

THE LEADERSHIP OF TEACHERS AND THE USE OF PSYCHO-PEDAGOGICAL PUNISHMENT IN THE REPUBLIC OF KOSOVO IN THE REGION OF PRIZREN

Msc. Batjar Halili

Department of Psychology University of Prizren

Abstract

Punishment has great educative virtues. Due to this point of view, the teachers use it often, sometimes even with extreme forms. Many studies have pointed that the discipline in class can be placed better through the motivation of the self-control of the pupils rather than through the external control (<http://www.filebox.vt.edu/users/dstrater/RewardsPunishmentDebate.pdf>). The purpose of this research is to verify the forms of psycho-pedagogic punishments that have been used to the pupils in the 5 communes of the area of Prizren. Regarding their perceptions about the verbal and non-verbal punishments, the students have shown a high demonstration of credibility with the coefficient Cronbach alpha = .639.

Most of the questions have been considered seriously and have been answered toward the demonstration of an autocratic leadership system. Hence, the questions that have the higher coefficient of correlations have shown controversial stability in other statistic performances and have also shown the dominance of the verbal punishments over the verbal ones.

Keywords: Leadership, teachers, punishment, Kosovo, discipline, education, psycho-pedagogical

Introduction

It has been believed that punishment has great educative virtues. Due to this point of view, the teachers use it often, sometimes even with extreme forms. Many studies have pointed that the discipline in class can be placed better through the motivation of the self-control of the pupils rather than through the external control. (<http://www.filebox.vt.edu/users/dstrater/RewardsPunishmentDebate.pdf>).

The interactive relations between the pupils and the teachers is hindered when the teachers does not first initiate any co-operative relations with the pupils. Initially, majority of the pupils consider the teacher as a role model, but the rest of the pupils attends the lesson to gain the knowledge. Some of the pupils are anticipating for the truth and the lessons learnt by teachers during the times they failed or the times they felt disappointed.

They don't want to be disappointed because they see the teacher as a perfect person. However, both the teachers and the pupil's benefits if there is a good interaction between the two parties. So, in these cases, the pupils are those who first benefits most, and at the same time, this success goes to the teachers also.

However, when there is no interaction between them, the teachers displays a negative side in forms such as: mockery, nepotism, disparagement during the estimation, indignity, reprimands, etc. Thus, all these makes the pupils have feelings of inferiority that set them on affront of an unpleasant situation from which they try to get out by finding ways in developing a protect front. (See: Bekar, A. "Form imi i Brezave (The education of Generations)", Prishtinë, 2009, f. 176).

On the contrary, the non effective schools are characterized by teachers who have punitive attitudes towards the pupils. They apply wrong rules that are neither part of any administrative instruction, nor part of the teaching ethics. These teachers are often unclear with their instructions; hence they confuse the pupils more about the educational content. They often choose to organize the teaching lesson in a wrong way pretending that everything that comes from the teacher is reliable.

The wrong attitude of the teacher toward the pupils who have bad behavior can create a conflict during the lesson hours. The harsh verbal punishments used by the teacher can distress the environment where the pupils study by traumatizing them with aggressive models of behaviors.

During my conversations with the teachers from high schools in Kosovo in the region of Prizren, I received different feedback. Some of them have said that punishment is a reasonable way because the pupils have unstable behaviors; they stated that pupils are not polite and do not show any good orientation in learning. From the other side, the pupils think that the psychological punishments in the form of psychological violence used by the teachers are different, such punishment include: low estimation, the violent ejection from class, uncomfortable and humiliating positions for the punished students, and keeping them under total anxiety; thus this presents a different view of what some teachers have confirmed.

Considering these two versions from two different parts; from the teacher's side as a supervisor of the educational process and from the pupil's side as an evaluation barometer of teaching, I have decided to research the topic: "The styles of leadership of teachers and the use of psycho-pedagogical punishments for pupils."

Therefore, from the moment of conception this topic, I have decided to lead it through:

- The personality of the teacher
- The types of punishments and the forms of usage
- The styles of leadership of the teacher
- The age of the teachers and the types of punishments

When it comes to the personality of the teacher, we think of his moral and professional attributes that is better expressed with the pupils through the teaching of philosophy and human behavior (See.Sofokli Garo,(2011),*Metodologjia dhe praktika e mësimdhënies* (The methodology and the teaching practice) ," U.F.O. Press",fq. 187).

The interaction between the teachers with the pupils can be determined not only in their respect for the teachers, but also by the teacher's tolerance and understanding of the childish actions of these pupils and the importance of the working groups with them.

They need to know the teaching philosophy of their teacher and sometimes, they explore more than is necessary.

The pupils are curious to know what are the primary criteria for the estimation of their teacher, what are the most important aspects of teaching and what are less important for them? (ibidem, pg, 187.)

The Psycho-pedagogical Punishments

Lee and Marlene Canter (1992; Canter, 1996) have suggested methods to handle this issue. They have called their method the drastic discipline. Most of the teachers do not have results with their pupils, because they are either passive and hidden or harsh and aggressive (Anita Woolffolk (2011), *Psikologji e Edukimit /The psychology of education* "CDE" Tiranë, pg.445).

The passive teachers make comments about the behaviors of their pupils, without explaining the right behavior that needs to be strengthened (ibidem, pg 445).

Thus, the passive teachers ask the pupils to try according to the appropriate thoughts rather than tell them what to do in practice. Hence, the style of a hard response includes different kind of errors.

The teachers can make accusative statements that penalize the pupils without clarifying the real steps they should take. They may use such expressions as: shame on your behavior; you are acting like an infant; you are never concentrating on the lesson and so on. Unfortunately, the punishment is often used as a form of expressing the authority from the side of the parents or the teachers. Unfortunately, I say this because the studies have shown that punishment is useless in the way and manner it is used in school, home and other different places. The punishment teaches the pupils what they should not do even though they already know it, and why they would need to know what to do.

Every time when you think about the punishment, it is better to have the double-face approach: the first is to use the punishment as a way to hold their unwanted behavior and the second one is to give the pupils the proper alternative.

When the psychological punishment is used, the pupils often develop some negative aspects of their behavior, such as: lies, deceptions, rebel actions and unreasonable judgment. Therefore, we can confirm that punishment is a disciplinary measure, but in the reality the punishment strengthens the negative behaviors (Garo S. (2011) *Metodologjia dhe praktika e mësimdhënies /the methodology and the teaching practice*. “U.F.O Press” Tiranë, pg.196).

The word “discipline” is taken out from the roots of the Latin word *disciplina* which means: rule, order, contraction, obligate execution of certain rules from all the members of a community, rigorous and precise execution of principles in a certain social activity area (Ndreca M. (1986) *Fjalor (fjalësh e shprehjesh të huaja /Dictionary of foreign word and expressions “Rilindja”, Prishtinë, pg.159)*.

In this context, we can say that discipline can be considered as a change of inappropriate behaviors into a proper behavior. In the cases of using brutal methods like punishments the person can develop only a temporarily discipline.

The teachers who have a good knowledge on psycho-pedagogic education do not use the method of punishment, but he motivates the self-discipline of the pupil by developing their ability to take decisions, have self-control and also to take responsibilities for their own actions.

The punishment is the most dangerous poison for the education process because it develops the pessimism. The child keeps this perspective for their life by losing their self-confidence and becoming dubious (Adler. A. (2011), *Psikologjia individuale /The Individual Psychology, “EUGEN”, Tiranë, pg.346)*.

The worse pedagogic principle is to say to a student that, you can't make it because naturally you are a bad type (Adler. A. (2011), *Psikologjia individuale, / The individual psychology “EUGEN”, Tiranë, pg.344)*.

How can we identify the psycho-pedagogic punishments that may be classified as a non-productive style?

The Use of the Punishments

It's important to constitute this situation in order to better use the negative reinforcement rather than the punishment. In the cases of using the punishment, it is better to keep it short and on a smooth level. The duration of this process depends on the realization of the tasks in order to correct the actions of the pupils. The teacher must remain pertinacious in execution of the punishment, focusing on the actions of the pupils rather than on their personal attributes by adapting the punishment with the delinquency and the problematic behavior (Anita Woolfolk, (2011) *Psikologji Edukimi /The psychology of education, “CDE Center Democratic Education” Tiranë, pg. 213)*.

The verbal and non-verbal punishments

The verbal punishments are: Irony, disparagement, threatening by using the authority of the director of the institution or the parents, threatening by using the difficulty of the course, yelling in front of the others, underestimation of the unpleasant pupils, the lack of right estimation, the feelings of inferiority, etc.

The **non-verbal** punishments: the teacher does not consider the unpleasant pupil as a part of the group, stays apart from him/her, look at him/her with a gloomy and queasily face, etc. (Karaj Th , Rrapti E. (1999)

Revista e Shkencave të Edukimit/The magazine of the science of education, Nr.1. Janar-Prill /January-april, Tiranë, pg.4-5).

When it comes to the verbal and non-verbal psychological punishments in the theory of personal growth, which is based on humanist principles, the Rogers says: "... if you give freedom and emotional support to the human being, he grows up in an encouraged environment, away from any kind of critics, and he becomes able to solve his problems and be the kind of man he desires to be (Karaj Th. (2005) Psikologjia e zhvillimit të fëmijës/ the psychology of the development of the child, "PROGRES", Tiranë, pg.54).

The verbal punishments

It happens that during the process of education, the teachers use the irony, the disparagement, threatened by the authority of the director of the institution or the parents, threatened by using the difficulty of the course, bawls in front of the others, underestimations of the unpleasant pupils, show of feelings of inferiority toward the unpleasant pupils, etc.

Most of these forms of punishments discourage the pupils by making them become unable to cope with their lives, which is related directly with their development. Many psychologists explain the phenomenon of punishment as the result of those teachers who are stressed out and choose to use this discharge means toward the pupils without thinking about the long term consequences.

The non-verbal Punishments

The non-verbal punishments happens in cases when the teachers do not consider the unpleasant pupil as a part of the group, stays apart from the him/her, look at him/her with a gloomy and queasily face In the psycho-social needs, Eric Barn determines the need to be appreciated/considered. According to Barn, the human needs not to be ignored as if he does not exist at all. The human needs are to be considered in the sense that human requires attention (Tamo A. (2005), Këshillimi dhe psikoterapia/ Counselling and psycho-therapy "ALBATROS" Tiranë, pg. 336-337).

Thus, if we analyze the non-verbal punishments according by this specific need determined from Bern, in the cases when the teacher, doesn't consider a pupil by remaining apart from him/her, looking at him/her with a gloomy face; then he/she begins to develop a reason and a feeling that shows negatively on his personality.

Albert Ellis supposes that the reason and the feeling are connected tightly. When a person thinks about something, he begins to feel it and at the moment he has this experience, he would begin to reflect on it. Thus, during the reflection process, the human makes a conversation with himself.

The essence of this argument is the reflection that human does with regards to their mental matter. The emotions that a human can experience can be productive or contra productive (Ibidem pg. 288).

However, all the above forms of nonverbal punishments (remaining apart from the student, disregarding their answers, showing an angry appearance, ignoring the presence of the pupil during the lesson, etc) are obvious for the pupil. At this point, it starts with the

phase of thinking and feeling for the pupil that effects negatively the development of his personality. In order to go out from this unpleasant situation, the pupil tries to find different ways to be released: dropping out the lesson, missing the motivation to learn, finding reasons to not attend the lessons and the worse, wanting to disparage the personality of the teacher that effects badly on the education process.

Methodology of research

The Purpose of the Research

The purpose of the research is to verify the forms of psycho-pedagogic punishments that have been used on the pupils in the five (5) communes of the area of Prizren.

Thus, the purpose of this research is to carry out the evaluation of psycho-pedagogic punishments focusing on verbal and non-verbal forms.

The Metering Instrument

The questionnaire in this study was designed for pupils and teachers from the high schools in Prizren area. This questionnaire is divided into three (3) sessions: The first session includes the demographic data such as: gender, age, civil status, education level, and the number of years in this institution which are considered a sub variable that is useful for the issue of our research.

The second session includes the questions about the psychological punishments used by the teachers (16 questions). The measure of this questionnaire is based on Linker's study.

Also, the total evaluation of the frameworks is through the total evaluation of the psychological frameworks VPLSHP (the total evaluation of the leadership of the teachers), VPNP (the total evaluation of the psycho-pedagogic punishments) VPIAM (the total evaluation of the interactivity of the teachers).

Population

The population of this research includes the pupils and the teachers from the high schools in the area of Prizren. Thus, from the total amount of 9,388 pupils in five schools, I have chosen 140 of them and 140 teachers from these high schools in the area of Prizren as a sample.

The pupils have been part of this process casually according their degrees and the number of classes they attend. The criteria of exception are the cases that have been rejected to be part of this research.

The Analysis and the Elaboration of the Results

The analysis and the elaboration of the results will be carried out using the SPSS 17.0 program.

All the reports through the variables are tested using the transformed data. Therefore, the average of the quantity of demonstration in the level of the framework for each participant has been accounted for. Cronbach alpha has been calculated through sixteen (16) questions on the framework with the purpose of determining the level of validity and credibility of the test which have been integrated with the independent groups.

The analysis of the regress is made for testing the proportion of 16 questions of this research with the total evaluation of the psycho-pedagogic punishments.

The process of the total number of the teachers Nr 140, in seven (36) and the questions of their perception about leadership with a descriptive statistic and a determined coefficient of Cronbach alpha=.630 (Table1,2).

In the cases of excluding the questions as well as in determining specifically the correlations and multiple correlations, the coefficient of the above questions have influenced directly in the determination of the total statistic.(Table 3) coefficients of credibility as at question V1.; $\alpha=.669$, V 7. $\alpha=.639$, V9, $\alpha=.733$, that proves the fact that in the cases of excluding these questions from the framework because of the high credibility, (because of it, these questions would increase the credibility of the rate at the level of the integral coefficient of the respective questions,) but the correlations between questions are lower. Also, the opposite that the questions have a lower coefficient of consistence has been proved, thus, this indicate a controversial/questionable coefficient of credibility about the perceptions of the pupils toward the framework, respectively with the questions with the lower coefficient of correlations in the framework of the questions about the psycho-pedagogic punishments. Whereas, the questions with the lower coefficient of credibility, indicate to have higher correlations between the questions with the lower coefficient than $\alpha=.630$; P11; $\alpha=.561$, $r=.559$., P10;

Table 3. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
V1- With what grade did you finished the academic year?	36.47	50.309	-.139	.201	.669
V2- What is the total number of unreasonable absences?	37.68	46.336	.247	.390	.617
V3- Do the teachers stop you to enter into the class when you are on delay?	36.24	46.603	.152	.095	.627
V4- How often do the teachers sends you to the director of the school in the cases of breaking the rules?	37.27	44.548	.364	.252	.603
V5- How often does the teachers look at you angrily?	36.91	41.021	.485	.442	.578
V6- Do the teachers cast you out from the lesson?	36.55	43.742	.339	.262	.602
V7- What are your reasons for leaving the lesson?	36.32	44.134	.139	.247	.639
V8- Do the teachers shout at you during the lesson?	35.48	44.933	.207	.258	.621
V9- Do the teachers estimate you correctly with the deserved grade?	35.65	59.317	-.615	.499	.733
V10- Do the teachers remain way from the unpleasant pupils even when these students attend to the lesson regularly?	36.78	39.257	.536	.476	.564
V11- Does it happen to feel ignored by the teacher without any reason?	36.88	39.094	.559	.640	.561
V12- Does the teacher give you additional tasks intentionally to punish you?	37.48	42.599	.467	.382	.587
V13- Are there teachers who make the lesson more difficult intentionally to punish you?	37.10	42.280	.412	.400	.590
V14- How often does it happens that the teachers estimate you with highest grade than you deserve it?	36.87	44.853	.224	.275	.618
V15- Does it happen that the teacher ignore your answers because of the low level you have?	36.60	39.444	.530	.517	.566
V16 - Have you noticed any teacher who underestimates the answers of the pupils because of their appearance?	37.08	42.639	.354	.307	.598

Table 1. Case Processing Summary

	N	%
Case Valid	140	100.0
Excluded ^a	0	0
Total	140	100.0

a. List wise deletion based on all variables in the procedure.

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.630	.645	16

Table 4. ANOVA

		Sum of Squares	df	Mean Square	F	Sig
Between People		425.657	138	3.084		
Within People	Between Items	742.334	15	49.489	43.410	.000
	Residual	2359.853	2070	1.140		
	Total	3102.188	2085	1.488		
Total		3527.845	2223	1.587		

Grand Mean = 2.45

Table 5. The descriptive statistics of the total evaluation of the psychological variables.

	Mean	Std. Deviation	N
VPALSH	5.3071	1.62665	140
VP	5.8571	1.55277	140
VPIAM	5.0786	1.28112	140

Chart 6. The correlations of the total evaluation of psychological variables.

		VPALSH	VP	VPIAM
VPALSH	Pearson Correlation	1	-.002	-.077
	Sig. (2-tailed)		.977	.364
	N	140	140	140
VP	Pearson Correlation	-.002	1	.176*
	Sig. (2-tailed)	.977		.038
	N	140	140	140
VPIAM	Pearson Correlation	-.077	.176*	1
	Sig. (2-tailed)	.364	.038	
	N	140	140	140

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

$\alpha=.564$, $r=.530$, $P 15$; $\alpha=.566$, $r=.530$, $P5$; $\alpha=.578$, $r=.485$, $P12$; $\alpha=.587$, $r=.467$. $P13$; $\alpha=.590$, $r=.412$, $P16$; $\alpha=.598$, $r=.354$, $P6$; $\alpha=.602$, $r=.339$.

From the evaluation of both correlations i.e. the individual and the multiple ones, it is shown that punishments are of different types and as such, are perceived by the pupils according to the level of their integral correlations as it can be seen in Table 3.

The differences in the horizontal shaft with the questions of the framework of the psycho pedagogic punishments made with the pupils with the ANOVA (the test of Variance) are significant, positively between the questions $F=43.410$, $x^2=49.489$, $df=138$, and significant statistics $p= .000$, as can be seen in Table 4.

The correlations among the total evaluation of the psychologic frameworks VPALSH (The leadership of the teachers), VP (The total evaluation of the psycho-pedagogical punishments) VPIAM (The total evaluation of the Interaction of the teachers).

From the performance of the correlations between these variables (the Leadership of the Teachers), VP (the Total Evaluation of the Psycho-pedagogical Punishments), VPIAM (the Total Evaluation of the Interaction of the Teachers) and the total evaluation of the environment with the rate 1-9), it is shown that the above variables have valuable correlations among them: VPIAM and; VP, $r=.176^*$, $sig=.038$, while among the other variables, there have not been found valuable correlations. This is shown in the chart of the descriptive statistics and correlations (Table 5, 6)

Table 7. The correlations among of Predicators by the regression analysis

Predicators		VP	VPALSH	VPIAM
Pearson Correlation	VPNP	1.000	-.002	.176
	VPLSHP	-.002	1.000	-.077
	VPIAM	.176	-.077	1.000
Sig. (1-tailed)	VPNP	.	.489	.019
	VPLSHP	.489	.	.182
	VPIAM	.019	.182	.
N	VPNP	140	140	140
	VPLSHP	140	140	140
	VPIAM	140	140	140

Table 8. The coefficient Beta of deviation of predicators' correlations.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.714	.710		6.643	.000
	VPLSHP	.011	.081	.011	.133	.895
	VPIAM	.214	.102	.177	2.093	.038

a. Dependent Variable: VP

The analysis of the regression for determining the size of influence of the questions from the psychological framework, the variables VPLSHP (The total evaluation of the leadership of the teachers), VPNP (The total evaluation of the psycho-pedagogic punishments) and VPIAM (The total evaluation of the interaction of the teachers).

Moreover in the determination of the size of influence, valid for the factor of psycho-pedagogical punishments VP (the total evaluation of the psycho-pedagogic punishments) as a standard variable affected by the factors; VPALSH (The leadership of the teachers), and VPIAM (The total evaluation of the interaction of the teachers) with the essential statistic Table 7. (Annex of research), there has not been found statistical validity of the coefficient β in the one-dimensional lineal space of the criteria VPIAM (The total evaluation of the interaction of the teachers). Hence, the coefficient β , has statistical validity between VPIAM (The total evaluation of the interaction of the teachers) and VP (The total evaluation of the psycho-pedagogic punishments) as a standard variable affected from the factors $\beta= .177$, $t=2.093$, $p=.038$, Table 8.

Conclusion

Regarding their perceptions about the verbal and non-verbal punishments, the students have shown a high demonstration of credibility with the coefficient Cronenbah $\alpha = .639$. Most of the questions have been considered seriously and have been answered toward the demonstration of the autocratic leadership system. The questions that have the higher coefficient of correlations have shown controversy stability in other statistic performances and have shown the dominance of the verbal punishments over the verbal ones. Furthermore, the identification in the horizontal level of the questions between them and the subject (the pupils) has shown significant differences.

The eventual indicators that have been collected and affected by the evaluation of the total rate of the punishments did not come with a positive significance, which is related to the coefficient beta (the individualization) in the measuring variable of the leadership' level of the teachers. Compare to the coefficient β , it has been shown statistical validity between VPIAM (The total evaluation of the interaction of the teachers) and VPNP (The total evaluation of the Psycho-pedagogic punishments) as a standard variable derived from the factors $\beta = .177$, $t = 2.093$, $p = .038$,

These recommendations as well as the importance of this research can be used freely by the respective schools that have been part of the research, by considering the enlargement of other frameworks that are related to the progress of the interrelation of the psychosocial frameworks and the aspect of the demonstration of pleasure, competences, self-contained as well as the social factors. Thus, all these factors will improve the progress of education.

References:

<http://www.filebox.vt.edu/users/dstrater/RewardsPunishmentDebate.pdf>

See: Bekar, A . "Formimi i Brezave (The education of Generations)", Prishtine, 2009.

See. Sofokli Garo,(2011), Metodologjia dhe praktika e mësimdhënies (The methodology and the teaching practice) ," U.F.O. Press".

Anita Woolffolk (2011), Psikologji e Edukimit /The psychology of education" "CDE" Tiranë.

Garo S. (2011). Metodologjia dhe praktika e mësimdhënies /The methodology and the teaching practice. "U.F.O Press" Tiranë.

Ndreca M.(1986) Fjalor (fjalësh e shprehjesh të huaja /Dictionary of foreign word and expressions "Rilindja", Prishtine.

Adler. A. (2011), Psikologjia individuale /The Individual Psychology, "EUGEN", Tiranë.

Karaj Th , Rrapi E. (1999) Revista e Shkencave të Edukimit/The magazine of the science of education, Nr.1. Janar-Prill /January-april, Tiranë.

Karaj Th. (2005) Psikologjia e zhvillimit të fëmijes/ The psychology of the development of the child,"PROGRES", Tirane.

Tamo A. (2005), Keshillimi dhe psikoterapia/ Counselling and psycho-therapy "ALBATROS" Tirane.