

Motivation in the Teaching Process of Young Offenders at the Institute of Re-Integration, Kavajë

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ABSTRACT:

Teenagers, especially boys, often engage in deviant behavior and in actions that lead them into conflict with the law. Generally they come from a troubled past, problematic / poor families or divorced parents, and often have early left school and / or are poorly or not educated at all. Throughout this study will be considered the real possibilities of adolescents in conflict with the law and their motivation in education for qualitative participation referring the Reintegration Institute for Minors in Kavaja, as a model institution in Albania, compared to other institutions. It is the responsibility of the institution to provide all the necessary facilities to the juvenile so they can attend compulsory education. After the end of the school year, juveniles are provided with relevant certificates, equivalent to those provided by schools of the same level, outside the institution. The purpose of the study concerns the identification of approaches, methods and techniques for promoting a motivational attitude in pursuing the educational process of the adolescents in conflict with the law. This is a mixed study, qualitative and quantitative. Subjects participating in the study will be: 40 juvenile in conflict with law, aged from 14 to 18 years old, at the Institute of Juvenile Reintegration in Kavaja, who have been pursuing the educational process for the time period from January to April 2014, with whom semi-structured interviews, free discussions and observations have been conducted, of the interactive behavior of juveniles during the teaching hours in the classroom. Other participating subjects were the multidisciplinary team of this institute, consisting of psychologists, social workers, teaching specialists, education specialists who monitor the educational process and motivate minors to attend this activity. Another important section of the study is the interviewing of the five teachers of the 9-year compulsory education, that is actually applied at the IRM, Kavaja. The results of the study outline the importance of the approaches, methods, techniques specific to the individual and social plan that encourage the motivation of the teenager in conflict with the law in the 9-year fundamental education process, through their individual improvement and their social skills.

Key words: adolescent, conflict with the law, educational process, motivation, teaching techniques.

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1. Introduction

The biggest challenge in teaching is the involvement of the students, on their free will and complete motivation, in this process and not be satisfied by the fact that they might be physically present. A real professional should seek to improve something in himself before pointing at the faults of others, so he can demonstrate: skill, creativity, efficiency and responsibility in his work, volunty to improve the willingness to engage. Of particular importance is the way in which the role of the teacher is conceived, since it is there to help the students overcome the problems they may face, and guide them in fulfilling the objectives to which he is committed. The Juvenile Institute in Kavaja, is the first institution for minor prisoners only, in the Albanian penitentiary system, where adolescents, aged from 14-18 years, who have committed various crimes, are treated. The building of this special institute was a necessity for a more humane treatment, based on the international conventions for minors in conflict with the law, but also for the simple fact that the institution where juveniles were held, did not provide the appropriate conditions to give them the opportunity to improve their social skills, to rehabilitate and to re-integrate step by step into society. Providing education for minors, is one of the main activities that the institution should guarantee for the personal improvement of the minors, in compliance with all the national and international standards relating the treatment of juveniles in enclosing institutions. The main objective of the education in this institute, is the involvement and motivation of children in the learning process by focusing on everyone's personal improvement, which is the biggest investment towards the future. Generally speaking, the way in which teaching is conceived, is an important element for the purpose of improving the learning techniques, especially when talking to teenagers who find themselves in a different position from their peers.

The aim of the study: Approaches, methods and techniques for promoting a motivational attitude in pursuing the educational process by the adolescents in conflict with the law.

The objective of education at the institute: The involvement and motivation of the minors in the learning process by relying on everyone's personal progress, which is the biggest investment towards the future.

Hypothesis: The using of efficient, specific and personalised methods of group teaching can increase the motivation of adolescents in conflict with the law in the educational process.

Methodology: This is a mixed study, qualitative and quantitative, since it includes statistical data and also qualitative descriptions and interpretations. Subjects participating the study will be: 40 juvenile in conflict with law, aged from 14 to 18 years old, at the Institute of Juvenile Reintegration in Kavaja, who have been pursuing the educational process for the time period from January to April 2014, with whom have been conducted semi-structured interviews, free discussions and observations of the interactive behavior of juveniles during the teaching hours in the classroom. Other participating subjects were the multidisciplinary team of this institute, consisting of psychologists, social workers, teaching specialists, education specialists who monitor the educational process and to motivate minors to attend this activity. Another important

section of the study is the interviewing of the five teachers of the 9-year primary education, that is actually applied at the IMR, Kavaja. Interviews were taken face to face with them, in order to have a clear picture of the situation, generalizing statistical and indirect data has been used, regarding the educational process, data that are a result of studies carried out by nonprofit organizations that operate within the institute.

The limitations of the study: This mixed study can not generalize the information for all the adolescents in conflict with the law that are part of the Albanian penitentiary system, but only the Reintegration Institute of Minors in Kavaja, which is a Model Institution in Albania. This is because only in this institute can be applied the pedagogical methods necessary for the motivation of the children in conflict with the law in pursuit of the educational process due to the infrastructure, and the psycho-social services offered by this institute within the operation of a multidisciplinary team, for whom, the education process is a major objective. But another reason why their analysis can not be generalizing, is the specific orientation of the objectives of this target group, the different situational factors that cause deviant behavior, which require individualized methods of motivation.

2. The Carrying Out Of The Educational Process In An Enclosed Institution

There are two main goals for this juvenile institution: 1-Keeping under control and setting the necessary boundaries for many pathological behaviors; 2- The development of basic social skills for the personal improvement of the minors.

For the fulfillment of the activities, modules implemented by the European institutions specific for this category are being used, coming from countries, such as: Spain, the Netherlands, etc. In order to accomplish the objectives, the Institution has implemented cooperation agreements, that the Ministry of Justice has signed in cooperation with the Ministry of Education. Special attention is devoted to the fulfillment of the right to full-time education, in compliance with the programs approved by the Ministry of Education for the mixed classrooms, where 5 teachers of the Regional Office of Education in Kavaja, teach the minors on two levels, primary education for classes starting from 1st to 5th Grade and secondary education for classes from VI-I - IX, of the 9 year compulsory education. As regards the education, the juvenile at the institution can be divided into 2 groups:

- Minors who have completed the 9 years of compulsory education (students who, based on the targets set in the plan of the sentence, attend alternative educational programs: bibliotherapy, social skills course and training for life, painting, entertainment and sports activities, ect)

- Minors who haven't completed the 9 years of compulsory (they are part of the educational process at the institution; and in the same time, they attend professional training courses, group counseling and entertainment and sports programs of the first category for minors)

Providing education for minors is one of the main activities offered by the institution in the field of education and rehabilitation. This section has expanded its focus, considering the importance of education for the development of minors in compliance with all the national and international standards relating to the treatment of juveniles in

enclosing institutions. In order to accomplish the objectives of the rehabilitation work with juveniles by the Social Care Sector, in terms of education, it has been implemented the Cooperation Agreement that the Ministry of Justice has signed in cooperation with the Ministry of Education and Science (now the Ministry of Education and Sports) dated 05.12.2008. At the Juvenile Institute in

Kavaja, since 2010, nowadays, 9 year compulsory education is provided for all juveniles who come to the institution, while institutional efforts to establish this process, had started since its opening in the 2009.

Therefore, special attention was paid to the fulfillment of the right to full-time education under the programs approved by the Ministry of Education and Science for mixed classes. The teaching process is a subordinate of the "Rilindja" school in Kavaja, therefore the curricula, the teaching plan, the register of the school and other school documents are well organized.

The registration of the pupils in the respective classes is made on the basis of the certificates that indicate the completion of a certain class for every minor until he drops out (when available) or based on the testing carried out by the committee set up for this purpose, in compliance with the relevant legislation.

- At the end of each class / school, or release / transfer, the child is provided a certificate or diploma, equivalent to those enjoyed by schools of the same level, operating outside the institution.

On the basis of the Cooperation Agreement signed between the Institution and the Education Office in Kavaja, the latter has currently provided us with 6 teachers, who teach minors on two levels;

- 2 - teachers are responsible for the elementary education (grades 1-5)
- 2 - teachers are responsible for secondary education (grades 6-9)
- 1 - physical education teacher responsible for the physical education classes
- 1 - part-time teacher for the course of painting

As regards the teaching classes, our institution has enabled 4-mixed classes for the students, where, based on the lesson plans drafted by the teachers, the juveniles have been organized as follows:

- Class A – is made of the group of students of grades 1, 3, 5
- Class B - is made of the group of students of grades 2, 4
- Class C - is made of the group of students of grades 6, 8
- Class D - is made of the group of students of grades 7, 9
- Lessons are held every day from Monday - Friday, starting from 08:15am – 13:00pm. Classes are attended regularly (every lesson has a duration 45 minutes), while the middle time break is set from 10:30 to 11:00.
- The main principles on which the educational process in the institution it is based:

a) involvement b) nondiscrimination c) equality

-Some of the methods used, for the purpose of the involvement in the educational process, based on everyone's personal skills:

- a) methods adapted for alignment with learning;
- b) individualized work with the minor;
- c) involving minors in groups through alternative teaching methods ;
- d) simplified schematic learning;

The teaching process is also monitored by a teaching Specialist , also a member of the Social Care Sector team, who follows the following practice: 1-Records preliminary data of the first meeting with the minor, keeps in touch with his family and gets the most accurate information on the criminal file regarding his education; 2-Prepares, motivates, advises, encourages the minor towards a positive approach regarding the learning process; 3-Keeps in touch with the Regional Education Directorates and the Education Office to ensure the education of the children; 4- Takes care, in cooperation with the teachers, that every school student who is released, transferred, etc., be provided with the appropriate certification after the interruption of education in our school.

- Cooperation Teacher - Education - Safety
 - a) Teachers, draft the preliminary program (schedule)
 - b) Education: facilitates the ongoing of the educational process; motivates the pursuit of education; observes the behavior of the minor (identifies, prevents and manages unsocial behavior)
 - c) Safety: - discipline, schedule, safety elements, pedagogical and disciplinary measures ect.

3. Main Motivation Ways For Juveniles In The Compulsory Education Process At The IMR, Kavajë:

3.1. Participation in various activities within the Institute

An important part of the motivation process are the cultural activities, recreational sports, cinema tracking, libraries, juvenile birthday celebrations, etc. We appreciate the fact that these activities are freely and willingly attended by the minors. These activities are a very important component for them, given the level of aggressiveness of these minors, which can decrease and minimize through engaging in an appropriate manner in recreational, cultural and sports activities. Of great importance are also the professional training courses and for the purpose of this activity, in cooperation with the Vocational Training Centre in Durres there have been opened the following training courses: Computer Course, Foreign Languages Course, Painting Course, Carpenters Course, Plumbing Course, where juveniles find the appropriate setting for the enhancement of their motivation and interests . These courses are officially certified and recognized by the Ministry of Labour and Equal Opportunities . So, through acquiring an education and a profession, these minors can become competent, responsible and part of a life without crime.

3.2. The Pro-Social Model (Support)

In an institution for juveniles, the support model aims at providing opportunities to get actively involved in order to put an end / or to learn to live with the disorder and in turn to develop the own skills. The concept of the therapeutic environment and educational programs can be extremely useful in a juvenile institution when, in this concept, attention is paid to the safety duties mentioned above and the offered program takes into account the limits of juveniles confined in this institution and fits with their opportunities. This model included principles and practices such as: 1- the identification of positive (pro-social) comments and (pro-social) behavior of the children; 2-the frequent remuneration of these comments and behavior, mostly in the form of praise; 3-

the presentation of oneself as a pro-social model; 4-the challenging of the pro-criminal and anti-social comments or behavior.

3.3. Specific Expressions

-The encouragement gives the child the feeling that he is heard. The encouragement may be verbal or nonverbal and should be used to enhance children to continue to speak or act in an appropriate manner. The encouraging made with the purpose of triggering a conversation may be a short phrase, such as: "Yes", "I understand", "Aha .." "Tell me," etc., but also with short paraphrases "Are you angry?"; "I wonder why ". While the encouraging to act can be performed not only by the above mentioned means, but definitely by focusing on: 1.A continuous process of change and improvement; 2. Supporting the child's efforts to "do good"; 3.Provide choices and opportunities for children within the institution; Using alternative measures that keep the children away from crime and leads them towards positive change; 5. Cooperative relations with the child.

-Empathy Is one of the most important skills in working with children; Empathy is the experiencing of the world as if we were a child ourselves; Empathy is reinforced when the social worker adds meaning and ideas to the opinions expressed by the child; The lack of empathy reduces the process of helping, reactions which remove the child from such a process may be caused by lack of skills or the ineffective use of skills.

-Clearness Whereby applying this habit, the teacher can determine and reach the minor's inconsistencies, contradictions between his words and the actions he performs. By using this habit, the social worker may reinforce the following format: "On the one hand you say (feelings, thoughts, or actions) , but on the other hand you do (feelings, thoughts or actions)".

3.4. Pedagogical Measures

Pedagogical measures are measures of a very high efficiency regarding the modification of negative behavior and reinforcement of pro-social positive behaviors.They are a "tool" that serve the educational and promotional spirit of the encouraging of positive attitudes, that can bring forth improvements in the working manner and communication through people but you have to allow them to think over the negative action, as an action that brings no benefit to anyone and especially to the minor itself.

The pedagogical measures are: Detachment from desired activities, or resting (seclusion for 10 minutes in a room and then check if any reflection has been made, seclusion for the entire day from common activities in specific cases for more than one day, if you see that the minor's behavior brings no positive response to it (2-3 days) .This measure is taken by the staff of the Social Care and the teacher. The pedagogical measures should be implemented when the minor refuses to obey the behavioral indications.

Pedagogical measures are effective when: Are used based upon the personality of minors (behaviour profile- concrete case). Explained to the minor; Are in proportion to the fault committed; Come immediately after the inappropriate action.

Pedagogical measures are not effective when: Remain only to words and don't become an action; Leave space for negotiation during their application; Do not retain punitive approach; A discussion on unwanted behavior is started when the child joins the group.

4. The Summary Analysis Of The Results Of The Interviews Conducted On The Course Of The Study For Adults Regarding Motivation In The Teaching Process Of Adolescents In Conflict With The Law

The Results Of The Questionnaires Conducted With The Juvenile:

-As regards the minors in the four sector, it has been estimated that 25% of them are recidivists and 75% have entered in the penitentiary institution for the first time.

-In terms of their level of education, we can say that that a relatively small percentage, only 22% of them has completed 9-year education, while another 22% of them hasn't completed even primary education.

-75% Of minors attend the compulsory primary and the 9 year education within the institution.

-From the personal data received by the process of interviewing, it comes out that most of the juveniles interviewed, who have a very low level of education come from families relatively large in number (parents and three or more children, grandparents, etc.). The vast majority of these children and their families live in rural and peri-urban areas. However, there are cases where minors do not live with their families, so they live with a parent and a stepparent etc.

-Part of the juveniles were convicted for robbery or are in custody for having committed this offense, but there are those who are convicted of various offenses, starting from murder, rape, trafficking of narcotics and unauthorised gun possession. Most of the juveniles who are involved in the educational process (80%), have been accused for robbery..

-All the minors are provided with all the factors that can change their behavior and can raise a positive awareness about the fact that they have only one choice. According to them, ranked according to their importance, the factors affecting the education of awareness are:

- The elaboration of the consequences of criminal actions.43%
- The Suggesting of the appropriate actions and seeking explanations for the behavior and actions .25%.
- By reducing interests regarding negative behaviour. 20%
- Encouraging the minor on the awareness of the criminal behaviour and its improvement.. 12%

From this result we must also understand what do minors expect from us in order to motivate them to change their behavior. They expect us not to communicate through verbally aggressive means regarding any wrong doing, but advise them, and why they should not behave in that way, why do we require a different behavior from them, and what are the consequences of their behavior.

- These educational interventions (pedagogical / educational measures) have been prepared for the minors that are held within a reformatory institution and have arisen from the most important questions that have been asked by the juveniles during their call for help, and is them, who appreciate in the first place, their effectiveness, and respectively, the measures educational teach them how to :

- Be motivated and interested in the education process at the institution, 35% of minors
- How to behave in a manner that is acceptable to the society 20%
- How to improve unacceptable behavior during the classes, 27% of minors

• How to develop communication skills, 25% of minors

□ THE MULTIDISCIPLINARY STAFF ON THE MOTIVATION OF THE JUVENILES IN THE EDUCATION PROCESS:

Everyday behavior is shaped / constructed through a daily based instruction and frequent training.

The personal improvement, according to the results of the study of the semi-structured interviews, taken to the members of the Social Care staff and teachers can be achieved, not only during the teaching hours in the classroom, but also through other activities, and the main work with the juveniles should be focused on: the personalised treatment (especially with minors showing learning difficulties)

-We should give them the feeling that we believe in their ability to change and to be motivated in the educational process, which is an essential part of the "the second chance" and this is an approach that has been considered as absolutely necessary by the 85% of professionals, while the rest, 5% responded that is important and 10% of them, considered it very important.

-The avoiding of the labeling of minors is seen as very important, from the viewpoint of the 87% of the staff, as it affects the motivation and interest of minors in the educational process.

-The encouraging (through the evaluation with grades for example ...) is seen as fundamental by the 80% of the staff.

-78% of the staff, consider the keeping of the children's attention away from unwanted behavior, the identification of strengths / positive characteristics, as very important. -If you manage to change his perspective, from the understanding of themselves alone towards an understanding of themselves in relation to others. (Empathy- walking on the others shoes) 75% of the staff.

Social Skills: socializing, class participation by the minors in the all four sectors of the education at the institute (cooperation- conflict management). It is the socializing process which encompasses the building and maintaining of long-term social relations, based on mutual respect and on the basis of a qualitative verbal and non-verbal communication, face to face, and free from prejudice. Furthermore, if this process occurs in the most suitable means, solidarity will prevail and will be associated with conflict management and aggressiveness reduction, since the individual becomes more responsible about the importance of self-control if he finds himself in stressful situations. Very helpful in the process of socializing, is the focusing on everyone's strong points, avoiding the weak ones, in relation with others, the ability to listen and to accept the other's opinion. The professionals have pointed out the importance of the socializing methods as follows:

- Socio-cultural and artistic activities between different classes (observation of the behaviors in the game, in the form of incentives, and rewards for well behaving) affect 55% of the minors while learning, which is an important part of their socializing techniques.

- Team Work: psychological exercises, role-plays outside the classroom, serve to promote the reflection process and motivate an appropriate behavior of the minors throughout the teaching process (cause-result relationship, participation in roles

comparing positive and negative behavior) affect the social skills of the 45% of juveniles in the process of socializing, and also increase their interest about the learning hours.

- Cooperation-Model

Regarding the importance of cooperation, the common data collection carried by the multidisciplinary team in cooperation with the teachers, showed that the collaboration between the staff is more effective and necessary than that of the families of the children in the educational process, as regards the implementation of the psychosocial techniques. So, 60% of the professionals are in favour of a transaction cooperation between safety and education, while the 40% of professionals, are in favour of the cooperation between the Family- the teacher-and the Social Worker (but this doesn't underestimate the precious role of the family in the treatment of juveniles , referring to the learning process in specific).

Conclusions:

By engaging in lawful activities and socially useful educational processes and showing a humanistic trend towards society, adolescents in conflict with the law can develop non-criminal attitudes. To deal with human beings is indeed difficult and delicate. But it becomes even more complicated if they are shaping their personality under adult surveillance, and looking for behavioral models. It is so satisfying to see how through our efforts, just like bricks that one after the other, build a strong and stable building, their personality becomes everyday stonger and brighter. Teaching is the art of humanity and expression, the difficult art of giving knowledge, the promoting of values, and of positive attitudes of a whole generation. The whole proces takes special importance and responsibility in the case of adolescents in conflict with the law. This study on the importance of psycho-social approaches to learning, motivation and acceptance of this process by the children and minors will leave its place to a more elaborate study that will be carried out by colleagues who are specialised on the field. But what we do for education today will remain the main investment of the greatest contribution of each of us for the future.

Recommendations:

-Based on the minors desire who have completed compulsory education, a long term goal for the future would be paving the way to attending part time secondary education.

- It is important that teaching be enriched with constructive elements of technology. All educators of every level, especially teachers, should be involved in the proces of seeking the path that will extend their involvement in materials, methods and means that new technologies constantly bring forth .

- Anywhere there are vulnerable groups, something more can be done. Of course, it requires a greater cooperation amongst schools, municipalities and communes, but also that of the family members of juveniles for their reintegration, or the prosecution courts for the treatment of juvenile and the accurate ongoing of the court proceedings regarding these adolescents.

- As far as the work will focus in the treatment of this target group of collaboration between staff, constructive communication will always be needed, a standard work procedure acquired through training.

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