

# Improving Social Behaviors and Academic Achievements Through Problem-Based Strategies

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## Abstract

Bullying is a present phenomenon in secondary high schools in Albania. There are various reasons for bullying, starting from appearance, verbal and non-verbal behavior, academic performance, social performance, etc. Being at the age when major hormonal and biological changes happen, students in middle high school are more prone to be affected by bullying. The incentive for this paper was the results of the questionnaire about role and gender identity obtained in the frame of introducing bioethics in biology curricula in high school. Testifying that more than half of the interviewed were bullied during high school for their appearance and for their behavior, made us understand that there are some strategies that academic staff can apply in order to minimize bullying. The three steps approach is based on collaboration between students and academic staff is mainly problem-based. First step includes how to make the process of learning easier for the students with behavioral disorders. Secondly, we aim to explain the problem to the students so that they don't misjudge the situation. This is a typical case for the students with different abilities. Another strategy faces the bullies with the consequences of their behavior. The case study is the questionnaire mentioned above. The aim of these strategies is to put the bullies in the position of the bullied. In both strategies, teachers play a fundamental role in elevating the level of knowledge of the students and in improving their social behavior. Both in time can be reflected as higher academic performance.

**Keywords:** academic performance, learning strategies, minimizing bullying.