

EDUCATIONAL TOOLS OF STUDENTS AT SCHOOL, ESPECIALLY MOTIVATION TOOLS AND THEIR IMPACT ON THE PREVENTION OF VIOLENT BEHAVIOR AT SCHOOLS

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ABSTRACT

For non-appearance of violence in schools by students, but also from other adult persons, there are not interested only families and schools, but also scientists and the entire society. The earliest possible motivation tools in schools are not only the need of practice, but also the interests of science and free democratic society, in the complete understanding of the definition. Thus, the aim and the interest of society is to educate youth for a future life and work in and for society. Understandably, advanced societies have opened the doors of progress and have reached the level of development they enjoy today mainly thanks to education and the correct institutional education, not through pressure, oppression and violence. Therefore, the society with all its available mechanisms should do its best not to allow the spreading violence in schools. The purpose of this research is to determine what are the educational tools, especially what are the means of motivation tools in learning process in schools, methods of use of these tools, and their impact on preventing and reducing violent behavior of students at schools. The main objective of this study and this research is how to use of educational tools, in particular the means of motivations and their impact on the progress of the teaching work. The research will be based upon: consultation of existing literature, compilation and implementation of the questionnaire, interpretation of results, Methods of research: theoretical analysis method, the social-pedagogical documentation, statistics, direct conversation, data comparison.

Keywords: School, student, teacher, parent, tools, obstruction.

INTRODUCTION

Education working tools are closely related to education working methods. Therefore, they can be used in the frame of specific methods. With regards to education working tools, some authors consider them as part of the methods. For example, talking about the method of persuasion, it inevitably implies persuasion tools. Treating this method in this way would with no doubt be acceptable if each and every method had its specific tools. However, although we find a tool associated with a specific methods, this is not their only connection. Many of these tools can be successfully applied within various methods, e.g. in counseling, which is most commonly associated with a teaching method, however, counseling can be also applied within the persuasion method, the method of creating habits and prevention. Multiple use of these tools can also be found in an agenda, games and other education tools.

In short, tools are used in the frame of methods, but not always the same tools. They are relatively independent; therefore, dividing them according to methods in teaching, persuasion, habit creation and prevention tools is not always the right solution. Some authors divide the tools in soft and hard tools, some others divide them in common and uncommon tools, whereas some other authors divide the tools in motivational and prevention tools. G. Skill categorizes education tools in indirect and direct tools, adding that the best solution in

dividing these education tools is to divide them or categorize them according to the purpose of their application.¹

Tools for education work in primary schools, in the general terms implies all pedagogical measures which are undertaken in order to enhance the development of learners and their formation as personalities in harmony with the intended purpose of education. Of course, education tools are many and diverse. Few among them are: personal example, play and work, habits, conversation with a teacher, monitoring, motivation, acknowledgement, praise, reward, prevention, punishment, warning, etc. Each of these tools mentioned above could have a high education value and importance, if applied in a correct way, i.e., if used in appropriate situations, at a right time and in the right way. Otherwise they could have a negative impact in the education of learners. In order for schools and teachers to avoid grave mistakes in education, each educator, including parents, should take into consideration the basic guidelines on how to implement these education tools in a correct manner. Of course, none of the education tools can achieve a powerful impact if applied separately, regardless of the fact how this education tool is organized. In order to achieve results in the education of learners, a variety of education tools should be applied and combined, e.g., a teacher should not always punish a learner, and the opposite, a teacher should not always praise and reward a learner.

In order to achieve a significant impact on a proper formation of learners as personalities in a primary school, educational work tools should be implemented step by step. In other words, initially softer measures should be applied on learners, such as warnings, in order to highlight the mistakes made, and not go from the start with punishment, be it the hardest ones, which would hurt and break morally and emotionally a child's personality. Therefore, through these tools, and by applying them properly and at a right time, a school has a possibility to influence on the youngsters in the process of their socialization and orientation, and motivate them in doing good things in one hand, and influence them to prevent them from doing bad things. Thus, by tools for education work, we mean "particular ways an educator applies in implementing concrete education tasks".²

Therefore, teachers by using education tools, affect, at the same time, the development of positive personality features, and in parallel with this, influence in the prevention of negative features among learners. Thus, there are tools that help to guide the formation of learner's personality towards a certain direction; tools which motivate learners to behave and do good deeds; as well as other education tools which prevent learners and other adult persons from doing bad deeds, respectively unacceptable deeds for the live and work in. By analyzing what was said above, different authors divide these education tools, more or less, according to the purposes of their implementation. And based on this division, we can distinguish three groups of education tools:

1. Orientation tools
2. Motivation tools
3. Prevention tools
4. Research methodology

a. Topic of research

In short, the research topics of this study are: education tools in a primary school and their application by teachers. Although education tools play a considerable role in the proper

¹ See: Ante Vukaseviq, *Pedagogija*, Zagreb, 1995, page 361.

² See: Ante Vukaseviq, *Pedagogija*, Zagreb, 1995, page 361.

upbringing of learners, thus a more comprehensive study is required to identify the effects of using these tools by teachers in primary schools. It is necessary to explore education tools in all primary schools in Kosovo, however, being unable to do this, we opted to study this problem by population, through a sample of selected primary schools from urban and rural area. Of course, the problem of education tools in primary schools is dealt from a historical aspect, from the establishment of a school and onwards, analyzing everything that has been said about the importance and the use of education methods by teachers in primary schools. It is a fact that the use of education tools in primary schools is conditioned by different factors, such as, economic factors, the factor of traditional school teachers, lack of publishing activities regarding the importance of these education tools, etc.

In order to conduct a comprehensive research of this problem, we also explored the empiric aspect by applying questionnaires with primary school teachers and by taking into consideration their views regarding the possibility to use these tools in schools.

b. Aim of the research

The aim of this research is to ascertain the level of the usage of education tools by teachers in primary schools. The results obtained from the research will become a clear message for primary school teachers that the use of these tools with learners should not be bypassed, due to their importance and effects, which is significant particularly in their education, counseling and in the formation of their personalities.

c. Research tasks

In order to carry out this research, the following tasks have been planned to be implemented:

1. Consulting reference documents dealing with education tools in primary schools,
2. Developing and implementing a questionnaire for teachers in order to obtain their views regarding the use of education tools in primary schools,
3. Collecting the research data,
4. Statistical elaboration of data obtained from the respondents covered by the research and extraction of parameters,
5. Interpretation of the results of the research and their presentation in tables and charts.

d. Research hypothesis

Based on the topic, the purpose and the tasks of our research, it is necessary to create a hypothesis regarding the problem which is the topic of our study.

Research hypothesis

Let us assume that currently the teachers in our primary schools are not using sufficiently the education tools with their learners, which, we think, would have a greater impact on the effectiveness of teaching and learning.

e. Research methods

In order to conduct a comprehensive research of the problem, it is necessary to use some specific research methods, which would shed more light on the problem which is the topic of our study.

Among the key methods which cannot be neglected during our research work are the following:

1. The method of theoretical analysis – reference documents have been consulted regarding the importance of using education tools in primary schools.
2. The method of pedagogical documentation helps us in exploring the problem, we consulted school pedagogical documentation although the data regarding the use of education tools was scarce in primary school.

3. Statistical method – provided assistance regarding the collection of data from the field, as well as their processing and extraction of results which we presented in tables and charts.
4. Conversation method – we talked to the management staff (principals) of primary schools which we selected for the empiric research from urban and rural areas.
5. The method of data comparison – this method provided also data to compare the results of the research from both, urban and rural areas, in order to identify differences and similarities of the two means regarding the use of education tools in primary schools.

All these methods facilitated our research work to be done properly, so that the data obtained from the research is as valid and as representative as possible.

f. Population and the sample

Having in mind that the population of this issue covers all primary schools in Kosovo, and as there is a large number of schools, being unable to conduct the research on all of them we focused our attention to conduct the research of the problem only in a part of it - through a representative group. This representative group consists of primary school from both, urban and rural areas.

The reasons why we opted to explore the problem through this representative group (sample) are as follows:

- We were unable to conduct the research in all primary schools in Kosovo regarding the use of education tools for teachers;
- We are of an opinion that the problem we explored does not vary much from one region to the other in Kosovo;
- Difficulties in organizing this kind of research due to economic and time limitations.

Motivation-stimulation tools

Persons who are not mature enough face difficulties and very often are confused and intolerant, therefore, they should be encouraged, supported and helped to do good deeds. Through the stimulation tools, the educator influences the emotional world of a learner, incites inner satisfaction and stimulating feeling for positive in the field of ethics, respectively the feelings of honor and pride, duty and responsibility. These actions are aimed at creating their values of the will, in moral actions in accordance with the principle of positive orientation. Stimulation can enhance the strength and the will of learners. Good deeds prevent learners from doing bad actions.

The main goal of stimulation is to direct learners towards good deeds and insistence in building up an attitude towards them. Due to this positive orientation, stimulation tools have an advantage over the prevention education tools, however, they also have their shortcomings. Thus, for example, by frequently applying this tool, their action and effect decreases. Learners get used to stimulations such as praise, acknowledgement and rewards. This can lead to a situation when a learner acts and engages, not on an established conviction, but on the stimulation of these education tools (praise and rewards). Nevertheless, learners should be stimulated to act morally, with a strong will, and from a personal conviction in order to develop the feeling of accepting obligations and responsibility.

Therefore, stimulation tools should be used with special care in order to stimulate young people, particularly those who do not have sufficient confidence in their own strengths and capacities. The more mature and capable the learners are the less stimulation tools should be

used with them. This happens because learners judge more through reason and they know how to manage their actions anywhere, therefore, the motivation as an education tool also does not have much effect as with learners whose level of awareness is lower.

a. Acknowledgement

Acknowledgement is a tool with a softer character than the motivation. So, when a learner achieves success in the process of education and shows exemplary behavior, and when he/she is maximally committed, when he/she works well and correctly and is persistent in his/her positive efforts, he/she should be acknowledged in order to motivate him/her in the future, but also to take this learner as an example to influence on his/her peers, so that they behave, act and work to achieve acknowledgement as a result of their systematic work. Acknowledgement can be seen as a positive form of assessment, acceptance, determination and consistent attitude of a learner towards education. Acknowledgement is also important in the development of awareness and self-confidence and motivation for further engagement in respective activities.

In fact, "acknowledgement which is not understandable and acceptable to a learner, and which is a manifestation of his subjective features, could have negative effects in regard to positive relations of a learner towards his/her educator." *³ However, for positive results at school, or for ethical deeds, youngsters should be given a deserved acknowledgement. Not only youngsters, but adults as well often have the need for acknowledgement. In addition, acknowledgement is a tool similar to motivation, therefore, a necessary attention is needed but with less risk from negative consequences compared to, for example, the application of praise and reward tools. Nevertheless, acknowledgement is necessary particularly for young children. Acknowledgement increases joy among children for their achieved success, helps them manage themselves and act in line with the set norms and the efforts of educators.

Therefore, acknowledgement should be applied as often as possible with learners, because it is a strong motivation for work, engaging learners to do good deeds. In this regard an educator, among others, should know that education effects of acknowledgement depend on his/her relations with learners and vice versa, the relation of learners with him/her.

b. Praise

Praise is one of the motivation tools, which is given to learners as an acknowledgement for their good results in learning, work, behavior, etc. Praise can be given in writing, individually or in a group. During the learning process in school, praise is given as a stimulation at the end of the school year or at the end of a semester. Praise has a stronger effect if given publicly and in a solemn way in the presence of classmates, respectively in the presence of all the learners in a school, teachers, educators and other invitees. Therefore, "a written praise can be given in the form of information, in a learner's portfolio, in the form of a diploma, in the form of a notice, in a radio, in a newspaper and other media channels."*⁴

When applying praise we should take into account the age of learners and circumstances where the praise is given. Learners should be praised even for achieving smallest results. Thus we guide and stimulate them to work harder and behave well. Learners who are considered to be more mature than their peers should be praised only for the actions which deserve praise considering their psychological maturity. We should not praise every detail,

³ See for more: Ante Vukaseviq, *Pedagogia*, Zagreb, 1995, page 368

⁴ Fatmir Vadahi, *Pedagogjia Parashkollore*, Shkodër, 2002, page 170

because in such cases, learners get used to frequent praise and become less receptive, which in turn can diminish their interest and motivation for learning and work at school. Of course, praise should be fair and based on merits. Individual differences among learners should also be taken into consideration, and learners who are more self-confident should be praised less than the learners who do not have much confidence in themselves, learners who are more timid and who do not have sufficient psychological maturity, etc. Therefore, for this category of learners praise should be given based on their success in learning and good deeds at school.

c. Reward

Reward is the strongest stimulation tool, it implies not only spiritual satisfaction and acknowledgement by an educator, but it also has material value. For this reason, it is a sensitive tool, because there is always a risk that the material value could be aim for wrong action, e.g., if a learner is continuously stimulated with money for the achieved success in school, this can have a negative effect, because it would create a habit that whenever a learner needs money, he/she could put the marks by himself/herself as a proof to his/her parents and get the undeserved material compensation.

Therefore, the reward in the learning in school is a sensitive issue. On the one hand it motivates learners in concrete actions, and on the other hand, it may influence the creation of selfish tendencies and in creating jealousy and humiliation of other learners. Educators should continuously try to avoid that the reward becomes an aim in itself, but it becomes a motivation tool to achieve higher goals. Therefore when giving a reward a particular care is required. Reward as a tool should be used fairly and not very often. Even when giving a reward the rule that it should be applied more to children and youngsters, by rewarding them with books, tours outside the school, by organizing joint holidays, visiting theatres, cinemas, exhibitions, etc.

Rewards in the form of money in high value would help stimulate individual activities of children. Thus, reward should not be given before the completion of tasks. It would be a pleasant situation when a reward comes as a surprise for a learner as a result of his/her success at school and good behavior. Some pedagogues are very critical towards reward as a tool of moral education. Such attitude was expressed by D. Terstenjak, who among others stated that if a learner is rewarded without merits, then he/she creates false confidence in himself/herself that he/she is more capable than his/her peers and can easily create a distance, respectively distance himself/herself from his/her peers which is feeling of expressing egoism. Although the opinion of D. Terstenjak can be considered reasonable, it should be said that the education work in school should by no means ignore the reward. When a learner performs his/her tasks consciously and regularly, a reward should follow for the results of his/her work. It is important that the reward is fair and adequate, meaning that it is meant for those learners who deserve it based on the results achieved at school.

d. Promise

Promise as an educational tool implies that the educator initially reminds learners regarding a valuable thing, be it praise or reward. This promise, which creates a certain mood among learners, impacts on the will of learners to be positively predisposed to achieve moral behavior norms. Promise can be inhibited by unpleasant situations and desires, nevertheless, the promised reward would help learners not to act against the advice of educators, who had given the promise, such as sending learners for a walk, to the zoo, etc. Promise as an educational tool will not achieve the desired goal and will not have the desired effect on learners' education if high value items are offered or promised, because it may happen not to

be fulfilled, and educators or parents can lose their trust on their children or learners. Therefore a teacher or a parent should think carefully because the promise given has to be kept by all means. Promise has a greater impact on a learner when fulfilled in a short time frame. On the other hand, a promise which takes longer time is a destimulating factor for a learner, and he/she starts to lose patience regarding its fulfillment.

Of course, promise is not useful if connected with material gain, but for learners a promise which is of educational nature is more valuable, such as walks in the nature, sports activities, visits to the theater, exhibitions etc.

e. Competition

Competition also belongs to motivation education tools. As a form of activity, it deals with how to engage learners in a qualitative way to carry out their tasks faster than their peers. Competition impacts on motivation and development of learners' skills to engage more in the implementation of tasks given by teachers. Of course, the curriculum is unified for all learners in primary schools and cannot be adapted to each learner individually, thus learners are often in a situation of implementing the same tasks. Obviously, this motivates learners to compete who is going to achieve the best success and results in learning.

Competition as an education tool affects the success of learners, motivates them to undertake concrete actions, and requires to accomplish tasks on time and with high efficiency. Competitions should not have a long duration because they may destimulate learners and they may lose interest and willingness to be active in achieving their goals. Competition as education tool should not be applied separately from other education tools, but jointly with other motivation tools, such as reward, gifts, etc. However, teachers should be careful of not overusing competitions in school. But if organized, they should be organized with a particular purpose that is acceptable and useful of organizing a competition, and that the best results can be achieved by working together, with a sincere and fair cooperation of teachers and learners.

OVERALL RESULTS OF THE RESEARCH

Differences and similarities between urban and rural environment regarding the use of education tools in primary schools

Based on the results presented, a significant percentage of respondents in their answers in chart no. 1 they express full compliance in regard to the question: Do teachers nowadays use education tools with learners in school, if yes, which of these tools they use more often? We can highlight that school teachers in urban environments are more optimistic in the application of various education tools during the learning process. Whereas, on the same question school teachers in rural environments had a slightly different stance, however for both urban and rural schools it is worth mentioning that counseling, reward and games are the most common tools applied by teachers in the learning process. For more details see chart no.1.

Chart no. 1 – Urban

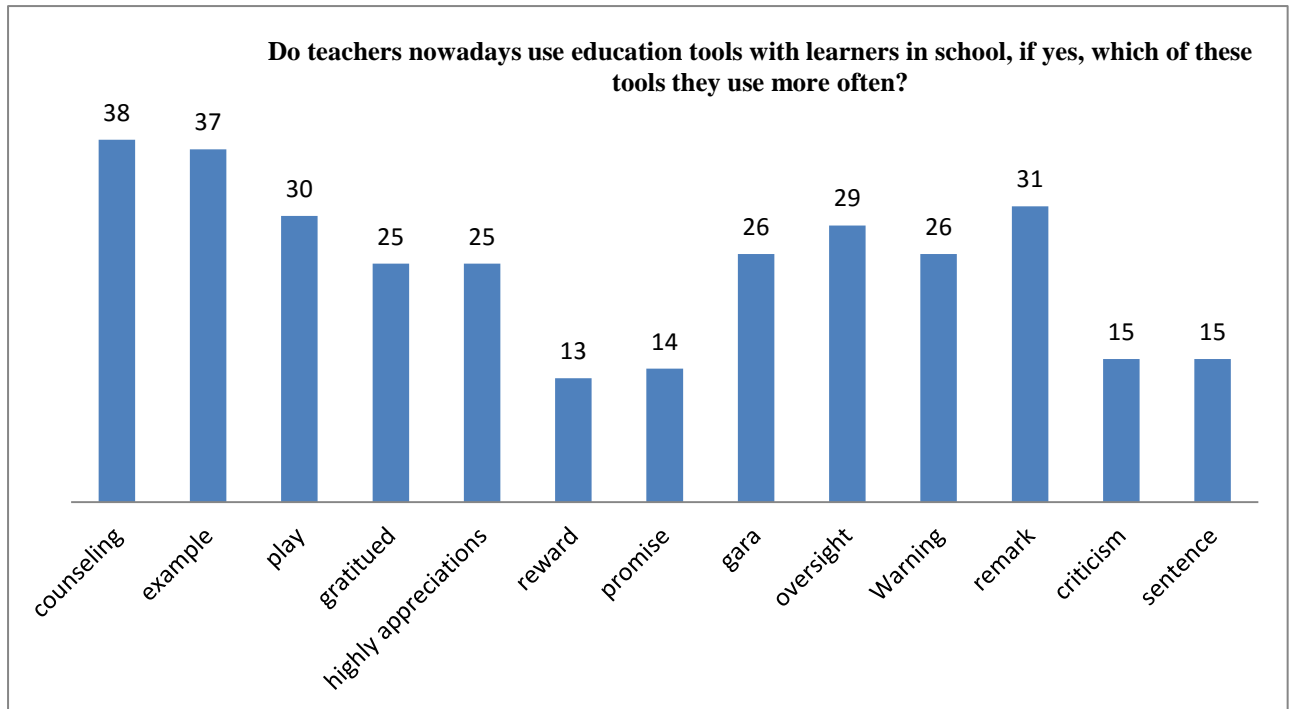
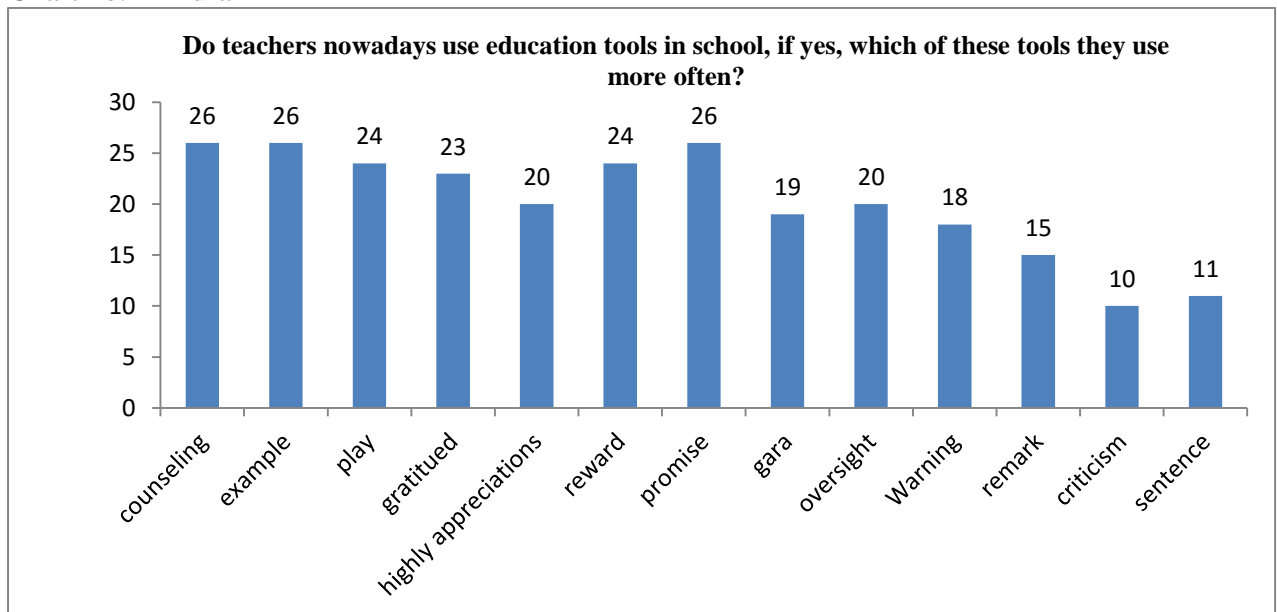


Chart no. 1- Rural



According to the results presented in the chart no. 2, the majority of teachers in both settings (urban and rural) state that the education tools they use during the teaching process have an impact on the motivation of learners and encourage them to learn; approximately 32% of the responses received from the questionnaires show this opinion of teachers, however it is worth noting that some of the teachers, around 6% of them that education tools have to some extent an effect on the motivation to learn.

Chart no. 2
Urban

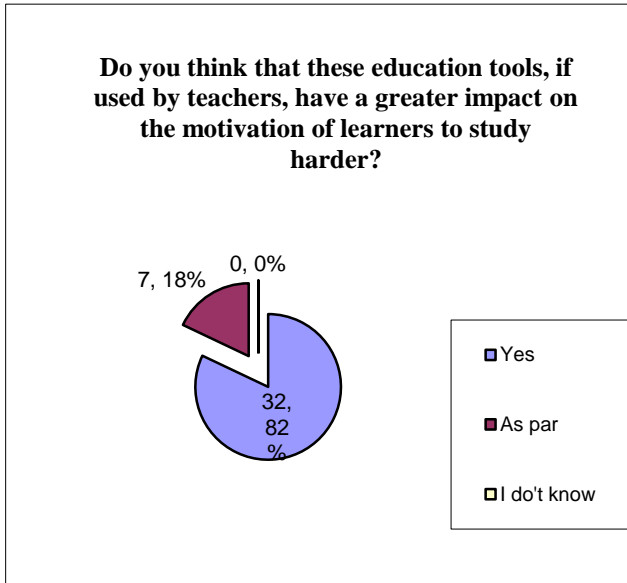
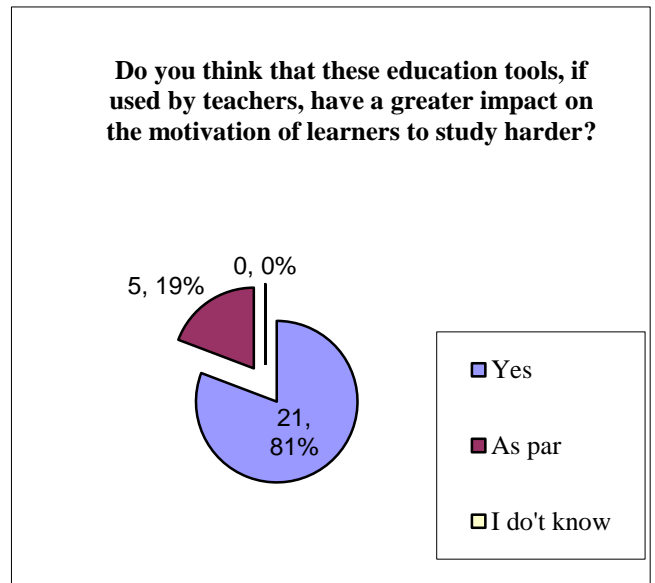
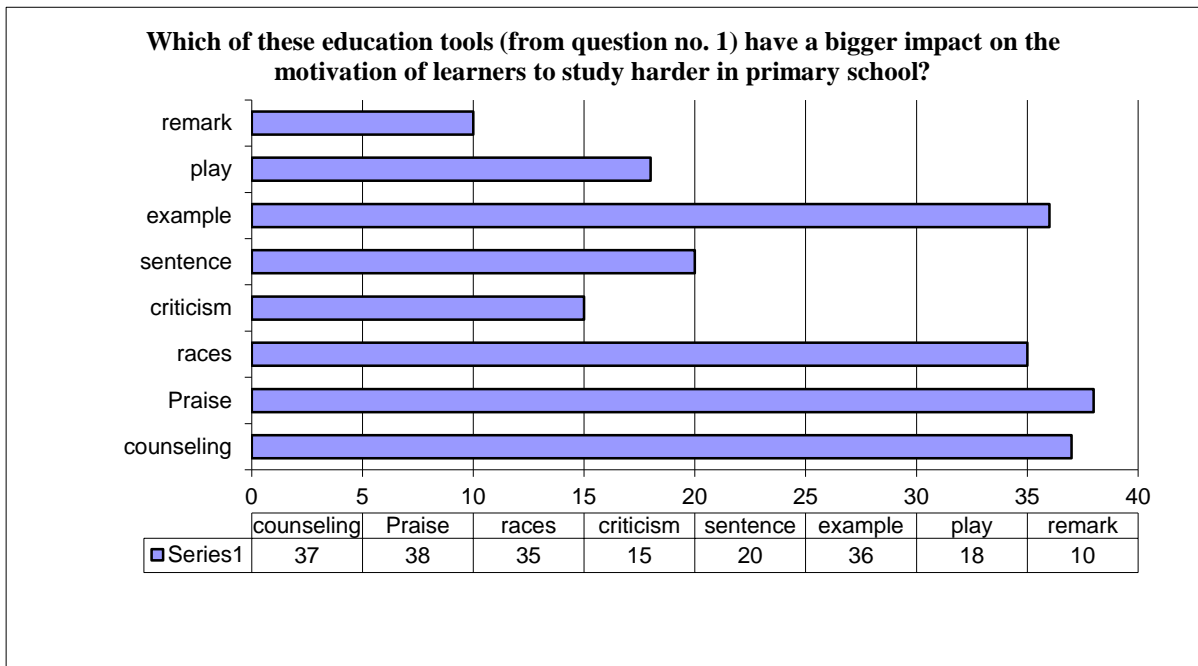


Chart no. 2
Rural

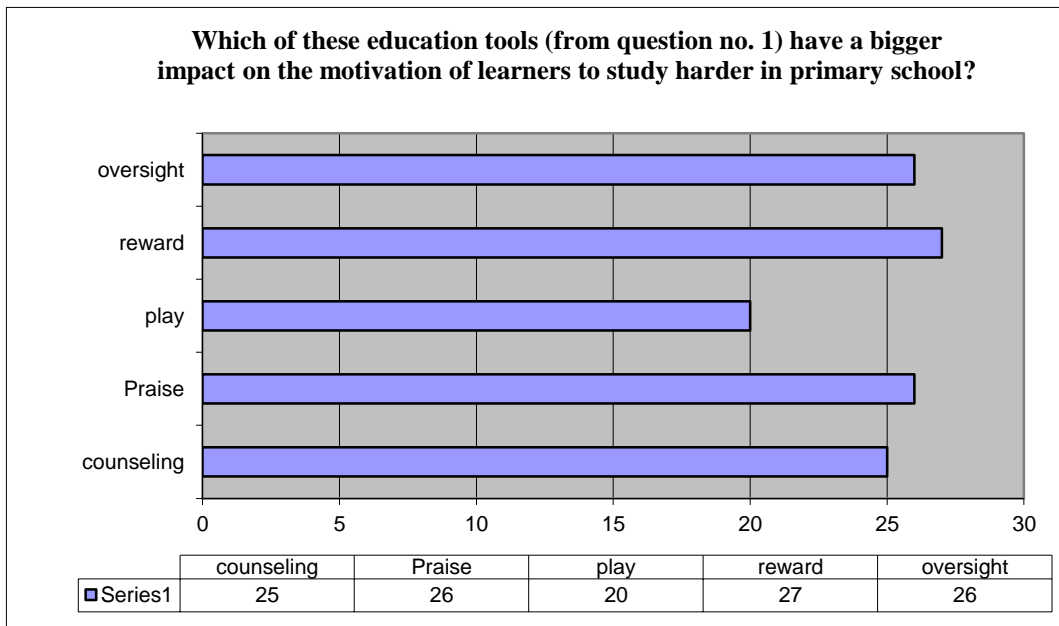


1 have a bigger impact on the motivation of learners to perform better at a primary school, teachers from urban school setting, around 50% of them, were more optimistic compared to the results of the research carried out in the rural setting. Based on this example, monitoring, praise and counseling are the most commonly used education tools that teachers apply during the teaching process.

Chart no. 3- Urban

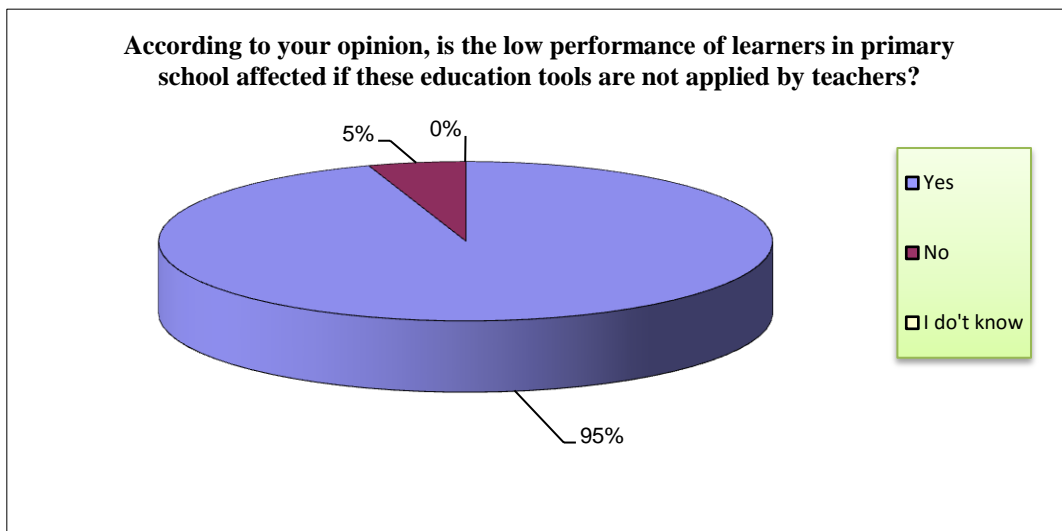


Rural

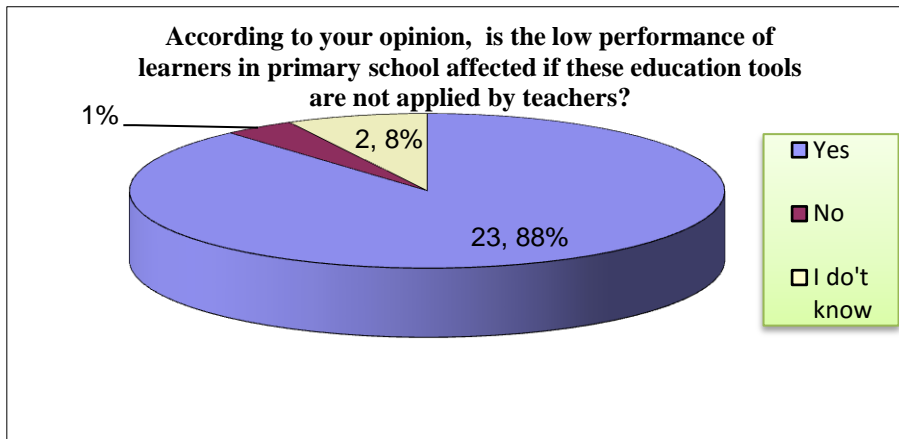


According to your opinion, is the low performance of learners in primary school affected if these education tools are not applied by teachers? Teachers of both settings, urban and rural, were of more or less similar opinion regarding this question; 91.5% of them, from both settings, are positive that the low performance of learners in primary schools is affected if these education tools are not used. A particularity of the responses received is that 5% of the respondents think that even if education tools are not applied, concrete results can be achieved, however, this can only be assumed, but it is difficult to verify or prove.

Chart no. 4-Urban



Rural (te shikohen te dhenat)



If we look at the results in chart no. 8, it can be noticed that acknowledgement, praise and reward are education tools which encourage or motivate learners to study, and these tools are strictly applied by the teachers in rural setting. However, varying opinions were received from the teachers in urban setting who think that competition is the encouraging or motivating tool for learning followed by acknowledgement and praise. See chart no. 8.

Chart no. 8 Urban

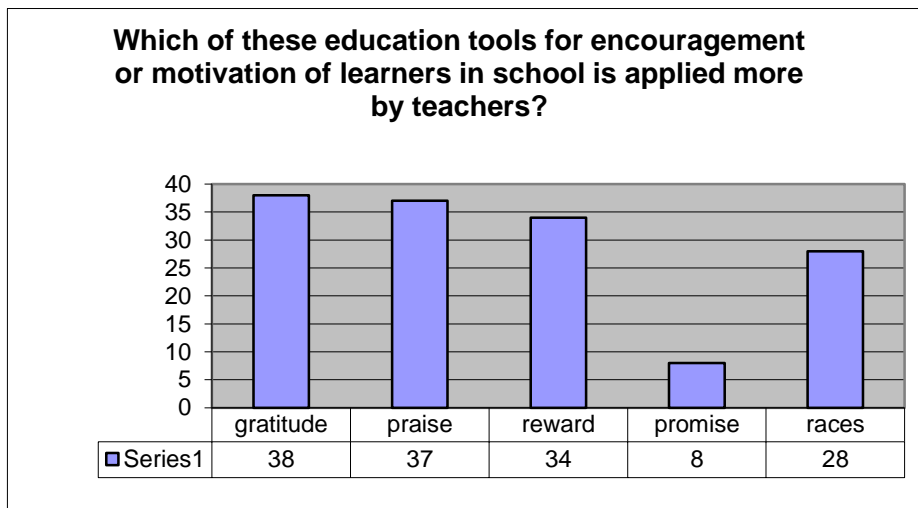
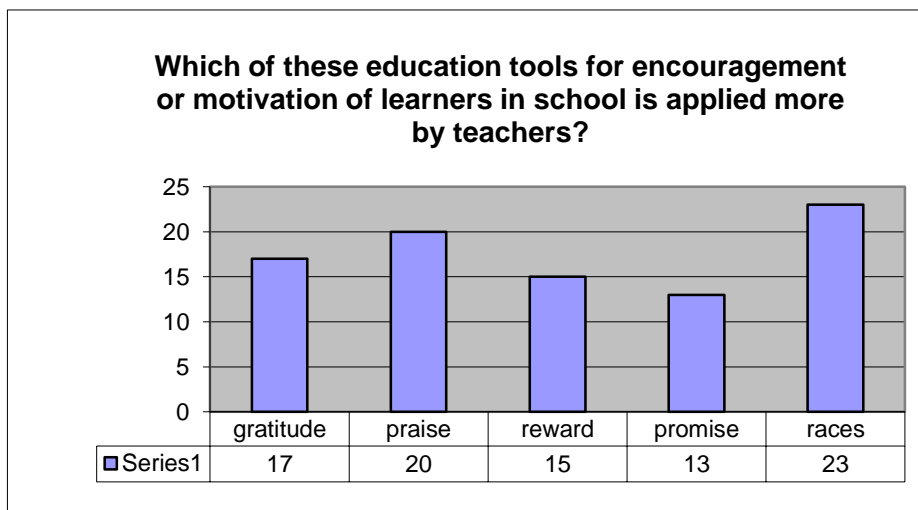


Chart no. 8 Rural



Increasing investments in education is one of the most important challenges Kosovo economy and society have to overcome. Decision to engage in a certain profession is as old as the mankind, and it has evolved along with the evolution of human beings and their social development. According to the reference books which were consulted (in the past) the decision regarding a certain occupation was based on gender and social classes. In order to reach these objectives we used and consulted reference material of recent years, as well as conducted interviews with teachers, learners and school principals. The data collected were of interest for our research because they were collected from first hand sources. It would be of great interest to obtain data from pedagogues, but in the school where the research was conducted there were no school pedagogues, therefore we were unable to include them in the research.

At the final stage of this document, we have tried to provide some results – conclusions we extracted from the research we had carried out in belief that these results would contribute to a great extent to education work in primary schools.

- According to the results of the research, counselling and reward are the most commonly used education tools in primary schools by teachers nowadays, (91% of the received responses).
- Around 81.5% of the teachers think that the education tools mentioned in the questionnaire form have an impact on the motivation of learners to learn in primary schools.
- Example and praise, according to the responses received from the teachers, are the most suitable tools for motivation of learners.
- 92% of the teachers think that low performance of learners in learning is affected by the non-use of these education tools.
- The conclusion regarding the use of prevention tools is concerning where 76% of the teachers stated they use criticism and punishment as education tools during their work with learners in primary school.
- 99% of teachers from both settings, urban and rural, are of an opinion that monitoring and warning are education tools which are mostly used as prevention tools during the education work.
- 62% of the teachers from both settings, urban and rural, think that games are used more as education tools than fun in the education process.
- According to the results of the research conducted with the teachers of primary schools, competition and acknowledgement are education tools which motivate learners most in education process.

RECOMMENDATIONS

- a. Adaptation of the curricular program to the needs of learners,
- b. Adaptation of education tools to learning contents and comprehension capacities of learners,
- c. Teachers are required to obtain necessary information about their learners; reliable source of information are their parents; during class activities teachers should observe learners in different situations.
- d. Teachers should adhere to some principles with their learners, for example, to motivate learners in learning, organize individual work in pairs and in groups, provide multiple opportunities to learners to express their opinions.

- e. Teachers should use suitable education tools taking into account the characters of their learners (extrovert, introvert type).
- f. Education tools should be used in an organized and systematic manner when working with learners.
- g. Motivation and direction-orientation tools should be used more often in learning than prevention-prohibition tools.
- h. Education tools should be harmonized according to the achievement – failure to achieve of learners in primary school.
- i. Motivation tools (acknowledgement, praise, reward, promise) should be applied in addition to the success the learners achieve during their education work, in order to be an encouraging factor for their peers.
- j. Prevention-prohibition tools should be used only when the teacher can justify the use or non-use of these tools during the education work in primary school.

We think that the proposed measures, if organized and implemented properly, would create conditions for informing primary school learners better so that it goes hand in hand with the goals

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