute tables of numbers as logarithm tables. Babbage’s *Difference Engine* soon

became the most expansive government founded project. However, this device never finished. Later he came with another proposal, *Analytic Engine*, large as house and powered by 6 steam engines, would be more general purpose, because it would be programmable from Jacquard's punched card for a storage mechanism. Two main parts of this Engine were "Store" and "Mill" used for the same functions as "memory unit" and "central processing units" in modern computers. *Analytic Engine* distinguish computer from calculators.

In 1890, Herman Hollerith invented card reader named as the Hollerith desk by using Jacquard's punched card and Pascal mechanism. He converted this punch card from read only to read/write technology. Hollerith built a company, the Tabulating Machine Company that after few buyouts became International Business Machine known today as IBM (Kopplin, J. 2002).

In 1936, Germany's Konrad Zuse named as Z1 created the first electrical binary programmable computer. In 1937, Prof. John Vincent Atanasoff and his student Cliff Berry developed the first digital computer known as Atanasoff-Berry Computer or short ABC and continue to be developed until 1942. In 1943, the ENIAC was invented but until 1946 was not yet complete. ENIAC was also a digital computer and because ABC was not fully functional, ENIAC was known as the first digital computer created for the war against German forces from U.S Army.

Later on in 1949, EDSAC a British computer was known as the first stored program electronic computer, and it was the first computer that ran for graphical computer games. Year 1949 is the year of computer developments: Claude Shannon builds the first machines that play chess at the Massachusetts of Institution of Technology; The first computer company was found, Electronic Controls Company founded by J. Presper Eckert and John Mauchly, who helped to create the ENIAC computer; The Australian computer CSIRAC began operating. (<http://www.computerhope.com/issues/ch000984.htm>).

In 1971, Kenback-1 was introduced as the first personal computer and in 1975; Ed Roberts introduced Altair 8800 as the first personal computer. In 1974, was the revolutionary of computer, a fully functional computer with mouse, windows menus and icons was developed and Xerox was introduced as the first workstation. Workstation is "a name given to a single computer that is connected to another computer network".

The first Apple computer was released in 1976 known as Apple I, designed from Steve Wozniak. Later on Adam Osborn introduced the first portable computer or laptop known as Osborn I. In 1984, IBM PCD released the first IBM Think Pa 775CD as the first notebook with CD ROM, which is necessary for playing audio CDs and computer data CDs. IBM in 1981 introduced the first electric personal computer as IBM PC and in 1983; PC clone was developed from Compaq known as "Compaq portable". In 1992, the first multimedia computer was released from

Tandy Radio Shack Companies. (<http://www.computerhope.com/issues/ch000984.htm>).

From this history, we can understand that at beginning computer was just a job who performed numerical calculations using mechanical calculators and later was planned to replace these human beings with a mechanical device. That is how the name computer from a simple job starts to be developed in a mechanical object for making the complicated jobs that humans would not solve much simple.

Game is used as an entertainment activity and some of the games are used to educate children. Computer games are designed as a type of computer software.

“Game development lives in its own technical world. It has its own idioms, skills, and challenges” (Ian Millington, 2006, p.3).

First graphical computer game and first computer game

In 1952 Alexander Sandy Douglas invented the first graphical computer game, which is “OXO” a variant of the Tic-Tac-Toe game created for EDSAC computer. He wrote his PhD degree on Human-Computer interaction. It looks that this game was invented for his PhD degree. (<http://www.computerhope.com/issues/ch001007.htm>).

In 1962, “Space war” became the first computer game programmed by Steve Russell (<http://www.computerhope.com/issues/ch001007.htm>).

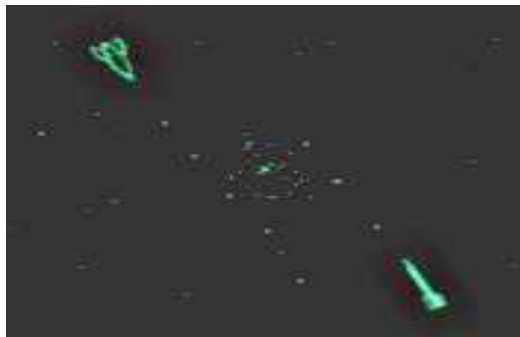


FIGURE 1; First computer game 1962 by Steve Russell

“The game ran on the DEC PDP-1 computer and consisted of two spaceships that maneuvered around a star that affected and pulled at ship with its gravity. The objective of the game was to avoid colliding with the star while trying to shoot the other ship with missiles. The player controlled the game using control switches or a control box and had the ability to rotate the ship clockwise or counterclockwise, provide the ship with thrust, fire missiles, and go into hyperspace” (<http://www.computerhope.com/issues/ch001007.htm>).

Games Play Mode

Victory condition is part of the game that pushed player to be the winner of the game. According to how you want to play the game, computer games are categorized in different play mode as competitive, cooperative, a team game, multiplayer, single player or solitaire game (Rollings & Adams, 2003).

Competitive is when the first player achieves the victory condition, is the winner and others are the losers. Cooperative is that all players must work together to achieve the victory condition. Team-game is if groups of players work together against other groups of players. Most non-computerized games and many computerized games as well are multi-player games. Games played by one player alone it is a single player or solitaire games (Rollings & Adams, 2003, p. 35).

As we have victory condition in one side, there is also loss condition in other side. Loss condition is founded in simulation games like “Sims City” and single player arcade games like “Tetris”. While playing the game it gets harder and harder. You know that you will lose the game, but the aim is to collect as much points as you can against the previous players. There is the victory condition, but you can never actually win the game (Rollings & Adams, 2003, p.36).

The Genres of Games

All the computer games are designed according to different genres as action games, adventure games, strategy games, real world simulation, etc.

Action games:

Action games are the oldest genre games and are divided in two subgenres as shooter and non-shooter games. Moreover, shooter games tend to appeal more to male demographic and non-shooters as female games. Both use a number of common elements. Shooter games make up most of the games, violence is the major point and usually shooters used different kinds of weapon like guns, different models of guns, knives, and a small portion of this games are fighting games like “Street Fighter” game. Non-shooters games were designed more for children and as a non-violent game seem to appeal more too female demographic (Rollings & Adams, 2003, p.289-297).

Strategy game:

This game’s origin is rooted from board games and most of them are released for the PC console efforts. Strategy game has diversified into two main forms, first, turn-based strategy and second, real time strategy game. It is one of the easiest games to play. The pure strategy game is turn-base games and real time was developed after the turn-base games. “Strategy games tend to include strategic,

tactical, and logistical, challenges, in addition, to the occasional economic ones” (Rollings & Adams, 2003, p.42).

Real World Simulation games:

This kind of games tries to create the feeling of driving or flying a vehicle, real or imaginary. Simulation games have almost close relationship to reality. These machines characteristics should be similar to reality so while you are playing the game gives the feeling that everything is real. At these games, the player role is changeable. In racing-oriented driving games, the player’s role is that of racing driver, or mechanic, in boats and ships is the fantasy with water, with tanks is to fight against others by using the guns. In construction and management, the players’ goal is to build something within the context of an ongoing process (Rollings & Adams, 2003, p.395-439). Simulation games “include sports games and vehicle simulations, including military vehicle; they involve mostly physical and tactical challenges” (Rollings & Adams, 2003, p.43).

Adventure games:

The origin of adventure games comes from a text. The player was an explorer looking for treasures in caves. The object of the game was to collect all the treasure and bring them out of the cave. Adventure was the first game who gave to the player the first illusion of freedom, and this is a point that the designer of the game is trying to protect. In the past few years, adventure games were not so popular but with invention of 3D, their position changed, and a combination of action-adventure games developed. They were faster and become popular than adventure games. The role of player in these games it depends in what the story requires (Rollings & Adams, 2003, p.443-476).

Online games:

Online games are seen more as a technology than a game genre. These games are known as MMORPG (massively multi player online role-playing games). In online games, you can find different genre of games and different play mode. At online games, we can find advantages and disadvantages. One of the advantages, is that offers opportunities of social interactions by chatting that just few games can have this opportunity because is difficult to chat and play in the same time, other things is by speaking and videos are included in some games, so the players can see each other online. These kinds of games are more than games. Are mostly like clubs, caf  s, casinos where people gathering. According to the authors this kind of games are more followed from females as they like more social interactions.

Moreover, in single player games, the player play against the computer, so computer has an artificial intelligence to be a good opponent. In this aspect, we see that human intelligence plays against artificial intelligence. As we have advantages in one side, in other side we have disadvantages, which is the most important “playing games over a network, especially the internet, creates technical challenges that single-player or local multi-player games don’t face. Playing with anonymous

strangers can cause social friction and if you provide an online game, you might have a serious legal obligation to make sure people don't use it to abuse children" (Rollings & Adams, 2003, p.500-502).

Puzzle games:

Many of the puzzle games are single player games. However, you can find puzzle games inside other game genres like adventure, action etc. Puzzle games are game that are primary about puzzle solving. To be a commercial success puzzle games should be enjoyable while playing with it and visually attractive (Rollings & Adams, 2003, p.487).

A Brief History of Violent Computer Games

The first video games emerged in the late 1970s and contained relatively little violence. The violence that existed in those early games was mostly abstract, such as shooting alien spaceships. However, when graphics have become better, and profits have increased, more frequent and more graphic violence began to appear on the games. For example, Super Mario Brother's game included the capacity to destroy harmful creatures that got in the way of the main characters by jumping on top of them or by throwing fireballs at them. Truly violent video games came of age in the 1990s with the killing games Mortal Combat, Street Fighter and Wolfenstein 3D (Anderson, 2002, p.101-102).

The 1993 Mortal Kombat, and its later versions, entails a series of fights to the death between the game players various opponents.

Another game Counterstrike for the first time released in 1999.



FIGURE 2; Counter-Terrorists (CTs) Move-Out

"Team-oriented online shooter pits terrorist and counter terrorist against one another in round-based combat set all over the world by using the power of the "Source" engine, and the later version was upgraded graphics, levels, and the implementation of a new physics engine. Counter Strike is about as close as you'll ever get saving the world; or destroying it!" (<http://planethalflife.gamespy.com/cs/>).

This sentence “Counter Strike is about as close as you’ll ever get saving the world; or destroying it!” is used from the game designer as the story of the game. Some of the story games used just one sentence as this and the other part of story after the sentence it depends on the player how he/she will act.

In relation with this game, an event happened in Erfurt, Germany (2002), where the school pupils shot and killed many their fellows’ pupils. (Nielsen & Smith, 2004)

Other games like Resident Evil released in 1998 and Age of Empire released in 1997 for the first time. All this games after taking the attention of children every year are upgrading their graphics for making the game more attractive and creating new serial of the game.

In his writing, Craig Anderson gives example of two students Eric Harris and Dylan Klebold the Columbian High School students affected from the bloody video game Doom in 1999 that they were frequently playing.

“These students murdered 13 and wounded 23 in Littleton before killing themselves. Harris created a customized version of Doom with two shooters, extra weapons, unlimited ammunition, and victims who couldn’t fight back, features are eerily similar to the actual shootings” (Anderson, A. C. 2002, p.103).

Children learn behavior through observing others, as it happens at these games. For the first time, learning behavior was study by Bandura by using “Bobo doll”, illustrates the way in which children reproduced the learning behavior from the model showed to them (Bandura & Walters, 1963, p.62). Anderson & Bushman (2001) come in conclusion that “violent video games increase aggressive behavior in children and young adults” (p.353). They argue that violent video games do have a significant effect on aggressive level. According to Nielsen & Smith (2003), those who play more violent video game like “Wolfenstein 3D” which it is same with Doom or Counter Strike in the violence level, exhibited more violent behavior in the real world (p. 17). Rollings & Adams argue that the essence of most games is conflict, and conflict is often represented as violence in varying degrees of realism. The only way to remove violence from game play would be to prohibit most of the games in the world because most contain violence in some more-or-less abstract forms (p.79).

Gender Differences in Computer Games:

Lucas and Sherry called computer games as boys’ toys and boys are those who discourage the female players from playing computer games. As it is cited from Grodal’s writing (2000) video games have long been designed to capitalize on masculine hunting abilities.

Research indicates that *“men and boys are better at such tasks as mental rotation of three-dimensional objects, navigation through a route or maze, and target directed motor skills (e.g., guiding or intercepting projectiles). In contrast girls are better at landmark memory (remembering details of objects seen along a route), objects displacement (identifying if an object is missing or has been moved), and perceptual speed (rapidly identifying matching items based on visual cues)”* (Lucas & Sherry, 2004, p.508-509).

Unsworth & Ward found no gender differences and no so much aggressive behavior when boys and girls are playing together in-group, but when they are playing in their own boys are more aggressive (p. 186).

In 2008, another research done from neuroscientist at the University of Pennsylvania in Philadelphia, found that the brain images between male and female work different. *“Men are from Mars and women from Venus”*.

“Men responded with increased blood flow to the right prefrontal cortex, responsible for ‘fight or flight’ known as the ‘stress response’. Women had increased blood flow to the limbic system, which is also associated with more emotional response and the stress response lasted longer in women” (http://www.sciencedaily.com/videos/2007/0710brain_scans_of_the_future.htm).

Nielsen & Smith found that boys play more violent games than girls do, and they show behavior that is more aggressive and crime. However, those children who play more violent computer games show more aggressive behavior than those who play nonviolent video game or do not play at all. As they argue, from the violent game children who have an aggressive personality can be more affective from these games. *“Aggression could be caused by the violent games or the preference for violent games could be caused by the person’s aggressive tendencies”* (p.25)

Olson, Kutner, Warner (2008) found that boys play violent games for few reasons: a) to express fantasies of power and glory, b) to explore and master what they perceived as exciting and realistic environment and c) as a tool to work out their feelings of anger and stress (p.69).

Gender differences and social influence may lead to patterns of particular games play. Lucas & Sherry argue that a computer game can be more attractive for girls if it is designed in a way, which it will be more mystery to be solved so they will have the sense for controlling the game environment. However, a game like this *“will increase their mental rotation skills, their navigation ability, and their confidence in managing a complex and competitive virtual world”* (Lucas & Sherry, 2003, p.519).

Lucas & Sherry have seen computer games as a communicative phenomenon. Another research found that children take some advantages like social activity by playing online or social interaction or motivating them to think more creatively

for solving their problem (Olson, Kutner, Warners, 2008, p.70). As is written above girls are discourage from to play computer games frequently so they are not enjoying these advantages that boys do in terms of early socialization to computer technology.

Kaiser Family Foundation (2005), argue that boys are playing more computer games than girls are, while girls prefer to listen more music than boys do. Therefore, we can understand from their findings that boys are affected from computer games more than girls. Those children who have their own media at their bedroom are more influenced that those who do not have. At the same time, they found that those who spend more time playing computer game have low grades in school.

Albert Bandura (1962), who made a few experiments, argued that children who had observed aggressive models like kicking, shooting, etc. responded in the same aggressive way. Children learn from observing others like computer games, which make them to learn how to behave in aggressive way through imitation and identification of what they have observed. While they are playing, they pay much attention for learning everything in detail and they can remember their favorite games so they can have the ability to reproduce the learned behaviors in the real life after they are motivated to imitate these behaviors.

Violence development

According to Unsworth & Ward (2001), children can very easy develop aggressive behavior. Violent games can shape children's behavior through reward and punishment. The game logic is easy for them to understand and play. The role of player is to kill as much as he/she can before being killed and scoring much point by killing others for passing to the next level.

It is assumed that these children have enough knowledge to use computer very well. They know how to download the online games. Therefore, they can play alone or against other people. Sometimes they are unknown people. This is another effect, which makes them to show their higher anger or violence than when he/she is playing against known friends (Unsworth & Ward, 2001, p.187).

Moreover, age is also a critical factor in relation with games effects. Dill et. al. (2005) concluded that media affect children and young people, but children under seven years old are more under risk because they have difficulties to differentiate between fantasy and reality. However, "those children who do not have good imagination skills may find it increasingly difficult to distinguish between the portrayal of violence in video games and violence in the real world" (Unsworth & Word, 2001, p.187).

Rollings & Adams (2003), argue that computer games are about bringing fantasies to life, enabling people to things in make-believe that they couldn't

possibly do in the real world. But make-believe is a dangerous game if it is played by people for whom the line between fantasy and reality is not clear (p.80).

According to Bushman & Anderson (2001, p.353-359), children in every age can be affected from media violence and specially playing violent computer games will increase aggressive behavior. Effects of violent video games will be seen in physiological arousal like *systolic blood pressure*, *diastolic blood pressure*, and *heart rate*, which will be increase, aggression related to thoughts and feelings, difficulties to distinguish between the real life and imagination and decrease social behavior.

The learning behaviors through violent computer games influence the players to use aggressive acts in real world. Computer games are interactivity “giving the player something to do that he cannot do in real world. He must be allowed to decide for himself what to do within that world, or there is no point in playing” (Rollings & Adams, 2003, p.115)

By giving pain to the game's characters, they take pleasure because they win, same thing they can do in real life by giving pain or injuring, killing their friends, and taking pleasure from this act because they are strong, they can fight against others, and they win. From Unsworth & Word's research was from Griffiths & Hunt (1995) research. “They asked adolescents if they thought that playing violent games made them more aggressive. The result showed that not only did the adolescents agree that the games made them more aggressive, but also that their attitudes were significantly correlated with the frequency of game play” (p. 185). Therefore, the frequency of game play plays an important role in children's aggressive, violence level in real world.

Anderson & Bushman (2001) suggest that violence computer games increase aggression in male, female, in children and adults, and in the same time correlate with aggression in the real world. Violence computer games may also increase aggression by increasing feelings of anger and hostility (p.357-358).

Rene Weber, assistant Professor of Communication and Telecommunication at Michigan State University, together with his colleagues, did research on violent video game. They used a Functional Magnetic Resonance Imaging (fMRI).

fMRI “uses radio waves and a strong magnetic field rather than X-rays to take a clear and detailed picture of internal organs and tissues for identifying regions of the brain where blood vessels are expanding, chemical changes are taking place, or extra oxygen is being delivered” (http://www.sciencedaily.com/videos/2007/0710-brain_scans_of_the_future.htm).²

² “Brain Scans of the Future” is a scientific project done from Dr. Rene Weber.

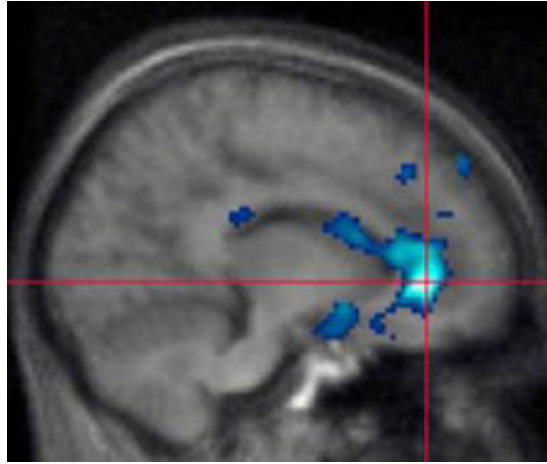


FIGURE 3; Brain activity images during video game play in characteristic regions of interest

“This brain mapping is achieved by setting up an advanced MRI scanner in a special way so that the increased blood flow to the activated areas of the brain shows up on functional MRI scans” (http://www.sciencedaily.com/videos/2007/0710-brain_scans_of_the_future.htm).

The brain was measured throughout game play and physiological measures were taken. They claim that violent video games lead to brain activity characteristic of aggression, such as aggressive cognitions, aggressive behavior, which they based their ideas in neurological level. Rene Weber claims that violent video game led to brain activity characteristic of aggression (http://www.sciencedaily.com/videos/2007/0710-brain_scans_of_the_future.htm).

Unsworth & Ward suggest that parents and teachers can use some software or internet filtering, which enable them to select the appropriate material for their children to use at homes and materials for students to use in school's computer access or block the site, which contain sexual or violent material.

Cultivation theory

Gerbner began his study of cultivation theory in 1960 and it is a socio psychological theory related with the culture that we live in.

“Cultivation is what culture does. Culture is the basic medium in which humans live and learn. Brings change except between generations and regions or among styles of life” (Singorielli & Morgan, 1990, p.249).

"Culture is a system of messages and images that regulates and reproduces social relations" (Singorielli & Morgan, 1990, p.250).

"Culture is a symbolic organization that cultivates our conceptions of existence, priorities, values and relationship. Culture is a system of stories and other artifacts-increasingly mass produced that mediates between existence and consciousness of existence and thereby contributes to both" (Singorielli & Morgan, 1990, p.251).

James Shanah & Michael Morgan, 1999, argue that cultivation is the theory of storytelling, not simply a theory of TV as technology or medium, which allow us to see the technological form on the content and meaning of message (p. 200).

According to Gerbner the storytelling process shapes the mainstream of cultural environment in which we live. He explains the stories in three different functions 1) how things work 2) what things are 3) what to do about them, both stories check and balance each other. The cultural environment in which we live becomes the byproduct of marketing (Shanah & Morgan, 1999). If this storytelling relates to the games (as we know computer games tells story). First how things work, is the information that we took from game how to play the game, second, what things are is the story that game tells and third what to do about them, is the question related with the players imagination. In a way, this is the storytelling process of a game.

Cultivation analysis as a field of research *"is the study of television's independent contribution to viewers' conceptions of social reality"* (Shanah & Morgan, 1999, p. 4). The best way for measuring cultivation is to collect observations from individuals. By using the survey methodology, questions posed to samples of children, adults, or adolescents (Singorielli and Morgan, 1990, p. 19), for providing the average numbers of hours spent for playing computer games every day, how many different games they play in one day, their favorite genre of game and so on. The differences between the players in hours spent or in other information, differences are known as 'cultivation differential'.

During the late 1960s and 1970s, TV was dominated the media environment and this theory is based on television violence, study the violence and aggression from TV. Public's fear about the television violence was that the viewers would imitate what they saw and would hurt or kills other people (Shanahan & Morgan, 1999, p. 45). As something, as this was supposed in 70s about television, in later years in 1999 and 2002 happened with computer games that many children died from their schoolmates because they wanted to imitate their superheroes of computer games. So, the literature used for the present study considered on TV and movie violence and aggression more than games violence.

Authors like Gerbner suggest that television cannot be compared with other Medias. Of course, that before TV was like this, but in nowadays we can say computer is not compared with other Medias, they are taking time away from TV.

Computers are seen as “unlimited potential for expanding global communication, enriching culture, enhancing education, and ensuring understanding, prosperity, and peace (Shanahan & Morgan, 1999, p. 199).

Via internet, you can use computer in the place of TV, watching your favorite programs when you do not have TV, or watching films in VCD or DVD. You can use for listening to music or checking the radio stations through internet. Now you do not need to buy newspaper because you can read them online or you can talk in phone with a very cheap fee by using SKYPE program or other similar programs via internet. These are things, which adults are doing mostly, but even for teens is the same thing. Computer games especially with 3D effects is more enjoyable for them because quality of is better than watching film, playing games gives the feeling that you are inside of that story, and you must win. At the same time, teens can download games through internet connection or playing online multiplayer games. Therefore, computer games are the most frequented media not compared with other media. As Gerbner argues “New technologies are dawning new freedoms, typically penetrate new markets and eventually concentrate money, power, and choices. To that extent, they may intensify rather than dilute the central thrust of the cultivation process” (Singorielli & Morgan, 1990, p. 260).

Nevertheless, in nowadays computer games industry is the biggest private business. “Media its cultural arm is dominated by the private establishment, despite its use of the public airways” (Shanah & Morgan, 1999, p. xii). Computer games also tell stories. “The story is the form of communication whose purpose is the assignment and structuration of social meaning” (Shanah & Morgan, 1999, p. 194). Some of the games are based on films story or vice verse, like “Doom”, “Resident evil” etc. As is written mentioned above most of the games are inspired from other media like books, movies, TV, and other media entertainment. This is a kind of business that game companies do because designing a game based on a film like “007” or “Harry Potter” will be more interested game for people to play and putting their self in James Bond or Harry Potter place and living same adventures as them, than designing a new game that no one has an idea how it will be. Therefore, in this way the game company will sell more copy and will win more money.

Jocelyn McDonnell argue that “the other forms of media in our society such as video games and the internet and what impact they may have in cultivating perception of reality” (2006, p. 6). Therefore, this computer games can be testing the cultivation effects since they are widespread in society may be more than TV. However, many of these violence and aggression theories, literatures also apply to video games (Bushman & Anderson, 2001, p.354). Children directly express their aggressive feelings different from TV, while playing computer games (Olson, Kutner, Warner, 2008).

According to Hawkins and Pingree (1982), in the psychological process for cultivation results “learning” is playing an important role. Teens, who play

computer games, learn the actions and characteristics of games, and start to accept those images as representative of the real world (Singorelli & Morgan, 1990, p. 36). Same with Bandura's finding learning from observing others. Many studies do indicate that playing violent computer games can reproduce aggressive behavior. If the aggressive behavior is not shown in the childhood time while playing these games, than will be shown ten or more years later. In relation to the evidence taken from different studies children who are faced more with violence are more likely to behave more aggressive.

According to Wober (1986), results of cultivation, media reflects society and *"children develop preferences and ambitions based on the nature of things motivates together with direct observation through families, friends, school and real world of who does what and of their own options"* (Singorelli & Morgn, 1990, p. 216).

Family, friends, school friends are seen as socialization agents. Gerbner called socialization agent as agents of cultivation (Reimer & Rosengren, 1986, p. 183).

"Cultivation may be regarded as special case of socialization...Socialization is seen as a process, where in a complex network of relations, individuals as acting subjects interact with other subjects and with socialization agents toward a goal that is always predetermined" (Reimer & Rosengren, 1986, p. 182).

Cultivation analysis used to analyze the violence in media. "In regard to media use, entertainment is highly related to the materialist values orientations whereas high culture is related to the post-materialist value of orientation" (Reimer & Rosengren, 1986, p. 189).

"Violence is legitimate, effective, gripping, tried and true component of storytelling and has been a device in all cultures throughout history" (Shanahan & Morgan, 1999, p. 43). However, computer games will show in this aspect that violence is necessary component of interest. When violence exists in game it is mostly sold because it is the most attractive game and holds more customers.

According to Signorelli and Morgan cultivation analysis is to determine the whether the difference in the attitudes, beliefs, and actions of players reflect differences in habits, independent of the social, cultural and personal factors (p.17). They argue that cultivation analysis looks at those messages as an environment within which people live, define themselves and others, and develop and maintain their beliefs and assumptions about social reality (p.18).

"As in case of violence, cultivation provides an alternative way of thinking. Individuals understand themselves and their world in relation to the symbolic environment and that reality is therefore a social construction, cultivation research is concerned with patterns in the symbolic system we all share" (Elizabeth Hall Preston, p. 109).

Cultivation theory can help to see the communication problems between computer games and the real world we live, as computer games are a kind of communication. But as Mc Donnell argues “cultivation does not help us understand many aspects of communication such as what genuine dialogue entails, the machine-like aspects to communication systems, or how power dynamics can distort communication outcomes” (p. 7).

Morgan and Signorile argue, “*Cultivation is part of continual, dynamic ongoing process of interaction between messages and context*” (p. 21). Children who play more computer games are always ready to answer questions related with games but at the same time, the game play relates in different groups’ life and worldview. According to Reimer and Rosengren a certain lifestyle leads to specific media use and this media use cultivates a person’s values (p. 189).

Cultivation theory it is still uncertain whether (or to what extent) games affect the player’s perception of the world (Nielsen & Smith, 2004, p. 15). According to this “video games can change the player’s perception of the real world” (Unsworth & Ward, 2001, p.187). According to Signorielli and Morgan (1990), heavy players “will be more likely to perceive the real world in the ways that reflect the most stable and recurrent patterns of portrayals in the” game world (p. 10).

In relation with George Gerbner’s theory of cultivation with the role of computer games play in children’s life, it is seen that children who spend hours a day playing computer games might be expected to pick up things or something and to think about life and the world in ways different from teens that play rarely. According to Shanahan and Morgan (1999), parents and teachers frequently complain about children that by imitating the aggressive behavior of whatever superheroes, they are having no attention in classroom.

Cultivation is not one-way contribution but the interaction between the medium and its publics is dynamic and reciprocal ways. As is written above children become aggressive while playing computer games. It is assumed that aggressive teens play more to maintain their aggressiveness, to express the aggressive behavior in front of the person that is playing and to cultivate the aggressive behavior (p. 34).

Teens learn how to interpret the messages from the systems, which sends those messages and later construct them. Learning is that part of where information taken from games are stored and influence in attention toward game and later all these stored information come together and the individual constructs the image of the world based on his/her own skills, influence, socialization agents and so on.

According to Shapiro and Lang the construction of learned messages reflects to “systematic errors” in reality. However, computer games “can affect reality perception because people forget that what they see while playing is not real” (cited at Shanahan and Morgan, 1999, p.186)

3. Research Methodology and Design

The methodology of the present study is quantitative. According to Bouma and Atkinson (1995), quantitative research is “*structural, logical, measured, and wide*” (p. 208). The quantitative method allows us to collect data from the respondents, to take objective answers and using the Statistical Package for the Social Science (SPSS) to perform the descriptive statistical analyses.

“Quantitative methods are those which are based on numerical information or quantities, and they are typically associated with statistical analyses” (Jone Stockes, 2003, p.2).

Quantitative methods include survey research, which is the research used for collecting information about certain people, very detailed interviews or questionnaires are used to get information from a large number of participants. *“A useful method for finding out about individual opinions, attitudes, behavior and so on towards a whole range of topics and issues”* (Cottle, Hansen, Negrine, Newbold, 1998, p. 225).

For the present study questionnaire is used. There are different ways of administrating questionnaires. Therefore, the way applied here is administrating the questionnaires face-to-face (p.223).

The research design for the present study is the comparison. Bouma and Atkinson argue, *“The comparison involves comparing one measure of two or more groups”* (p.117). The research measure will take at the same time, which is also ideal for the research (p.117).

The present study provides comparisons of the attitudes of the student’s study at high schools and secondary schools about the computer activities, computer games, and internet cafes, schools, etc. in other words, the present study sets out to investigate whether there are any significant differences between the attitudes of these different group age of teens. The reasons for selecting these group age from 11-18 is their point of view toward the computer games. Moreover, another comparison of the ideas of students is by their gender and family income, schools as secondary and high schools.

Research Context

The present study has been carried out at two high schools “Namik Kemal lycee” which is one of the oldest schools in Cyprus and currently it is one of the biggest high schools. With the capacity of 650 students. This high school is using modern equipments for teaching the students. Every year this school is preparing good

students for entering in university as well as in culture and sports field. The other high school is “Turk Maarif College” with the capacity of 543 students. Moreover, two secondary schools are “Çanakale secondary school”, which is a new school with 620 students and “Canbulat Secondary School” where the total student number is 706 students. Even these two secondary schools are in Famagusta, Turkish Republic of Northern Cyprus.

Population and Sample

This questionnaire was administered to the students, between the ages 11-18 years old. However, it is impossible to distribute this to all teens in Famagusta, so a sample was selected for this research.

Sampling is an important part of the study. Sample is “part of the whole studied, and the results are taken to be an accurate reflection of the whole” (Bouma & Atkinson, p.137). Samples are taken from population, used for analyzing people and institution, to make generalization of all people. The sample studied will show to represent larger population results of all study of the sample taken to give the reliable information about the larger population.

Population of the study includes everybody that is within the concern of the study. In the present study, pupils of high schools and secondary schools both constitute the population. In this context, the total number of students studying in the selected high schools is 1.193 students. The total number of students studying in the selected secondary schools is 1.326. Moreover, the total number of students is 2519 and the selected sample is 100 pupils from each school so it that the total selected sample will be 400 pupils that will draw the conclusion about 2519 pupils.

For the present, research Random sampling will be used, which “provides the greatest assurance that the sample drawn accurately represents the population” (Bouma, & Atkinson, 1995, p.144). There are three different basic random sampling but that that will be used here is stratified random sampling. At this sample “each sub-section or stratum of the population to be studied is identified and enumerated and elements drawn from it by a random sampling procedure” (Bouma, & Atkinson, 1995, p.150).

So that, the research population divided into sub population and 100 pupils from each school has been selected, divided as 50 boys and 50 girls. From 11-14 years old are students from Canbulat and Çanakkale secondary school and from the age 14-18 are students at high schools Türk Maarif College and Namik Kemal Lise. All this schools are governmental schools in Famagusta.

In the present study, disproportional stratified random sampling has been used and equal numbers of pupils are selected from all schools. At the same time, the number of pupils in terms of gender base is also equal.

4. Analysis

According to six hypothesis that we have we will test them if our data support this hypothesis or not and we will have the discussion part.

Do those students who spend too much time playing computer games receive low grades in their courses?

According to their average grade taken last year, we categorized them in five different levels, as poor where just 0.5% of the students are those who have an average under five, 13.3% of the students have below average that is 5 to 6.99. Students that have above average, which is 7 to 7.99 takes 15.3% and 15.8%, have a good average, which is 8 to 8.99 and the last one is the outstanding group that is 18.8% of the students with an average between 9 and 10.

TABLE 1: What is your average grade last year?

What is your average grade last year?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	,5	,8	,8
	Below average	53	13,3	20,9	21,7
	Above average	61	15,3	24,0	45,7
	Good	63	15,8	24,8	70,5
	Outstanding	75	18,8	29,5	100,0
	Total	254	63,5	100,0	
Missing	99,00	146	36,5		
Total		400	100,0		

Moreover, we should not forget that 36.5% of these students are students that did not wrote anything about the average grade of last year. One of the students wrote that he failed last year and some of them wrote that they do not remember their grades. According to this, we can think that those students can be part of poor or below the average groups that they do not remember because if their grades were high, they could remember.

TABLE 2: Does gender make statistically significant differences?

What is your gender? * What is your average grade last year? Crosstabulation								
			What is your average grade last year?					Total
			Poor	Below average	Above average	Good	Outstanding	
What is your gender?	male	Count	2	36	24	33	31	126
		% within What is your gender?	1,6%	28,6%	19,0%	26,2%	24,6%	100,0%
	female	Count		17	37	30	44	128
		% within What is your gender?		13,3%	28,9%	23,4%	34,4%	100,0%
Total		Count	2	53	61	63	75	254
		% within What is your gender?	,8%	20,9%	24,0%	24,8%	29,5%	100,0%

From this table we can see that there is a gender differences between girls and boys of different ages regarding to their average grades taken last year. Girls are studying more than boys do.

In questionnaire there is also a question how students are evaluating their selves. According to results, 13.8% of students evaluate themselves as hard-worker students, 37.5% above average students, 39.5% of students are good students. There are also students who evaluate themselves as below average, which take a place of 4.8% of all students and 2.0% are lazy students. Therefore 97.5% evaluate themselves. A group of 2.5% who did not evaluate themselves. It is assumed that this group of 2.5% of students is lazy or they have below average. We compare the time spend of their study between girls and boys.

Most of the girls spend one to two hours in a day for studying at home that is a group of 54.5% of girls and 54.0% of boys spend the same amount of time for studying at home just that 8.0% of boys never study at home and 3.5% of girls never study at home. Therefore, here we see almost equality between boys and girls for their study time.

81.8% of these students have their own computer at home and 18.3% do not have. However, 69.0% have internet connection, 30.8% do not have, and just 0.3% of students we do not know because they did not answer to this question. Even if they have computer and internet connection in their homes, still they spend time in internet café. We ask them if they go every day in internet café where 4.3% of students go, 9.3% goes four to six days in a week, and 30.0% goes one to three days in a week. Also 55.8% of students who answered as they never go and 0.8% did not answer at all. 40.3% of students spend one to two hours in internet café, 10.0% spends three to four hours in internet café, 39.8% spends five to six hours and the

population who spends seven hours and more takes 8.0% of the students and just 2.0% of students did not answer to this question. However, those students in the same time have their own computer and internet connection in the same time.

Their activities in internet café and in their homes in front of computer is playing games, watching films, online shopping, chatting and some of the teens are doing all of these activities in same time. There is also 20.0% of the students who did not answer to this question, 21.0% of them just play games, 18.0% just chat, 23.0% are doing other things that mention above. 36.0% of those students do all the activities.

When we look at this results that we took we can say that those students are trying to keep their average grade in the middle. As we have students from different categories. In one question they evaluate their self, 18.8% of them are outstanding student. As is written above 36.5% of them are missing from this question and we do not know. However, we can assume that are students of poor or below average grades. At another question, we evaluate them according to their answers and we find out that 39.5% of them, which is the biggest part, are good students. Here we have just 2.5% of students missing. Therefore, those students who did not answer to the first question answer to this one. We can say that computer games affect students but, in a way, they try to keep their average in the middle. Another thing is that the highest population does not agree that computer games negatively affect their school success.

Are those students who spend too much time playing computer games antisocial?

We found that 87.3% of teens like playing computer games, 12.3% of them do not like and 0.5% did not answer. All these students are going in internet café alone, with school friends or with their quarter friends. The highest part of students prefers to go with their friends in internet cafe. In other side, 51.5% they like to play computer games alone and what remains prefer to play with their friends and some of them play games with unknown online people and in the same time sometimes, they prefer to play alone and with their friends. Those who prefer more to play alone are girls. 73.2% of them play alone

TABLE 3: do you like playing computer games?

Do you like playing computer games?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	349	87,3	87,7	87,7
	No	49	12,3	12,3	100,0
	Total	398	99,5	100,0	
Missing	99,00	2	,5		
Total		400	100,0		

TABLE 4: The differences between boys and girls. Do you like computer games?

What is your gender? * Do you like playing computer games? Cross tabulation					
			Do you like playing computer games?		Total
			Yes	No	
What is your gender?	male	Count	187	13	200
		% within What is your gender?	93,5%	6,5%	100,0%
	female	Count	162	36	198
		% within What is your gender?	81,8%	18,2%	100,0%
Total		Count	349	49	398
		% within What is your gender?	87,7%	12,3%	100,0

Playing computer games with unknown online people is seen as a disadvantage from Rollings and Adams that it cannot be safety for the children. However, makes them to show their anger or violence may be higher than when he/she is playing towards known friends or computer (Unsworth & Ward, 2001, p.187).

In addition, we can say that playing computer games alone influenced more than playing with friends and this makes them antisocial. According to them, 55.5% does not agree that computer games can negatively affect their social life, 22.5% do not have any idea about this and 20.0% agree that playing computer games negatively affect their social life, but 2.0% of them are missing. Some of these students at the same time think that playing computer games helps them to develop the friendship. 14.0% and 17.5% strongly agree and agree, 27.5% have no idea, 3.0% not answering and what remains strongly disagree and disagree.

Moreover, playing computer games alone is a reason that makes them to be antisocial. Like this, they cannot learn how to act, communicate with people in real life. After a while, they see that the only thing that they can do is just playing games and nothing else and not being in social activities with others.

Do those students who spend too much time playing computer games confuse real life with their imaginations?

The most favorite games of those children are strategy games that 11.8% of them likes, action/adventure games are the most favorite one from a part of 32.8% of teens; car racing is played from 14.5% of students this is the static when they prefer to play just one game as their most favorite one. However, the other part of teens prefer this kind of games and in the same time, they have more than one favorite game that they play like simulation games, puzzle games, MMO (massive multiplayer online), poker, platform games, etc. The most important subject figure out from this research is that 16.0% of these teens think that the characters in game are real. It is a small population

but still is important because is not something normal. As is written above Unsworth & Ward (2001), argue that those children who do not have good imagination skills may find it increasingly difficult to distinguish between the portrayal of violence in video games and violence in the real world (p.187). Moreover, some other researchers have same opinion that for those children who have problem to distinguish between reality and imaginary can be at risk. In other side, we have 80.8% that does not think like, and 3.0% that we do not know their opinion and 0.3% of them who think both sides as real and as imaginary.

TABLE 5: Differences between boys and girls.
How do you treat the characters in the game?

What is your gender? * How do you treat the characters in the game? Cross tabulation						
			How do you treat the characters in the game?			Total
			As Real	As Imaginary	Both	
What is your gender?	male	Count	47	147	1	195
		% within What is your gender?	24,1%	75,4%	,5%	100,0%
	female	Count	17	176		193
		% within What is your gender?	8,8%	91,2%		100,0%
Total		Count	64	323	1	388
		% within What is your gender?	16,5%	83,2%	,3%	100,0%
		% of Total	16,5%	83,2%	,3%	100,0%

When we compare boys and girls, 8.5% of girls and 23.5% of boys treat the characters of games as real but the other part of them treats the characters as imaginary. In another comparison that we did between high schools and secondary schools we found 15.8% of secondary school students think that characters in game are real and 17.2% of high school students treat them as real. The most influenced age is 13 to 15 years old teens.

TABLE 6: Class differences

In which class are you? * How do you treat the characters in the game? Cross tabulation						
			How do you treat the characters in the game?			Total
			As Real	As Imaginary	Both	
In which class are you?	Secondary School	Count	31	164	1	196
		% within In which class are you?	15,8%	83,7%	,5%	100,0%
	High School	Count	33	159		192
		% within In which class are you?	17,2%	82,8%		100,0%

Total	Count	64	323	1	388
	% within In which class are you?	16,5%	83,2%	,3%	100,0%
	% of Total	16,5%	83,2%	,3%	100,0%

As we can understand from this table there is a difference between schools in how they treat the characters of games and the most influenced ones are high school students, where 17.2% of them treat the characters of game as real. As I have wrote before founded from the previous research the effects of games can be shown in years later if cannot be shown immediately. The point here is that the secondary school students are not influenced now but the high school students look more influenced as they have more experienced in playing computer games.

Do boys spend more time playing computer games than girls?

As is mentioned above Kaiser Family Foundation did the first study called the children in New Millennium “*media multitaskers*” on media and children in 1999 and in 2005 they repeated the same study for learning if there is changing in media use or not. Children in 2005 have increased the amount of time spending more than one media at the same time. The number of children having their own media in their bedrooms is increased. *For example in 1999 21% have computer at their room, in 2005 became 31%, 49% in 1999 have a multiple video game console, in 2005 became 56% etc.* (p. 37). However, at the present research we found in Cyprus that 79.5% of the girls have their own computer at home and 20.5% does not have and 84.0% of the boys have their own computer but 16.0% does not have. However, if we compare for the internet connection at home, 68.5% of the boys have internet connection at home but 69.5% of girls also have it. So, if we compare the research that media used or personal computer used from children with years is increasing. Furthermore, boys frequent the internet cafes more than girls do and they spend more time in internet café than girls do. Moreover, the percentage of girls who have computer and internet connection at home is higher than boys do. We have a gender difference regarding to game play in internet cafes, because boys frequent internet cafes more than girls did. Therefore, if boys spend time in internet café, girls spend the same time at home in front of computer. However, when we compare their desires for playing games, is almost same.

Do boys use internet to play games while girls prefer to chat online?

In this research, we asked about their favorite activities in internet café, most of the girls like 30.5% of them prefer to do some other work rather than playing, watching film, chatting or online shopping, 25.0% of them prefer chatting, 8.5% of them prefer playing computer games. However, we have 27.5% of the girls that did not answer to this question. Nevertheless, the other part of the girls prefers all the

mentioned activities. 33.5% of the boys' preferences, is to play computer games, 17.0% of them prefer to do other activities than mentioned ones, 11.0% of them like chatting and we have 12.5% of them who did not answer, and the other part of boys prefer all the activities like playing games, chatting, watching film and other at the same time. Therefore, this group does not have a special preference.

Previous studies have documented that boy spend more time than girls playing computer and video games i.e., that boys spend more time online, surfing the web and playing violent games, while girls spend their time online in social interaction, like chatting, watching film, etc. In most of the cases, boys and girls have described the same online desires. According to Bushman and Funk (1996), even if girls and boys spent equivalent amounts of time online, previous research suggested that they might display 'gender-stereotypical preferences' in their choices of Internet activity and something similar we can see in this research. They strongly agree and agree that computer games are very excited, but some students think that computer games are too boring and waste of time.

Regarding to the violence in computer games, most of girls as 41.5% cannot understand the violence even 27.0% of boys cannot understand the violence in games. In other side the other part of boys and girls, few of them agree about the violence but most of them disagree. They like to play computer games and most of them play computer games, but in other side, they already know that playing games is waste of time. Even if 8.5% of girls prefer to play computer games in internet café but in other side 81.0% of those girls, like to play computer games and 93.5% of boys also like playing computer games.

In addition, we found that girls same with boys prefer to play computer games and there is not so much time differences between boys and girls spends for playing computer games. However, both prefer same game genres, but boys have one gamer extra that likes to play, as it is football games. Both boys and girls like to play game with each other more than with same sex. There is a statistically significant difference on seeing "playing computer games as a waste of time" between secondary school and high school students. While 54 percent of secondary students agree with this statement, the agreement drops to 43 percent among high school students. This research supports the hypothesis because boys' favorite activity in internet cafes is playing games. However, when girls go in internet cafes, they prefer chatting than playing games. In other side, their favorite activity at home is playing games because girls like to play games in their own alone.

Do parents allow children to spend too many hours in front of computer?

Some of the parents allow their children to play computer games for long hours, which are 22.0% of students and 73.5% of them, are not allowed from their parents to play and 45% of students are not answering. Most of the parents know what kind

of games their children plays and some of them allow their children to play violent computer games, which takes a place of 43.8% of the students.

In addition, parents of both boys and girls know what rather games their children plays, they do not allow them to spend too much time in front of computer, to play computer games for long hours, and they know what kind of games they are playing. Parents of 67% of girls do not allow them to play violent computer games but parents of 58.0% of boys allow them to play violent computer games. From this, we can understand that parents of girls are more careful about their children activity while playing computer games and most of them do not allow them to play violent computer games. This can be related with their parents' jobs, 58.0% of girl's mother are housewife and 48.0% of boy's mother are housewife. May be this can be the reason for being more careful about their children computer games because they can spend their time at home and having more time for their children.

5. Discussions

Unsworth & Ward (2001) reported that children are entertaining themselves with computer games that may have an antisocial effect on young players. As we test the hypothesis, most of those children like to play computer games and their preferences with whom to play alone or with friends, they prefer to play alone. Even if they go in internet café with friends, their preference for playing games is to play alone. An action like this, loneliness makes the people antisocial in every age, adults, and teens. Nevertheless, when the subject is teens is more important because they can be more influenced from loneliness. Playing alone, it means to share everything with computer, as their frequented activity. Some of those teens agree that playing computer games negatively affect their social life.

As Kaiser Family Foundation (2005) argue, children who have their own media at their bedroom are more influenced that those who do not have. From this research, we found that 81.8% of all teens have their own computer at home and just 69.0% do not have internet connection. However, they spend time in internet café also. Internet connection is not a barrier for not playing games if they do not have at home because they can buy the game and very easy downloading in computer.

According to Kaiser Family Foundation (2005), the lowest grade students spend more time playing computer game than those with highest grades. We found that students are not having very bad average but not even a very good; they try to keep a middle average. Moreover, something like this we cannot prove because the data that we have is not completed. 36.5% of those teens did not answer to this question, which makes us to think that they can have a bad average. All these

students spend almost equal amount of time for playing computer games. Kaiser Family Foundation (2005), called this generation as the media generation.

At present research, we tried to find out if boys spend more time playing computer games than girls do. As it documented from many studies boys spend more time online surfing the web and playing violent computer games, while girls spend their time online in social interaction, like chatting, watching film, etc. in this research is not showing a big difference for their computer activity preferences. However, both boys and girls prefer or like to play computer games; that is one of their favorite activities. We have 81.0% of girls that prefer to play computer games and 93.5% of boys prefer to play computer games. Between boys and girls, there are also teens that they like all computer activities. Therefore, from a general analyzing with boys and girls together, 87.3% of them like playing computer games.

According to Buchman & Funk (1996), even if girls spend equivalent amount of time online, is suggested that they might display 'gender-stereotypical preferences in their choices of internet activity. Nielsen & Smith found that boys play more violent games than girls do and they show more behavior that is aggressive. However, at present research both boys and girls are playing same games and the most favorite ones are action/adventure games, strategy games, and simulation games. For boys there is one more game, which is football, and for girls there is one more favorite activity, which is chat that comes after playing computer games. Moreover, they like to play games with each other, boys, and girls together.

It is argued, thoughts, and findings signs of aggressive behavior that violent computer games lead to aggressive behavior. From the present research, we found that all computer games include violence inside. Albert Bandura (1962) argued that children who had observed aggressive models responded in the same way because children learn from observing others. This fact is related also with those children who confuse real life with their imagination. Dill et. al (2005) concluded that media affect children and young people, but children specially who have difficulties to differentiate between fantasy and reality. Unsworth & Ward (2001) found that those children who do not have good imagination skills might find difficulties to distinguish between the portrayals of violence in video games and violence in the real world. In addition, in present research we found that 16.0% these teens thinks that the characters of the games are real. When we compare boys and girls, 8.5% of girls and 23.5% of boys think that characters of games are real. Therefore, those who have problem with their imagination skills more, are boys and from 11 until 18 years old teens have problem with this subject. As Bushaman & Anderson (2001) argues that children in every age can be affected from media violence and especially playing violence computer games will increase aggressive behavior. Some of the parents allow their children to play computer games for long hours. Most of them know what kind of games their children plays and some of parents allows them to play violent computer games.

6. Conclusion

One of the most favorite activities of teens in Famagusta is playing computer games. This kind of entertainment is called 'interactive entertainment'. Children are active participating in game. They are involved inside the game, because they play and put all their feelings there, different from other media entertainment that you just watch, listen, or read.

Games are used to entertain and educate people and computer game is a type of software. Previous games social games were educated and entertained but in nowadays, computer games are just entertained. Computer games are mostly inspired by other media and tell a story.

Both boys and girls like to play computer games even they know it is a waste of time. Most of the students do not agree that playing computer games negatively affect their school success. However, there is a population of 36.0% of students who did not answer about their average grade taken last year. Moreover, there is a gender differences regarding to the grades taken last year, which shows that girls are more successful student, both secondary and high school girls. Students do not agree that playing computer games affect their social life, but they see computer games as a very exciting activity, not boring and most of them agree that computer games are too violent. They feel good when they win the game but in other side, they feel angry, sad, and nervous when they lose the game and when the internet is disconnected. Internet here related with online multiplayer games that are mostly frequented from girls. Online are seen as a communicative phenomenon, as social interaction, or motivating teens to think more creatively. Some of these games are by speaking and videos are included, so the players can see each other online. However, playing with anonymous people can cause social friction, you might have serious legal obligation to make sure people do not use it to abuse children like children's porno.

The highest part of students prefers to go with their friends in internet café. In other side, 51.5% they like to play computer games alone and what remains prefer to play with their friends and some of them play games with unknown online people and at the same time, they prefer to play alone and with their friends. There is a gender differences for time spend in internet café. Boys frequent internet cafes more than girls do. Boys like to play computer games in internet cafes more than girls do. Boys like to play computer games in internet café while girls prefer to chat. As I found from this research, girls in Cyprus, prefer to play games alone at home. 73.2% of them play alone. Moreover, no difference is founded between boys and girls for the games that they like to play. Their most favorite games are 'Strategy games', 'Action/Adventure games', 'Car Racing games' and 'Football games'.

One of the subjects that we want to study is the aggressive behavior in children. Since 1946, there is a belief that violent computer games lead to aggressive violent behavior. Media affects children and young people, computer games are about bringing fantasies to life, making people to think things that they could not possibly do in the real world. However, those children who do not have good imagination skills may find difficult to distinguish between the violence in game and violence in real world. Therefore, they can be more affected from media than others can. May be not too much but important number we found at the present research in Famagusta. 16.0% of teens in here have problem with their imagination. Those who have more problems are high school students and most of them are boys. From computer games, teens learn by observing actions and characteristics of games and they start to accept those images as representatives of the real world. Teens learn how to interpret the messages from the system, which sends those images and later construct them as they imagined.

In addition, the story that computer games tell pushed the children to play and for catching that victory condition, for being hero of the games they play more and more. At the present study, teens of Famagusta while they lose the game, they cannot catch the victory condition they become aggressive, violent, they feel bad and nervous. Moreover, people show their aggressive behavior more when they are playing with unknown people. Playing alone make the teens to be antisocial in other side. The only way to remove the violence from game play would be to prohibit most of the games in the world because most of them contain violence in some more and in some less. However, in nowadays, computer games industry is the biggest private business. Violence is necessary component of interest. When violence exists in game it is mostly sold because it is the most attractive game and holds more customers.

Family, friends, school friends are seen as socialization agents, but when children play, alone they have the chance to be antisocial. As we found out, most of children in Famagusta prefer to play alone and their entertainment is playing games, which lets them far from society, social life. Parents of these children in Famagusta know what kind of games their children play. Most of the parents do not allow their children to spend too much time in front of computer and playing games for long hours. However, not much difference is between the parents that allow their children to play violent games and do not play violent games. Parents of secondary school students are more careful in this subject; parents of high school students allow their children to play violent computer games. Moreover, is a gender differences because parents of girls are those who do not allow their daughters to play violent computer games, but parents of boys allow them to play violent computer games. This can be because most mothers of girls are those who are housewives and another reason why the girls prefer to play alone it can be

because of their parents are not allowing them to spend much time playing games and especially violent games. Moreover, this can be also a reason for the boys to spend much time in internet café.

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*Emotional intelligence and balance between work and life in employees'*_____

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Abstract

This study sets to explore the impact of Emotional Intelligence and work-life balance on the quality of life at work. The study champion consists of the workers of various public and private enterprises in the city of Tirana. Participants in this study were a young group, newly acquainted with work and as such may still be in an effort to balance not only work-family conflicts but also to manage emotional intelligence in the workplace. The results showed that there is no correlation between EI and Work-Family Conflict (WFC). However, it turns out that there is a statistically significant correlation in the negative value between emotional intelligence conflicts and work-

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family (WFC) conflicts. The study also found a statistically significant correlation in workers participating in this study, related to Emotional Intelligence of Workers and Quality of Life. Emotional intelligence, work-family conflicts, and quality of life in workers in this study presented a statistically important correlation with variables such as gender, education, duration in current work, and work experience as a whole, thus proving all three hypotheses. Referring to the results of this study, it would be appropriate to develop studies addressing a large number of champions, as well as differentiated into one or two separate sectors. This can provide more knowledge about the variables taken in the study. This may provide more insight into the results obtained in the study.

Keywords: *Emotional intelligence, conflict, WFC, FWC, balance, life, work, quality of life, work, Tirana.*

1. Introduction

Globalization, new technologies, and business restructuring in the century we are living in are challenging the long-established patterns of work and workplace, which impose new burdens on individuals and their families. Jobs are becoming more and more dynamic, with frequent changes which have an impact on the mental and emotional health of employees who work to have jobs. As such, they require some kind of flexibility or some kind of intelligence in addition to the technical and intellectual one like IQ, but better adaptability and management of human emotions. This type of intelligence is called Emotional Intelligence (EI). (EI) is seen as closely linked to mental health and happiness, as analogies to each other. The definition according to (Mayer & Salovey, 1997: 10) is considered: “*The ability to evaluate and express emotions; the ability to manage feelings and have a simpler mind; the ability to understand personal and others’ emotions, as well as to adjust emotions*.” This term is now increasingly being widely used in various public and non-public organizations and businesses. According to (Nanda & Randhawa, 2020) EI is considered one of the best and most effective skills an employee can have, helping him to be more productive and emotionally healthy. On the other hand, EI is considered a very important predictor in the manifestation of performance in the workplace. According to (Talentsmart, n.d.) about 90% of employees who have high performance at work have high emotional intelligence. Companies today demand that the worker be psychologically calm in order for the company’s objectives to be achieved as clearly as possible. In recent years, competition in the labor market has increased significantly

and they are constantly working under stress. Achieving the highest possible productivity is one of the biggest challenges for organizations and companies today. Based on this, the main objective of companies is oriented towards the concepts of employee well-being, work-life balance, and family, which are thought to lead to increased efficiency and productivity of employees at work. “*Employee well-being is defined as “the overall quality of an employee’s experience and functioning at work”*” (Grant et al., 2007: 52) and has three essential dimensions, psychological, physical, and social well-being.

An individual’s EI is considered to reduce this type of balance or this type of conflict, by improving it. Individual’s EI is thought to reduce this type of balance or this type of conflict, improving it. In a study conducted by (Basu, 2019), where the main focus was to occur a balance between working life, was in the study participated 2000 in Indian, it turned out that 67% of them think about work and when they are not at work. It is also a well-known fact that WLB contributes to the health and well-being of employees and helps reduce stress and prevent burnout in the workplace. Therefore, this balance sheet is an extremely important aspect of a healthy work environment that should not be ignored by companies. Therefore, for the above, this chapter will be discussed in more detail some key aspects of this study, such as emotional intelligence, work-family balance, and quality of life, and, above all, will be presented, the main findings of how these three variables stand between them in the context of literature review in this regard, and various studies conducted by foreign authors.

Emotional Intelligence (EI)

Plato was the first to trace EI as “*all learning has an emotional basis*” (Wharam, 2009: 7), or further, the psychologist Thorndike (1920) gave this concept a clearer and more consistent meaning. He was the first to invent the term social intelligence, defining it as the ability to understand and act appropriately in human relations” (p. 228), the other in all kinds of relations, considering social intelligence a very important process in the lives of each. Essentially, this intelligence (SI) is the ability to perceive internal situations, motivations, and behaviors of yourself and others. In the late 20th century, the term social intelligence began to take on new and deeper meanings not only socially but also educationally, as more influential than general social intelligence. This theory was further developed by other psychologists where si suggested that multiple intelligence included personal intelligence that relies on interpersonal intelligence (an ability to connect with others) and intrapersonal intelligence (an ability to understand, motivate and manage oneself). The term further enriched Salovey and Mayer (1990) who called it ‘Emotional Intelligence’ as a

derivative of Social Intelligence, which means the individual's ability to control personal emotions and those of others, adjusting the way of thinking and acting (p. 189). Mayer and Salovey further continued to determine emotional intelligence (EI) by taking elements into consideration by compiling a model that the main focus had individual abilities. It was Goleman that in 1995 brought about a false change over EI. Goleman suggests that EI should be viewed as the perspectives of mixed traits or patterns as one's ability to motivate oneself and move forward in the face of disappointment; to control impulses and delay pleasure; to regulate one's mood and to keep anxiety from the kidnapping of the ability to think; sensitive and hopeful. In 1997 Goleman redefined Ei as the capacity to understand our feelings and other persons, influencing increased motivation and increased capacity to manage feelings, and our emotions in relation to others. The widely accepted scientific definition of EI is the ability to monitor our own and others' emotions and to use the information to have effective social relationships. In institutions where constant changes occur, workers need to have a highly accompanied and productive IE. The authors suggest that to be a good worker in (the family, thirst work) we need to have a combination between IQ and EI.

The key qualities that distinguish successful from unsuccessful executives are the core competencies (or apparently embedded) EI. Failed executives seem to have weaker emotional control, despite strengths in cognitive skills and technical expertise. Therefore, emotional intelligence leads to effective performance. IE has been studied using different conceptualizations, the most popular ones being the skill-based model (Mayer et al., 2016), the feature-based model and the mixed model. Although these models conceive of EI very differently, everyone agrees when it comes to explaining EI relationships with different psychological and psychosocial factors as well as influencing work environments to manage and enhance emotions, work attitudes, and outcomes between employees in the workplace. Emotionally intelligent people are often better able to cope with life activities and they have a positive as well as productive mindset which often involves affective awareness. In the context of the affective revolution in organizational psychology, IE is defended as a key predictor of organizational outcomes including job satisfaction, job engagement, job stress, workplace outburst, and ill health (Alvi, 2018).

Emotional intelligence in the workplace

Being productive in the workplace and with a high EI means having functional emotional intelligence. EI has an important role in human health, including happiness elements, psychological well-being in the workplace, home, society, and family. In the meta-analytical study of Schutte (2002) in which 7898

participants participated, the results showed that EI was positively related to good psychological and physical health (Schutte et al, 2002). While in a 2010 study conducted by Faguy, low EI was associated with the emergence of violent behaviors and dangerous health behaviors such as drug use, alcohol, and involvement in criminal behavior (Faguy, 2012). Researchers Adeoye and Torubelli (2011) in their study found that EI affects the psychological connection that the employee creates with the institution where he works, even EI could be predictive in the impact it has on the regulation of human relations and commitment to achieving goals. of the institution. Cherniss (2000) explained that emotionally intelligent people are more cooperative and more committed, elements that are important for productivity in an organization. Salami (2008) suggests that understanding and managing our emotions, in line with understanding the emotions of others, are elements that can influence the attitudes of colleagues towards each other towards bosses, and so on. According to Adeoye and Torubelli (2011) relationship management is a personal capacity to understand others and relationships, which includes the ability to resolve conflicts effectively, be negotiable, be social, friendly, etc. Emotional intelligence increases the potential to have a clearer understanding of oneself and others by including social situations with different dynamics.

Work-Life Balance

The concept of a work-life or work-family balance was used in the late 1970s to describe the balance between an individual's work and his or her social family life. Nowadays working hours have changed, and this change has occurred in both genders. WLB (Work and Life Balance) soon became known for dynamic changes in the workplace and this is already a worldwide phenomenon (Ashwini, 2017). Vajiravel (2015) in his holist study on WLB made a division of the results into 3 parts: Good job-related results (e.g. high job performance, high job satisfaction, low work frustration, missing long-term days off), Results not related to work (i.e.: High satisfaction from life, high satisfaction from family time, low rates of conflicts with family members, etc.), and results related with stress (i.e.: low emotional tiredness, low depression, low anxiety, etc.) Also, another study (Vajiravel, 2015) suggests that the effects of WLB include high-quality work, work motivation, job satisfaction, quality of health and free time with family, society, conflicts regarding work, burnout, and health condition are some of the negative effects of a misbalance in the working life. The question arises: Can EI be predictive in relation to the work-life balance of workers? How does EI relate to employee productivity in the workplace? (Faguy, 2012) discovered that the evaluation and the expression of emotions, needs a good interpretation of verbal and nonverbal information.

The notion showed that the interpretation of unspoken messages of the face mimic, body language, tone of the voice and the words chosen are the key to understand the emotions of the others. Faguy (2012) again discovered that the regulation and management of emotions it is something that everyone does, but an emotionally intelligent person does it better and it uses a certain method to achieve a specific purpose. Ravichandran et al., (2011) showed that the workers should increase their emotional ability together with their technical abilities that these ones on the other side increase the emotional intelligence, work productivity and push energetic employees to be more connected to their work. Does EI reflected in the personal life of an employee and is there any connection between intelligence and WLB? The motivation of people to be engaged in work is a well-known problem, this is related to the workload of workers, who are forced to do a lot of work often and beyond their capacity, behaviors, attitudes, and emotions related to a role, may spread to another person and they may not control the emotions when they go to their families home. (Ravichandran et al., 2011).The constructs itself makes it difficult to describe what is WLB. Every definition depends on personal choices which are individual. While moving through different life milestones, from childhood until you are old, roles that play can change, increase, decrease or disappear. Moreover, the focus put on every played role will change too with the change of life circumstances. On the other hand, WLB term was created in 1986 in response to increasing disturbance from individuals and organizations so that the work cannot influence in the quality of family life and vice versa, creating the concepts of conflicts of family-work (FWC) and conflicts of work-family (WFC).

The first one is referred in the sense that work can influence in the family life (WIF), while the second is the influence of family into work (FIW). With other words, from the perspective of absence, the time dedicated to work can be interpreted as time taken from family life. Competition, high demands on work, and responsibilities at home have become very important for employees due to major changes in demographics and the workplace such as: big number of female workforce (couples with double careers), transformation in family structures (increase in single parenting), disagreement of long hours jobs, increase of 24/7 job methods and technological advances. Referring to these many changes and conflicts that they create between roles that individuals have, organizations get under pressure to create different policies that aim to ease the effort of employees to fulfill their work and personal commitments. The method to achieve and increase WLB it's an important topic in Human Resource Management field and has been important for employers, employees, government, academics and mass media (Saraswat & Choudhary, 2017).

2. Methodology

Study purpose and objectives

The aim of the study is to investigate the impact of Emotional intelligence and WLB on the quality of life of employees. The objectives are:

Hypothesis of the study:

H1: Exists an important statistical correlation between Emotional Intelligence and Work-Family conflicts and vice versa for employees.

H2: Exists an important statistical correlation between emotional intelligence and life quality for employees.

H3: Exists an important statistical correlation between demographics, emotional intelligence, WFC and life quality for employees.

Research instruments

Emotional Intelligence scale, developed by Schutte et al., 1997; FWC scale developed by Netemeyer et al., 1996; Quality of life scale (QOLS) developed by Flanagan. 1978 and renewed again by Flanagan in 1982.

3. Results analysis

In this study the above hypothesis will be tested and will be analyzed with different variables taken in analysis to better understand their relation.

TABLE NO.1 Correlation between IE, FWC and WFC, Hypothesis no.1

Emotional Intelligence (IE)	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	102		
Family-Work Conflict (FWC)	Pearson Correlation	-.424**	1	
	Sig. (2-tailed)	.000		
	N	102	102	
Work-Family Conflict (WFC)	Pearson Correlation	.024	.609**	1
	Sig. (2-tailed)	.810	.000	
	N	102	102	102

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that exists an important statistical correlation between FWC and EI of the interviewees of the study. The correlation is $r = -.424$, negative value. This means that these 2 variables are negatively connected with one another. The greater the Emotional Intelligence, the lower the Family-Work Conflict and vice versa. From the analysis table can be seen that there is a positive correlation of FWC and WFC. This correlation is with a value of $r = .609$, which means that the interviewees that expressed one high variable, had the tendency to do the same for the other variable and vice versa.

The results show that there is no correlation of emotional intelligence and the Work-Family Conflict. ***We can say that the first hypothesis of this study is fully proven true.***

TABLE NO.2 Correlation between IE and Life Quality, Hypothesis no.2

		Emotional Intelligence	Quality of Life
Emotional Intelligence (IE)	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	102	
Quality of Life	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.000	
	N	102	102

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that exists an important statistical correlation between Emotional Intelligence among the sample of this study with the Quality of Life that they stated. The correlation has a value of $r = .500$, a positive value which means that the higher the EI, the higher also the Quality of Life. ***Can be said that the second hypothesis of this study is fully proven true.***

TABLE NO.3 Correlation between IE, WFC, FWC, Quality of Life and demographic variables of the sample.

		IE	Quality of Life	Gender	FWC	WFC	Age	Education	Duration in current work	Work Experience
IE	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	102								

Quality of Life	Pearson Correlation	.500**	1							
	Sig. (2-tailed)	.000								
	N	102	102							
Gender	Pearson Correlation	-.028	.102	1						
	Sig. (2-tailed)	.779	.310							
	N	102	102	102						
FWC	Pearson Correlation	-.424**	-.251*	-.153	1					
	Sig. (2-tailed)	.000	.011	.125						
	N	102	102	102	102					
WFC	Pearson Correlation	.024	.030	.391**	.609**	1				
	Sig. (2-tailed)	.810	.767	.000	.000					
	N	102	102	102	102	102				
Age	Pearson Correlation	-.125	-.563**	-.116	-.079	-.131	1			
	Sig. (2-tailed)	.212	.000	.244	.429	.188				
	N	102	102	102	102	102	102			
Education	Pearson Correlation	-.209*	-.097	.557**	-.100	-.378**	.179	1		
	Sig. (2-tailed)	.035	.335	.000	.315	.000	.071			
	N	102	102	102	102	102	102	102		
Duration in current work	Pearson Correlation	.213	-.171	-.162	-.439**	-.001	.643**	.004	1	
	Sig. (2-tailed)	.032	.087	.105	.000	.995	.000	.966		
	N	102	102	102	102	102	102	102	102	
Work Experience	Pearson Correlation	-.101	-.286**	.000	-.378**	-.141	.767**	.321**	.759**	1
	Sig. (2-tailed)	.313	.004	1.000	.000	.157	.000	.001	.000	
	N	102	102	102	102	102	102	102	102	102

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The above table shows the results of the variables of this study and their correlation with one another. In the 3rd hypothesis, the study wants to understand better the relationship between EI, WFC and Quality of Life with their demographics. Gender seems to have an important statistical correlation with FWC. This correlation is high with a value of $r=.391$ which tells that female have a higher tendency to bring their family problems at work. Because of female are the ones that take care of the house, children etc., it is understandable that they tend to have difficulty in balancing this emotional conflict in their workplace. Also, this sample had a higher number of females.

4. Conclusions

Nowadays, employees have a lot of challenges in their workplace. Globalization, new technologies and business reconstruction in this century, challenge the models that exists in the workplace, which impose new challenges in individuals and their families. The workplaces are getting more dynamic, with frequent changes that have an impact on the mental and emotional health of employees that work in these workplaces. As such, they seek for a flexibility or some kind of intelligence together with the technical and intellectual like IQ, but also a beter management of emotions. This kind of intelligence is called the Emotional Intelligence. The definition of Emotional Intelligence has changed and is still changing, causing insecurity in its first definition. The identified theory to prove this research was the theory of multiple intelligence and the growing theory. Both these theories offer a base to explore the role of emotional intelligence in the work of employees. Emotional intelligence and its connection with the quality of life and more, it's a growing topic in organizations for making scientific and empiric researches. Practices of the balance between life and work are organizational intentional changes in programs or organizational culture that are created to lower the conflict from working life and to give employees the opportunity to be more effective at work and other roles. The change from the WLB practices like a tool to accommodate individual employees responsible to know their contribution in organizational performance and employee engagement it's an important change that is still "on process". Competition and high requests between work and responsibilities at home have taken a lot of importance for employees lately because of a big change in demographics and workplace like: big number of female workforce (couples with double careers), transformation in family structures (increase in single parenting), disagreement of long hours jobs, increase of 24/7 job methods and technological advancements.

Emotional intelligence, a conflict of two dimensions (WFC and FWC) that aids WLB and quality of life, is a philosophy that shows that people are an important link for institutions, given that all the productivity and performance of an institution are related to staff performance, based on this they should be treated with respect and dignity and in the best possible way. According to this principle, this scientific research is treated in the above title to understand better which are the implications regarding the emotional intelligence and the work-file balance on employees. This study is done in the city of Tirana, with a questionnaire conducted by Google Forms. Overall, the whole study is compiled in 5 main chapters, including Introduction, Literature Review, Methodology, Result Analysis and the chapter of Conclusions and Recommendations. The main objective of this

study was to research the methods of the main variables of this study. The chapter of Introduction includes the background of Emotional Intelligence, WLB and its combination to identify the actual problems. Literature review included different sources of literature that will be included in the study which were very important for the methodology and the result analysis. Different literatures were reviewed, which made it easier in finding the existence of limitation between the literature and this study. Further, the descriptive and statistical analysis was done for proving the hypothesis of the study. The questionnaire was the method of collecting the data for the study. WLB is a topic that has got a lot of attention of researchers, academics and CEOs of different organizations. Managing it in a professional way is a challenge for employees. Different organizations must try to make effective policies on WLB by increasing the quality of life, job satisfaction and encourage their employees to use their policies. This helps in increasing organizational engagement for having a better productivity, to keep the best talent and to motivate employees to make their best. This study confirms that emotional intelligence and WLB, together with quality of life are 3 variables connected very well with one another, that even create an organizational success and create a competitive advantage for organizations/companies/businesses. Human resource teams and board of directors of these organizations/companies/businesses of service must take the initiative to grow and improve the emotional intelligence skills of their employees.

Improved emotional intelligence skills will help an individual to better understand and manage his emotions and the other's, which will make the delivery of the products/services with a higher quality. So, that is why it's necessary for the managers to create a connecting bridge between the emotional intelligence and WLB in order to increase the quality of life of their employees. Good policies of WLB have a great potential in improving the employees' morale, job satisfaction, life satisfaction, performance levels and decreasing the work absence. Emotional intelligence it's an effective method for integrating, improving and securing a better life at work and at family. The understanding of the potential and talent that their employees bring, the security of changes that the employees bring in their workplace and their evaluation to make it part of organizational success. Managers and owners must concentrate in development and implementation of better policies of WLB in order to build a stable and profitable organization. Education of emotional intelligence and to make the employees to feel values should be approved by all organizations/companies/businesses.

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Physical qualities and body mass index in children

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Abstract

Physical development refers to the level of growth and control over muscles, coordination and the ability to sit, stand, walk and run. Motor development is part of physical development and refers to increasing a child's ability to use their body and physical abilities. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

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Motor development can be divided into gross motor skills and net motor skills. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist). Measurement of body mass index in children by the method (BMI) weight / height². Measurement of maximum oxygen consumption VO₂ max by indirect measurement, Comparison of BMI between boys and girls and maximum oxygen consumption. Comparison of data obtained from tests obtained from maximal oxygen consumption and measurement of body mass index in children aged 6-7 years to highlight the difference or not of these abilities between the two sexes. The relationships between body weight, obesity and health have been extensively studied. Although the primary role of adiposes is to replace triglycerides, they play a more complex role, in the production of many hormones, prohormones, cytokines, and enzymes with autocrine, paracrine, and endocrine actions or actions. In the state of obesity, the production of proteins derived from adipose tissue is increased, causing significant health consequences. There are regional differences in protein production in adipose tissue. Expansion of adipose tissue deep in the organs has negative effects on the body on hormonal functions and metabolism which contribute to the development of diseases and other chronic health problems. Freedman, D.S., Horlick, M. & Berenson, G.S., 2013. A comparison of the Slaughter skinfold-thickness equations and BMI in predicting body fatness and cardiovascular disease risk factor levels in children. Am. J. Clin. Nutr., 98(6), pp.1417–24.

Keywords: BMI, Vo₂ Max, Motor skills, Obesity.

1. Introduction

Physical development refers to the level of growth and control over muscles, coordination, and the ability to sit, stand, walk and run. Motor development is part of physical development and refers to increasing a child's ability to use their body and physical abilities. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

Motor development can be divided into gross motor skills and net motor skills. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

- Gross motor skills refer to the child's ability to control large parts of the body, balance, coordination, self-control, movement and stability. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)
- Clear motor skills refer to the level of coordination and the ability to manipulate small body parts. (eg Using the thumb and forefinger to grasp

and lift a raisin), (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

The child's ability to be physically active depends on physical growth and development. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist) There are many aspects that affect the development of physical and gross physical abilities, such as:

- Locomotor Skills: Rolling, crawling, walking and running. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)
- Balancing and coordination skills: Standing, jogging, walking on tiptoe and dancing.
- Manipulative Skills: Holding, throwing and waiting.

Also not all children grow and develop in the same way or degree, it is important to keep in mind the general growth pattern in young children. This growth pattern explains a lot about the movements and activity of children. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist) When working with children in your care the following key points should be kept in mind:

- After birth, the part that grows fastest in our body is the head.
 - Consequently, infants and toddlers have a higher center of gravity
 - This makes it difficult to maintain balance and because of this young children are more likely to fall. (Darlene Tanck, Dolly's Daycare, Merrill)
- Body length throughout early childhood. (Darlene Tanck, Dolly's Daycare, Merrill)
 - This lowers the center of gravity. (Darlene Tanck, Dolly's Daycare, Merrill)
 - As the body grows, children are better able to maintain balance and less likely to fall. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)
 - Children do not develop the center of gravity in the same way as an adult until they reach the age of 6 years.
- Children grow out of their body and out (from the inside to the extreme)
 - Children's arms grow in front of the hands, hands grow in front of the fingers. The legs grow in front of the feet.

- For this reason children develop Gross motor skills earlier than Net ones. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)
- Infants demonstrate this process best when they learn to grasp objects. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist) Newborns use their whole arm to slide over the object and as they grow older they begin to use their hand completely to grasp objects and will then use their fingers to grasp objects.

Brain development refers to the growth of the brain and the creation of new connections in the brain. Movement and being active positively has an impact on brain development. Physical activity helps the body produce chemicals that act as miracle-boosters for the brain (John Ratey, MD. Harvard Psychiatrist). (Wisconsin Department of Public Instruction Tony Evers, PhD, State Superintendent) (Wisconsin Department of Health Services Dennis G. Smith, Secretary) (Wisconsin Department of Children and Families Eloise Anderson, Secretary)

Factors affecting the early development of the brain.

- Physical activity
- Genetic
- Oxygen
- Accountability of carers.
- Daily experiences.
- Love

Language (speaking) development refers to the learning process of speaking and communicating. Language development is related to physical development. Knowing the words that describe the body, the types of movements, the intensity, the direction and the connections in space helps children to learn, practice and improve skills. Movement and growth stimulate the brain (frontal lobe) and enrich the tongue and motor development. (John Ratey, MD. Harvard Psychiatrist.)

Quick suggestion

When practicing physical activity with children under your care, talk about movements using vocabulary that will help children understand their activity. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

"I have been trying for several months to teach a child how to dance. She was 4 and a half years old, and it was very difficult for her to cross the midline with her

body, and I tried very hard to learn the right way. After I showed her some of the ways, it was a CD which taught her this skill. That day she was able to dance, and we all had a lot of fun and did a little dance. It was very beautiful the moment when you saw her face happy for the realization of that ability. - (Teresa Storm, Tender Times Child Care, Amery).

Movement and brain

Because the motor center affects other parts of the brain, movement assists in benefits such as:

- Brain development
- Integration of sensors
- Vision
- Listening
- Coordination
- Ability to plan movement before the physicist starts moving

(Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha, April Orth, April's Child Care, Salem,)

TABLE 0 Objectives for the development of Gross motor skills: Table for quick reference

Age	Movement skills	Ability and balance	Manipulative Skills
1 year old	<ul style="list-style-type: none"> -Holding the head up without moving -Raise your head / shoulders holding it high above your hands. -Rotations from the back of the boat. -Crawling -Attraction for him to get up 	<ul style="list-style-type: none"> -Sit yourself for a moment -Stands on your feet for a moment without support Immediate landing -Falls back and forth with hands and knees (From Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, 2nd Ed. (2009), www.AAHPERD.org, National Association of Sport and Physical Education) 	<ul style="list-style-type: none"> - Open your hand to release the toys -Extension to catch things with one hand - Hit the things that are closest to you Extensions for catching toys using the whole hand

1-2 year old	<ul style="list-style-type: none"> -We swim when we wash it in the bath. -Going up and down stairs while being held. -Independent walk. -Move the body in new ways, e.g. tumbling -Side walk and back -Walk towards the ball and shoot it. -Runs alone -Runs increasing speed -Dancing from one place to another -Jumps on objects and goes down the stairs(From Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, 2nd Ed. (2009), www.AAHPERD.org, National Association of Sport and Physical Education) 	<ul style="list-style-type: none"> -Pertheu to catch toys -We extend to the tips of our feet to achieve something high Climbing and descending from the chair used for adults -Drop when you are playing -You crawl on the beam or the corners of a box - Tends to stay on your feet 	<ul style="list-style-type: none"> -We hold a big ball when we are moving -Lekunde reket -Throw the ball or other objects by pushing it with both hands -Catch a large ball with both hands close to the body and hit it on the ground -We shoot a forbidden ball -Hold objects in one hand and hit the objects with the other -Unload things from the bucket and grab them with the other hand -Throw the ball on purpose -Throw the ball from the back of the head using both hands when standing
2-3 year old	<ul style="list-style-type: none"> -Walk through the room -Uses brisk walking -Go back -Push a toy with your foot while driving it with the steering wheel-- Climb over the tables using your feet -Move around the room -Walking up and down the stairs, alternating legs in different ways and helping with hands. -Dancing with both feet from one place to another 	<ul style="list-style-type: none"> - Catch toys -We extend to the tips of our feet to achieve something high Ascent and descent from the chair used for adults -Drop when you are playing -You crawl on a line or an adhesive glued to the floor -Side steps on a line or adhesive glued to the floor -Side steps on the beams or corners of a box 	<ul style="list-style-type: none"> -We hold a big ball when we are moving - Throw the ball or other objects by pushing it with both hands -Catch a large ball with both hands close to the body and hit it on the ground -We shoot a forbidden ball

Objectives for the development of Gross motor skills: Table for quick reference,
(continued)

Age	Movement skills	Ability and balance	Manipulative Skills
3-4 year old	<ul style="list-style-type: none"> -Runs Avoidance of obstacles and persons during movements Climbing at least two steps into the gym jungle. Climbing up and down on the equipment of the toy place. -Giving the tricycle by pushing with the foot forward. -Giving the tricycle using the pedals. -Gallopim -Jumps on objects or jumps from the ladder. 	<ul style="list-style-type: none"> -Walk forward along the edge of a curb, looking at the legs. -Dancing from the top down a low degree, the fall to be done with both feet. - Jumping over small objects. 	<ul style="list-style-type: none"> -Throwing the ball or other objects. -Throwing the ball into the body (we fold the arms when they catch it) -Gunning the ball with a large rocket. Throwing the ball forward while jumping or running towards it.
4-5 year old	<ul style="list-style-type: none"> -Runs smoothly, quickly changes direction and stops / starts very quickly. -Jumps and spins. -Marches - Move through the country with obstacles. Galloping and dancing calmly. -Play "Follow the Leader" using a variety of moves. -Play games that involve jumping or throwing the ball. (From Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, 2nd Ed. (2009), www.AAHPERD.org, National Association of Sport and Physical Education) 	<ul style="list-style-type: none"> -Dancing on the play-ground, dancing with one foot and with the other foot. -Walking through benches or the edge of a cube, back and forth. Attempt to jump rope. -Jumps, skips, spins around and stops trying not to fall. 	<ul style="list-style-type: none"> -Jump forward to throw the ball and following it directly from behind. Catching the ball after shooting with both hands. Throwing the ball from the closed hand. -Driblo ball. Shoot the forbidden ball. -I hit the ball on the ground and catch it in the air. - Throwing the ball while running Vibration, twisting or swinging of the arm or leg

**From Active Start: Introducing physical activity, a guide for children
from birth to age 5, 2nd edition (2009) www.AAHPERD.org,
National Association of Sport and Physical Education.**

Working with children of different ages means working with children at different stages of development. It is important to know what point of physical, brain and language development each child has so you can adapt activities, routine, and environment to the developmental stages of all children. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

Groups of different ages can enter centers with staff members to assist or in-house with only one caregiver. With a variety of developmental levels, activities need to be flexible. Here are some ideas for achieving developmental levels in an activity. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

1. Scaffolding. This is a very good way when you have two children of approximately the same age and ability, one ahead of the other. Give the child a physical activity that involves the older child helping the little one such as dribble a ball, throw a ball with rhythm. This will help both children develop their skills. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)
2. To support the activity organized by the children themselves. A big dice with great motor skills on each page or figures adapted to those types of skills are very good tools for promoting self-directed game. Older children can take on the role of rolling the dice or picking up cards and engaging in physical activity. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)
3. Do it with the best of technology (but only when you need it). When the day is busy and you need a quick fun for the kids, it is very rewarding to have an active music CD and DVD.

Activity ideas

Different colored scarves: Each child should have a scarf of different colors and represent things found in nature such as trees, water, sky or animals. Curse younger children so they can learn from sensory exploration. Younger children will also see older ones and act on what they do. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha, April Orth, April's Child Care, Salem,)

Physical activity may be different for children with developmental disabilities. If you are working with a child who has a developmental disability, think about how

physical activity opportunities can be tailored to the individual needs of each child. Here are some examples: (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha)

- A child with a speech delay or hearing loss may need frequent visual and verbal cues, such as counting to three with their fingers and toes, and jumping three times.
- A child with a known delay may need smaller data, with simple examples. The child can benefit if assisted by a peer who demonstrates examples.
- An autistic child may be sensitive to noise, touch or light. You may need to adapt the equipment, materials, and environment. In addition, routines are very important with activities that take place at the same time throughout the day. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha)
- A child with physical challenges can thrive in environments that provide enough space to play. Include suitable equipment and accessible materials. You can modify the activities in order to use different parts of the body or make other movements. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist)

Be careful not to generalize. Not every child with a certain type of disability or delay will respond with the same suitability. Get to know the children and adapt the activities. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha)

If you are aware that every child is developing at a different level or in a different way, be sensitive to the needs of that child and the child's parents. Be sure to understand the Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP) and how it relates to physical activity. Physical activity should be flexible and appropriate for every child you care for. Resources are able to help you with appropriate activities and materials so that all children can participate in physical activities. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha)

Cultural competence

One of the most important concepts in cultural competence is to honor the individual. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha) The best way to be sure to honor the culture of each child is to get to know each family by constantly communicating about the progress and needs of each child and understanding the values of each family.

Ways to get to know the culture of each family and how each physical activity is viewed include:

- Ask questions about physical activity in interviews and conferences.
- To have an item "All about me" in your CV. Include parts to ask how active the children and their family are. Include pictures of physical activities to promote those activities in your classroom and home.
- Do a demonstration and show physical activity. children can share a game or activity they do with their families at home. You can learn new games and activities as well. (Darlene Tanck, Dolly's Daycare, Merrill, Teresa Storm, Tender Times Child Care, Amery, John Ratey, MD. Harvard Psychiatrist, Verna Drake, Westby Day Care and Learning Center, Westby, Wendy Eagon, University Children's Center, Menasha, April Orth, April's Child Care, Salem)

Tools included

Language development chart

Use this chart to refresh your movement vocabulary so you can teach children how to communicate about movement and physical activity. (April Orth, April's Child Care, Salem)

Family engagement

Plan evenings with family that focus on activity and physical development. this will give you an opportunity to learn how active lifestyles can fit into the family culture in your program. (April Orth, April's Child Care, Salem)

Commitment of communities

Collaborate with the local children's museum to promote physical activity. consider exhibitions designed to educate families about physical development and the promotion of physical activity. (April Orth, April's Child Care, Salem) "At our parents' events, we always involve a moving activity. The best thing so far was that

the fathers did a pole dancing rhythm.” - (Verna Drake, Westby Day Care and Learning Center, Westby) (April Orth, April’s Child Care, Salem) We had a father who is a teacher in a public school, and a “Family Evening Evening” came. We have various sectors set up for active participation, which include the strain sector, the course of obstacles, family drag or war, throwing and filling the bucket. We have a large number of participating families.” - (Wendy Eagon, University Children’s Center, Menasha). Garrow, J.S. & Webster, J., 1985. Quetelet’s index (W/H²) as a measure of fatness. *Int. J. Obes.*, 9(2), pp.147–153. Freedman, D.S., Horlick, M. & Berenson, G.S., 2013. A comparison of the Slaughter skinfold-thickness equations and BMI in predicting body fatness and cardiovascular disease risk factor levels in children. *Am. J. Clin. Nutr.*, 98(6), pp.1417–24.

Maximum oxygen consumption (VO₂ max) in children and adults

Physical efficiency (aerobic fitness) can be defined as: “physiologically as the maximum oxygen uptake (VO₂ max), as the highest degree to which skeletal muscle cells can utilize oxygen for the energy needed to move, or it can be described in functional terms such as gait to cope, time taken to ride a bike, run, or swim a long distance. Maximum oxygen consumption (max VO₂) is the highest rate in which an individual can consume oxygen during exercise, the capacity to perform various exercises and is widely known to most young people. (American College of Sports Medicine 1995).

It has been documented by various authors that most children and adolescents can exercise to the point of fatigue without demonstrating a VO₂ max (Armstrong et al. 1995). The appropriate term to use with children and adolescents is the amount of oxygen taken in during a physical test, to understand the true existence of a high VO₂ max.

All determinants that make a difference from one person’s aerobic physical efficiency to another appear in the same way without differences as in children and adults. The additional dimension encountered in children is the increase in physical efficiency both functionally and physiologically.

When VO₂ max is expressed in relation to body mass, no significant changes are observed. This has been seen in a study in years in pediatrics of boys, when their typical values during routine testing were 50-52 ml·kg⁻¹·min⁻¹. 20% lower than men. (Thomas 2005). This has come from several factors such as: the small size of the sample selected, changes in body composition as well as sex may be responsible for the VO₂ max differences in children.

Aerobic physical efficiency during childhood and adolescence

Data from European countries show that VO₂ in boys has a progressive increase with respect to chronological age. Data for women show a similar trend around

the age of 13-14 years. Boys' data show an increase in Vo2 max around the age of 11-17 / 18 years. In all studies covering the age of 13 years and 14 years show a greater increase in VO2 max. The data for girls are less clear, showing a progressive increase around the age of 11-13 years and then around the age of 14 there is a decrease in VO2 max. A British study in girls found a 45% increase in VO2 max in 11-17 year old (Armstrong and Welsman 2001). In Amsterdam from a study of the Dutch health institution in women was observed increase in the ages 13-16 years, but also a decrease of only 2% from the age of 14-16 years. (Kemper 2004).

Aerobic physical efficiency over a lifetime

The main determinants of the development of VO2 max in relation to the increase of body mass of children are:

- increase in the amount of “motor” exercises, skeletal muscles
- relative decrease in the oxidation activity of enzymes within skeletal muscle cells.

At the same time, according to the concept of symphysis development, all the factors responsible for determining the changes of VO2 max should constitute a matter, ie a problem. And this, is not a biological reasoning for a part of the system to possess a greater increasing or more advanced functional capacity during biological development in other systems. As a result of the growth of the child, we also have an increase in their aerobic power. Between the ages of 6 and 12, VO2 max in boys more than doubles from 1.2 L-min to 2.7 L-min, while the mean values in girls are about 200 ml min lower than that of men of the same chronological age. During puberty the increase of VO2 max is accelerated because of the influence of the anabolic testosterone, while in women we have the highest peak (Thomas 2005). The peak of VO2 is closely related to body size described by its association with body mass or stature with correlation coefficient $r = 0.70$ (Armstrong and Welsman 1994). Thus, the peak of VO2 max in relation to increasing age is reflected by growth and transition from childhood to adolescence. Studies generally confirm a stability of age-related VO2 max in boys, while studies in girls unequivocally show a progressive decline in age-related VO2 (Van Mechelen and Kemper 1995). Boys demonstrate higher VO2 than girls during childhood and adolescence, and the differences between them are even greater during puberty (Armstrong and Welsman 2000; Malina and Bouchard 1991). Past studies show that VO2 max depends on chronological age and body mass. Gender differences during childhood and adolescence are attributed to various factors including physical activity, body composition, and hemoglobin concentration in the blood. Boys are more

physically active than girls (Armstrong and VanMechelen 1998), but evidence of physical activity in young people shows a low VO₂ (Morrow and Freedson 1994). Usually, boys have a relatively larger muscle mass than girls in childhood, but the differences between them are not very noticeable until adolescence. Between the ages of 5 and 16 we have an increase in muscle mass of boys by about 42-54% of body mass, while in girls we have an increase in muscle mass by about 40-45% between the ages of 5 and 13 and then we have a decline during adolescence. Girls have more fat mass than boys during childhood and in adolescence we have a 25% increase in body mass, while in men we have a decrease of about 12-14% (Malina and Bouchard 1991). These large changes in body composition during puberty, contribute to the difference in VO₂ peak between the two sexes during this period.

Aerobic physical efficiency and connection to physical activity

In children, the problem of exercise-health relationship and the relative impact on physical efficiency and activity are less clear. Given that exercise-favored diseases occur in adulthood, the link between exercise in childhood and the positive health effects possible are many or we can say undocumented by scientific studies because of this period. Physical efficiency and physical activity are two completely different definitions or pillars both operationally and mechanically where "Physical efficiency describes how well an individual can perform an exercise and physical activity describes the amount of movement that an individual engages in a given day."

It is widely accepted that creating a habit of physical activity of any kind is important for the health of children both in the present and in the future (Thomas 2005).

An important question in this regard can then be identified; is how much daily physical activity contributes to the efficiency of motor skills in children? This issue has almost always been in the context of aerobic physiological efficiency (how much daily activity affects VO₂ max). In reviews of 10 studies published by Morrow and Freedson (Morrow and Freedson 1994) it was found that, in only about half of these reports (physical efficiency and physical activity) as an important relationship, and even those same studies there was a low correlation ($r = 0.20$). They therefore suggested three possible explanations:

- Physical activity has not been accurately measured in these studies.
- Young people have a high level of aerobic physical efficiencies
- There is no truth to the existence or at least there is a very limited relationship between physical activity and physical efficiencies in youth.

It has been observed that there is no significant relationship of aerobic or anaerobic physical efficiencies with physical activity in the study of Armstrong et al (Thomas 2005). The correlation coefficient ranged from -0.13 to + -. 0.16 in boys and by -. 02 -, 04 to girls. Exercise studies during puberty have failed to show an increase in aerobic physical efficiency with increased physical activity, possibly since growth exceeds exercise stimulus (Weber, Kartodihardjo, & Klissuouras 1976).

But, before and after aerobic training during puberty has been found to result in increased aerobic physical efficiency (Shephard 1992). From these data it is difficult to master an effective argument in the range of regular daily activity of children and the effect of aerobic physical efficiencies. We know that physical activity, as a behavior is difficult to measure precisely, due to two major differences (error and individual variations).

This will affect the relationship of other variables like aerobic physical efficiency, overweight. The relationship between physical activity, aerobic physical efficiency, and overweight can be viewed in a variety of ways. One possible direction of causation may be that low level of physical activity leads to a lower level of efficiencies and a reduced sensitivity to metabolic hormones, especially insulin. However, both overweight and low cardiorespiratory efficiency are factors that affect insulin sensitivity in an unfavorable way, and it can be difficult to tell what comes first. Another possibility is that dietary behaviors and physical activity may not be balanced for other reasons and therefore cause overweight. This can lead to an even higher degree of physical inactivity, which can result in a reduced level of cardiorespiratory efficiencies.

From all these studies we conclude that to understand the relationship between physical activity, aerobic physical efficiency, and overweight, it is important to have knowledge about the current level of objectively measured physical activity among children and adolescents.

However, a reasonable case for promoting exercise in children to reduce future health risks may be made on the grounds that:

- Activity and fitness can originate from childhood in later years (adults)
- Disease processes (atherosclerosis, osteoporosis, obesity, and hypertension) often have their origins in the pediatric years.

Aerobic efficiency assessments

Included in motor fitness efficiency is aerobic efficiency defined as - “a health component of motor fitness efficiency related to the ability of the circulatory, respiratory, and oxygen supply systems during sustained physical activity.” (US Department of Health and Human Services 1996). (MÁRIO C. MARQUES et al.,2012)

Direct measurement of maximal oxygen volume (VO₂max) is the most objective and accurate way of assessing aerobic efficiency (cardiorespiratory). This is a test that requires expensive special equipment and is therefore rarely used in large epidemiological studies. This has resulted in the development of indirect tests that either require a maximum job or a job below the maximum. The most used ways of exercising are treadmill or walking and ergo meter.

Correlations between directly and indirectly measured aerobic efficiencies were found to be $r = 0.9$ for maximal analyzes and $r = 0.6$ for sub-maximal analyzes (Andersen et al. 1987).

In the lab, we can measure children's aerobic efficiency using the treadmill or bicycle (ergo meter). Treadmill testing is usually more preferred, especially for younger children.

Field aerobic tests, such as 1.0-mile (1600 m) jogging / walking, have been widely used to assess the adequacy of cardio breathing in children 5 to 17 years of age (Physical best program Program 1998, 1994, 1997, 1987).

In Canada and Europe, the multistage 20-meter test, developed and devised by Leger et al. (Leger et al. 1998), is a very popular alternative for assessing the aerobic efficiency of children (8 - 19 years old). For this test, children run at a 20-meter round trip. Speed is determined using a signal emitted from a pre-recorded tape. Initially the pace is 8.5 km/h and the speed increases every 0.5 km / h every minute until they so the children cannot keep pace.

Another test used to measure maximum aerobic capacity is the Andersen test, where individuals run (in two parallel lines 20 m apart) from another line where they run back and forth and at each line touch the floor. After 15 sec and with the signal falling the subjects should stop as fast as possible (about 2 steps) and with the whistle falling the running continues again for 15 seconds. This procedure is followed for 10 min. Subjects run as fast as they can cover the longest distance possible during the 10-min test period, and this distance is the result of the test.

Measuring fat and its distribution in relation to health

The relationships between body weight, obesity and health have been extensively studied. Although the primary role of adiposes is to replace triglycerides, they play a more complex role, in the production of many hormones, prohormones, cytokines, and enzymes with autocrine, paracrine, and endocrine actions or actions. In the state of obesity, the production of proteins derived from adipose tissue is increased, causing significant health consequences. There are regional differences in protein production in adipose tissue. Expansion of adipose tissue deep in the organs has negative effects on the body on hormonal functions and metabolism which contribute to the development of diseases and other chronic

health problems. The American Heart Association has stated that obesity is the leading cause of coronary heart disease in different individuals (Eckel and Krauss 1998). The World Health Organization (WHO) and the National Institutes of Health (NIH) in the United States has stated that obesity as a chronic disease is a major risk for the progression to type 2 diabetes, for the occurrence of various cancers as well as some psycho-social problems in industrialized countries showing a particular concern regarding fat in the part of the abdomen (NHLBI 1998, WHO 1998).

The negative effects of obesity and obesity are likely to begin in childhood and adolescence. Recent surveys confirm that the prevalence of overweight and obesity has increased in the United States (Mokdad et al. 2003; Ogden et al. 2002), while the trend indicates more and more of an increase in this problem worldwide (WHO 1998). The obesity epidemic may soon thwart all efforts to date to prevent various diseases and this may have an impact on the cost to health care. There is an urgent need, a strategy for managing this risk to the population including identifying those with excess adipose tissue that may impair health and quality of life. Obesity is a lifelong health problem related to specific issues related to age, maturity and race or ethnicity. Considering the physiological and health consequences of connective tissue distribution, we should also take the most common measures available to assess the negative consequences.

Measurement of obesity

Obesity is a medical problem. People who are overweight or obese (severely overweight) are more likely to develop health problems than people who have a healthy weight. Getting more calories (energy measurements from food or drink) than your body needs results in weight gain. Large amounts, foods with low nutritional values, and an inactive lifestyle are factors that lead to obesity. (© Copyright 2022 David Carlson, M.D. All Rights Reserved. Website by I.T. ROADMAP.)

Losing even 10% of extra weight has been shown to have good health effects. A slow weight loss (about 1 kg per week) is most beneficial in keeping the extra weight away for a long time. Simple lifestyle changes such as reducing the amount of food, stopping overeating, eating a healthy diet (especially fruits, vegetables and whole grains), and regular exercise are ways to maintain healthy weight. (© Copyright 2022 David Carlson, M.D. All Rights Reserved. Website by I.T. ROADMAP)

Obesity is a disease which prepares the ground for many different diseases that affect the digestive system, hormonal system, respiratory system, heart and blood vessels. It occurs when the amount of energy received through food exceeds the amount of energy burned by physical activity. Diseases like heart disease, high blood pressure, diabetes, high cholesterol, respiratory disorders, joint diseases,

menstrual disorders, infertility, impotence, gallstone disease, stone formation, some cancers are some of the diseases that have direct link to obesity. Obesity can be defined as a disease which shortens human life and negatively affects the quality of life. According to studies done, over the last twenty years obesity has had a drastic increase and continues to spread as if it were an epidemic. Our country is also affected by this epidemic.

2. Methodology

Objectives

Measurement of body mass index in children by the method (BMI) weight / height². Measurement of maximum oxygen consumption VO₂ max by indirect measurement, Comparison of BMI between boys and girls and maximum oxygen consumption.

Purpose

Comparison of data obtained from tests obtained from maximal oxygen consumption and measurement of body mass index in children aged 6-7 years to highlight the difference or not of these abilities between the two sexes.

Sample selection

An investigation was conducted in three 9-year schools in the city of Tirana, the total number of children = 277 (boys n = 140, and girls = 137), 1st grade.

Tools and methods

The indirect measurement test in the Andersen Test field was used to measure VO₂ max and the weight and height of children were used to measure the body measurement index, from which the BMI (kg / m²) was derived by means of the formula weight / height x height. A total of 260 children participated in the VO₂ max test and a total of 275 children in the BMI test.

Hypothesis

Knowing that at this age the body changes are not very noticeable between boys and girls, we hypothesize that the body mass index will be approximately the

same while in terms of the level of maximum oxygen consumption boys will have it higher knowing that are more active than girls.

Statistical processing

Table 1 gives a clear overview of the total number $n = 277$ as well as the gender composition in each test, i.e. variable. Out of the total number of children, boys $n = 10$ and girls $n = 7$ did not take the test for health reasons in the Vo2 max test and boys $n = 2$ for the BMI test.

A total of 260 children participated in the VO2 max test and a total of 275 children in the BMI test.

SPSS 17.0 program was used to perform data analysis. The test data of the respective variables are encoded and placed in the program database and from where they are used: descriptive analysis (total number of children for both boys and girls for VO2 max & BMI tests as well as the representation of children who do not have perform testing for each variable for both boys and girls), averages in frequency or percentage of data, standard deviation as well as the minimum and maximum of results achieved during testing. Relevant test tables and graphs have been constructed for this data.

TABLE 1. Participation in testing

Gender			Vo2max	BMI
Boys	N	Present	130	138
		Absence	10	2
Girls	N	Present	130	137
		Absence	7	0

Below we present the protocols for eVO2 max testing and BMI measurement.

Test protocol

Anthropometric measurements; Height / Weight

Purpose: To determine body height.

Procedure: Length is the measurement of the maximum distance from the floor to the highest point of the head when the child is facing forward. Shoes should be removed, feet together, and arms released adjacent to body.(Dr. C.Ashok,. 2008) The heels, buttocks and shoulders should be supported against the wall during the measurement.

Estimation: In centimeters for the measured length.

FIGURE 1. Measurement of weight and height



Purpose: To determine body weight.

Procedure: The child stands almost motionless with the arms outstretched. Excess shoes and clothes should be removed.

Assessment: Kilogram for weight measurement

Maximum oxygen consumption (Andersen test)

Purpose: Estimation of maximum oxygen consumption

Equipment needed: Meter and flat floor

Procedure: In a gym with a wooden floor, two parallel lines are placed about 20 meters apart. Children should be well informed about the testing procedures, and they should do a body warm-up for about 10 minutes before the test. Children should run from one line to another where they have to touch the floor with one hand at the end of the line, turn and continue running again. (Toftager, M., Christiansen, L.B., Kristensen, P.L. *et al.*) After 15 seconds of testing the leader drops the signal (whistle) and the children should stop as soon as possible (about 2 steps) and wait for another 15 seconds. This procedure should be followed for 10 min. (Ahler T, Bendiksen M, Krusturup P, Wedderkopp N. Aerobic fitness testing in 6- to 9-year-old children: Reliability and validity of a modified Yo-Yo IR1 and the Andersen test. *Eur J Appl Physiol* 112: 871–876, 2012). They should not have a verbal encouragement. The children must be divided into pairs where one will compete while the other will count the laps.

Assessment: Children should run as fast as they can to reach a distance as large as possible during the 10 min running test and this distance will be the test result. (J. Jarani, A. Grøntved, F. Muca, A. Spahi, D. Qefalia, K. Ushtelenca, A. Kasa, D. Caporossi & M. C. Gallotta (2016) Effects of two physical education programmes on health- and skill-related physical fitness of Albanian children, *Journal of Sports Sciences*,) At the end each formula will be applied to each child; $VO_{2max} = 18.38$

+ (0.03301 * distance) - (5.92 * sex) (boys = 0; girls = 1) (r = 0.84) (J Sports Med Phys Fitness)

3. Results

Table 2 presents the data on the mean age for boys 6.8 years (std +/- 0.36) as well as for girls 6.7 years (std +/- 0.37) participants during the tests performed. The number of participants for boys is N = 140 and for girls N = 137. The table also shows the age distribution for boys and girls in the two values (lowest and highest) where for boys the average is 6.8 years old. - 6.9 years old and for girls 6.7 years old- 6.8 years old.

TABLE 2. Average age for boys and girls

Gender		Test Value = 0					
						95% Confidence Interval of the Difference	
		N	Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Boys	Age	140	6.890	0.36	0.03	6.830	6.949
Girls	Age	137	6.761	0.37	0.03	6.699	6.823

(Elham Asadi, Khalil Motalebzadeh 2013)

Table 3 presents the data for participation during the tests performed for Vo2 max where it is seen that participants present during the tests were for boys Nr = 130 and Nr = 10 of participants who did not take the test and for girls Nr = 130 and Nr = 7 who have not conducted testing. The reasons for not taking the test were: absence from school on the day the test was taken and health reasons.

TABLE 3. No. of Vo2 max participants

Gender			Vo2max
Boys	N	Valid	130
		Missing	10
Girls	N	Valid	130
		Missing	7

Table 4 presents the data for participation during the tests performed for BMI (body mass index) where it is seen that participants present during the tests were for boys Nr = 138 and Nr = 2 of participants who did not take the test and for girls Nr = 137. The reasons for not taking the test were: health reasons and absence from school on the day the test took place.

TABLE 4. No. of participants in BMI

Gender			BMI
Boys	N	Valid	138
		Missing	2
Girls	N	Valid Missing	137 0

Table 5 shows the weighted averages for both boys and girls. For boys the weight is 27.2 kg (std +/- 6.4) and for girls 24.4 kg (std +/- 4.5). The table also shows the weight distribution for boys and girls in the two values (lowest and highest) where for boys the averages are 26.2 kg - 28.3 kg and for girls 23.7 kg - 25.2 kg.

TABLE 5. Average weight (kg) for both boys and girls

Gender		Test Value = 0					
						95% Confidence Interval of the Difference	
		N	Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Boys	Weight	138	27.251	6.35	0.54	26.183	28.320
Girls	Weight	137	24.480	4.53	0.39	23.714	25.246

(Elham Asa'di, Khalil Motallebzadeh 2013)

Table 6 shows the averages for height (m) for both boys and girls. For boys the height is 1.25 m (std +/- 0.05) and for girls 1.22 m (std +/- 0.07). The table also shows the distribution of height for boys and girls in the two values (lowest and highest) where for boys the averages are 1.24 m - 1.26m and for girls 1.21m - 1.24m.

TABLE 6. Average height (m) for both boys and girls

Gender		Test Value = 0					
						95% Confidence Interval of the Difference	
		N	Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Boys	Height	138	1.248	0.05	0	1.239	1.257
Girls	Height	137	1.224	0.07	0.01	1.212	1.235

(Elham Asa'di, Khalil Motallebzadeh 2013)

Table 7 presents the averages for BMI (body mass index kg / m²) for both boys and girls. For boys BMI is 17.4 kg / m² (std +/- 3.03) and for girls 16.3 kg / m² (std +/- 2.27).

The table also shows the BMI distribution for boys and girls in the two values (lowest and highest) where for boys the average is 16.8 kg / m² - 17.9 kg / m² and for girls 15.9 kg / m² - 16.7 kg / m².

TABLE 7. Average BMI (kg / m²) for both boys and girls

Gender		Test Value = 0					
						95% Confidence Interval of the Difference	
		N	Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Boys	BMI	138	17.352	3.03	0.26	16.843	17.862
Girls	BMI	137	16.292	2.27	0.19	15.909	16.676

(Elham Asadi, Khalil Motallebzadeh 2013)

Table 8 shows the averages for Vo2 max measured in (m) for both boys and girls. For boys Vo2 max so running in (m) is 730.3 (std +/- 127.8) and for girls 705 (std +/- 118.7). The table also shows the distribution of Vo2 max for boys and girls in the two values (lowest and highest) where for boys the averages are 708.1– 752.5 and for girls 684.4– 725.6

TABLE 8. Average Vo2 max for both boys and girls

Gender		Test Value = 0					
						95% Confidence Interval of the Difference	
		N	Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Boys	Vo2max	130	730.308	127.87	11.21	708.119	752.497
Girls	Vo2max	130	705.019	118.72	10.41	684.418	725.621

(Elham Asadi, Khalil Motallebzadeh 2013)

4. Conclusions

1. There is no noticeable difference in this age (6-7 years) between boys and girls in terms of height where for boys the height is 1.25 m (std +/- 0.05) and for girls 1.22 m (std +/- 0.07).
2. There is a greater value in terms of boys when measuring body weight

- approximately 2.8 kg where for boys the weight is 27.2 kg (std +/- 6.4) and for girls 24.4 kg (std +/- 4.5).
3. When measuring the body mass index, it is noticed that boys have a higher BMI knowing that the values in weight are higher where for boys BMI is 17.4 kg / m² (std +/- 3.03) and for girls 16.3 kg / m² (std +/- 2.27).
 4. It is noticed that during the test of VO₂ max measurement boys ran more than girls where for boys running in (m) is 730.3 (std +/- 127.8) and for girls 705 (std +/- 118.7).
 5. In conclusion at this age there is no noticeable difference in body mass index between boys and girls, but in terms of testing the measurement of maximum oxygen consumption boys have higher values than girls where boys 42.48 ml / kg / min and girls 35.7 ml / kg / min.

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Odd impact in daily life of children 4-6 years old _____

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Abstract

Oppositional Defiant Behavioral (ODD) deals problems controlling emotions and behaviors. According to the Diagnostic Manual (DSM-V), the main characteristics of ODD are the persistence of irritated/angry moods, hostile and defiant behavior, and revenge against others. The prevalence of oppressive defiant disorder ranges from 1% to 11% (American Psychiatric Association, 2013), and uncooperative, opposing, and hostile behaviors toward parents, teachers, other authoritarian figures, and their peers. The article is compiled by collecting data from the literature about the specifics of this disorder. In this way, detailed information is provided about the history, diagnostic criteria, various causes that may affect the occurrence of this disorder, as well as information about various therapeutic interventions and how they affect this disorder. This paper was developed through a qualitative method, specifically with a case study, where a deliberate sample was selected, which meets the three pre-established criteria: to have been diagnosed with the oppressive defiant disorder; be around the age of 4-6 years; as well as pursue therapeutic interventions based on the behavioral approach. The paper raises two research questions regarding the impact of this disorder on the daily life of a 4-year-old and the impact that therapeutic intervention with a behavioral approach has on improving this daily life. The study was conducted through information obtained about the case through the method of triangulation of resources (parents, therapist, educator), as well as from direct activity environments.

High number psychosocial and biological risk factors have been identified to influence the occurrence of this disorder. Studies have also been conducted on the best ways to intervene and treat this disorder, where behavioral approaches were noted to be amongst the most used interventions.

Keywords: *Oppositional Defiant Disorder (ODD), children, opposing behavior.*

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1. Introduction

Antisocial behavior among young people has gradually increased in recent decades, despite improvements in identifying and treating them (Wilson, 2000). Diagnosis of oppositional defiant disorder (ODD) in the category Disorders that begin in infancy, childhood, or adolescence. This diagnosis required the individual to meet 2 out of the five following behaviors: (a) minor rule violation; (B) outbursts of anger; (c) objections; (d) provocative behavior; and (e) stubbornness. It is classified as Destructive Behavioral Disorder. Hence, nine diagnostic criteria were set, and the individual had to meet 5 of them, since no distinction could be made between ODD and other normal children (Rey, 1993). In the transition from DSM-II-R criteria for ODD continued to be tightened. It specifies that behaviors are of development impairments to qualify for ODD. The DSM-V also sets severity symptoms, which vary based on the number of environments in which the behavior occurs. We can also talk about ODD based on the onset of symptoms. This way, we can divide them into:

Early onset (usually around of offensive behavior more than of the cases, was maintained even in adulthood, so that there was no reduction from the time the participants were taken into the study until their thirties. This lifelong characterized style-related (adolescent unstable primary caregiver) low disorder cases of meet above factors. Another indication is related to the father's behavior.

Usually another of adolescent's actions in which the disorder started at an early age. It has been observed that this level is reduced by half in their late twenties.

2. Methodology

The paper applies a case study-based qualitative method, where the case study model is descriptive-comparative, aiming to describe the phenomenon and the real-life context of the selected case in detail. It also provides a case comparison before and during the intervention with the behavioral therapy that the individual follows. The case study method was used to observe and obtain detailed information about the case studied.

Instruments used in this study: at the beginning, to obtain basic information disorder, including its history, beginnings, and changes that the diagnosis of this disorder had undergone; information on diagnostic criteria was obtained; risk factors that may affect this disorder; information was obtained about the various therapies and interventions that could be used, as well as some studies showing the importance of early therapeutic intervention.

Data collection was conducted through the observation triangulation method, which encompasses collecting data from different perspectives and points of view. Thus, data were obtained via parents' report, professionals (therapist, teacher), and through the direct observation of the daily premises of the case study.

Information obtained from the assessment via VB-MAPP instrument: is an instrument that contains a description of how to use Skinner's language assessment and verbal behavior analysis, which contains specific scoring criteria for 170 milestones. This developmental instrument is divided into three levels for assessing the comprehended and spoken language, as well as the social skills of children (ages 0 to 4 years old) with various disorders (Sundberg, 2011). This instrument is based on the parent's and the therapist's observations about the child's abilities. Via this instrument, information was obtained regarding the skills that the child had prior to the start of the therapeutic intervention and the impact of ABA therapy on the development of the child's abilities.

The case study is established to be with only one individual/case to assert the research questions. As the sample is entirely intentional, some preliminary criteria have been set regarding its selection. Thus, it was decided that the case studied should meet the following criteria: be a child aged 4-6 years, be diagnosed with challenging adversarial disorder, and pursue therapeutic interventions with a behavioral approach. These established criteria were met by the sample, and this research consists in the observation of the case taken into the study in different environments (family environment, kindergarten, therapy, playground) and the case was enabled by a center for the treatment of children in Tirana, which due to confidentiality, its name and address cannot be revealed. The case under study is a four-and-a-half-year-old boy diagnosed with a challenging adversarial disorder. As a start, the child's parent was contacted, who, through a written request, gave his consent to observe the child in the settings.

Since the child spends most of the time in the family environment and the parents have the most accurate information about him, their reporting is significant. Through this reporting, one can understand how the individual in this study behaves; what family dynamics influence the behavior that he exhibits; what are the actions of family members that tolerate the management of these behaviors; observes how family members react to the child; as well as the impact that this disorder has on the interaction of family members with each other and the various concerns that they may have in their daily lives.

The child educator/therapist's reporting, same as parental reporting, is relevant in obtaining information about the child's behavior with ODD. Accordingly, from the data obtained from these two sources, we can observe how the child behaves in different environments where the parents are not present. This format provides information about how the child reacts to other authoritarian figures and the

activities and relationships that the child has with peers, and his interaction with children of different age groups.

3. Case study

D. is a four-and-a-half-year-old boy who lives in Tirana with his family consisting of parents and an older brother. He goes to a private garden. At age 3, an evaluation was conducted by a multidisciplinary team that included a developmental pediatrician, a speech therapist, a clinical psychologist, and a behavioral analyst who have determined the case diagnosis with the oppressive defiant disorder. From this moment, the child has attended ABA therapy, one hour a day for five days a week, for about one year and a half.

He spends a lot of time with grandparents on the mother's side, who are very interested in their nephew. Grandpa and mom are always present at the re-evaluation sessions held at the center every three months. For the most part, regarding the information about D., the grandfather responds more than his mother. It is reported that the child does not live with the grandparents, but they are very active in his life: they take him to the kindergarten in the morning then to the therapy class, and then keep him in their house until the mother arrives from work. It is reported by the head of the center that the father is not so much present in the child's daily activities and that he rarely picks him up from the therapy class. D. has an older brother. It is reported that the child plays a lot with his brother, but this game is more of a punch and violent game, where children pretend to play boxing, karate, etc. At the saying single words some double words in his interest, such as "I want water." The child could say a few words in English, since his grandparents let him watch more English language programs on television.

It is reported that the child is very rebellious; he says "No, I do not want" to everything, even if it is something pleasing to him. D. is a child who always wants his wishes fulfilled and insists on engaging in self-aggressive and "blackmailing" behavior. The mother states that he refuses to carry out the commands given to him, such as eating himself, getting dressed, cleaning, sleeping, etc. That is very difficult to manage. She says that very often she does almost everything for him: she dresses him, feeds him, swings him to sleep, meets all his requirements, etc. otherwise he would scream very loudly in the form of protest, strike himself, scratch his face, pulling out his hair, contracting his whole body so much so that it seems as if he is out of breath. Also, she states that it has been just a little time since the child has started to walk without a stroller. The child does not have any physical problems and can walk very well, but his conflicting behavior made it impossible for them to go anywhere, so they were forced to put him in a wheelchair to continue with

the activities during the day. The same thing happens with his grandparents, who often reprimand him, but do not stick to this decision and meet the demands and whims that the child has, anyway. Regarding autonomy and hygiene, the child has been up to the age of 4 in pampers, and it is very challenging to get him off them. It is reported that the child shows a lot of selectivity regarding the foods he eats; he prefers chocolates to fruits or meat or likes coffee and pizza. In terms of sleep, the child still sleeps with the parents, and the mother mentions that it is difficult to put him to sleep. They have to swing him for a long time, even let him watch TV programs for almost 1 hour before he falls asleep, for this reason, he wakes up late in the morning.

It is reported that the child had a very difficult time establishing a relationship with other children. He started kindergarten at the age of 3.4 years old but found it very difficult to adapt to his peers and new commands and displayed extreme conflicting behaviors, becoming a problem for the whole group. Sometimes D. managed to establish a social relationship, but this was always in his interest and to achieve his goals, such as when he had to leave an unwanted environment, he said “bye” and kissed his hand as a sign of his departure. Currently, he has managed to adapt and play with his peers in the kindergarten, though strong conflicting and challenging behaviors occur, such as shouting by saying “no”; intense crying the moment he is presented with a task; tearing down of kindergarten materials; challenging table strokes, etc. The therapist states that some of the therapy sessions often take place with other children, i.e., in the form of group therapy. D. engages with children of his age but also with those younger than him. He is very eager to stay with them, and he is very funny when it comes to group therapy. The first group comprises of only one boy who is the same age as D. and is named S. This child is vocal and possesses a lot of information. The therapist uses as a kind of support, since D. likes a lot to work and play with him. It is reported that when the child engages in contradictory and challenging behaviors, the therapist ‘blackmails’ him by saying that if he does not stay calm, he will no longer play with S. after which D. tends to ease his problematic behaviors and continues normally. During the therapy at the presence of S., D. is very vocal and manages to respond correctly to advanced programs which require the use of longer sentences; he interacts very efficiently with S., acting in turns, conducting the program via questions they ask each other, and sharing his toys with S.

In the second group with several children younger than D., he appears in the role of “the big brother”. Thus, he gives them his toys, shows them through gestures how they function, and helps them if they have difficulties; if anyone cries, he tends to hug and tells him/her “do not worry”.

From direct observation regarding the family relationship, it was noticed that the grandparents speak to him in a spoiled language; caress him if he lies on the

ground and cries; tell him not to cry so they could give him the cell phone, the chocolate, or any other thing of his preference. Most of the time, D. is picked up from kindergarten by his grandmother and accompanied to the therapy session. She states that on their way (which is not far away), he lies on the ground and says, *'I do not want'*, *'no'*, *'I don't like you'*, etc. She carries him inside the therapy environment, while he challenges his grandmother raising his hand ready to hit her, etc. It was once noticed that when his grandfather went to pick him up from the therapy center, the child strongly objected to getting in the wheelchair and, when the grandfather reprimanded and raised his voice, the child started to contract, so he had to hand him the cell phone to calm him down apologizing at the same time for yelling at him.

4. Data analysis

According to the DSM-V, the case under study meets the established criteria. For example, when we talk about angry/nervous humor, we can mention many cases in which the child had no reason to be nervous but still reacted that way. Another aspect has to do with argumentative/challenging behavior. It is true that the child does not have a very extended vocabulary, but the way he says *'no'* in many different situations, even about those things that may satisfy him, tells us that this criterion is also met. The fact that D. very often loses patience and often appears angry even for no particular reason, or the fact that he is easily touched, as was, e.g., the case when the other child says that he is not behaving well, and D. starts crying that explains the existence of these characteristics.

In terms of defiant behavior, he often *'blackmails'* adults with actions that could cause serious harm to the child. He does not mind that his head might hurt, or his face might get scratched, however he is determined to get what he wants and at the moment he wants it and, to that purpose, he is willing to inflict wounds upon himself. If he is asked to get dress, to eat, or sleep, i.e., routine daily activities, he encounters many difficulties in meeting these requirements given to him by adults. Therefore, as his mother says, most of the times everything is prepared for him before hand and not much importance is given to his practical autonomy. D. does not intentionally try to annoy other people but is easily annoyed by them. This happens if he is interrupted in the middle of an activity he enjoys or if, without his knowledge, he has followed the instructions of his therapist and achieved the result she wanted. That was often observed during the therapy sessions. Since the disorder is very challenging, the therapist has to constantly develop new methods to achieve the therapy goals. Several times, she has applied various methods which have seemingly met the child's requests, however, the exact opposite has happened

and, when he has become aware of it, he has reacted by bursting into tears or hitting the table.

It is worth noting the moments of D. taking responsibility for his actions. In many cases he has conducted inappropriate behavior and apologized for it. But it has been noticed that his apology has always been prompted by the therapist, the teacher, or some other authoritarian person. He apologizes simply to be able to complete the assigned task and will continue to perform the same actions even though he knows it is wrong and may hurt someone else. Even the empathy he might feel when the kindergarten teacher tells him that she is very upset with him does not last long, and he ends up behaving the same way he best knows how to.

It is noticed from the data provided by family members, teachers, therapists, or even the information collected via direct observation of the case, that his challenging and contradictory behaviors have a more frequent and intense manifestation in the family context. In this context, we have a marked lack of genuine and consistent discipline, and we are dealing with negligence in terms of care from one parent, mainly the father. There is also not a very good relationship between his two parents, where the father judges and blames his wife for the various problems of the child. In addition to that, the fact that the child spends most of his time with his grandparents should be considered, which makes his consistent and sustainable parenting even more difficult. The grandparents treat D. same as like treating a 2-year-old, with plenty of pampering and spoiling acts but little education and authority. There is also a lack of consistency in education regarding his grandparents. Thus, his grandmother is very loving and spoils him and has powerful reactions the moment he challenges her by even hurting herself. This is a crucial point since it maintains the problematic behavior that the child causes. Regarding his grandfather, he initially appears strict and very authoritarian, raising his voice or often even losing patience with him. However, he does not stick to the end of this behavior, but often “lets the child win” by apologizing for his conduct or buying things and fulfilling every wish of his in a manner of apology. Regarding the relationship of the child with the father, it is noticed that it is not qualitative. Like other family members, the father initially appears with high demands for the child, but as soon as he realizes that the child is not listening, he leaves or shifts his focus elsewhere. The child has understood this style or way of parenting very clearly and manages to manipulate his family members to get what he wants. This is noticed in the way he often falls when he is in their presence, as they all gather around him, and he is always in the center of their attention.

In terms of social context and interaction with other children, nothing disturbing is noticed. He likes to stay and play with the kids, talk to them about things he or they are interested in. It is true that initially, the child had great difficulty adapting to the kindergarten environment or accepting his peers, but that was because he

was always in the presence of his grandparents and did not have relationships or a qualitative interaction with the other children. However, that has changed since he joined the kindergarten, where he appears more social and interactive with other children.

From the data collected, it was noted that there is a noticeable difference in terms of its information repertoire. He has learned many words, is able to create a structured sentence to describe different situations, stories, or objects, and manages to justify the feelings of different individuals presented in the picture or even in the actual context in which he is located. The child understands accurately the requests made to him and can easily comprehend them. D. can tell in short sentences the activities he has done during the day, what he has played with, or what he has eaten in the kindergarten. The child manages to get your attention in the right way, by saying 'hey look' or by pointing to or about something that has impressed him. He can also show the similar or different characteristics among some objects and can realize advanced programs such as i.e., FFC (Features Function Class), which is organized in the form of riddles (i.e., I am thinking of something that is an animal and has a gray color, and the child manages to ask if the other person is thinking about the elephant and so on).

5. Discussion

Analysis and conclusions noticed challenging adverse disorder has a tremendous impact on the daily life of the individual and his functionality. Thus, we can say that the biggest problems that a child with ODD faces are following the rules and accepting the requests made by most adults and authoritarian figures. Children with this disorder refuse to compromise with the commands given to them by most adults, and, precisely for this reason, they manifest various behaviors that affect the well-being of the individual and the family.

The study found that the cause of this disorder is often related to a family in which the rules are unclear, where discipline is unstable, and there is no consistency between what the child is initially required to do and sticking firmly to it until the requirement is met with. In this way, we can also rely on the model proposed by Patterson (1982), according to which the parental behavior model may further deteriorate the negative behaviors the child exhibits. He described it as a "coercive family process." Patterson's such behavioral unstable regarding the way they enforce the rules or commands they give to the child. This is very evident and is supported by the case in study, where parents initially appear very coercive towards the child, urging him to conduct a particular activity, which, however, does not last long, and they give in to the challenging and contradictory behaviors that the child manifests.

What can be noticed from the results derive from this study, as well as other studies conducted in general, is that early diagnosis and the intervention through therapy are of great importance in terms of the progression of this disorder. Accurate diagnosis based on the information coming from different viewpoints is crucial for this disorder. As defined by the DSM-V (APA, 2013), behaviors performed in different surroundings where the child spends his day should be considered for diagnosing the challenging adversarial disorder. Even in this study, this issue must be considered, since it was observed that the child exhibited somewhat different behaviors from one environment to another. Hence, he displayed tough behaviors and reactions when in contact with authoritarian figures, mainly family members, but in the social environment where he was in touch with his peers or children of different age groups, he appeared loving and interested in establishing a relationship. and interaction with other children as well as enjoyed playing with them.

As mentioned in the literature, the therapeutic process has positive effects in improving the symptoms of this disorder. Relying on studies conducted in different countries, such as the study of Reid et al (2004) with 159 families or the study of Laezer (2015), we could say that the therapeutic process is of great importance when it comes to this disorder. Throughout the studies of the above-mentioned authors as well as in the current study, it is observed that through interventions based on the behavioral approach noticeable results may be achieved regarding the reduction of these behaviors and the daily activity of a child with the oppositional defiant disorder.

There is another point that needs to be discussed regarding the future of the child I of this study. He is currently 4.5 years old, and he will soon start first grade. Changing from kindergarten to first grade is very challenging for many children (Farmer & Bierman, 2002). These children who start first-grade are faced with higher expectations in terms of their behavior and the academic criteria. This is especially difficult for children who manifest difficulties regarding their social management abilities as well as sharing attention with other children in the class. Thus, as mentioned above, the child taken in the study will face many difficulties since he was accustomed to a completely different reality where every requirement of his was met and, as the data obtained during his direct observation state, his grandparents have very low expectations of the child which do not coincide with his biological age. Therefore, the beginning of the first grade will mark an increase of requirements relating to the comprehension of new information, social interactions which will not be supervised all the time by an adult, the attention of the authoritative figure (in the case of school, teachers) will not be focused only at D. but will be shared with all children in the class which will make it very difficult for the child to self-control his behaviors. This may lead to an increase

in maladaptive behaviors and can manage the child. Farmer & Bierman (2002) further developed their study by proposing that early interventions, promotion of social skills, and positive behavior should begin in the kindergarten and continue to be further reinforced during the transition period, at the highest academic levels, which is currently being developed with the child under study.

6. Conclusions

Based on the various findings that have been ascertained during the analysis of the data collected from the parent-professional-observation triangle and raising the research question about the impact of the oppositional defiant disorder, it can be concluded that this disorder has a significant impact on all surroundings taken into study, i.e., a person with ODD.

Thus, it is noticed how the disorder is affected by family dynamics and how this challenging contradictory disorder affects the daily life of all family members. It is precisely the family system that impresses you most, regarding the case in study, with the father is not so much present in the life of the child, however, the grandparents, on his mother's side, interfere a lot in the education and upbringing of the child. This brings about many problems, since the grandparents' approach in dealing with the child is wrong and not appropriate for his biological age, the child is almost five years old, whereas they treat him as if he is 2 years old. All grandparents spoil their grandchildren, and this is especially noticed in the Albanian culture. However, their type of approach about this disorder simply preserves the contradictory and defiant behaviors of the child and teaches him that via opposing and stubbornness, he can get everything he wants.

What we need to consider is the fact that after a year, the child is presumed to start the first grade. The new environment and different children will bring about a collision between the current reality provided to the child and the reality he will face at school, where other children will not likely tolerate and accept him if he constantly disrupts the lesson, destroys school materials, or interrupts the teacher.

We should also consider the relationship in the couple between the mother and father of the child. Since the father often blames the child's mother about the problems he displays, we can realize that it will also negatively impact the child's education by his mother. She must look after everything that is needed for the child so she can keep up with her daily life or that of the whole family. Therefore, it is understandable that it is difficult for his mother to be consistent in terms of parenting, as there is poor-quality communication between her and her husband, as well as a constant interference from her parents, since they seem to have a more significant influence and authority regarding the child. Since the mother is most of the time at work, she may feel powerless to maintain a strict and unwavering

behavior. She spends only a few hours with her child and considers it best if she met all his requests so the child will not miss her or his father during the day.

It should also be considered how the conflicting defiant disorder affects him. Based on the data analysis, it is noticed that the impact that this disorder has on the family's well-being is evident. According to the child's mother, the problems caused by this disorder in the family are noticeable. Therefore, it becomes very difficult for the parents to continue their daily activities, since the constant disagreeing and challenging behavior of the child make it almost impossible for them to be there on time and spend more time engaging in the child's routine activities, such as clothing, feeding, sleeping, etc. Since the child's behavior is very conflicting, all family members often need to get things done for him, which directly impacts his actions, as it is precisely his intention that others revolve around his routine and not the other way around. Therefore, everything carried out to facilitate the daily life of the family members, brings around a negative impact on the management of the contradictory and challenging behaviors that the child displays. The child has no reason to change his behaviors since everything is provided to him and he needs only manifest a defiant behavior to get exactly everything he wants. Understandably, these behaviors are maintained since family members find it challenging to manage the child's behaviors making their parenting not efficient, which is mainly favored and due to a not stringent and consistent behavior between family members and the child, as well as among family members themselves.

Based on our observation and the data obtained from the parents, we may state that the child's family members never stick to their demands addressed to the child. All the above cases infer that initially, D's parents or his grandparents seem very determined and even raise their voices or repeat their request to the child several times, but then they give in, letting the child do what he wants. This is harmful to the child's progress since he is preserving the same behaviors. It is worth noting that during the therapy sessions or while in the kindergarten environment and in interaction with these two authoritarian figures, the situation is quite different. Thus, the teacher and the therapist stand firmly by their decision, and if they ask the child to do something, he will comply even if he may have no desire to do so or objects. This proves that if the child is dealt with an unwavering authority and confident in what he says, the child manages to reduce the intensity of disobedience, control his behavior, and follow the commands or instructions given by these authoritative figures. This means that the child has the ability and capacity to restrain these behaviors and knows how and in which situations he can get what he wants through confronting and defying behaviors and in which situations he must fulfill the requests made by the adults. Therefore, we may conclude that the child's behaviors in the family environment remain unchanged because they are tolerated, and the parents do not follow the daily recommendations given by the therapist.

When it comes to the social environment and how oppositional defiant disorder affects a child's interaction with peers, it is noted that this impact is not negative. The child is inclined to socialize and interact appropriately with others. He is a loving child and approaches other children to play and learn with them. When D. is in contact with other children, he reduces his negative and challenging behaviors to the lowest level, joins the children in the game, share his toys with them, taking on different roles in different situations in which he finds himself. This is very positive, since the behavior that the child displays is somehow intentional, and he can choose where and when to manifest them, and by working in all the environments in which he finds himself, the intensity and frequency of the behaviors displayed may be significantly reduced. It can be said that interaction with other children has a very positive impact on the child. This interaction makes him display those personality qualities that he does not display in environments where various authoritarian figures are present, such as with his parents, family members, or educators. Thus, the child is inclined to establish functional relationships with peers, which is an excellent indicator of his progress when he starts school and changes his environment and daily life.

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The Approach of the Albanian Reality to Autism Spectrum Disorder

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Abstract

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder associated with persistent deficits in social communication and social interaction across multiple contexts and restricted, repetitive patterns of behaviour, interests, or activities. The ways in which autism, culture and the education system interact have not yet been explored sufficiently, even more so when it comes to Albania. Through literature reviews, interviews, and case studies we aim to further investigate how autism is assessed and treated within the Albanian school system and how culture can affect the parent-teacher-child triangle. We also investigate the implementation of laws and policies regarding inclusive education, and its benefits to autistic individuals, specifically in the development of social skills that further help them to integrate into society. We also try to figure out the difficulties autistic individuals face within the school system and in their day-to-day life in Albania, as well as how Autism Spectrum Disorder affects the families of these individuals. This qualitative study found that the reality in Albania is not supportive enough towards autistic individuals. With further research into the field, we might be able to back this statement up with empirical data as well as figure out how this condition can be improved.

Keywords: *autism spectrum disorder, special education, cultural influence, inclusivity*

1. Introduction

Living in a society where prejudice is something that almost everyone holds within themselves, makes people of special target groups more aware of how others approach them. This is because, very often, it affects their quality of life and their psychological state. Autistic individuals for example, can be categorized

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as a vulnerable group that can be affected in considerable levels by the way the others approach them, including here not only the general public, but also the systems, laws, institutions, schools, etc., that are in place.

Autistic is the term referring people diagnosed with Autism Spectrum Disorder, which is defined by American Psychological Association as any one of a group of disorders with an onset typically occurring during the preschool years and characterized by varying but often marked difficulties in communication and social interaction. Autism Spectrum Disorder was formerly said to include such disorders as the prototype autism, Asperger's disorder, childhood disintegrative disorder, and Rett syndrome; it was synonymous with pervasive developmental disorder but more commonly used, given its reflection of symptom overlap among the disorders. It is now the official term used in DSM-5, where it encompasses and subsumes these disorders: Autism, Asperger's disorder, and childhood disintegrative disorder are no longer considered distinct diagnoses, and medical or genetic disorders that may be associated with Autism Spectrum Disorder, such as Rett's syndrome, are identified only as specifiers of the disorder. (Vandenbos)

This disorder caught our attention and inspired us to conduct this study as it is a very delicate and important matter of discussion. Another factor in deciding our study subject were the rising rates of Autism Spectrum Disorder diagnosis. Autism Spectrum Disorder has firstly been tracked by researchers in 2000 and had a prevalence of 1 in 150 children in United States, while in 2016 the prevalence was 1 in 54 children and the in 2017 was 1 in 44 children. (Wright, 2017)

With the growing number of autistic individuals, we thought it would be worthwhile to conduct a study which would focus on this category, to provide information so that we can come to their aid as much as possible. We added the frameworks of the Albanian reality to our study, to make the field of study more specific and tangible. Given the history, this disorder is considered new in Albania, so we find it more valuable to focus research on this country. This would provide more scientific information on this topic which is almost lacking for Albania.

In this study we aim to reach results regarding the way the Albanian reality approaches autistic individuals. When we say the Albanian reality, we are talking about the legal aspect, the institutional aspect and the human aspect and the way these work towards autistic individuals. We have tried to achieve this through a qualitative study method based on literature review and analysis of interviews conducted with competent people who can confidently talk about this field.

What is worth noting is the need that these individuals have for support and inclusion. They should be involved in life activities just like everyone else, but conditions should be created for them to cope with these activities on their own terms. This would help them to coexist better with their disorder and take steps towards development and improvement.

Description of chapters

Chapter I: This chapter provides a brief introduction to the topic to present its purpose, importance and perspectives.

Chapter II: The second chapter includes a review of the literature, in which various sources are reviewed to provide an explanatory framework regarding autism, Albanian law in support of it, and gender differences in treatment.

Chapter III: The third chapter explains step by step the study methodology, including the hypothesis, the research question, the objectives, the purpose, the relevance, the dependent and independent variables, the instruments used, the sample, and the restrictions.

Chapter IV: In this chapter the analysis of the data is done and in the case of our qualitative study it is organized in the form of a summary of the interviews and the main data provided by them that will help us to examine the hypothesis of the study.

Chapter V: In the last chapter, the conclusions of the study are given, considering the results obtained and verified hypothesis.

2. Literature review

Cultural influences on Autism Spectrum Disorder

As it stands today, the diagnosis of Autism Spectrum Disorder⁵ is one that not only affects the individual who receives it, but one that affects them along with their families, communities that they live in, the ways in which they interact with the healthcare system and the school system as a whole. Research on the impact of cultural beliefs specific to autism is very limited, although studies focusing on other developmental disorders suggest that it is influential. (Herbert & Koulouglioti, 2010).

Even though there is recent evidence that suggests that autism symptomatology is culturally influenced (Norbury & Sparks, 2013; Zaroff& Uhm, 2012), as it stands today, the ways in which culture specifically impacts people with ASD and their families is insufficiently researched. Cultural context has been shown to influence the expression, recognition, interpretation, and reporting of autism symptoms. (Leeuw et al., 2020) Despite the lack of research, a number of studies have also pointed out the importance of further researching the ways in which the families respective culture influences the way they view autism, how they understand and interpret autism symptoms and finally the treatment options they choose to move forward with, if at all.

⁵ From here on after, Autism Spectrum Disorder and ASD will be used interchangeably

On the other hand, the same factors must be pointed out when it comes to the way culture influences the professionals' point of view and how they choose to utilize different diagnostic instruments for ASD and offer treatment options. It is important to focus on both macrolevel cultural factors—factors at the dominant culture level that affect the people in that society and microlevel factors—factors at the family level that affect response to diagnosis or treatment choice. (Bernier et al., 2010) There is a consensus between practitioners that there exists a need to conduct further research on how autism may present in middle- and low-income countries, typically non-western ones.

The importance of the role gender plays in the perception of ASD

Parallel to the research that strives to explain the effect of how a culture overall affects the way autism is viewed, there is also an increasing number of research that points to the importance of addressing and explaining the specific role that the social construct of gender plays in the perception of autism symptom severity. (Geelhand et al., 2019) As pointed out by a few studies measuring cognitive differences in boys and girls conducted by the Journal of American Academy of Child & Adolescent Psychiatry there do seem to exist a few differences between them, specifically in the area of adaptive skills, problem-solving and problem externalization, overall cognitive ability and intellectual level. (Dworzinsky et al., 2012; Frazier et al., 2013)

Other studies have concluded that there are few to none gender differences when it comes to autism symptom severity and the areas where there do seem to be slight differences, it was mostly a matter of differences in IQ and age. (Rivet & Matson 2011) The most widely reported male–female ratio for autism prevalence is 4–5:1, lower in individuals with intellectual disability and higher at the high-functioning end. (Fombonne E., Quirke S., Hagen A. 2011) The overall nature of the studies who have taken such subjects into consideration is one of contradiction, leading to the relationship between gender differences and autism symptoms to remain unclear and complicated.

Parent – teacher-child triangle

The lack of studies on the topic of cultural influence and gender differences in autism, also seems to bleed into a lack of studies in the area of parent-teacher-child interaction and cooperation when the child is diagnosed with ASD, especially when it comes to families that are part of a cultural minority. There seem to be two main ways through which this triangle is maintained, one is through the co-development of teaching strategies and the other is through parental

training facilitated by special education teachers and the school system. These have not only shown positive results in the management of autism symptoms of the child, but also perceived as very beneficial by the parent. (Kashinath Sh., Woods J., Goldstein H., 2006) As such, the utilization of such strategies and guidelines such as the 2nd Edition of Kids in the Syndrome Mix of ADHD, LD, ASD, Tourette's, Anxiety and More.

The main conclusion that is presented in studies around this topic comes down to the importance of sharing knowledge with parents, communities, and individuals. Something that would increase public awareness of available services and resources for culturally and linguistically diverse children with ASD and their families, and thus help them access usual sources of care. (Lin, Yu & Harwood, 2012) Parent-implemented PECS training showed that through such an intervention parents can effectively implement improvisation training and a clear relation between parent-implemented training and improvisation of mands by children with autism. (Chaabane et al., 2009)

As for minorities, parent-focused interventions do not seem to address their issues as effectively. Rather, it was shown that ASD education programs that address informational and cultural needs may better promote ASD adjustment among ethnic minority families. (Gordillo M., Chu A., Long K., 2020) Another very important point to mention is the importance of providing documentation and resources for families in their native language. This would help practitioner understand and respect cultural difference, and thus contribute to the delivery of family-centered service. (Barrio et al., 2018) Studies clearly point to the importance of combining research-based interventions with the understanding and respect needed to provide useful resources to parents and families that are a part of a cultural minority. Doing so will ensure the well-management and functionality of the parent-teacher-child triangle, resulting in a better education experience for the child diagnosed with ASD.

There are a lot of factors to be considered while examining the significance of education for children with ASD; this can vary as of: class formation, teacher's attitude, assistant teacher ease of access, parent-school-child triangle (Brooker, 2010), the role of school psychologist, inclusive or exclusive education style, infrastructure and physical environment, practices challenges&IEP. "Due to legal and therapeutic reasons, children with autism spectrum disorders (ASD) are often educated in general education settings. As such, it is important to understand the variables that might affect a student's placement in inclusive education settings, simultaneously considering student variables (e.g., disability label) and teacher variables (e.g., knowledge of autism)." (Matthew J. Segalla, 2014) Teaching children with ASD can be quite challenging for teaching staff. ASD can take unique forms in different individuals therefore, not every child with

ASD will necessitate additional staffing and specialist placement. Nevertheless, all children can benefit from staff that has professional knowledge of ASD, with diverse teaching style; and from an adjusted education environment. “First, they need to help the child in managing the classroom and school environment. This may involve reorganizing the furniture; labelling areas and equipment; providing a dedicated work area; or teaching the children strategies with which to interpret and respond to demands as they arise” In example using Social Stories and visual timetables. (Gray 1994; Smith 2001) & (Mesibov& Howley 2003)

Autism Spectrum Disorder in Albania

The law for inclusive education in Albania

Albanian law that discusses special education for children with disabilities is included in the 11th section of law number 69 published in 2012 concerning the pre-university education system, containing three articles in total, namely Article 63, Article 64 and Article 65. Along with the three articles included under the aforementioned section, there is also Article 19 under section number 2 “EDUCATIONAL INSTITUTIONS AND FORMS OF EDUCATION” of the same law. Under Albanian law, services for students with special needs are ensured by the state (Article 19, Law nr.69, 2012). The ways in which these services will be delivered and the criteria needed to be able to receive such services is decided by The Council of Ministers, as explained by Article 19 of Law number 69, 2012. Section 11 titled “EDUCATION FOR CHILDREN WITH DISABILITIES”, as stated above, contains three articles, each containing three, six and four main points respectively. The first one, Article 63, states the three main principles around education for children with disabilities, SD being a diagnosis that puts a child in that category. It explains that the goal of special education for these children should be to help them achieve their full physical and mental potential, while also improving their quality of life. Furthermore, it states that the inclusion of children with disabilities in ordinary schools is of primary importance and also the guarantees the right to communicate through sign language and the usage of Braille writing. Article 64, titled “THE ATTENDING OF EDUCATIONAL INSTITUTIONS BY CHILDREN WITH DISABILITIES”, consists of six main points and describes the role of specialized institutions in the process of attending educational institutions by children with disabilities and also the role that the parents play in deciding whether or not their child will or will not attend such institutions. Article 65, titled “ORGANIZATION OF EDUCATION FOR CHILDREN WITH DISABILITIES”, consists of four main points. It describes the ways in which children with disabilities may follow the course of a certain subject, whether it be alongside other students via the

ordinary teaching plan, a teaching plan adjusted to their needs or one that is made specifically for them. The role of the parent in this entire process is also included, stating that the development of the personalized education program is done in collaboration with the child's parents. (Article 65, Law nr.69, 2012) Even though such law acknowledges the importance of special education services, the inclusion of the child's parents in the process of making decisions regarding their child's education and the role specialized institutions play in the education of children with disabilities, it still lacks important points regarding the support that should be offered for the needs of children with disabilities, while also excluding children who show signs of social maladaptation from receiving special services. Overall it is characterized as a legal document that offers limited information and guidelines as to how children with disabilities fit into the education system.

The Albanian education system in relation to ASD

A study conducted in the Albanian education system indicated a lot of tasks and issues regarding the quality and services offered in schools. "Related to the barriers of children with learning difficulties in compulsory education. Autistic children, similarly, to all children with learning difficulties, face and are hindered by a considerable number of barriers. These barriers can be structural, pedagogical, conceptual, professional, financial, and behavioral. The group of autistic children faces specific barriers at a different level, when compared to other children with learning difficulties." (Gjedia, 2015) Correspondingly in parents' voices these obstacles in the Albanian education environment are regarded as fundamental in their children's optimal development. "In terms of what parents feel is most needed for the provision of an appropriate education for their children, almost all studies examining this question specifically mention the need for specialized teacher training and knowledge of autism, effective collaboration and communication, staff being able to manage the child's behavior, the child's progress in terms of social skills, and the need for structure." (Foy, 2012) An additional question that originated during the conduction of the research was: "If provided mainstream education or special school education which would be the best way to support ASD children optimal development?" "National Autistic Society Northern Ireland (2012) survey identified that more than one in four children do not feel happy at school with almost one-third of parents indicating that the education their child gets is inadequate to meet their needs." (Marshall, 2015) Additionally, less than half of the parents repeatedly have to take their child out of school because of the difficulties that staff has to go through to handle aggressive behaviors. This situation in an Albanian context can get more problematic due to parents' approach. Mainstream schools and

neurodiversity classrooms can be challenging for all components, then again: “The benefits of mainstream inclusion for children with ASD include displaying more social behavior, having more advanced education goals” (Elder et al. 2010) and increased social skills (Reiter and Vitani 2007). Certainly, benefits of general/inclusive education setting can vary from improved social skills due to modeling of typical behaviors, lower stigmatization and improved self-concept, advanced academic expectations. (Mesibov & Shea, 1996) Although teachers, psychosocial experts and REA representatives recommend that for the Albanian context and conditions it would be a better choice not to include all children in regular schools. “Some extreme cases that need a caregiver, besides an assistant teacher, recommend being put in special education institutions until they make progress. They mainly mention cases of children that are not able to care for their hygiene (e.g., they urinate in class or take their clothes off) or others that have aggressive behaviour towards other children or teachers.” (Duci, Ndrio, Dragoti, (Nasufi), & Ismaili, 2016)

Literature indicates the importance of mainstream inclusive education, nonetheless specifies the importance of IEP (Gartin, 2005) & assistant teacher and staff. IEP functionality interconnects with teacher’s behavior and child engagement & response. Studies have pointed out that the success of IEP is equally dependent on a child’s reaction to the setting and its quality. (Ruble, 2013) Referring back to the Albanian setting, IEP and assistant teacher & staff seem challenging. “In most cases, their individual plans do not meet the real needs of students with autism. Individual Education Plans, in most cases are written by the teacher and are not built by a specialized team that is capable of such task.”(Gjedia, 2015) Another prominent element in the revised literature is the importance of teachers’ attitude towards autistic children. “Positive teacher attitudes are an important predictor of the successful education of children with disabilities, including those with autism spectrum disorders.” (Rodríguez, 2012)

Parents’ Perspective on ASD

There’s a lack of literature on the parents’ perspective in the Albanian setting therefore we have referred to cross cultural studies to thoroughly link to the perspective conveyed by the interviews conducted. Parent’s perspective is important, regarding the amount of time they spend with their children. Parents can express moreover what the children may not be able to express analogically. Their perspective is not only their experience but also the children’s experience. In a survey conducted in 2012 by Elizabeth M. Starr and Janis B. Foy: “Parents stated that what is needed are “fully trained experts of any profession, so I need not be the only expert (really, I do all of the programming). These quotations also highlight the commonly expressed frustration related to the parents ‘perceived

need to educate their child's teacher each year." Some of the most common needs that parents mention in surveys are increased educational assistant time, the incorporation of technology, increased assistant time in education, social skills training, and sensory integration. Various literatures point toward parents commonly wanting their autistic children to reach their full potential in life.

Another valuable component of education for autistic children is the psychologist. The psychologist assists not only the children but also serves as care coordinator for the child- school-parent triangle. School psychologists are positioned to facilitate care coordination because they possess the required training. In domains such as: child development and developmental disabilities, constructing data-based resolution and offering consultation, professional academic and mental health mediations, psychological assessment, affiliating with families and other disciplines and structures. "The concept of care coordination assumes a central role within the National Association of School Psychologists' (2010) Model for Comprehensive and Integrated School Psychological Services" (NASP Practice Model) (Shahidullah, 2020)

3. Methodology

3.1. Study purpose and research question

The purpose of this study is to analyze the reality and the culture that individuals diagnosed with Autism Spectrum Disorder face in Albania. By gathering data on the day-to-day activities of autistic individuals as well as their interactions with others, we may be able to understand what the general approach to autistic people in the Albanian society is, whether it be cultural or legislative.

Objectives:

- In this study we aim to reach these main objectives:
- Understand how the law in Albania affects the life of autistic individuals
- Understand how the law for these individuals is implemented, especially in schools, as it is one of the main institutions in which autistic individuals are part of and affected by.
- Understand more about the school system and its' efficiency for these individuals
- Understand the difficulties that these individuals face in Albanian reality
- Understand the approach of other people toward these individuals
- Understand how these individuals are seen by the society and cultural aspects

Research question: What is the reality of the approach towards individuals diagnosed with Autism Spectrum Disorder in Albania?

Hypothesis:

In this study we aim to confirm these hypotheses:

Hypothesis 1: The reality in Albania is not supportive enough for individuals diagnosed with Autism spectrum disorder.

Hypothesis 0: The reality in Albania is quite supportive for individuals diagnosed with Autism spectrum disorder.

Variables:

In this study we have two variables from which one is dependent and one independent. Respectively the dependent variable of this study is the approach of the Albanian reality and the independent variable are the autistic individuals.

Study analysis:

In this study the main analysis is based on a methodology of a qualitative study model. Qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as language. Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality. (McLeod, 2019) To collect data about our study we chose to interview some individuals that are in contact with this reality on a daily basis and are competent to give opinions and evidence about the situation of individuals diagnosed with Autism Spectrum Disorder in Albania. We believe that this model is the most appropriate one for our study thesis as it allows for gathering more extensive information as well as specific details. We have used the semi-structured type of the interview, with pre-prepared questions as well as additional questions that were asked based on the course of the interview.

Why is this study important?

This study has considerable importance especially in Albania. By gathering information on the ways in which autistic individuals interact with the social environment, in their day-to-day life as well as within establishments such as schools, we may be able to highlight the difficulties these individuals are faced with, and where these difficulties may stem from. By talking to professionals, we can figure out what needs to be done to get the best outcome for autistic individuals. By compiling both, the law for education and firsthand experiences of the people who are constantly in contact with autistic individuals, we will be

able to check how well these laws are implemented. This study can also help in opening a path to further research, both qualitative and quantitative, in order to get a full picture on the reality that autistic people face in Albania. With further research that can provide empirical data for the field of studying ASD, we may be able to bring forth positive change in the lives of autistic people, whether it be by bringing awareness, reducing stigma or even influencing the legislation.

Participants

As mentioned before, in this study we tried to seek information from individuals who have significant contact with autistic individuals, including here psychologists, parents of autistic children diagnosed, and special needs learning support assistants. Respectively we have interviewed two parents of two autistic boys, one psychologist for children and adolescents and two special needs learning support assistants. For parents, as it is clear that they spent most of the time of their day taking care of their children diagnosed with Autism Spectrum Disorder, they have a lot of information about how their children are seen by others, how the law supports them, how they are involved in school lessons and how efficient is this process for them and all other objectives that answer our research question. About the special needs learning support assistants, their everyday work is to assist these individuals in schools, so they know what the difficulties they face during the learning process are. The psychologist also works with autistic individuals, and has a wide experience with them, therefore she was able to share more formal and organized information about all our questions.

Methodology

The process of conducting this study has passed through some phases. We initially decided on the individuals we should collect information from and realized that there are three key figures that have a significant role in the life of autistic individuals of all ages: parents of these individuals, psychologists and special needs learning support assistants. We proceeded to find our contacts and reached out to them for an interview. As mentioned above, we found two parents, a psychologist and two special needs learning support assistants that accepted to share with us their information anonymously except for the psychologist and one of the special needs learning support assistants. They agreed to share the evidence they have witnessed with sincerity and objectivity based on facts and situations. We prepared the questions for each group that would be interviewed, resulting in a different set of questions for parents, a different set of questions for the psychologist and a different set of questions for the special needs learning support assistants. We set the dates for the interviews,

which were held on different days and from different people. Every interview was recorded as evidence for this study. After completing the interviews, we made the transcriptions and organized the data collected from the answers of the people who were interviewed. We proceeded to prepare a detailed analysis of the data so we could reach the conclusions of this study. In the end of the process, we controlled the hypothesis and understood which one was proved.

Instruments

Instruments used for this study consist of the interviews we had prepared to gather as much information as needed to collect the data we wanted. The interviews were semi-structured and created by us, so not based on a standardized inventory or questionnaire. The interview of the psychologist as well as the interviews of the special needs learning support assistants consisted on a different number of questions based on the natural flow of the conversation and information they were willing to share. The interview of the parents consisted of a different number of questions from each other because of the age of the children diagnosed with Autism Spectrum Disorder, so we decided to focus the attention of our interview in different aspects for these two individuals. The questions of the interviews on each group were mostly open-ended questions, based on their experiences with autistic individuals, their evidence about the life of these individuals, the way they think and approach with these individuals, their understanding of others culture and approach to autistic individuals, etc. We have adjusted by adding new questions and not using some that we have pre-prepared on the process of interviewing because of the dynamics of the interviews and the information we aimed to collect the most.

Restrictions

This study, because of its nature, has some restrictions which we are going to list below. As it is a qualitative study, there is a small number of interviews to take into consideration and this stops us from being able to generalize on our conclusions. We give conclusions based on the detailed information we collected by our interviews, but we cannot say that these interviews express all the Albanian reality about autistic individuals. Another restriction for this study is also the instrument used, that is not standardized but self-created. However, the questions are adapted to the purpose of the study, and we tried to choose the best ones that could help us collect the information we needed. Even with these restrictions we have respected all ethical rules and a strictly objective process, from which we could build our data base and reach reliable conclusions which others can take into consideration for further quantitative studies.

4. Case overview

First interview

The first interview was conducted with S. A., special needs learning support assistant. She expressed that inclusive education is crucial when it comes to these Children. She reported that the biggest challenge when it comes to special needs education is the introduction process, especially when it comes to children on the autism spectrum. She linked establishing a good relationship with the child to a form of testing, both on the teacher's end and on the child's end. The child through their behaviors creates a block, which makes it very hard for the teacher to connect to them. However, she expressed that if these children were allowed to be themselves it would create a better atmosphere in the class. It is also worth noting that this would allow both parties to experience very positive emotions. For Ms. A. the main issue with special needs education was related to the adults, who allow their own opinions and mentality to affect the quality of education. Both, the teacher, and the special needs learning support assistant, need to focus on inclusivity to help create harmony between all the children in the class, Ms. A. stated. She regurgitated that it is very important to allow autistic children to be open and try to interact with others, as well as the fact that most issues arise from the adults in these settings. She put emphasis on the fact that each behavior that autistic children exhibit has the function of trying to communicate something specific to the teacher and it is up to the teacher to decode it. To conclude, Ms. A. distinguished between successful and unsuccessful cases when it comes to autistic children. Success cases for her were the ones in which nonverbal children become able to speak and express themselves.

Second interview

The second interviewee was also a special needs learning support assistant who shared her experiences with us. She believed that integrating autistic children in inclusive classrooms helps them interact better with others. She stated that during her experience she has mainly worked with the other children in the classroom. She considered this work very important as by explaining and familiarizing other children with the concept of autism spectrum disorder she had been able to help them cooperate with the autistic children in the class. She had also observed that other children who interact with autistic children had become more empathic and more willing to cooperate, as well as more accepting to the idea that everyone is unique. She recalled her most successful moment

of her career as a case in which the child was unable to stay in class for the full length of the lesson, however by the end of the year, the same child actively participated in a celebration the class held.

Third interview

The third interviewee was the parent of an autistic child who shared her struggles with us. She stated that the hardest part of this journey was accepting that she had an autistic child. As she was not informed on autism spectrum disorder, when the child was very young, she believed that he would speak very soon, and it was no cause of concern. She claimed that accepting that her son needed help was the first step in helping him. Afterwards, her son was assessed by a multidisciplinary team and was diagnosed with autism spectrum disorder, and they started the process of taking him to therapy. She states that though it is a hard process, both emotionally and financially, her son is now better. In the end she expressed again how important it is to accept autistic children, be it acceptance from the parents or other children in inclusive classrooms.

Fourth interview

The fourth person to be interviewed was Ms. K. Sh. who works as a psychologist for children and adolescents. She stated that the policies to create inclusive classrooms have been revolutionary in autism awareness as well as in integrating autistic children in society. However, she noted that due to the high number of students in a class, managing them becomes difficult, therefore it is necessary to have a special needs learning support assistant that caters to only one or two autistic children. She then talked about the difficulties of implementing inclusive education in Albania. Ms. Sh. said that the infrastructure was the first difficulty, bringing as an example the classroom décor that can cause sensory problems for autistic children who deal with hypersensitivity. The second point she brought up was getting to know the child and recognizing specific behaviors they exhibit that might need intervention, something that teachers often have troubles with. For this exact reason, Ms. Sh. believed that the best help can be offered through a team consisting of the teacher, special needs learning support assistant, psychologist, social worker. Another topic that came up was the curriculum, which needs to be adapted to autistic children through the usage of individual education plans and specific classes that offer sources for children with special needs. The latter is very limited as these classes are not available in every school. When asked about the most effective method of helping these children, Ms. Sh. said that it goes on a case-by-case basis, but mostly focuses on teaching social skills as well as integration into social activities organized by the class and interaction

with peers. When asked about the most important thing to keep in mind in this field of work, she noted three things: being sensitive to the child's needs and emotions, listening to the child, group collaboration. When asked about her most successful case, Ms. Sh. brought into attention the fact that improvement in autistic children is slow, extended in time and with very small steps, but she mentioned a case where a child had managed to be integrated into groups. When asked about the importance of inclusive education, she mentioned that not all autistic children should be part of inclusive classrooms because some might require more specialized treatment and only after these treatments become part of inclusive classrooms, however it is important for everyone to recognize and accept people who are different from our own self.

Fifth interview

The fifth interviewee is the mother of a 20-year-old autistic man. She explains that originally, her son was being helped by professional and offered ABA therapy, up until he was 14 at the Regional Autism Centre. Since he left, he has been taking medication, which the mother states do not help him. She also regretted not having given him a sedative medication she was suggested when he was a child to calm his anger. She recalled a certain incident in which her son had become violent, hurting both her and her husband. They brought him to a hospital and isolated him in order to have him calm down as they were unable to restrain him. She claimed to often feel hopeless as the violent outbursts of her older son have become a threat to their youngest son. When asked about her opinion on the current treatments offered in Albania, she again recalled a specific incident. When her son was following treatment at the above-mentioned facility, he had gone to the gym where he had been hit by the professionals or the therapists supposed to help him. When she had gotten in contact with the higher ups, she was told that there was nothing they could do and had put the blame on her son's behavior. Though the situation was later resolved, it led her to believe that there is no facility that can help her son. She stated that to improve the quality of help offered to autistic children, the main thing that needs to change is for people, specifically professionals, to be more open-hearted and compassionate towards these children. She described life with ASD in the family as an ongoing struggle that affects every single member of the family. She also opened about financial struggles that come with having to pay for therapy and medication as well as worsening mental health due to the situation she was currently in. She concluded the interview by stating that the most important thing when it comes to dealing with ASD in the family is accepting that you have an autistic child and helping them follow are the necessary therapies.

5. Discussion

As stated previously, the purpose of this study is to reveal the reality and the culture that individuals diagnosed with Autism Spectrum Disorder, face in Albania. The research question which this study aims to give an answer to is: “How does the reality in Albania approach individuals diagnosed with Autism spectrum disorder?”.

From the interviews conducted, we aimed to gather information on the point of view of both professionals and parents of autistic individuals to paint a fuller picture of the realities that autistic individual face. We also reviewed the laws in place and the support they offer for autistic individuals.

Hypothesis 1: The reality in Albania is not supportive enough for individuals diagnosed with Autism Spectrum Disorder.

As it stands, the law does not have a specific section that caters to autistic individuals’ needs. It only refers to what is offered to special needs students, within all categories, to facilitate their learning processes.

In article 63, section XI of the “Law on Pre-University Education” it is clearly stated that inclusive education is the end goal of special needs education in Albania. This aligns with the findings of the interviews conducted with special needs learning support assistants and a psychologist, in specific interviews 1,2 and 4. Throughout all three of these interviews, it is noted that, for autistic children, taking part in inclusive classrooms is crucial to their development. This is because it creates the tools and develops the skills necessary to be integrated into society as they grow up. The second interview emphasized the positive impact inclusive education has on other children as well, as it allows them to become more accepting and empathic. These findings are further backed up by studies reviewed previously such as Mesibov& Shea (1996), which speak to the benefits inclusive education can offer.

In the meantime, though inclusive education is the end goal for Albanian education, there are a lot of difficulties that come with implementing it into the existing education system. These difficulties were brought to our attention by the interviewees in the first, second and fourth interview as well. Specifically, in the fourth interview it was noted that the infrastructure is a big problem as it can cause reactivity in autistic children. Another issue is the curriculum, which is not fully adapted to autistic children. The studies reviewed also note the importance of Individual Learning Plans, plans that according to Gjedja (2005), do not meet the needs of the students as they are not compiled by the professionals necessary in this process.

It was pointed out, in interviews and in studies, that the approach teachers and professionals have towards autistic individuals may pose an issue as well. More

specifically, on our first interview, it was stated that adults often allow their own mentality and opinions to affect the quality of education offered. From the fourth interview we learn that teacher may have difficulties recognizing certain behaviors in autistic children, and thus are not able to offer the help needed. As Rodriguez (2012) stated that positive teacher attitudes are crucial predictors of the success of special needs education, it is clear to see that Albanian special needs education lacks in this regard.

All three interviewees who are involved in the education process as professionals (interview 1,2,4) defined success for autistic children in similar ways. For them, a case would be considered successful the moment that autistic children are able to interact, integrate, and cooperate with other children in groups. From the interview conducted with a psychologist we learned that though this progress is achievable, it is slow and in very small steps. This approach to success seems to also be in line with what one of the parents we interviewed said, in our third interview.

We also examined what autistic individuals face outside of a classroom setting. For this, the interviews conducted with children of autistic individuals come to our aid.

In both interviews we found one common problem; the parents' unwillingness to accept that their child has autism and will need special help. In the third interview we conducted, the mother of an autistic child states that she herself had trouble with this notion when the child was very young. This becomes an issue as in the "Law on Pre-University Education", section XI, article 64, it is stated that the parent can decide which educational institution their child will be part of, as well as deciding to pull their child from school at any moment. If the parent is unwilling to accept that their child needs special help and force them to go through an educational path that does not cater their needs, it can hinder the child's progress. As there is a lack of literature regarding parent's perceptions, these conclusions are only pulled by our own research. However, there is evidence that the implement of parent training can improve the conditions of an autistic child (Chaabane et al., 2009).

From the last interview conducted we also learned of the discrimination autistic individuals face in their everyday life. One instance was retold by the mother of an autistic man where he was physically abused in an establishment that was supposed to help him. This incident was later blamed on her son. This aligns with that the first interviewee stated when it came to the fact that professionals allow their own opinions and perceptions to affect the way they offer help. This negative biases towards autistic individual may be what Bernier et al. (2010) and Leeuw et al. (2020) were referring to when they spoke about cultural influence in the expression, perception and help offered to autistic individuals. Furthermore, it may be one of the barriers that autistic individuals face, as Gjedia (2005) stated.

Both parents of autistic children interviewed spoke of the financial difficulties they were faced with once their child was diagnosed. The third interviewee only mentioned that the treatment for her child was a financially taxing process. Meanwhile the fifth interview went more in detail on this regard. While she stated that she her son was given help up until the age of 14 at the Regional Autism Centre, she also talked about the numerous medication that he had to be on. Thus, continuous therapy, medication, emergency situations and further intervention were all very costly processes that worsened their financial state. Furthermore, as autism does not only affect the autistic individual, but also their family, she mentioned that she herself had gone to therapy. Thus, more costs were added as mental health help is also necessary for the other members of the family.

Conclusions and recommendations

Will all the information we gathered from reviewing the existing literature, comparison to previous studies conducted in Albania, as well as the firsthand experiences of special needs learning support assistants, a psychologist, and parents of autistic children, we conclude that our hypothesis is proven as correct. Thus, the reality in Albania is not supportive enough for individuals diagnosed with Autism Spectrum Disorder. We also reached our goals of analyzing how the law, education system and culture affect autistic people in Albania.

However, as the study we conducted is of a qualitative nature, we cannot generalize our conclusions as pertaining to the whole Albanian reality. We may say that these conclusions reveal a part of how the reality in Albania is for autistic individuals, based on the limited information we were able to gather through interviews. It is necessary for further quantitative studies to be conducted to generalize. This study still has weight in the field as it provides firsthand accounts of people affected by as autism as well as people who support those affected. Furthermore, it can offer recommendations for future studies, such as studies on the perception of parents of autistic children on the special education system in Albania. Quantitative studies in the future can also shed light on the discrimination autistic individuals face in our society.

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Close up theater - an innovation in stage art studies

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Abstract

In this article we will try to offer a new perspective on the theater, and we will try to include the theater in other spaces to create artistic values, including digital technology. Since its beginning, the theater space has been a place to see, to watch, to present, to perceive, to understand. So, in a basic sense, theater has been and is a first pathway. At the core of the theatrical experience – as Peter Brook suggests – is the act of watching and being watched. Throughout the history of Western culture, the theater has been a primitive dance circle, a Greek amphitheater, a church, an Elizabethan stage, a market square, a garage, a street, a front stage theater, a Broadway theater, a theater house university, a restored warehouse or recently, even a digital platform on our laptop, computer, or mobile phone.

Close-up theater is a continuation of the conceptual changes that took place with theater spaces – and therefore – with the way of watching theater. In the past decades, Jerzy Grotowski in Poland, Ariane Mnouchkin in Paris, Peter Shuman in Vermont and Peter Brook from Africa in Avignon, France, have organized the theater space in different ways to bring the audience and the actors as close as possible to each

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other. Peter Brook discovered one of the most significant axioms of future theater development by concluding:

"I can take any empty space and call it a bare stage. A man walks along this empty space while someone else is watching him, and that is all that is needed to be the starting point for an act of theater." So, our computer screen is also an empty space where a man (actor) appears in front of us at a predetermined moment and we see him, a starting point for a theater act – recently labeled the theater of the relative plane.

The signs of close-up theater can also be found in other performances, on the Albanian and world stage, but this way of making theater had its rapid development during the global quarantine imposed by COVID 19.

Theaters all over the world interrupted the repertoire with their premieres. Until those moments, digital technology had contributed a lot to the process of advertising the show, being an important part of publicity. Facebook, YouTube, etc. they distributed posters, the processes of preparing a show, or interviews of theater makers, critical articles, various information, to stimulate the interest of the spectator.

As a result, the elements of a close-up theater were born:

- 1. Demand for investment in digital technology*
- 2. The necessity to rediscover virtual artistic forms.*
- 3. Adaptation of the home environment to work environment for artistic production.*
- 4. Elements such as mobile phone, computer, laptop, - internet for the realization of the production.*
- 5. The whole process of tests is feasible including individual and collective tests.*
- 6. The process of improvisation and mixing with live music is realized.*

1. Introduction

Anyone who thinks that theater is just that magical world that appears after the opening of a stage, under the spotlight, the display of decor, accommodated in the armchairs of a theater hall in the dark, is proven wrong. It has not been, is not and will not be just that.

Shakespeare - as the best known of the playwrights would write in his comedy "As you like it":

*"Everything the world has, a stage
All men and women, just actors"²*

² Shakespeare. As you like it. Folger Shakespeare Library, f. 37

These lines are enough to liberate our perspective on theater, to attempt to discover theater in much wider spaces, and to create artistic value with everything, including digital technology. Since its inception, the theatrical space has been a place to see, to watch, to present, to perceive, to understand. So, in a basic sense theater has been and is a first way. At the heart of the theatrical experience - as Peter Brook suggests - is the act of watching and being watched. Places for theater to happen have been created in all societies, ancient and modern. Throughout history, the theatrical space has been prepared in such a way that the audience can watch, and the performer can be watched. The ancient Greeks called this special place where the public sat to watch the plays "THEATRON" or "Place to watch". At one time or another in the history of Western culture, this place has been a primitive dance circle, a Greek amphitheater, a church, an Elizabethan stage, a market square, a garage, a street, a pre-stage theater, a theater Broadway, a university theater house, a restored warehouse or, more recently, a digital platform on our laptop, computer, or mobile phone³.

In his article "Weak Universalization", the essayist, art critic, media theorist and key contemporary German philosopher Boris Groys writes:

"The tradition in which our contemporary art world operates - including our current art institutions - was formed after World War II. This tradition is based on the practices of the historical avant-garde art - and their renewal and codification during the 1950s and 1960s. Now, no one has the impression that this tradition has changed much since then. On the contrary, over time it has become more and more powerful."⁴

2. Features of Close -up theatre

Close up theater is a continuation of the conceptual changes that occurred with theatrical spaces - and consequently - with the way theater was viewed precisely in the years to which Groys refers. Over the past decades Jerzy Grotowski in Poland, Ariane Mnouchkin in Paris, Peter Schuman in Vermont and Peter Brook from Africa in Avignon, France, have organized theatrical space in various ways to bring audiences and actors closer together. At a time when the theatrical experience was "calcified" inside theater halls, with a spectator specially engaged for the theater, they developed a way of thinking about non-traditional theatrical spaces. One of the greatest directors and explorers of theater, Peter Brook, would discover one of the most significant axioms of theatrical development in the future. In his book "Empty Space" he concludes:

³ Barranger, Milly S. Theatre : A way of seeing. – Wadsworth Publishing Company, Belmont, California, 1991, f. 4

⁴ Groys, Boris. Politika e instalacionit. – Tiranë : Botimet Princi, 2015, f. 99

"I can take any empty space and call it a naked stage. "One person walks through this empty space while someone else is watching it, and that's all it takes to be the starting point for a theatrical act."⁵ Is not our computer screen an empty space where in front of us at a predetermined moment a man (actor) appears and we are seeing him, a starting point for a theatrical act - recently labeled close-up theater?

While the great revolutionary of the theater Jerzy Grotowski would "strip" the theater of many elements that for him were superfluous and obscured the creative force of the theater. In his book "For a poor theater" he states:

"Gradually eliminating everything that was superfluous, we realized that the theater could exist without makeup, without costumes and without decorative scenography, without a line that separates the hall from the stage, without sound effects and without light effects, etc ... Accepting poverty in the theater, giving up everything parasitic, has rediscovered not only the essence of this instrument, but also the unexplored wealth that lies in the most intimate depths of the artistic form"⁶

The beginnings of close-up theater can be traced back to those theatrical productions when, in collaboration with digital directing technology or various scenographers, they realized artistic communication in theaters. There are many examples in the world, but the most significant are those developed during the 70s and which were called THEATER OF VISION with main representatives Robert Willson (playwright and producer) and Lee Breuer (director). In their parts we find actors who face, among other things, holographic forms. They realized a new mix of creative resources including technology. Robert Willson creates life-size paintings on stage with sounds, sculptural forms, music, and visual images. In his work A LETTER TO QUEEN VICTORIA which appeared in the abbreviated version on Broadway in 1974 he also introduced television images and film clips. One theme of the piece was American imperialism, but instead of discussing the subject, Willson simply projected his IMAGE.

LEE BREUER in his play HAJJ written and performed by him in 1983 at the Public Theater, is a long "interpretive poem" in which a woman (Ruth Maleczek) sits at a table, is seen in a multi-plane mirror, and looks not only at her reflex but also at her past, projected onto large screens from a circle of camcorders and pre-recorded tapes. This pilgrimage within the brain reveals how art is produced from reflections of the present and memories of the past. His company MINERAL MABOU is the leader of the avant-garde, it is a model of experimentalism in writing, acting, directing, production, technology. Their work mixes a strong thread of high-tech narrative. However, there are many examples in the late twentieth century and early twentieth century, but we must note what is really called close-up theater.

⁵ Barranger, Milly S. Theatre : A way of seeing. – Wadsworth Publishing Company : Belmont, California, 1991, f. 2.

⁶ Grotowski, Jerzhi. Për një teatër të varfër. – Universiteti AAB – Riinvest, Prishtinë, 2010, f. 101

Theater is an art that is created the moment we see it. For theater to happen, two groups of people, actors, and spectators, must come together at the same time and in the same place. There, the actors introduce themselves in front of the audience in a story that usually contains some aspects of being human. It is very important for anyone trying to highlight the close-up theater from the variety of performances, videos, or other digital art forms this quality of theater immediacy. Close up theater, like contemporary art, deserves its name to the extent that it manifests its contemporaneity. Being contemporary can be understood as being present at the same time, as being here and now. In this sense, art in general and close-up theater seem to be truly contemporary if it is perceived as capable of capturing and expressing the presence of the present in a way that is radically uncorrupted by past traditions.

In the Albanian theater, a fragment of the close-up theater can be found in the TAG play of the National Theater, realized in 2019, where at one point in the play, the character played by the actor Artan Imami, communicated with other actors on stage through a relatively large screen. The actor was performing at that moment in an environment next to the theater in front of a camera and responding to the dialogue that took place on stage. In this form the condition of the quality of the immediateness of the theater was realized.

Signs of close-up theater can be found in other performances, on the Albanian and world stage, but this way of doing theater had its rapid development during the time of the Chinese Virus, and especially during the global quarantine imposed by COVID 19. Theaters around the world interrupted the repertoire with their premieres. Every stage of the live theater was locked up and the public and the theater makers were isolated in their homes, breaking away from their traditional communication in theaters, whether classical or alternative, indoors or outdoors. Up to that point digital technology had greatly contributed to the show's advertising process being an important part of publicity. Facebook, YouTube, etc. distributed posters, the processes of preparing a play, or interviews with theatergoers, critical articles, various information, to stimulate the interest of the spectator. Quarantine interrupted the "heart" of the entire production process of a theater - the play. Many theaters around the world lost their subscribers and many contracts were broken due to this global disaster. To rekindle communication with the spectator theaters sought the help of technology. Of course, the emergence of communication and artistic existence made many theaters around the world display on their personalized social networks, free of charge, some of the recent masterpieces of their repertoire. In those early days of existential psychological shock for the theater genre, just a simple internet search was enough, and you could endlessly see masterpieces by the world's greatest authors performed by theatrical troupes that today are at the forefront of theatrical developments where sometimes their

perfection seems unattainable. Zero-budgeted troupes that were already forced to showcase their professional achievements to every spectator in the world, even though most of them could not buy a ticket and see the stage live.

A keen eye, however, realized that theaters around the world were strengthening their technological structures to enter the close-up theater experiment. The Albanian National Theater - as the leading theater in the Albanian territories, initially established on the WhatsApp network a communication line with all its artistic and technical staff entitled "Communication, ideas and debates" where every evening, at a certain hour, dialogue took place through messages and sometimes in the Zoom network for artistic forms that had to be used in order not to lose contact with the gender of the theater and the spectator. On April 2, 2020, the director of the National Theater Hervin Çuli sends an open letter to the Prime Minister of the country about the urgent need of the theater for investments in digital technology to be able to perform its function in these extreme conditions like many theaters in the world. Among other things he wrote:

"We need to rediscover new artistic forms to nurture and educate repressed souls. With the actors of the National Theater... we are working to offer our virtual creativity... in the absence of a stage they are adapting the kitchen, hallway, bedroom, sometimes even the balcony as work and artistic production... actors besides the phone and charger (sometimes even laptop) do not have no other means. We will do the show (online program) anyway, but it will be very depressing for the quality to be questioned, because we have no support for such productions. The National Theater, unlike any serious theater in Europe, has no technical ability to facilitate production. We lack post-production studios that deal with high artistic quality editing of images, subtitles, etc.'

And so began the first online production in Albania "The Show must go on" - from Thursday to Sunday on social networks - 25 - 30 min. with readings of poems, prose, interviews etc. After this panorama it should be said that "The show must go on" was not yet a close-up theater, because as I predicted for the theater to exist, it must have the element of immediacy. "The show must go on" was a program that did not take place at the time the viewer was watching. He was previously recorded by each actor in one of the premises of his house, then sent with WeTransfer to a base point where the music was edited and mixed, and then broadcast on the day called to the spectators who followed him on Facebook. un of the National Theater. So, something pre-prepared like the repertoire shows of a theater that were already appearing endlessly on social media. The reason I analyze it is because there we find many of the elements of a close-up theater:

1. Demand for investment in digital technology
2. The necessity to rediscover virtual artistic forms.

3. Adaptation of home environments to work environments for artistic production.
4. Elements such as mobile phone, computer, laptop, - internet for the realization of production.

After the National Theater, there were other theaters in Albania that showed the performances of their troupe online. The most active were the initiatives of the director Driada Dervishi with the troupe of the Theater “Aleksandër Mojsiu” Durrës and not only, the interpretation of Chekhov’s stories and “Evening Letters”, as well as “Monologue” by the Metropolitan Theater. But these performances were pre-recorded and tended to rush towards the genre of film rather than theater. So, we have more of an art documentation than an instant art that is the basis of theater.

The film from its inception claimed to be able to document and represent life in a way that was inaccessible to the traditional arts, while theater as other time-based arts realize and represents life the moment, they take place in their immediacy. According to Groys “at the beginning of the 21st century, art entered a new era - mass artistic production, and not just mass consumption of art. Making a video and showing it via the internet became an easy operation, open to almost anyone. The practice of self-documentation has become a massive practice and even a massive obsession. Contemporary communications tools and networks like Facebook, MySpace, YouTube, Second Life, and Twitter give global populations the opportunity to present their photos, videos, and texts in a way that is indistinguishable from any post-conceptual work of art”⁷

However, from the online productions of the Aleksandër Moisiu Theater and that of the Metropolis Theater, it is valid for the Close-up Theater:

- 5 . The movement of the actor in different environments for the development of dramatic action

During the work with the students for the development of the subjects “Introduction to Acting” and “Scenic Speaking” during the quarantine, the European University of Tirana made available to its professors and students the Teams network. A perfect network for pedagogical work. During the preparation of materials that would be interpreted by students in the exams between and the end of semester we encounter important elements of close-up theater. During the individual rehearsals, the teacher-student (director-actor) relationship was immediate. The lecturer and the student (director and actor) fulfilled all the

⁷ Groys, Boris. *Politika e Instalacionit*. – Botimet Princi : Tiranë, 2015, f. 114

requirements of the functioning of the rehearsals in a traditional theater - text analysis, division of actions, goals, obstacles, objects to be used during the interpretation and everything used for professional interpretation. The general rehearsals where the student-actor performed and the lecturer (in this case the spectator together with the other students) function perfectly. There were students who, having the ability to sing or perform musical instruments, introduced the element of improvisation as an added value in their performance.

So, we can add:

6. The whole evidence process is feasible including individual and collective evidence.
7. The process of improvisation and mixing with live music is realized.

A very ambitious project in the international space is the one directed by the director, PhD. John Blondell (Professor of Theatrical Arts and Head of the Department of Theatrical Arts at Westmont College in Santa Barbara USA). As co-founder and director of the Lit Moon Theater Company in early May 2020 he created an international online troupe of actors, composers, and technicians from around the globe:

Vardan Mirtchyan (Yerevan) Armenia, Ognen Drangovski (Bitola) Macedonia, Evdokimos Tsolakidis (Athens) Greece, Nina Sallinen (Los Angeles via Helsinki) Finland, Sergej Mardar (San Petersburg) Russia, Ramona Shah (Tehran) Iran, Elena Kalinina (San Petersburg) Russia, Paige Tautz (Santa Barbara) USA, Dritan Boriçi (Tirana) Albania.

Costumes: Blagoj Micevski (Bitola) Macedonia, Music: James Connelly (Santa Barbara) USA and Vache Sharafyan, (Yerevan) Armenia. Assistant Director Cierra Denning (Parker) Colorado USA. Adaptation: Libby Appel (Santa Barbara) USA.

Their first project was “Uncle Vanya” Anton Chekhov entitled “Vanja in quarantine”.

Some notes by John Blondell about the actors during this project:

“Keep composing, inventing, and developing what you are doing: expressiveness, exposure, intimacy is soooooo magnificent. Keep working with the camera as with your partner, keep developing these practices that we are working on.”

8. Work with the camera as with your partner

The second project was Anton Chekhov’s “Ivanov” entitled “Ivanov in quarantine”.

Some notes by John Blondell about the actors during this project.)

“Notes for Tuesday.

22 September

I look forward to seeing you tomorrow! We will do Act I and II, so please be prepared with ideas, things you want to try, or things we have worked on for both acts. If you are in both acts, please come up with some sort of change in costume - it may be small, but just something to show that time has passed between these acts.

Remember: invent, invent, invent. Play, create small atmospheres for yourself, travel between spaces, bring things to eat and drink....

3. Conclusions

When we were making Vanja, Elena said that she enjoyed “making her small theater one meter” that we must imagine, to invent. Come prepared to try things out - we’ll just have one more rehearsal for this part of the show, the Sunday before we perform.

Tell the Story! Make the story and work with the MOST COMPACT text. I want to increase the tempo-rhythm a little more, make the story vibrant, vital, and compact.

And suddenly....

I am thinking somewhat about the nature of time, how things happen, when things happen, why things happen, when things happen in their own way and time. Some things bubble right away and BUM!

Something changes. Other things bubble and gurgle and are barely there... They just lie beneath the surface, and something happens to bring them up and out, in daylight, and then they change...

Occasionally change is planned and never fulfilled. Sometimes change happens without him mindful, sometimes life just seems to go on forever, and then BAM, the change happens.

Maybe the whole drama is built on the Unexpected! Suddenly something happens that no one expected... Nora tells Torvald that they should talk, Laert cuts Hamlet with a sword, Antigona chooses to bury the tup again. Chekhov is interesting, because it happens that his SURPRISE comes too late, long periods of this and that and tweets and chats and quarrels about this and that and then UAU!!! Something is happening. In this part, they talk a lot, and we then suddenly are at the end of Act II where people decide to start a new life, kiss, and then... BAM! Suddenly!!!

Look for surprises you may have... when something changes, something changes, when something dawns on you, when something bubbles and bubbles and something new comes out and shines or catches you or catches you or pushes you and makes you scream or to jump upwards.

Suddenly! That's life...

9. Changing costumes between acts to show the passage of time
10. Dealing with new objects when you do not have text.
11. Work on a stage of no more than 1 square meter.

This project is a continuation of it.

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Digitalization in educational systems. Teaching art in the age of computer technology

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Abstract

The rapid pace of societal change and the proliferation of new technologies are changing practically every area of our personal and professional lives, including how we work, think, play, communicate, send, and disseminate information. Use of technology in education has an impact on teacher-student interaction. Innovation is a global paradigm shift in each aspect of our society, including the community of education, transforming itself and its functioning. With the development of modern technology, the process of teaching art is changing. Over the last decade, computers have begun to play another role in the great benefits of art education. Images in an electronic format can no longer be separated from the basic composition of art education. Electronic media has changed the way

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art is taught, students learning about art, and ultimately the way art teachers understand art lessons. The relationship that has been established between art and computer technology is critical in defining the future of the educational system. Throughout history, the worlds of art and art education have employed technology in their processes. Art teachers are now responsible for teaching not only traditional subjects but also image processing technologies. Crucial to future teaching is how teachers will integrate and combine traditional teaching tools, processes, and ways of thinking about Art with the new tools, new processes and thinking skills needed to blend and utilize the complex variety of information concepts in today's world. This paper elaborates how computer and related technologies can be applied in teaching art, the extent of impact that computer-assisted art has on art students and the utilization of technology to ameliorate the teaching of strategies of thinking and learning and the development of art-centered cognitive skills.

Keywords: *technology, computer, art, school, teaching, teacher*

1. Introduction

The rapid pace of societal change and the proliferation of new technologies are impacting practically every area of our personal and professional lives, including how we work, think, play, communicate, send, and disseminate information. During World War II, the computer was invented at the same time as television, and it was employed as an electronic device for storing and processing data. Until the 1960s, computer development was distinct from the one of the televisions. Given that the capabilities and functions of the computer and television were almost the same, technology became increasingly sophisticated and experimental in a short period of time. Computer imaging is a new field of study that combines computer image and television innovation. It became evident that television, computer imaging, image processing, and transmission had a unique interaction.

With the advent of new technologies, the relationship between computer imaging and television became less divergent, allowing the digital format to become the conventional pre-electronic image. In this regard, it made it possible for the very first-time mathematics, a universal language, to lay the foundations for the use of technologies for the image interface.

With the development of digital technology, the role of the computer increased in terms of synthesizing and storing images for visual images. The computer became the primary device for electronic media as technology advanced, thus playing a

greater role in creating, inventing, processing, sorting, combining, analyzing, improving, and modifying images. On the other hand, the computer could retrieve images from a variety of sources, including video, still photos, electronic images, and drawings. Computer skills were expanded by other communication possibilities in the network, such as the Internet, social media, etc.

Technology in education has influenced the way teachers and students interact in learning. Technological innovations have brought about radical changes in each aspect of today's society, including the community of education, bringing about transformations in our daily family, professional and economic lives. The use of the computer also took off in education, where it plays an extremely important role. The computer is used to receive, process, deliver, and disseminate information and to serve as a tool that can be utilized for teaching as well as learning.

2. Reform of technology in teaching art

With the advancement of modern technologies, the art teaching technique will alter as well. In the last ten years, the computer has taken on a new role that benefits art instruction greatly. The essential foundations of creative education can no longer be separated from electronic image. The way art is taught has altered because of electronic and digital technologies. Students gain knowledge of art and how art teachers view art education. Computers also alter the process and technique of making images in every sector in which art student's work, including printing, design, painting, and sketching.

There are three important reasons underpinning cultural change for the inclusion of computer information technology (CIT) and art of media in programs and curricula of Art. The first reason is that visual symbols, iconography, and the sophisticated communication system are becoming increasingly important around the world. The expanding importance of technology-related aesthetic judgements, at the individual level and cultural level, is the second reason for including technology in teaching. The third reason has to do with the increasing social necessity for connectivity, or the recognition of different forms of social interaction.

To develop curricula, the main basis of any process of art instruction should be the ability to treat, utilize and renovate different artistic systems, to ruminate and build with the ingredients of an artistic medium. If this medium is the computer, its use means the regular application, processing and acquisition of its qualities and advantages for artistic products. The use of computer in teaching makes it necessary to analyze the processes of computer operation and the expectations that arise to create symbols. Artistic learning is closely related to the search for computer learning.

Furthermore, the production, perception, and reflection competences should be the substance of art curriculum. In this way the connection of art education with computer technology can be strengthened. The Ministry of Education in Albania is reviewing the artistic curriculum to ensure the combination of arts and crafts in the pre-university system. With the completion of the artistic curriculum review process, it is expected that the combined use of teaching art and technology will further ameliorate the quality of both teaching and learning, viewed also from the standpoint of meeting the market needs for “computerized” artists.

The partnership established between art and information technology is extremely important in determining the prospects of education. The domain of art and its education has embraced technology in the very first steps of the latter. A substantiated argument for the necessity of intertwining innovative technologies with old-style forms of art emerges when we address the strengthening of the connection of the old with the new. Important perceptions will be developed in the process of connecting technology with new tradition. We need to convince that the computer will never replace art studios. Rather, computers and art studios will work side by side to the benefit of students. They have the advantage of cooperation and combination, but without harming one other. It would do great harm to education if teachers emphasized one aspect and just overlooked the other. The use of the computer in education of art will not need to substitute existing methodologies but should rather be an additional form of creative process employed in classes or art curriculum.

Introducing technology to teaching art calls for teachers to review the substance of art curricula. A new model of artistic education is suggested that incorporates new imaging and sound technology and should be introduced to students to provide them with the skills required in today's world. In this context, it would be appropriate to enrich the content more with computer images in the well-known fields of art history, criticism, aesthetics, perspective and content in future art education curricula. Let us take as an example history of art: integrating new technology into traditional programs of art education. It is quite clear that the history of art becomes very fascinating and most effective in almost every study embarked on with different media, but that is unlike the practice of conventional teaching of history of art in the fact that increasing the amount of information is a constant need in every class.

The use of computer in the art curriculum makes it necessary to better understand the curriculum's objectives and purposes and that the use of the computer to create artworks should not underestimate the principles, notions and practice or methods of art. According to Greh (1990), computers should be employed as a medium in art classes, and the generated images should undergo critical deliberations and study.

Art teachers will need to carry out the duty of teaching not only in conventional areas of study but in image technology as well. It is important for the future of education that teachers integrate the traditional art tools, processes and thinking into the new tools and processes and into thinking skills that are required to synthesize the complex variety of information concepts in today's world.

Technology makes learning fun. Identifying ways to make learning more fun is of crucial importance for the quality of learning. New forms of exchanging information, encouraging collaboration among students and promoting the skills required in century 21 not only can be useful for developing critical thinking, communication, creativity and collaboration, but can also be fun and engaging for students and teachers themselves.

Technology offers a variety of opportunities to integrate formation assessments. Assessment in the art class can be tedious dependent on attendance by the students in the class, especially in those schools where the number of students per class is large. Technology can help facilitate this process by providing a variety of forms of easy and effective teaching to assess as realistically as possible the knowledge gained by students using computer-based assessment applications systems.

Technology also boosts and promotes engagement. A major concern in the classroom is students' engagement and involvement. If we want students to be seriously involved in the class, the learning activities must be interactive. Technology is a great way to get students engaged and interested in the subject matter. Whether the lesson is taught simply using a PowerPoint presentation of famous artworks or by playing a video from the life and work of great painters, both forms can easily grab students' attention. These computer-based forms of interactive learning foster student engagement.

As far as university art students are concerned, not only has it become unquestionable for them to be skilled in computer image processing, but it has already become a requirement for admittance into practically any discipline of visual arts research and study. (Brunner & Tally, 1999). All domains of art call for technical knowhow and basic competencies in computer processing imaging. Those students who lack these skills are at a huge disadvantage compared to other students. Painters, sculptors, and artists are using computer in various forms, both in the artistic process, in their scientific and artistic research as well as to run their art businesses. The requirement for the possession of information technology knowhow is indispensable for every visual arts student. Students should be instructed in the use of visuals and technology, similarly to their learning and teaching in art studio, esthetics, history of art, and critique of art.

3. Applications of computer in education of art

With the introduction of technology into the world of teaching art, computers have already become an instrument for creating and enhancing the image for teachers of visual art. By nature, a computer can act as a communication medium to be made use of, which can foster collaboration with any other medium dynamically.

Moreover, there are now many applications that allow computers to help students simulate old-style means, by offering textures, processing images, and enabling numerous digital collages. Considering such a system, students do not need additional materials. Even the completed image can be stored and inspected on a computer. However, we must keep in mind that here the computer is not doing the job for the student in a direct manner but is offering electronic alternatives and options of traditional tools and materials.

In terms of networking system, opportunities to connect in a network within the virtual world have important connotations for all stages of teaching. The community of educators and teachers will attain skills for inclusive research and development, have unaffected access to students' works, scholarly research, and/or direct access to teaching databases worldwide. On the other hand, students, whether at school or at home, will have access to images via internet connection by phone, computer, or tablet at any hour of the day.

4. Conclusions

The computer has become an extremely powerful tool both in terms of outcomes and student learning as well as in terms of outcomes and teacher learning. It offers a new window into some previously unknown learning processes. The integration of computer technology into art education eliminates unhelpful and disapproving typecasts about art and offers a chance for art to take its well-deserved place in education facilities of all levels as a key foundation, which will ameliorate the level of art curricula and the skills of art teachers. Moreover, use of computer will be increased among people in the world of art and will also improve not only in art schools and universities, but also in homes and other art institutions, such as museums, cultural centers, exhibitions, etc.

In education, the use of technology as a spotlight for improving the teaching of thinking and learning processes, as well as the development of cognitive skills, is extremely valuable. Computer-assisted artwork can foster a learning atmosphere

that maintains communication and collaboration among students and can also be turned into an interactive learning environment. On the other hand, art students have many benefits from interacting with the computer. For this reason, the focus should be on students and forms of support for the efficient use of the computer in enhancing the quality of learning and art learning objectives. As for art teachers, they should be better trained in the use of technology, as they are responsible for educating and increasing the quality of the teaching process in the subject of art.

Art teachers need to understand the significance of employing computers as complementary educational instruments and means, so that the computer does not become a substitute for the traditional forms of art and teaching of art. Computer and art should be used in combination to improve the quality of art instruction and students' level of knowledge assimilation. Also, both students and teachers should be aware of the goals of using computer and its accessories in art classes and clearly understand the objectives and competencies of the art curriculum.

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Features of the Modern Albanian Novel

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Abstract

In the efforts of invoking the part of world novels, and especially in the appearance of modernism in this genre, we have managed to penetrate in the developing of the novel, where we got to know some of the worldly experiences in this direction, be it in Germany, as well as in the United States of America. Further on, these processes would not only interfere naturally, but they would also renovate time after time, even during European literature developments in general, and specifically in Albanian literature. Thus, due to literature and the number of materials referring to these periods, we have been able to master a clear picture of the cultural panorama, nationally and internationally, regarding some of the key moments, which thanks to their main

¹ **Dr. Ermir Nika** has extended his professional activity to several important fields, both in terms of artistic creativity and in terms of study and scientific research. In 2016, he defended the title of Doctor of Philological Sciences with the topic: "The beginnings of modernity in Albanian novel prose", while in 2005 he completed postgraduate studies for the title of Master at the University of Tirana, Faculty of History - Philology, Language - Literature branch. He completed his higher studies in the field of language and literature in the year 2000 at the University of Tirana in the Faculty of History and Philology. From 2001 to 2019, he worked at the Ministry of Culture as a specialist, Sector Manager and Director of the Department of Written Culture and Arts. Ermir Nika is the author of a number of works of a literary and scholarly character, among which we will mention: "Polyphony" study, "The Beginnings of Modernity in Albanian Novel Prose" study, "The Slave of the Heights", novel, "Bohemian Quartet", poetry, "Night of Sinners", stories, the children's novel "Grandfather in the Frame", the publication of the poetic volume "Cold Clouds", the publication of the study work "Cajup's work and its encounters with literary currents", "Notes of a European near Buddha and Hiroshima", "River of My Dreams" poem. His literary and scholarly work has been translated and published in several foreign languages, among which we will mention: English, French, German, Spanish, Portuguese, Italian, Russian, Japanese, Romanian, Arabic, Serbian, Macedonian, etc.

protagonists, made it possible for the Albanian novel of postwar, to not fit only in the inset of semantic creations, but to also come closer to the most advanced models of writings of the time, and to follow its artistic and national originality, as well as to become part of the process of aesthetic and literary evolution in international level. The main aim in fulfilling this work is the research in the directions that Albanian literature of postwar took, as well as the definition and the assessment of mutual points that stood out in the process of evolution of our national literature, as an integral part of supranational culture and literature. One of the main features that can be noticed in this period is the unnatural detachment of literature from its tradition and powerful impact, which is also unnatural, and what also practiced on it, the creative experience of the method of socialist realism. However, this whole movement did not happen while detached from the developments and transformations that the literary process incurred in Europe and beyond. It was exactly the models and the climate dominating in the world of European and worldly literature, the main factor that manifested its effects and impact during Albanian literature developments.

1. Introduction

In the History of Albanian Literature, the novel is considered extremely important in the art of writing, and this is due to the cultural and historic conditions in which this literary genre developed. In the efforts of invoking the part of world novels, and especially in the appearance of modernism in this genre, we have managed to penetrate in the developing of the novel, where we got to know some of the worldly experiences in this direction, be it in Germany, as well as in the United States of America. Further on, these processes would not only interfere naturally, but they would also renovate time after time, even during European literature developments in general, and specifically in Albanian literature. Thus, due to literature and the number of materials referring to these periods, we have been able to master a clear picture of the cultural panorama, nationally and internationally, regarding some of the key moments, which thanks to their main protagonists, made it possible for the Albanian novel of postwar, to not fit only in the inset of semantic creations, but to also come closer to the most advanced models of writings of the time, and to follow its artistic and national originality, as well as to become part of the process of aesthetic and literary evolution in international level. The main aim in fulfilling this work is the research in the directions that Albanian literature of postwar took, as well as the definition and the assessment of mutual points that stood out in the process of evolution of our national literature, as an integral part of supranational culture and literature. One of the main features that can be noticed in this period is the unnatural

detachment of literature from its tradition and powerful impact, which is also unnatural, and what also practiced on it, the creative experience of the method of socialist realism. However, this whole movement did not happen while detached from the developments and transformations that the literary process incurred in Europe and beyond. It was exactly the models and the climate dominating in the world of European and worldly literature, the main factor that manifested its effects and impact in the course of Albanian literature.

Despite the prevailing climate in Albanian culture during the second half of the 20th century, an unusual phenomenon was observed in the early 60s, i.e. after a decade and a half since liberation, which had to do with the first attempts to free Albanian literature from the schematics in which it had been stuck for more than a decade. The first indicator that heralded a new trend that would touch and then shape the contours that shaped the act of creation in Albania was "Hasta la vista" the first novel of the author Petro Marko.

2. Features of modernism

With the arrival of this novel in Albanian literature in 1958, the Albanian novel was gaining another dimension with a wider dynamic view, both in the opening of thematic contours, but also in the construction of the style typology and a rich gallery of characters. This climate would prevail in the next years, and exactly two years later he would bring another important act to Albanian literature, the novel *The Last City*, which stands out as a novel where one feels not only the tendency to avoid schematism imposed by the communist regime, but it is also considered as the clearest evidence that the Albanian novel had already entered in a new stage, and the modernity was an integral part of it.

After him, in 1962, the writer Ismail Kadare, who until that time had stood out in the world of poetry letters as a talented and authentic voice in the field of poetry, published the novel *The General of the Dead Army*, a novel that demonstrated that the Albanian prose novels was heading in different directions from the ones that were created in accordance with the models and principles of socialist realism.

During the later developments, with the works that followed the creativity of Ismail Kadare and the trends of Albanian literature, it was possible to establish the path announced by the novels of Petro Markos and make it known at the international level. However, this whole movement did not happen in isolation from the developments and transformations that the literary process was undergoing in Europe and beyond.

It was precisely the models and climate that prevailed in the world of letters in Europe and the world, the main factor that was showing its effects and influences

also in the stream that permeated Albanian literature. The influence of the Hemingway style on the short prose and the novel, or the narrative originality and both humanistic and universal features that were transmitted in the novels of Erich Maria Remark, and the adoration of the public towards these two authors, was not only a phenomenon that found in Albania.

On the contrary, many writers' clubs, in Germany, England, Italy, the United States of America, were following exactly this form of writing, cultivating a literature against a concise, laconic style, built with dense dialogues as well as described under a realistic spirit, which directly conveyed the atmosphere that was embodied by the artistic originality and the authenticity of the time.

During the analysis of the works that led this literary process, it was noticed that the comparative approach to the text at first sight appeared as incomplete, but partial, in the sense that, within its spaces during the study, the attention was focused on some elements of a assumed whole, which at first gives the appearance of a homogeneous substance, but from the point of view of the construction of the studied object, this structure consisted of a diverse set of basic elements.

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3. Conclusions

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Despite the influence they had in the first stages of the creative process Petro Marko, and then Ismail Kadare from the archetypes of Western literature, what is seen as an innovation that prevailed in the Albanian novel prose of that period with

the model writers who were outlined in this genre, and the dimension it created for Albanian literature in European literature, constitutes in itself a very tangible and representative phenomenon that proves that the Albanian novel stood out for its creative originality, thus outlining its identity and physiognomy literary and artistic, his role in tune with the various literary developments in the countries of Western Europe, the United States of America, etc.

In the years that followed this process, it is clearly seen that the Albanian novel represented by Ismail Kadare, from a genre that aimed to approach the literary models of the most prominent writers of the time such as Ernest Hemingway, Erich Maria Remark, Franc Kafka, etc., with over the years and with the further consolidation of the creative personality, it slowly turned into a model that exerted its influence, (until then absent) also in the literary process, not only in European but also in world literature.

Remaining in the literary context, at the end of this work, we can confirm that the Albanian novel, together with its occurrences and component factors that characterize this phase, clearly unfold the direct impact for the latter literary developments, as well as the creation of an authentic literary model, which affected the recognition of Albanian literature at an international level.

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Lullabies, language analysis and features

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Abstract

This paper seeks to analyze the lullabies – the folkloric creativity dedicated to children, which comes naturally through the mother's mouth to the child. The lullabies under consideration have become part of the literary analysis about the meter, verse, literary figures as well as any particular characteristics by the provinces they come from, wanting to highlight and discover the psychological and emotional world that the mother has expressed through the verses. for the child. Epithets, comparisons, metaphors, alliterations, etc., and the approximation in the selection of stylistic figures make us think that this is the result of the commonality of the mother's perceptions of the world around her.

The presented materials come as comprehensive research, capturing creations from various regions of Albania and are part of folklore creations for children. As such, they constitute an indisputable wealth for the Albanian oral folklore and a national treasure that must be identified, conserved, used and transmitted to current and future generations.

Keywords: *lullaby, metaphor, comparison, epithet, means of expression, rhyme, stylistics*

1. Introduction

Lullabies are defined as *universal language and communication* between a mother and her child. The first lullaby is documented 4000 thousand years ago by a Babylonian. Dating back to around 2000 BC, this lullaby is found engraved on a small clay tablet and is thought to be one of the earliest lullabies in the world (Dumbrill, R. 2019). Even though it is a lullaby, the message it conveys is by no means sweet. English scholar (the lullaby discovered by him is part of the British Museum) explains that the writing used in this lullaby is *cuneiform*. This type of writing, as one of the earliest forms of writing, originated in Babylon and refers to the triangular mark left from the stick used to write on wet clay.

In Albanian folklore, cradle songs or lullabies are considered part of popular creativity for children and part of the cycle of individual and family life, which were shaped as a separate species. We say this because lullabies are the first artistic signals of life, which affect the world of the child, although the little one does not understand the words, but the sweetness of the sound and the closeness of the mother. In the encyclopedia of Albanian folk music, written by (Tole, V. 2001),

we encounter two names for this type of creativity. The first name, *cradle song*, is quite common and we find it almost all over Albania, while the other name, according to this source, *nina - nana*, is explained by the argument that they are folk songs sung to children in the cradle. Baby songs is another name offered by the same encyclopedia, which we find used in Podgur, Kosovo, while the other very interesting name, *luli lulat*, is used by the Albanians of Macedonia, i.e. cradle songs, folk songs with a voice sung to children up to the age of one.

(Hala, M. 2015) Lullabies are meant to put the baby to sleep, which is accompanied by feelings of love, sweetness, and care for the baby. The research of the lullabies and the comparison between them clearly shows the emotional world of the young mother and the woman in general, which conveys through singing meaningful messages to her child. The mother's desire to communicate artistically with her child emerges very clearly through the message and the literary and musical elements. These messages aim not only at communicating with the child, but also at the mother's desire to project her child into the future, into family and society, with the best features and values of life. Generally, when singing lullabies, women use the same tone of voice and the same way of singing.

We also encounter this phenomenon in terms of musical rhythm, where it naturally happens that even when the mother does not sing, she speaks to her child musically, where the notes and endings of the words go up and down and have a clear rhythm. The baby responds to this rhythm, with the cooing and gestures that often coincide with the time or percussion of the sounds that the mother sings. It is this reciprocal relationship between mother and child that resembles a dialogue between them. According to Palestinian singer Reem Kelani (<http://www.bbc.com/news/magazine-21035103#panel1>), *Singing lullabies "is one of the universal things..., it's like the umbilical cord, and that's the extraordinary power of the bedtime lullaby."* The melody of the lullabies, created by the mother herself, best shows how the two very important elements are united and harmonized within her in unity: *music and text*.

A lullaby conveys a warm lyricism, through the universal feeling of mother's love for the child. This lyric begins with *Nina-nana* which is the cliché entry of all lullabies in general. The emotional charge of lullabies is carried by the special individual way of execution by the mother, a woman who presents us with a rich spiritual world and with numerous moral values. She is willing to sacrifice, showing the greatest love and care for her children. To her, the child is sacred, whether boy or girl, and each mother has her own way of expressing feelings and wishes. We often find the mother singing to the girl, not sparing a *comparison* her for, the basis of which is taken by nature with infinite beauties. The comparison as a *bud* serves to emphasize the delicacy, freshness, and beauty of the girl, while the metaphor of *red-cheeked* expresses the mother's desire for the girl to be healthy. Another element

that we notice in lullabies is sleep, which for the mother means peace, health, kindness, growth of the child. We also find the Albanian mother's (Calabria, in Sud Italia), who expresses her love for her creature through the desire for the child to sleep long, because sleep is health, expressing this through '*may sleep overwhelm you*' metaphor. The mother also expresses the biological connection with the child through the pronoun *Ima* (my son) and breastfeeding. The mother, in addition to love, gives the child security, which is essential for his healthy growth.

2. Linguistic Organization of Lullaby and Predominant Elements in Verses

The rites that have accompanied the birth of the child, as a symbol of the continuity of life, have aroused the curiosity to study not only the rituals dedicated to birth as a phenomenon in itself, but also the relationship that the mother created with her baby after birth. The approach to popular creativity dedicated to the birth of a child distinguishes three main moments. They are:

- the period before the birth of the baby,
- the birth of the baby,
- the period after the birth of the baby.

All these three moments are accompanied by creations of various formal, ideological and emotional features, where the most interesting ones include lullabies that belong to the third period which is part of this paper. In the lullabies, the new mother sings to the newborn baby to put him to sleep. Hence, there are often verses where sleep is called to come and catch the baby:

(Eng) *(Come sleep, what took you so long, / where did you go and what did you look for, / why did you not take my son?*

(Alb) *(Eja, gjumë, ku u vonove, / kah shëtite e kah kërkove, / djalin tem pse s'ma more?)*

(Folks lyrics, 1990, 4, pg 254).

Lullabies are especially rich in wishes and aspirations that the mother wishes for the child. She prays in them that the baby may have a long and happy life, grow up *with father and mother, healthy, beautiful, good, brave and knowledgeable so as to stand up for the sisters and support the father*. The following verses best illustrate these desires:

(Eng) *Nina - nana, o great joy, / May you become good and brave! (Vuthaj - Guci)*

(Alb) *Nina - nana, more gjim, / Ti na u bafsh i mirë e trim! (Vuthaj - Guci)*

(Eng) ... sleep, you son of the mother, / that you outgrow your friends! ... (Miras - Korça)

(Alb) ... fli, o bir i nënës, / Që t'i kalosh shokët!... (Miras - Korça)

Eng "Son, thy sisters are standing by / thou art the pupil of their eyes and become support of your father!" (Velçë - Vlora)

(Alb) ... Bir, motrat të rrinë pranë, / dritë syri ty të kanë u bëfsh krahë për babanë! (Velçë - Vlorë)

(Eng) "my little boy just fell asleep, / the river took the evils deep... (Korça)

(Alb) Djalënë ma zuri gjumi, / të ligat m'ia marrtë lumi...

(Folks lyrics. 1990, 4, pg 340 – 343.)

Enumeration is one of the found ways through which the concretization of the mother's wishes is realized. Full of varied facts and details are borrowed from reality and numbered in the lullaby verses, to make it as tangible as possible. For example:

(Eng) Sleep, my son, and grow up, / grow up to become a man, / to beat the Turks and infidels, / wear a dress and sleeveless coat, / take your gun and the yatagan, / wear a scull-cap and waistbands, / embroidered with silver slaps, / with leather moccasins, / ordered in Ioannina) ... (Përmet).

(Alb) Fli, djalë, të rriteshtë, / të rriteshtë të bëhesh burrë, / përmbi turq, përmbi kaurë, / me fustan e tallagan, / me pisqollë e jatagan, / me takie me silahe, / me pallaska prej sërmaje, / me opinga telatinë, / porositur në Janinë...)

(Folks lyrics. 1990, 4, pg 595).

Here, through details, the mother visualizes the image of a brave man in verses, as she wants her sons to become in the future. She arranges all these features one after the other with great mastery in order for the verse to sound as beautiful as possible.

Inversion, as a very important means of expression, is used in lullabies to create stylistic and semantic effects within them. Breaking the normal syntactic order of the limbs (subject + predicate + second part of the sentence) makes it possible to emphasize the specific parts which the attention of the lullaby listener should be paid to. Precisely for this reason, the syntactic construction of the verses depends on the expressive, semantic, and intonational intentions of the lullaby maker.

For example: For example:

(Eng) Nina - nana, oh boy, let me finish thy cloth bag, let me load the bag on thy shoulder, make it shine under sunrays.) Pristina, Kosovo, (Folks lyrics. 1990, 4, p 617).

(Alb) Nina - nana, në djep prej druni, ti u bafsh trim si Bajram Curri, si Bajram Curri me luftue, **pushkën** ndorë, **armik** mos me lshue.

(Eng) Nina - nana, in a wooden cradle, may you be brave like Bajram Curri, fight like Bajram Curri the **rifle** in thy hand, do not let the **enemy** escape.

(Alb) *Nina - nana, o djalosh, ta maroj ty ni krahosh, **ni krahosh** ty me ta ngjitë, n'rreze t'diellit ty me ta t'qitë.* Curraj i Epërm – Tropojë, (*Folks lirics*. 1990, 4, p 528).

We see how in the above examples the mother has avoided the normal order of the sentence parts by giving more expressive force to the words: rifle / enemy / cloth bag/ sunshine. Here the semantic side of the lullaby is strengthened.

Wishes and aspirations are the substance that intertwines all lullabies, giving them a family character, close and understandable. Precisely for this reason, lullabies, regardless of the area from which they are identified, resemble with one another and have much in common. In some cases, they can be considered synonymous variants of each other. Numerous are the points where the lullabies converge. One of them is also the stylistic wealth. The approximation in the selection of stylistic figures makes us think that this is the result of the common perception of the world around them, but also the result of direct actions on it and, consequently, of similar experiences. If we were to start from the analysis of *epithet* and *comparison*, as the most encountered figures in lullabies, we would notice a wide variety. If we were to classify them according to their origin, we would distinguish designations of origin:

- from livestock and zoology,
- from agriculture,
- from astronomy,
- from the field of precious stones and metals,
- from mythological figures.

We think this classification comes as a result of the mother's life. Given that the majority of the Albanian population once lived in villages, it is easy to conclude that the connection between them and nature would be stronger, so even in these lullabies references to the village are more frequent. Referring to the above classification, the following findings prove this at best:

(Eng) (*Breastfeeding the baby girl, / the best baby girl, / hawk-like baby girl, / with pretty rosy cheeks, / baby girl growing up, / growing up and running up, / hopping like a lamb, / with a water jug*)

(Alb) *Llaj - llaj, vajzënë, / vajzë më të mirënë, / vajzë gjeraqinënë, / faqetrëndelinënë, / vajzën që më rritet, / më rritet më ngjitet, / dhe kërcen si ftujë, / me një okare ujë!* Malëshovë – Përmet, (*Folks lirics*. 1990, 4, p 448)

or:

...

(Eng) *when you open and close thy eyes, / like sunrays in the woods, / a sun by day and star by night*

(Alb) *kur i çel syt' e kur i mbyll, / si rreze drite në pyll, / ditën diell e natën yll.* Rremull – Mat, (*Folks lirics*. 1990, 4, p 251)

or:

...

(Eng) *Sleep, little baby, sing to slumber, / like a pigeon to the dove, / the dove with beautiful wings, / sleep my little precious stone!*

(Alb) Flej, moj njome, knoj ti gjumit, / si i këndon vida, pëllumit, / pëllumbi ai krahshkruemi!

Flej, o gur i paçmueshmi.)

Shkodra, (Folks lyrics. 1990, 4, p 252)

Or:

(Eng) *Sleep little boy, sleep my son, / you're like a jewel to your mom, / you're like an apple to your mom, / once you grow, she will take you to school, / you're like a pear to your mom, / grow up slowly, / grow like a sapling in the field!*

(Alb) Flej, moj njome, flej, mor bir, / të ka nana xhevahir, / të ka nana si një mollë, / tash i rritesh e të çon në shkollë; / të ka nana si një dardhë, / tesh po rritesh dalkadalë, / ti m'u rritsh si bima nërë!

Shkodra, (Folks lyrics. 1990, 4, p 254)

Or:

(Eng) *Nani-nani, baby girl moving wide, / the most pretty in our countryside! / nani-nani mom's little girl, / white like a moonlight whirl, / hard working like a bee, / honey-mouthed, happily!*

(Alb) Nani - nani, çupë të tund, / bukuroshja në katund! / Nani - nani, çupë e nënës, / e bardh' si drita e hënës, / Punëtore porsi bletë, / Gojëmjaltë, krahëlehtë!)

Miras – Korça, (Folks lyrics. 1990, 4, p 695)

Although the mother wants the best for her child, she does not skip reality and is generally coherent with the economic and social situation in which she finds herself, preserving the family tradition. E.g.:

(Eng) *Mom's dearest son, may you become a shepherd of a flock, as it runs in our family.*

(Alb) (Të keqen nëna, more, bëfsh çoban me kopë, se për fis ashtu e kem.

Matogjin – Vlorë, (Folks lyrics, 4 p 752).

or:

(Eng) *Nini – no, nini – no, / nini – no, sweety – o, / mom will make you feed the chicken., /*

Nini – no, nini – no

(Alb) *Nini – no, nini – no, / nini – no, moj, të keqen – o, / do t'çoj nana, moj me pulat – o. / Nini – no, nini – no.*

(Daja, F. 1982)

Other stylistic figures used in lullabies are also of great interest. *Rhetorical question* is a frequent component in them. It organizes the thought and realizes a kind of inner monologue of the mother. Apparently, the mother needs the

conversation with her son to feel closer to him. Often, these questions have an implied answer, so one is not given. While in other cases, the lullaby itself comes as a monologue built on the basis of some questions and answers which help express wishes for the baby's future. Let us see them separately:

(Eng) (Nano – nano, ri – ri – ri, / who got you, my little gold?

Mom got you hardily. / Nano – nano, hello there, / who got you, little pasha?

Mom got you with love. / Tan – tan – tan e tan – tan – tan, / who got you and who feeds you?

May mom be sacrificed for you! / Tan – tan – tan e tan – tan tan, / grow brave like a lion;

tan – tan – tan e ri – ri – ri, / grow to run this family.

(Alb) Nano – nano, ri – ri – ri, / kush të ka more flori?

Ty të ka nëna me zi. / Nano – nano, tarnana, / kush të ka more pasha?

Të ka nëna me sevda. / Tan – tan – tan e tan – tan – tan, / kush të ka e kush të mban?

T'u bëftë nënia kurban! / Tan – tan – tan e tan – tan tan, / iu bëfsh nënës trim azgan;

tan – tan – tan e ri – ri – ri, / m'u rritsh djalë për shtëpi!

Përmet, (Folks lyrics. 1990, 4, p. 620)

or:

(Eng) Who shakes your cradle and sings to you? / Who raised and got you married? / and makes you happy with your bride?

(De o hoy, e de nin – nina, / Your mom is shaking this cradle! / De e hoy, become like a deer, / brave like Skanderbeg. / Mom loves you so much, / become strong like Ali Pasha!)

(Alb) Kush të tund e të këndon? / Kush të rrit e të marton? / dhe me nuse të gëzon?

De o hoj, e de nin – nina, / të tund nana që të ka! / De e hoj, u bëfsh si dre, / porsi trimi Skënderbe. / Të keqen nana, ta marça, / u bëfsh trim si Ali Pasha!

Saranda, (Folks lyrics. 1990, 4, p. 392).

or:

(Eng) O, o nina – nin, shake my son, / come Friday, you blessed day, / come and take my son, / Friday, why are you late, / you forgot about my son?

Come Friday and take him fast, / take him and bring him back, / don't be long, in two hours, / take him as lamb and make him a ram, he is mom's apple of the eye!

(Alb) O, o nina – nin, përkuni djalin, / hajde xhum, ti arç i bardhë, / eja merrma nji ket'djalë, / xhumë, o xhuma, ku m'je vonue, / djalin tem ma ke harrue?

Hajde xhuma, ma merr me t'shpejtë, / Merre vrap e bjerma prap, / mos ma nal, po dy sahat, / merrma kij e berma dash, e ka nana për merak! (Daja, F. 1982)

If each question gets an answer in the first lullaby, in the second one the three rhetorical questions are placed one after the other at the beginning of the lullaby, almost structurally separated from the rest of the creation without waiting for

an answer, because, as mentioned above, their answer is easily understood. In lullabies, the mother not only addresses the baby as her constant interlocutor, but occasionally she also talks to the sleep or cradle. In the last example presented above, the mother addresses sleep. From this point of view, we notice how these objects take on a new function and new qualities. They become the embodiment of comfort, tranquility, good health and protector of the child. But there are also cases when oversleeping for the mother is a symbol of evil and death.

For example:

(Eng) *Wake up, my daughter, you slept enough, / That, God forbid, you look like dead stuff, / like lifeless stuff – restin' in peace, / In eternal sleep – going to cease.*

(Alb) *Çohu, moj bij' boll ke fjetë, / Se, qoft' larg, po ndërron jetë, Po ndrron jet – o me pushue, / N'gjum' të madh – o për me shkue.* Marrnaq – Puka, (Folks lyrics. 1990, 4, p. 392).

The use of personification in lullabies, through which sleep and cradle become close, tangible and almost alive, highlights the artistic character of these folk creations.

Stylistic figures, such as *metaphor* and *metonymy*, are seldom encountered in lullabies. As figures that are built based on shifting the first meaning of the word and placing them in another, figurative meaning, they have not found the right ground to become part of popular creativity. Based on a general analysis of popular creations, and in particular lullabies, we can say that the people have avoided figurative language and preferred to be direct, clear, open, and concise, avoiding ambiguity. Since lullabies were mainly creations of mothers, sisters, or grandmothers, they belong to a lower intellectual level and, precisely for this reason, they contain concrete references from everyday life, far from being abstract. The metaphorical use of lullabies conveys optimistic thinking, boundless parental love, boundless dreams of becoming *the best baby, the most hardworking, the first of the clan or the country*, like the most prominent of the country. The language of metaphors expresses not only the joy of the mother for the birth of the child, but also the whole house. E.g.:

(Eng) *You pretty rose, / may you become the best among friends.*

You are a dove, you are a swallow, / may you never see evil.

Sleep, son of the mother, sleep, / you eagle in the blue sky, / o star full of beauty!

(Alb) *More lule trëndafili, / ndër shokë u bëfsh më i miri.*

Je pllumeshë, je dallnysh, / gjatë e keqe mos t'raft msysh.)

(Fli, o bir i nënës, fli, / o shqipe në kaltërsi, / o ylli plot bukuri! (Dibra, M. 2007).

(Eng) *Sleep on, sleep on, my Freedom, / a cradle embroidered with stars.*

(Alb) *Fli e fli, Liria ime, Djep qëndisura me yje.* Velça – Vlora, (Folks lyrics. 1990, 4, p. 349

3. Features of Lullaby Meter

Lullaby Rhythmic Organization, types of Verse, Stanza, Rhyme

Formally, the lullabies have some characteristic features. The most obvious feature that can be easily noticed is their external construction. They range from four-string lullabies to the longest eighty-five-string lullabies, such as the one titled “O, O, O Mary Arjeta” (*Folk lyrics, 1990*) *These data are confirmed by the authors of this text.*). If we were to make regional generalizations based on this feature, we would say that the lullabies of the South of Albania, in relation to the Lullabies of the North, are generally shorter. Usually, they are not divided into stanzas, but have the form of a monocolon, yet within them the logical flow of thought is interrupted several times, making thus an artificial division out of it. These divisions are made through onomatopoeic formulations which are repeated in the form of a refrain whenever a new wish appears in the lullaby.

Specifically, the following verses introduce some wishes, which are divided through the verses that are repeated ‘*nano - nano, little son; climbing the stairs on*’, a verse which is sung three times, while a fourth time the division is realized through the sound-limiting verse: ‘*oriri, oriri*’. These repetitive verses divide the lullaby into 4 stanzas. Each of them speaks about four different desires of the mother. Respectively:

- the first expresses her care that her son does not get hurt.
- the second expresses her wish to take her son to school.
- the third, mother wants her son to fall asleep.
- the fourth one states the aspiration of financial success from her son’s future job.

(Eng) *Nano – nano, little son, / climbing the stairs on, / Watch out that he’s not hurt, / he is little, he can’t grow up.*

(Alb) *Nano - nano, djalënë, / /tatëpjetë shkallënë, O se mos na vritetë, / është i vogël, s’rritetë.*

(Eng) *Oriri, oriri, / he his little, he can’t read, I will take him to school, / he can learn grammar.*

(Alb) *Oriri, oriri, / është i vogël e nuk di, do ta dërgoj në skoli, / të mësojë gramati.*

(Eng) *Nano - nano, little son, / climbing the stairs on, feed him to swell, / that he can sleep well.*

(Alb) (*Nano - nano, djalënë, / tatëpjetë shkallënë, lëre, ç'i jep lumënë, / gjer të zërë gjumënë.*)

Nano - nano, little son – oh, / son wants a coat to go to school, / I will raise him to manhood, mom will find him a job, / to earn a lot of money. Kolonja – Fier, (Folk lyrics, 1990, 4, p. 715).

Repetition is one of the most important features of children's folklore. Repetition of entire verses within lullabies is a deliberate selection not only in the function of the idea conveyed by the mother, but also in the function of the musicality of the whole creation. In this case, the repetition becomes the organizer of the rhyme in the following verses. For example, in the first division we have the words: *son – stairs on – hurt – grow up*; in the second division we have: *oriri – can't read - school – grammar*, etc. The repetitions inside the lullabies are of different types. They can come in the form of an assonance, alliteration, onomatopoeia, or anaphora.

Assonance, as the literary figure that names the phenomenon of repetition of the same vowel within the same verse, appears dense in lullabies. Since vowels are more accessible to the ear, the mother generally uses them to create the melodic line of the lullaby.

(Eng) *Bless me, the blessed one* -

(Alb) *Lumthi unë e lumtura!* Drashovicë – Vlorë, (Folk lyrics, 1990, 4, p. 835).

(Eng) *Oh mom's angel.*

(Alb) *O ëngjëll i nënës.* Berat, (Folk lyrics, 1990, 4, p. 746).

If we were to look carefully at the construction of the lullabies, most of them start with a verse that is generally of no interest in terms of meaning, but with values in terms of music. Verses such as *Oriri, oriri, Nano - nano, ri - ri - ri, Nini - no, nini - no*, best illustrate this conviction.

In relation to assonance, *alliteration* is rarer. Perhaps this is also due to the fact that the repetition of vowels makes the lullabies the happiest songs, while the consonants color the folklore creation with more dramatic notes.

(Eng) *Sleep to grow up like big boys! Sleep to grow old like old men!*

(Alb) *Fli m'u rritsh, si rriten djemtë! Fli, m'u plaksh, si plaken pleqtë!* Skopje - North Macedonia, (Folk lyrics, 1990, 4, p. 312).

(Eng) *A shirt and pants look great on thee, / When you get them, I'll buy immediately!*

(Alb) *Kmishë e t'lina i bajsh me shnet, Kur t'i shtjersh, t'i blej apet.* Grapshtica – Pristina, (Folk lyrics, 1990, 4, p. 527).

The sound imitation words or onomatopoeia are intended to convey the atmosphere to which the meaning of the piece relates.

(Eng) *Knock-knock, the cradle is cracking ...*

(Alb) **Tak e tak**, po ndihet djepi... Truen – Puka, (Folk lyrics, 1990, 4, p. 562).

(Eng) You are **buzzing** like a bee, the leafy poppy spree!

(Alb) Po ti **zëzëzon** si bletë, lulëkuqja fletë – fletë. Sheper, Gjirokastra, (Folk lyrics, 1990, 4, p. 422).

To make the lullaby text as intriguing as possible, the mother immediately creates words which best imitate the knocking of the cradle, the buzzing of bees as in the above cases. This makes the creation more diverse, but it also better concretizes the idea of the mother.

A repetition of the same word at the beginning of verses, *anaphora* is a very important organizing component in lullabies. This way of constructing verses gives semantic importance to this word and strengthens the expressive side of the lullaby. In the examples below we see how the mother addresses the girl by the name of a flower, a detail that is repeated at the beginning of each verse. The repetition not only emphasizes the resemblance the baby has to the flower, but it also arranges the rhyme within the lullaby. The same function applies to the repetition of the exclamation *hoy* in the second lullaby and *ani* in the third.

(Eng) Pretty flower, may fortune shine on thee, / poppy flower, country girl!

Geranium, marguerite, / Primrose, chestnut bud,

Pretty flower with curly hair...

(Alb) Lule – lule, të ndritë fati, / lule drite, oj cucë fshati!

Lule mali, lule Deje, / lule fushe, llstar gështeje,

lule flokët krela krela. Dukagjin – Mat, (Folk lyrics, 1990, 4, p. 452).

(Eng) Hoy, nina – nana, nina – nana -a,

hoy, sleep, my son, enjoy your nap

hoy nina –nana, my son -a,

hoy roll in bed, then come and get milk from my breast.

Sleep well till dusk will rest,

Hoy, thee hiding in your mom,

Hoy, thee – the dusk has now fallen -a,

(Alb) Hoy, nina -nina, nina- naina, nana -a.

Hoj, nina – nana, nina – nana -a,

hoj, flej, ti bij', të ndëndë gjuma -a, (të ndëndë – të ngoptë)

hoj nina –nana, biri ima -a,

hoj rrokullisu, poi të gha(rbë). (të gha – pastaj eja te gjiri im (të pish gj)

Fleja nani njera prëma (prëm – fli gjer në darkë)

*Hoj, je –a fshehura sat ëma,
Hoj, je- a nani njera prëma -a,
Hoj, nina -nina, nina- naina, nana -a. Castriregio, Calabria – Italy, (Daja, F. 1982)*

*(Eng) Ani, snooze is coming steep- o³ / Is Veton now asleep- o?
Ani, once asleep, then opened looks, / Ani, getting ready his schoolbooks.
(Alb) Ani, po vjen gjumi tuj mi vet - o / A ka ra Vetoni me fjet – o?
Ani, hem ka ra e hem a çue, / Ani, i mur librat, n'shkollë me shkue. Castriregio, Calabria – Italy, (Daja, F. 1982)*

The linguistic organization built on the basis of repetitions, as we stated above, is intentional and serves to reinforce the mother's word to the little one. This proves once again the coherent connection between the text, its linguistic organization and the melodic side of the creation.

Many other elements, such as the number of verses and syllables, are used to create the melodic line or rhythm within folk poetry. The number of syllables in the verses within the lullabies varies depending on the thought that is expressed, especially in function of its sound realization. Thus, we encounter lullabies with equal number of syllables, but also lullabies where the syllable construction of the verse is different.

The 'Nina – nana' lullaby took a little bit of four-string strings, realizing a melodic rhythm 2/4, which resembles the knock of a rocking cradle.

*(Eng) Nina - nana, my little lass,
Grow up with God's bless!
Me, happy mom, you are growing
To become like Shote Galica,
And honor entire Drenica!
(Alb) Nina - nana, mori çikë,
Lutna Zotit me m'u rritë.
Lumja nana, qi po m'rritesh,
Ti m'i gafsh Shote Galicës,
Ja zbardhsh ftyrën krejt Drenicës!). Tërpezë – Drenica, Kosovo, (Folk lyrics, 1990, 4, p. 649).*

Example of how the rhythm 2/4 comes through the syllable of the word:
ni – na – na – na – mo – ri – ç i – kë / lu – tna – zo – tit – me – m'u – rri – të / lu – mja – na – na – qi – po – m'rri – tesh etj.

We can say that within the same verse we find accents that are repeated according to an equal number of syllables. Since the accents fall on syllables 1, 3, 5, 7, we conclude that the mother used the trochaic verse.

³ Each verse is repeated twice.

In lullabies, we generally encounter measured verses with equal number of syllables and rhymes. However, we also have lullabies within which different types of verses are combined, as is the case with melody, where we find examples of lullabies where the rhythm changes within the song several times. In the example we analyzed above, we notice that the strings are of equal number and with rhyme, while in the example that we will give below, we have a combination of seven-syllable, eight-syllable and sub-syllable. Each of them corresponds to two strings in ascending order.

(Eng) *Nina - nina, sleep, my son,*

Mom raises you for Albania!

Come you blessed sleep,

Take mom's son into your deep,

Make him strong and fearless,

Brave man with a tough hand,

Defend home and fatherland.

(Alb) *Nina - nina, fli bir, fli,*

të rrit nana për Shqipni!

Hajde gjumë, ardhsh i bardhë,

djaln nanës me ja marrë,

me e ba trim, o tim të rrallë,

trim të rrallë e burrë azgan,

me rujt' tok' me rujt' vatan.) *Qerret – Puka, (Folk lyrics, 1990, 4, p. 600)*

We also find different typologies of verses in lullabies. The creator selects the *broken verses* to identify one of the parts which s/he seeks to give more value by highlighting it more formally, as in the following case:

(Eng) Mom sings to son lest, / **sleep, my son,**

The sleep makes him rest, / **sleep, mom's!**

Grow well, grow high, / **sleep, my son**

Ever as sweet as pie, / **sleep, mom's.**

(Alb) *Nana djalit po i kndon, / flej, o bir,*

se ty gjumi t'rahaton, / flej, o nanë!

Ke, ti u rritsh me lezet, / flej, o bir

gjithmonë amël si sherbet, / flej, o nanë! *Brajshë, (Folk lyrics 4, p. 792)*

Rhymes are a distinguishing feature of lullabies. It is rare for strings to be unrhymed. They are generally characterized by matching rhymes, where verses of the same rhyme come one after the other:

Nina - nana, my little dove, A

Sleep for mom's immense love; A

when you grow up, pretty lily, B

make happy mom's family. B

<i>Nina - nana, more pllumb,</i>	A
<i>flej se nana të don shumë;</i>	A
<i>kur të rritesh, more zambak,</i>	B
<i>tash gzon nanën në konak.</i>	B Kruja, (Folk lyrics 4, p. 576)

<i>Hooray - hooray, my son – o,</i>	A
<i>Get him a spouse, it's done – o,</i>	A
<i>A joyful lass by the stream,</i>	B
<i>Will be my son's wife of dream,</i>	B
<i>Fill the jug to the brim,</i>	B
<i>From the best water gleam</i>	B
<i>And firewood in many a ream,</i>	B
<i>Fetch for me it does seem,</i>	B
<i>Want all for my esteem.</i>	B

<i>Llaj - llaj, djalë – o,</i>	A
<i>t'i marr nuse ngjalën – o,</i>	A
<i>nuse ngjalë, në përrua,</i>	B
<i>do ja marr djalit për grua,</i>	B
<i>të më ve nd'ujë kua,</i>	B
<i>jo Kopal, po Lizikua</i>	B
<i>dhe për shkarpë në Stogua,</i>	B
<i>të mi bjerë të gjitha mua,</i>	B
<i>të gjitha brënda i dua.</i>	B. (Daja, F. 1982)

However, we also find rhyme combinations within the same lullaby, as in the following case, where the matching rhyme intersects with the closed rhyme along which the first verse rhymes with the fourth and the second with the third. The first four verses have a closed rhyme, while the following verses are characterized by a matching rhyme.

(Eng) O, o, o, e nina – nana
 Granny rocking your cradle of gold
 Raising you to be best and bold
 O, o, o, e nina – nana
 Granny rocking your cradle of wood
 Raising you to be honest and good
 O, o, o, e nina – nana,
 Granny rocking your cradle of ash-tree
 So, grow like an eagle flying free
 O, o, o, e nina – nana,
 Rocking your cradle in house of gun
 Grow as a Castriot's loyal son! Jaran – Shkodër, (Folk lyrics 4, p. 597)

(Alb) O, o, o, e nina – nana
 T'përkund nana ndjep t'florinit
 Ti m'u bash djathtë ma i miri
 O, o, o, e nina – nana
 t'përkund nana ndjep prej druni,
 ju rritsh nanës me bes burri!
 O, o, o, e nina – nana,
 t'përkund nana ndjep të frashnit,
 ju rritsh nans si shqype malit!
 O, o, o, e nina – nana,
 t'përkund nana n'kull t'barotit,
 u rritsh basnik i Kastriotit!)

Generally, the language of lullabies is concentrated, laconic. The absence of the predicate in some cases as well as the numerous repetitions bring few ideas, if for the mother they are really important. In the following lullaby, the mother lays out the main idea:

The bride to be carefully chosen.

The bride must have several specific characteristics, to fetch water and make firewood, i.e., so the bride must be strong, healthy and hardworking.

The whole lullaby is built on four main verbs, which are: to *get*, to *fill*, to *fetch*, and to *want*. Judging by their number, we can say that four verbs are little in relation to the number of verses as a whole. So, the mother, as the creator of these verses, has concentrated the whole philosophy of way of life in so few actions. If we look at the way in which the short forms of the personal pronouns *me*, *he* and *she* with the verbs are reported, we come to the conclusion that:

two of these verbs are addressed to the bride, who must **fill** and **bring**;

the other two verbs are intended for the mother, who will **get** and **want**.

This analysis highlights the mentality of the mother of the son and the mother-in-law at the same time of the then Albania, according to which the bride was basically considered in terms of the man she serves to, who supports the family in the chores of daily life. She was not seen simply for her beauty, so she was required to be strong and healthy, because only then could she cope with the difficult life of the village.

(Eng) Hooray - hooray, my son – o,
Get him a spouse, it's done – o,
 A joyful lass by the stream,
 Will be my son's wife of dream,
Fill the jug to the brim,
 From the best water gleam,
 And firewood in many a ream,
Fetch for me it does seem,
Want all for my esteem.

Verbs in lullabies are generally in imperative, subjunctive, and indicative modes, often accompanied by the short form of the first-person singular pronoun. The placement of verbs in these modes becomes an expression of the desire for the occurrence of a condition or action desired by the mother, but in each case, it is accompanied sometimes by the nuances of the order, sometimes by the desire and sometimes by the possible. In this view, the language of lullabies, despite the simplicity at first sight, shows us a complex nature.

*Nina - nana, dear son,
sleep, 'cos good in sleep is done,
mom shall hold your tiny hand
sleep, as love for you does not end.
My son is now asleep,
All evils **are gone** by river deep,
Rule over, **hold** him tight,
I will wake him up right,
Dress him up to look good,
In attire, understood.*

*(Alb) Nina - nana, more bir,
fli, se gjumi të bën mirë,
se nëna dorën s'ta ndan,
flij, se nëna të ka xhan.
Djalënë ma zuri gjumi,
të ligat m'ia marrtë lumi,
Zëre gjumë e mbaj shumë,
pastaj vinj e e sqonj unë,
të lërë versnikëtë,
ata purthanikët.) (Daja, F. 1982)*

4. Conclusion

Lullabies are the songs that have accompanied the birth of the child, as a symbol of the continuity of life. They are devoted not only to birth as a phenomenon, but also to the relationship that the mother creates with her baby after birth. These popular creations are diverse, not only because they are dedicated to the different stages of a child's life, but also because of the rich variety and variants with which they are characterized.

The verses are addressed to the baby with love, compassion, but also with optimism for the future. They can be considered synonymous variants, which are

approximated to each other. One of the points that brings the lullabies closer is the stylistic richness. The approximation in the selection of stylistic figures makes us think that this is the result of the common perception of the world around them, but also the result of direct actions on it and, consequently, of similar experiences. Since this type has the child as the subject, the figures used are almost the same. Such are the *epithet* and the *comparison*, or the *metaphor* where the aesthetic feeling and the desire to express oneself are not missing from the mother while singing.

While *rhetorical questions* are another common and integral part of lullabies, organizing thought and realizing a kind of internal monologue in the mother, which addresses not only the baby as her constant interlocutor, but sometimes also sleep, or cradle. The use of *assonance*, as a literary figure that names the phenomenon of repetition of the same vowel within the same verse, appears dense in lullabies. Generally, the language of lullabies is concentrated, laconic, while in terms of stanzas they are constructed with four verses up to the longest lullaby with eighty-five verses.

The lullabies of the South of Albania, in relation to the Lullabies of the North, are generally shorter. The *repetition* of verses within the lullabies is a deliberate selection in view of the idea of putting the child to sleep. In lullabies we also find different typologies of verses; broken verses are used by the creator who selects to identify one of the stanzas which he seeks to give more value, while rhymes are a distinctive feature of lullabies. It is rare for strings of lullabies to be without rhyme. They are generally characterized by matching rhymes. However, we also find rhyme combinations within the same lullaby. In these cases, we have the combination of the matching rhyme with the closed rhyme.

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BOOK REVIEW

On Liberalism_ by Leonard Hobhouse. *A book Review* _____

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Abstract

Leonard Hobhouse was a British sociologist, journalist and philosopher who occupies a prominent place in the history of the Liberal Democrats and for the conception of the model of the welfare state. He was the founder of theoretical sociology but also educated with the conservative ideas of his father which led him to a unique perspective where conservative ideologies were mixed with liberal ones. In the book Liberalism he tries to bring us his view on the differences between the welfare state and the non-intervening state. But what are these elements that send us to the creation of this ideology.

Key words: *Liberalism, political theory, Albanian political reality*

1. Introduction

Leonard Hobhouse was a British sociologist, journalist and philosopher who occupies a prominent place in the history of the Liberal Democrats and for the conception of the model of the welfare state. He was the founder of theoretical sociology but also educated with the conservative ideas of his father which led him to a distinct perspective where conservative ideologies were mixed with liberal ones. Born in London in 1964, where he had already begun to treat the worker with the most political presence (giving you the right to vote) Hobhouse grew up with a liberal current to demand even more the functioning of the natural rights

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that everyone possessed. At the time, English politics was undergoing a clear division between the old and the new liberalism and this was the right moment to give the final blow to the old system.

2. His political doctrine

The liberalism that we will address today is a book that came precisely because of the need during this transition for some social-liberal ideas aimed at the reconstruction of the state. The main political thought that accompanies us when reading liberalism is the balance between collective and social responsibilities and individual freedoms. For Hobhouse, politics is not about the individual against the state, but about the individual who works through the state and uses it as a means of social organization. It aimed to preserve individualism in a socialist-oriented economy. In his view, the state should be a large organization, whose well-being should be much more important than that of the individual, but the well-being of the state itself should come because of individual well-being. In the book *Liberalism* he tries to bring us his view on the differences between the welfare state and the non-intervening state. But what are these elements that send us to the creation of this ideology.

3. Individual and the state / Connection between Locke and Marx

To cite Hobhouse: “ Firstly, before we try to understand the new, which establishes our main purpose we should look back at the past to analyse and see where we did wrong so we can get the experience which is an essence for the creation of the new “. To concretize this, referring to Hobhouse, we take the example of ancient city-states of Greece and Rome. The way how those city-states were organised used to bring freedom to the population because the basis of functioning was the alliance between equal people who act without asking an owner. Citizens governed themselves. This system ended up the old clan organization and relied on the right of citizens. Self-governance was subjected to law and supported willingly from every free citizen was vital for the city-state. To bring those valid ways in construction of the actuality of the time, Hobhouse starts to give his ideas of how it should be realized.

First target was civil freedom and with this freedom he intended that everyone to be treated equally according to law. Hobhouse relies to Locke philosophy about the separation of political power between an executive, legislature and judiciary and as Locke says : “ The freedom of the people in the government conditions should have a unchanged rule to live, common for all members of society and to be decided by legislature power who is built inside society “. This means that it

must be a common point which will include all people and be applicable from all. I emphasize, a common point, at least one (it makes the more distinct element of Hobhouse doctrine). There must be a universal limitation because without it some people might have a lot of liberties and others suffer in her absence. In this way the law will be same for all, applicable even from sovereigns. This also means a deprivation of class privileges to pass thus from caste system to meritocracy.

This system as a base has liberty and equality between every strata of society. Firstly, people should be equal so then they can gain their freedoms. Because if two people from different strata have the same freedoms but they are not treated at the same way then Hobhouse says that: “freedom without equality is just a beautiful word which will not feed you” or said differently Equity principle. All should be equal and have opportunity of owning a private property as a way of not having an owner who holds your freedom hostage but to be you the owner of yourself.

To support more this idea, we take the example from the time when the law against the grain law existed, and the worker was separated totally from the land because now the building of the machine industry has started. To make that, a lot of land workers remain unemployed. This situation brings to our mind the thoughts of Carl Marx whom for the same situation expresses that now that the worker works with machines the person who owns the machine will own also the worker because it will come as a hierarchical manner. What Marx say strengthens even more the thought that every person should have their one private property. And when I say person I include here men, women, Black people, whites, Muslims and Christians. It has come the time when women must come out from their husband's authority and to be consider in the same level with men.

Of course, there used to be jobs who cannot be done from a woman, and it needs to be done from a man but this should not restrict women rights. Black people to have the same rights and as for kids he brings a special attention. Hobhouse says that every child has their own right to be grown in a peaceful family without physical, mental, or moral abuse. In the case when a widow mother grows a child the state should provide their livelihood by rewarding the mothers with a payment for civic service because the children have the right to be grown with their mothers close. They should have the right of free education and the children should not be abused by working but they should grow in the right way so tomorrow they will be the worthy members of society.

4. Realizing the Hobhouse Doctrine / Connecting with Rawls and Mill

This way of functioning of the state seems, at first sight, difficult and unachievable and this is for an amazingly simple reason “Why should people who possess more power, rights, and freedom equate themselves with others who are not in

it same conditions? “. Here we would like to include Rawl’s ideas that we have discussed in the reference to the book “Justice as Impartiality” which supports Hobhouse’s liberalism. Rawls says that if we allow an individual for a certain position based on meritocracy, not only that individual has won the opportunity to gain experience in the classes of society but the whole society has won because of the contribution it will make him.

So, the idea is that we are not trying to go back in development and lower the upper strata of society down but to allow other strata to have a class increase. For this to happen there must be a starting point and in the book Liberalism as a starting point Hobhouse recalled the idea of James Mill. According to this idea, the best way to reconcile personal interest with the general is through moral education. If taught in childhood that the good of others relates to your good, the human says he would be able to take care of the happiness of others as well as himself. In this way through moral education liberalism would be opened the way to realization.

5. The contextualization of liberalism in today’s reality

To bring liberalism in today’s realities, we can take the example of how our country acted during that time when covid nineteen first appeared and after that when the vaccine appeared. Initially we had to lock ourselves home and our right of freedom was violated. We didn’t have a choice, we couldn’t choose for ourselves, we couldn’t choose if we would like to go out and get infected or not. Neither was vaccination our choice. This right of ours was violated by our government and according to liberalism this action was right because Hobhouse says: “According to 1793’s statement, the boundaries of human’s right must be determined by the common good or by the law.” So, now when the violation of general freedom is discussed, the individual freedom is limited. These were liberal ideas, but the implementation was not fully such. The government used the army, and this was a violation of Hobhouse’s liberalism ideas. He never took in consideration using force or coercion like an option.

This was the reason there was a dysfunction during the pandemic. Moral education wasn’t used like a solution, instead of that force was used and liberalism fell. Moral education was not even used in the present opposition conflict. People consider the given order and norms insufficient and seek to establish a new rule and without considering the corpus of existing rules and as anything without basis, without a starting point as support, it is also destined to fall short in absence of this common point that would serve as the first and safe step in resolving the conflict. Without that it lacks the creation of a logical thought to create a strong reasoning that would keep them standing. And when there is nothing that keeps u standing

the only solution is to lay on the ground. Related to this we bring back the main idea of Hobhouse, who says that the law and rules are set and unchangeable, those must be respected from everyone and no one cannot fight against those . Today we are facing responsibilities which should not fall on us as a society, these should have been resolved in the past, but what has been done it's done, the political situation today, currently, remains heated and conflicting.

6. Conclusions

The politics in Albania are taking on colours we had not encountered before. The lack of an active opposition in the Albanian political life and above all the disagreements within the opposition are bringing new developments in the Albanian political actuality. Today it is becoming even more difficult to be an authentic individual, to have your beliefs, and to judge based on your personal interests and benefits, in Albania where authenticity is fading, and the individual is turning into an ardent, non-authentic militant.

Also, we would like to bring back on the spotlight the definition that Hobhouse has for the payment of civil service in the case of the widow mother by not qualifying that as a law for the poor or charity, to preserve the dignity of the individual. This is in fact not only for the widow mothers but for any social group that has a limitation and has it impossible to secure money by work. All in all to end this and pass the word to the panel, we are asking this question: Do you think that the dignity of the individual is preserved today with the social assistance provided by the government?

