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Labour Discrimination Related to Pregnancy and Motherhood in Croatia

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Abstract

In 2012, Croatian Office for Gender Equality published report on position of pregnant workers and working mothers on the national labour market. Survey results clearly demonstrated concerning situation in the labour market where every second pregnant woman was dismissed due to pregnancy. The remaining 50% of pregnant workers and working mothers faced denial of one or more labour rights due to pregnancy or childcare. Apart from violation of basic human rights in the labour market, pregnant workers and working mothers faced discriminatory practices in financial sector i.e. denial of right to take bank loans. These practices are contrary to current Croatian labour and gender equality legislation, as well as European and international legal standards related to protection of pregnant workers and working mothers. Nonetheless, due to high national unemployment rate, women faced with labour discrimination rarely use available legal remedies. This paper analysis legal framework applicable to labour discrimination of pregnant workers and working mothers, primarily through the lens of applicable European *acquis communautaire* i.e. Directives. It also investigates case law of Croatian courts and the European Court of Justice related to labour discrimination of pregnant workers and working mothers. More specifically, research explores convergences and divergences of national and European case law. The aim of the paper is to contribute to academic discussions on the labour market gender equality and measures necessary to achieve full respect of all national and international legal standards.

Keywords: discrimination, pregnant workers, working mothers, gender equality.

1.1. Introduction

International legal protection of pregnancy and motherhood is rooted in fundamental human rights instruments such as Convention of the Rights of Child (further: CRC) and the Convention on Elimination of All Forms of Discrimination against Women (further: CEDAW). CRC in Article 24 d requires State Parties to ensure appropriate pre-natal and post-natal health care for mothers and the Convention on Elimination of All Forms of Discrimination Against Women (further; CEDAW) which in Article 12.2. requires State Parties to ensure all appropriate services in connection with pregnancy, confinement and the post-natal period. Later Convention expanded need to provide particular legal protection to pregnant workers through the stipulation of Article 11.2 concerning prevention of discrimination of women on grounds of maternity. Convention has obliged State Parties to “take appropriate measures to prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status and to introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances” (CEDAW, 1979). CEDAW initially required State Parties to introduce “special protection to women during pregnancy in types of work proved to be harmful to them” but this provision has later been subject to alterations in national legislations under the evolving body of gender equality law and has moved from absolute prohibition to introduction of measures of protection. Revised European Social Charter from 1996 followed human rights standards and provided special protection to pregnant workers in Art. 8, including regulation of maternity leave, night work and breastfeeding break, stipulation on unlawfulness of dismissal during pregnancy and protection of pregnant workers or new mothers from

dangerous, unhealthy and arduous work. Finally, the Charter on Fundamental Rights has followed the same principles of prohibition of dismissal related to maternity (Art. 33.2 of the Charter).

As women were entering labour markets in larger numbers, protection of pregnancy and motherhood has advanced from human rights legal framework to labour law framework. In recent decades, we witnessed development of impressive legislative efforts at the international, regional and national levels aimed at providing protection against discrimination related to pregnancy and motherhood in the workplace. In that regard, European Union has been the most instrumental and active in legislating improvements of safety and health of pregnant women and recent mothers at work. Along with normative activities, European Court of Justice has supported prohibition of discrimination on the basis of pregnancy or motherhood at work, including prohibition of dismissal based on pregnancy, which they considered as direct sex discrimination (Grgurev, Ceronja, 2011). Lately, European Union has embarked on new round of negotiations with trade unions and employers on a new package of rights aimed at providing even stronger legal protection from dismissal for new mothers. Such progress did lead to improved national regulatory framework and case law in many of the European Union countries, but not all. Croatia as the last European Union member still struggles with a need to ensure effective implementation of international and regional legal instruments and its own national gender equality and labour laws related to the protection of pregnancy and motherhood. This paper will try to shed a light on the most pressing legal issues related to the violations of international legal standards of labour protection of pregnancy and motherhood in the context of extremely high number of dismissals of pregnant workers on the Croatia labour market that was noted in 2012 Gender Equality Report of Croatian Ombudsperson for Gender Equality (Annual Report 2012). In order to analyse the problem, we will look into the European *acquis communautaire* in the area of protection of pregnancy and motherhood at work, case law of the European Court of Justice and national regulation, primarily through the lens of labour law, but also through the lens of gender equality law, anti-discrimination law and constitutional law.

1.2. European Legal Framework Applicable to Protection of Pregnancy and Motherhood

European Union has tackled issue of protection of pregnant workers and new mothers in several key Directives. Chronologically, the first important legal instrument for female workers was adoption of *Directive 79/7 of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security*, followed by *Council Directive 86/613/EEC of 11 December 1986 on the application of the principle of equal treatment between men and women engaged in an activity, including agriculture, in a self-employed capacity, and on the protection of self-employed women during pregnancy and motherhood*.

Further on, Union has adopted *Directive 92/85/EC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding*. Later on, Union Member States have adopted the *Directive 2000/78/EC4 on establishing a general framework for equal treatment in employment and occupation*, and *Directive 2002/73/EC5 on amending Directive 76/207/EEC on the principle of equal treatment*. Union realized new legal challenges in regulation of equal opportunities and equal treatment of men and women in employment and has adopted recast of *Directive 2006/54 of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation*. In matters of parental leave, particular importance has *Directive 2010/18 of 8 March 2010 implementing the revised Framework Agreement on parental leave concluded by BUSINESSSEUROPE, UEAPME, CEEP and ETUC and repealing Directive of 3 June 1996*. Due to changes of contemporary employment trends and newly identified legal challenges applicable to self-employed workers, in 2010 Member States agreed to repeal *Directive of 11 December 1986* and adopt new and modern *Directive 2010/41 of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity*.

In the context of this paper and research of legal norms that are relevant to analyze the topic of legal protection of pregnancy and motherhood and prohibition of labor discrimination and dismissal based on pregnancy and motherhood, it is necessary to go into the more details of one particular Directive, which is Directive 92/85/EC prohibiting dismissal of pregnant workers. Directive has explicitly acknowledged that pregnant workers, workers who have recently given birth and breastfeeding mothers at work are group of specific risk. Furthermore, preamble of Directive explains possible harmful consequences of dismissal due to pregnancy or motherhood to the physical and mental state of pregnant workers, workers who have recently given birth or who are breastfeeding. Therefore, EU legislator rendered it justified to lay down absolute prohibition of dismissal of pregnant workers and new mothers.

Two key provisions relevant for our research are provisions of Article 10 about prohibition of dismissal and Article 12 on defense of rights. Directive stipulates obligation of a Member State to regulate absolute prohibition of dismissal of pregnant workers from the beginning of pregnancy to the end of the maternity leave, unless justified by public interest, duly substantiated grounds for dismissal or under the consent of the competent authority. Directive also stipulates obligation of a Member State to protect worker from unlawful dismissals in breach of the provisions of this Directive and national legislation. Second provision is even more important for our discourse as it is provision on duty of Member States to “introduce into their national legal systems such measures as are necessary to enable all workers who should themselves wronged by failure to comply with the obligations arising from this Directive to pursue their claims by judicial process (and/or, in accordance with national laws and/or practices) by recourse to other competent authorities.” (Directive 92/85/EC, Art. 12).

In line with above mentioned international and European legal framework, the case law of the European Court of Justice has been very instrumental in reinforcing that labor discrimination related to pregnancy and motherhood is proclaimed unlawful and in violation of the EU Directives. The EU Court has thus considered dismissal or any discriminatory practice against pregnant woman or mother as straightforward cases of sex discrimination (Cases C-177/88 *Dekker v Stichting Vormingscentrum voor Jonge Volwassenen Plus* [1990] ECR I-3941; C-179/88 *Handels- og Kontorfunktionærernes Forbund I Danmark (Hertz) v Dansk Arbejdsgiverforening* [1990] ECR I-3979; C-32/93 *Webb v EMO Air Cargo* [1994] ECR I-3567, C-421/92 *Habermann-Beltermann v Arbeiterwohlfart* [1994] ECR I-1657).

In Paquay case, the Court has moved the standard of protection from dismissal for pregnant women or new mothers even further deciding that protection “must be interpreted as prohibiting not only the notification of a decision to dismiss on the grounds of pregnancy and/or of the birth of a child during the period of protection set down in paragraph 1 of that article (of Directive 92/85/EC) but also the taking of preparatory steps for such a decision, such as searching for and finding a permanent replacement for the relevant employee, before the end of that period.” (C-460/06 *Paquay v Societe d'architectes Hoet and Minne SPRL* [2007] ECR I-8511). Such position of the European Court is crucial as it extended meaning of Directive's provision referring to the protected period from beginning of pregnancy until the end of maternity leave. Therefore, national courts should carefully examine whether the employer has commenced search for a replacement employee during the protected period, as well as immediately after the return to work of a new mother and if this was the case, dismissal should be declared unlawful.

On the matter of Art. 12 of Directive 92/85/EC referring to provision of effective judicial protection in cases of dismissal on grounds of pregnancy and motherhood, the EU Court has brought important decision in Case C-63/08 *Virginie Pontin v T-Comalux (SA)* [2009] ECR I-10467). In this case, the Court declared discriminatory to set particularly short limitation period (in this case, of 15 days, shortened by post delivery of written dismissal notice) to have a legal remedy available in order to assert rights following dismissal of a pregnant worker. Court considered that this limitation period “rendered practically impossible the exercise of rights conferred by Community law.” Subsequently, the Court considered the standard of effectiveness of judicial remedy in light of particular circumstances related to pregnancy and inability to prepare the legal case and seek legal aid within unreasonably short limitation period.

1.3. Croatian Legal Framework and Case Law Related to Pregnancy and Motherhood at Work

Croatian Constitution (Official Gazette No 56/90, 135/97, 8/98, 113/00, 124/00, 28/01, 41/01, 55/01, 76/10, 85/10, 05/14) explicitly protects maternity in general and motherhood in relation to workplace in articles 62. and 64. Directive 92/85/EC has been implemented into Croatian legislation through provisions of three laws: Labor Law (Official Gazette No 93/14), Law on Occupational Safety at Work (Official Gazette No 71/14, 118/14, 154/14) and Law on Pregnancy and Parental Allowances (Official Gazette No 85/08, 110/08, 34/11, 54/13, 152/14). In this paper, we will focus on provisions of the Labour Law because it has been the main source of legal protection of pregnant workers and new mothers from dismissal and unfavorable treatment at work. Croatian regulation of protection of workers based on pregnancy and motherhood or fatherhood refers to absolute prohibition of dismissal during pregnancy, maternity, paternity or adoption leave, part-time work, work with reduced working hours due to increased care for a child, leave of absence of a pregnant woman or breastfeeding mother, leave of absence or work with reduced working hours due to care for a child with developmental disabilities, and during 15 days after termination of a pregnancy or any of those rights (Art. 34.2 of the Labour Law). Dismissal is null and void if employer knew about pregnancy or parenthood or if worker proves it by certified medical record within 15 days following dismissal (Art. 34.3.). Only legally justified exceptions to this prohibition are death of employer who is a natural person, closure of a craft and liquidation of the company. In all of these cases, employment contract is

terminated regardless of statutory provisions. Violation of absolute prohibition of dismissal by employer is considered as the most severe violation of labour law and fined by the maximum fine as stipulated by the article 229.9 of the Labour Law.

According to the Croatian Labour Law, all labour disputes should firstly be referred to the employer who has limitation period of 15 days to respond. If employer fails to deal with the request for protection of right or fails to reinstate the right, worker has further limitation period of 15 days to refer the matter to the court as per Art. 133 of the Labour Law.

In addition to labour legislation, Croatia also has very elaborate laws on prevention of discrimination and gender equality, as well as fully functional mechanisms of protection of human rights through institutions of Ombudsperson and specialized Ombudsperson for Gender Equality.

National Supreme Court has ruled that absolute prohibition of dismissal for pregnant and new mothers means that decision on dismissal could not be legally enforced as long as worker is using his pregnancy or parental right, regardless of the fact that termination of work would be enforced after cessation of pregnancy or parental right (Supreme Court of Croatia Rev 1805/01 of 1.10. 2002).

If we look into the statutory provisions of applicable national laws, we could conclude that pregnant workers and new mothers in Croatia do enjoy sufficient level of protection from dismissal or discrimination at work based on pregnancy or motherhood. Formally, this is certainly well regulated area of labour and gender equality law. It is also harmonized with the relevant provisions of the EU law Directives, primarily Directive 92/85/EC on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding. In reality, Annual Report for 2012 of Croatian Ombudsperson for Gender Equality disclosed results of one-of-a-kind survey according to which every second pregnant woman in Croatia was dismissed due to pregnancy. The remaining 50% of pregnant workers and working mothers faced denial of one or more labour rights due to pregnancy or childcare. Apart from violation of basic human rights in the labour market, pregnant workers and working mothers faced discriminatory practices in financial sector i.e. denial of right to take bank loans. These concerning practices were not subsequently followed up by relevant state authorities demonstrate deeply rooted issues closely linked to discrimination and gender inequality. In those circumstances, it would be expected that number of labour disputes raises, but actually, according to the data of trade unions, number of national labour disputes is constantly decreasing. Reasons for that can be found in domestic unemployment rate being currently at 15%, with female unemployment of well above 22% and numerous other factors limiting internal labour mobility of all categories of workers, and particularly pregnant workers and new mothers. Legal provisions on protection of pregnancy and motherhood have a very little impact unless workers can seek redress at labour tribunals, as it is stipulated in Directive 92/85/EC on effective judicial protection. In Croatian context, effective judicial protection means very limited, if any, options to use free legal based on income and lengthy and complicated procedure of approval. Having in mind short limitation periods of 15+15 days to seek judicial redress for unlawful dismissal, in practice free legal aid could probably not be activated so quickly due to legal constraints related to requirements to use free legal aid. Thus, pregnant women and new mothers faced with unlawful dismissal during pregnancy or parental leave are expected to expose themselves to search for a legal representative, preparation of a case for the court, additional costs during pregnancy or motherhood and complicated court procedures. On the other side, Croatian courts are still in favour of awarding relatively small amounts of labour-dispute compensations. Plaintiffs are also faced with great uncertainty of reinstatement of labour relation, specially if labour relation was between a worker and a private employer.

Due to numerous obstacles to effective judicial recourse in cases of labour discrimination of pregnant workers and new mothers and weakening of trade unions, specially in private sector where they became virtually non-existent, the best solution would be to expand mandate of one of the existing gender or anti-discrimination bodies to be able to legally represent pregnant workers and new mothers in all cases of unlawful dismissal due to pregnancy or motherhood. In this way, women who become victims of sex discrimination at work related to their reproductive rights would deal with a very simple redress procedure and would use expert assistance at no cost. Having in mind importance of ensuring full protection of all reproductive rights at all stages – particularly during employment – it is justified to shift a burden of labour dispute recourse from pregnant workers and new mothers to specialized, fully staffed state funded, but independent body.

1.4. Conclusion

Labor protection of pregnancy and motherhood is one of the corner stones of anti-discrimination law and gender equality. Having in mind that only female workers encounter pregnancy related work discrimination and could face unlawful dismissal due to the fact that employers consider them as financial burden during their absence from work, legislators have to be particularly vigilant on legal regulation of protection of pregnancy and parental rights at work. Leveling labor related sex discrimination of pregnant workers and new mothers to other forms of labor discrimination is unfair and fails to acknowledge special vulnerability of pregnant workers and new mothers. The mere notion of absolute prohibition of dismissal during pregnancy and new motherhood at the European level was adopted with the intention to protect women during reproductive absences from adverse consequences of their fundamental human right to procreate to their employment relation. Normative protection has very little impact unless it has meaningful judicial remedy available for violation of that protection. In last several years, exceptionally high number of pregnant workers in Croatia is dismissed because of their pregnancies, and it seems all those pregnant workers are unable and unwilling to engage in traditional labor dispute. In order to fully implement international human rights standards and European legislation in the area of protection of pregnant workers and new mothers, access to judicial recourse should be reconsidered and modeled in a way that allows easier access to labor tribunals. This can be done through amendments of labor legislation that would allow involvement of state bodies for gender equality or anti-discrimination bodies, so that victims of sex discrimination based on pregnancy or motherhood would be able to fully realize their fundamental human rights and their labor rights.

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Values Education from Perspectives of Classroom Teachers

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Abstract

Values education is a process, which begins at home and continues in society and in formal education institutions. The purpose of this research is to determine the opinions of primary school teachers about values education in primary schools. In the current research, the qualitative research method and focus group interview technique were used. The participants of the study were eight classroom teachers who were pursuing master's degree at the classroom education program of Afyon Kocatepe University. The participants were selected using the intense case sampling, which is part of purposeful sampling technique. The data were collected through audio-taped group interview. The credibility of this study was enhanced by expert review. The interview schedule was sent to experts for review. The trustworthiness of this study was established by the formula proposed by Miles and Huberman. It was calculated as 0.92. The data collected from the interview were examined using a qualitative data analysis approach. The findings of the study showed that if value education starts at early ages it would provide much more opportunity to prepare for future life, to improve personality and to have long-lasting values. The participants argued that parents are very significant in value education. The participants suggested that value education should be either an independent course or certain values should be taught in existing courses. They also proposed that in value education case studies and drama can be used and that positive and desired behaviours and empathy should be encouraged among children.

Keywords: Values, Values education, Teachers, Primary Schools, Primary school students.

Introduction

Value education is a process, which begins at home and continues in society and in formal education institutions (Başçı, 2012). In recent days the significance of values and having certain values have been emphasized (Özdaş, 2013). Given that values play a significant role in social life educational systems cover value education and it may be either through independent courses or through integration of values in different courses in the educational programs. On the other hand, educational institutions transfer values to students, which is one of the ways of socialization (Güngör, 1998). Therefore, teachers play a significant role in this regard. It is certain that in order to fulfil this specific role teachers should assimilate those values to be taught to students (Yılmaz, 2010). On the other hand, values have a significant effect on teachers' educational decisions and acts (Fasheh 1982). Values are related to the perception of anything as important or not important. For instance, a math teacher may or may not attach importance to reasoning, problem-solving or the use of technology in courses (Seah 2002). Values allow for individuals to understand what are prior and what are not. On the other hand, values should be taught at home and at formal education institutions (Bridge, 2003). If an educational approach which supports only cognitive and psycho-motor competence is adopted, then students cannot acquire affective gains which include values of the society (Baysal, 2013). Therefore, value education should be emphasized both at home and in schools.

There are many distinct definitions of values. In addition, Brown (2001) argued that it is not easy to define what value is. Turkish Language Association defined value as follows: "(value) is an abstract criterion to understand the significance of

something" (www.tdk.gov.tr). Raths, Harmin and Simon argued that values are general guides for behaviours, which are resulted from personal experiences (1987; cited in Seah & Bishop 2000). Swadener and Soedjadi (1988) regarded values as a concept or an idea, which is about the value of something. Saġnak (2004) stated that values are beliefs about individuals' ideal behaviour or their purpose of life, or multi-dimensional standards, which guide their behaviour.

There is limited number of educational studies dealing with values (Bishop, Fitz Simons, Seah, & Clarkson 1999; Seah & Bishop 2000). Although there are references to values in general educational goals of the ministry of national education and in general goals for primary education programs and secondary education programs, in Turkey there are no intensive studies on value education. In one of rare studies on value education Turkey Ateş (2013) revealed the views of primary school teachers and secondary education teachers about value education and the related teaching activities. The findings of the study showed that for the majority of the teachers sampled value education is needed and that families are not very powerful in promoting values, leaving it to schools without any support from media, non-governmental organizations. Baysal (2013) also analysed value education in Turkey and found that those teachers participated in value education-related seminars are much better in the use of materials in contrast to those who did not participate in such seminars or activities. It was also concluded that for teachers with parental involvement value education could be much more productive. Özalp-Kaplan (2014) argued that value education should be delivered in a specific course in which necessary sources and materials are used and that value education should be delivered with coordination between school, parents, society. Therefore, teachers should be informed about value education through in-service training activities. On the other hand, the perspectives of teachers about value education should be uncovered. Based on this assumption, the study aims at revealing the views of classroom teachers about the problems related to value education activities. In parallel to this aim the study attempts to answer the following research questions:

1. What do classroom teachers think about the necessity of value education for primary school students?
2. What do classroom teachers think about the contributions of parents to value education?
3. What do classroom teachers think about the process of value education in schools?
4. What do classroom teachers think about value education in teacher training programs? What are their suggestions to improve it?
5. What do classroom teachers think about making value education more efficient in out of school contexts?

Method

Design

The study was designed as a qualitative research. It employs group interviews to collect the data. Group interviews are part of qualitative research approach. The goal of group interviews is to gather people together to express their views about a specific topic. Group interviews take shorter time to complete. It is mostly employed when the participants work for the common goal and the views of each participant is significant for other participants (Cohen, Manion, & Morrison, 2007).

Participants

The participants of the study were classroom teachers who were pursuing master's degree at the classroom education program of Afyon Kocatepe University. The participants were selected using the intense case sampling, which is part of purposeful sampling technique. The intense case sampling is realized through the selection of those who have intense experience or views about the topic at hand (Schreiber & Asner-Self, 2011). The participants took the courses of "contemporary approaches towards science and technology education" and "novice approaches towards social studies teaching". In both courses value education was studied and discussed. The total number of the participants was eight, five of whom were males. Two participants were novice classroom teachers. The other two had a one-year teaching experience. One of the participants had a three-year teaching experience. Another one had a seven-year teaching experience. The remaining two had a nine-year teaching experience.

Data collection tools

The data of the study were collected through use of semi-structured interview forms. The interview form was developed by the author. It covered eight open-ended items. Internal validity of the interview form was established through the review of field specialists. A good field specialist review should deal with the question of whether or not the items are reasonable (Merriam, 2013). At the initial phase the interview form included ten open-ended items developed through the review of the related literature. The form was reviewed by three field specialists. They analysed the items in terms of the consistency of the coverage of the items and the understandability of the items. Based on the feedback of the specialists two items were excluded and the final form covered eight items. The items were asked to the participants in a face-to-face interview context.

Data analysis

The data collected from the interview were examined using a qualitative data analysis approach. Qualitative data analysis is mainly made up of coding the data, dividing the text into small units, using labels for each unit and grouping codes under themes. Code labels can be developed from either any word used by the participants, or any statement used by the researchers or any social scientific term (Creswell & Plano Clark, 2014). The interview data recorded were transcribed. The authors independently reviewed these transcriptions and developed the categories. Then categories were developed based on codes. Lastly the related categories were combined and were placed under sub-themes.

Reliability in qualitative research refers to consistency of the reviews of multiple coders. Therefore, mutually agreed ones indicate the reliability (Creswell, 2012). In the study codes developed by the authors were compared to reveal those which were mutually agreed. In the reliability analysis the formula developed by Miles and Huberman (1994) was employed (reliability = mutual agreement / (mutually agreement + disagreement)). The reliability coefficient was found to be 0.92.

Findings

Following the data analysis, it was found that there was one theme, value education process. This theme was found to have four different subthemes: Why early ages? Who are effective? what should be done? and What do the participants suggest? The subthemes were also found to include several categories. Table 1 shows the theme, sub themes and categories about value education found in the analysis.

Findings about the sub theme of “why early ages?” in value education

The participants mostly stated that value education should start at early ages. They argued that such a value education will help children to prepare for future life, to develop their personality, and to have long lasting attitudes and acts.

Life preparation

As stated earlier the participants thought that value education should start at early ages if it is to contribute to life preparation. One of the participants, Selçuk, stated “for me value education at primary school is important to prepare children for future life. It deals with life experience, perspectives and their attitude towards other people. I teach students in these topics to prepare them for future.”

Personality development

The participants argued that value education at early ages is effective because it helps personality development. One of the participants, Vildan, explained it as follows: “some values can only be acquired at early ages and become part of personality. For instance, being respectful for elderly people. If it is not taught at early ages, they may not learn it later. So we as primary education teachers should deliver value education.”

Permanence

The participants argued that skills and values learned at early ages will be long-lasting, therefore value education should be given at early ages. For instance, Ayçin stated the following view: “Value education should be given at the level of primary school. We have a related proverb, saying as the twig is bent so is the tree inclined. Therefore, some values should be acquired at early ages, making them long-lasting.”

Findings about the sub theme of “who are effective?” in value education

In regard to the sub theme of “who are effective (in value education)?” three categories were found: teachers, parents and society. The participants stated that although value education is related to the society as a whole both parents, teachers and society have their own effects on value education.

Parents

It was stated that parents are very significant in value education since it is first given at home. One of the participants, Ümit, reported “value education begins before formal education process. Values are first taught by parents. But does it true for all parents? Not possible. Some parents are not interested in value education of their children. For instance, in rural areas parents do not have enough time to focus on value education. As a result, children have insufficient education on values such as respect, tolerance, fairness and honesty. This may be complemented by formal education institutions.”

Another participant, Şerife, reported “when children come school they bring different cultural values to the school. They begin school with the values taught by the parents. Teachers try to teach different values. If parents cannot manage to teach values to children teachers cannot teach every single value to them. However, teachers are expected to manage it.”

One of the participants, Burak, dealt with the negative effects of parents on value education as follows: “some parents do not support value education, instead they have negative effects on it. Fathers may learn how to swear to their children. Such negative behaviours are sometimes supported by peers. It is hard to change this behaviour and to them them that swearing is not desired in our culture.” Therefore, in some cases parents have negative effects on value education.

Society

The participants argued that society has also effects on value education and that in order to have children with well-established values formal value education at schools should be supported by society. For instance, Harun stated “I think there are disadvantages in teaching values in Turkey. I am not sure that teachers could effectively teach such values as being honest, protecting environment. Although these are taught at schools, I think students do not practice them in daily life. In order to have an efficient value education it should be supported by society.”

Another participant stated that everybody has a role in value education: “what we taught at schools is not reinforced by society. If it is reinforced, the goal can be achieved. Students come across very different situation society. I always tell my students that we must respect all living beings. One of my students saw a man who was broking the tree and warned him. That person exhibited very negative reaction what my student said. So he frustrated. I think he will not say the same again in similar situations.”

Teacher

The participants stated that for school-age children teachers are the models. One of the participants, Ömer, stated “Teachers are the models for students. One day I went class late since I was talking to the administrator. I told my students that I was late because of that. I think giving such explanations is useful to make them honest. Because when they are late for the class they can also say the reason for it honestly.”

Findings about the sub theme of “what should be done?” in value education

Value education courses in the educational program

Some of the participants argued that value education course can be covered in the primary school education program. They stated that all necessary values can be taught more easily. For instance, Harun expressed his view as follows: “religious culture and ethics course is given at the fourth class. It is about some of the values. But if we have an independent value education course students can develop an awareness about values. Can we teach values in each course? I think it is hard because of time constraints. I think it is reasonable to have a separate course for value education.”

Integration of value education with other courses

There are other participants who argued that instead of having an independent course for value education, values can be taught in different existing courses. For instance, Ayçin, reported that: "For instance, in life sciences course we taught such values as being respectful for their peers and others during the teaching of the democracy concept. In addition, in the Turkish language courses we teach other values including friendship, caring for other people while discussing related materials. While teaching divisions in mathematics course I encourage students to share what they have with their friends. Therefore, given that there is no independent course for value education we can use other courses to teach values whenever it is possible."

Using cases

The participants stated that in value education case studies can be employed. Such cases can be discussed in the class or can be used in drama activities. They also stated that if any student exhibited a positive behaviour he can be reinforced and can be given as an example for other students in classroom. One of the participants, Selçuk, stated "one of my students, Mehmet, accidentally hurt another student while playing a game in the school yard. When he saw me he embarrassed and escaped. Another student Emre brought the other student to toilet and washed his face. I said Mehmet that it was incorrect, since he should have brought him to toilet instead of Emre."

Parental support

One of the participants, Ömer, who believed that parental support is crucial for value education stated "if value education at schools are consistent with the values at home parents support it. Parents should be part of value education to increase the common values. For instance, parents can be informed about the values to be taught at school and they can be part of decision making process about which values should be integrated into the program. If children have experience about the same values at school and at home, learning will be long-lasting. It also facilitates value education."

In a similar vein another participant, Vildan reported "as Ömer argued it is in fact the education of parents. They should have contradictory ideas. If any value taught at school is not given importance at home teaching is not significant for students. For instance, if child is not part of decision making process at home, he cannot comprehend the value of democracy. And a contradiction occurs if it is taught at home. Therefore, parental support should be granted if value education is to be effective."

Out of school activities

The participants emphasized the fact that the task of value education is not solely responsibility of schools and that it should be shared with society. They suggested that activities should be designed with all related parties in value education.

One of the participants, Burak, stated "for instance in the town where I am working a project to avoid swearing was carried out. It was started by local administration and all people supported it. In the project using different devices such as brochures this value was emphasized and children became aware of it."

Society based projects

One of the participants, Selçuk, talked about another activity to maintain permanence of values: "In the school we have society based activities. We connect value education with such activities. There a widower living alone in the village. Students brought several materials for her. Some of the students visited her at home and they helped her. Out small scale activity reached its goal."

Findings about the sub theme of "what do the participants suggest?" in value education

Teacher training programs

The participants stated that teacher training programs do not have any subject dealing with the activities related to value education. For instance, Ömer stated "I have been a teacher for three years, I did not hear even the name of value education in the teacher training program. I heard it following my profession as a teacher. I wish I got courses on it, because I could easily handle it. I had hard times to think about designing activities in value education."

In-service training activities

The participants suggested that insufficient knowledge base of teachers about value education may disappear if they participate in in-service training courses on value education. They reported that in-service training activities about value education should include both theoretical information and practice. Such a training will assist them in teaching values. One of the participants, Harun, stated "If in in-service training activities we are given both theoretical information and practical knowledge about value education, we will experience problems in value education at minimal level."

Project-based performance practices

The participants suggested that in order to promote value education the projects developed by teachers may be rewarded and teachers may be given extra credits for their activities. For instance, Ümit stated his view as follows: "projects can be carried out in relation to value education. Such projects can be evaluated by inspectors. If it is found to be useful, either school or teacher may be given extra credit. It should be rewarded."

Selection of teachers

The participants argued that teachers should have the values to be taught. In the selection of teachers this point can be taken into consideration. For instance, Ayçin stated her view as follow: "teacher responsibility is very significant. Each step in teaching profession several criteria should be used to choose future teachers. I think it is the most significant part of the process." A similar view was expressed by another participant, Vildan: "The behaviour of student teachers should be followed. They can be tested in terms of values they have. Those who could not have a certain level should not be teacher."

Results and Discussion

The findings of the study showed that if value education starts at early ages it would provide much more opportunity to prepare for future life, to improve personality and to have long-lasting values. The participants argued that parents are very significant in value education. However, parents may either positive or negative effects on value education of their children. Lucas (2009) also emphasized the significance of parents and found that for teachers one of the significant actors in character education is parents. Ateş (2013) concluded that positive values taught by parents reinforce value education at schools, but if there is any contradiction between the values of parents and those emphasized at schools it is hard for teachers to teach the desired values. Kılıç Şahin (2010) also maintained that parents are very significant in value education and that value contradiction between home and school makes hard for teachers to teach the desired values. Similarly, Aslan (2007) found that the inability of teachers to teach basic skills, knowledge and values is directly related to the indifference of parents. All these findings are consistent with each other.

The findings of the current study also showed that social support is needed to make value education successful. Robinson-Lee (2008) also reached a similar conclusion and emphasized that involvement of all related parties is needed for an effective character education. Cooperation of educators, school administrators, parents and society members should exist if the values taught to be effective and all these parties should be informed about character education.

In the study it was also found that for school-age students the effects of teachers on value education begins and teachers function as significant role models for students. This finding is consistent with the findings of the previous studies. For instance, Ishii (2010) found that teachers' caring behaviour, honesty, peaceful manner are significant part of an effective character education programs. Similarly, Veugelers (2000) found that in teaching values teachers are significant and they encourage students to acquire certain values. Ateş (2013) concluded whether consciously or unconsciously teachers are role model to students and therefore, they should reinforce positive values through this function. Can (2008) also concluded that teachers effectively make use of being model, empathy and value clarification in value education. Veugelers and Kat (2003) suggested that teachers should be aware of the fact that they are role models for students and should use this function to reinforce the values that are being taught.

The participants suggested that value education should be either an independent course or certain values should be taught in existing courses. They also proposed that in value education case studies and drama can be used and that positive and desired behaviours and empathy should be encouraged among children. Therefore, teachers should be prepared for such functions. There are previous findings, which are consistent with the findings of the study. For instance, Çengelci (2010) analysed how value education is delivered in the fifth grade social studies courses. It was found that several distinct activities are used for value education, including case studies, example events, being models, certain days and weeks, , drama,

actual events, empathy, association, relations with other courses, non-governmental organizations, parental involvement, and out of school activities. Johannson (2002) found that teachers employed empathy, using different perspectives, modelling, rewarding positive behaviors to teach ethical values. Tokdemir (2007) found that history teachers used case studies, narrations, demonstrations, empathy, projects, visits and observations in value education. Similarly, Akbaş (2004) concluded that teachers employed various methods in value education including stories, movies, drama, biography, drama, discussions.

The findings of the study also indicated that parental support contributes to value education at school and that there should be consistency between the value of parents and value education at school. Similarly, Baysal (2013) concluded that for teacher's parental support is very significant in value education. Deveci and Dal (2008) concluded based on the reports of classroom teachers that when values taught at school are not supported at home long-term behaviour modification cannot be achieved. Similarly, in the study by Yaşar and Çengelci (2009) parents argued that in value education they are very significant and they should be models for their children. Beldağ (2012) found that in acquiring values the parents play very significant role and that both teachers and parents should model for the children.

Another finding of the study is that the participants were not trained about how to deliver value education during the teacher training programs. They suggested that teachers can be informed about value education through in-service training courses. On the other hand, there is no obligatory course for value education in teacher training programs, but some programs have optional course about value education or character education. Previous findings are consistent with this finding of the study. For instance, Başçı (2012) concluded that teachers do not have necessary knowledge base about value education and how to deliver it and that teachers should be given an opportunity to fill this gap through quality seminars. Yalar (2010) also concluded that in-service training activities will be useful for teachers to deliver value education. Fidan (2009) concluded that student teachers are not trained on values and how to teach values, indicating that they do not have enough information about value education. Thornburg (2008) found in a qualitative study that teachers do not have sufficient knowledge about value education.

Based on the findings of the study it is safe to argue that value education should be reconceptualised and reorganized taking into consideration the relationships between teachers, parents and society. For instance, with the cooperations of ministry of national education and higher education institutions campaigns can be organized concerning values to inform society. Teachers may take part in seminars on value education. Teacher training programs may include optional courses on value education in which micro teaching activities are used.

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Tables

Table 1. Theme, sub themes and categories about values education

Theme	Sub theme	Categories
Values education process	Why early ages?	Life preparation Personality development Permanence
	Who are effective?	Parents Society Teachers
	What should be done?	Inserting value education course into the program Integration of value education with other courses Using case studies Parental involvement Social projects Out of school activities
	What do the participants suggest?	Teacher training programs In-service training activities Project and performance implications

		Criteria for choosing teachers
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Views of Classroom Teachers About Social Studies Courses in the Context of Political Literacy

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Abstract

The aim of the study is to reveal the views of classroom teachers about social studies courses in the context of political literacy. The data of the study were collected through an interview form with six open-ended items, which was developed by the author. The participants were 28 classroom teachers working at five different public schools in Afyon during the school year of 2015-2016 spring semester. The data were collected through face-to-face semi-structured interviews. The data were analysed using descriptive method. The findings showed that in each learning domain distinct dimensions of political literacy were delivered. There is a consistency between the characteristics of politically literate individuals and political literacy skills taught in social studies courses. The participants considered social studies education program to be an appropriate area to produce politically literate citizens.

Keywords: elementary teachers, interview, political literacy, social studies

Introduction

Public life though knowledge, skills and values, what can be called 'political literacy', seeking for a term that is wider than political knowledge alone. Public life is used in its broadest sense to encompass realistic knowledge of and preparation for conflict resolution and decision-making related to the main economic and social problems of daily life, including each individual's expectations and preparation for the world of employment, and discussion of the allocation of public resources and the rationale of taxation. Such preparations are needed whether these occur in locally, nationally or internationally concerned organizations or at any level of society from formal political institutions to informal groups, both at local or national level (Advisory Group on Citizenship, 1998, p. 13). Political knowledge is an important prerequisite of political participation. Such participation should not be considered to be just consisting of voting. Considering the fact that the political participation is a part of democracy, focusing the attention on the democracy education would enable the young people to evaluate the political participation on a large scale (Kuş and Tarhan, 2016).

Zaller (1992) defines the political literacy as individuals' comprehensions of a political event and their political awareness. Davies (2008) stated that political literacy has been characterized as "a compound of knowledge, skills and procedural values" (such as respect for truth, reasoning and tolerance) and that it is also closely related to political action and engagement.

Social studies course covers a field of topics that falls in the diverse realm of social sciences, from economy and political science to sociology and law. Hence it may be too much to ask that the social studies curriculum could closely reflect the form of knowledge of all those academic disciplines (Löfström et. al, 2010). And politics is just one of the disciplines which is directly related to social studies programme. In elementary education social studies course aims to train and produce effective citizens. Additionally, it covers a learning area which can be called as "groups, institutions and social organisations". So it is important to determine what the views of teachers are about political literacy and social studies programme's effectiveness in achieving students' political literacy.

The goal of this study is to reveal the views of classroom teachers about social studies course and the teaching and activities carried out in the study in relation to political literacy. Based on this aim the study attempts to answer the following research questions:

- How do classroom teachers evaluate their competency in regard to political literacy? What is their justification for this evaluation?
- What do classroom teachers think about having sufficient political literacy for being a teacher in terms of its contributions to teaching profession?
- What do classroom teachers think about the characteristics of politically literate individuals?
- What do classroom teachers think about the contributions of social studies education program to political literacy?
- Which sources do classroom teachers use in teaching political literacy?
- Which learning activities do classroom teachers use in teaching political literacy?

II. Method

This section gives the research model, participants, data collection tool and process as well as data analysis.

Research model

The study was designed as a qualitative research in which semi-structured interviews were employed. Semi-structured interviews allow to focus on the reports by the participants and their views (Güler, Halıcıoğlu and Taşgın, 2015. p.116).

Participants

The participants of the study were twenty-eight classroom teachers who were working at five public schools serving for the children from lower, medium and higher socioeconomic levels in Afyon province during the school year of 2015-2016. The features of the participants are below in Table 1.

Data collection tool

The data of the study were collected through the use of an interview form with six items. Following the establishments of the content validity of the tool through the review by field specialists it was used in the pilot study in which the participants were the classroom teachers teaching the fourth graders. Based on the findings of the pilot study the items included in the interview form were finalized. Before the interviews the participants were informed about the study and their permission was granted. The interviews were recorded.

Data analysis

The data obtained were analysed using descriptive approach. In the analysis the data were grouped based on the predetermined themes and interpreted. The qualitative data were converted into quantitative ones and frequency and percentage were identified. In order to establish the reliability of the study the answers to the open-ended items were analysed by the author and two field specialists and the answers were grouped as mutually agreed ones and disagreed ones. The reliability was identified using the formula developed by Miles and Huberman (1994). The analysis produced the value of $P = 92$, indicating that the study is reliable.

III. Findings

This section gives the findings of the study with tables and direct quotations. Table 2 shows the frequency and percentage of the reports of the participants about their self-evaluations concerning being a person with political literacy.

As can be seen in Table 2, only 35.72% of the participants regarded themselves as sufficiently politically literate, while 17.86% of them reported that their political literacy level is moderate. Those who considered themselves as insufficiently politically literate were found to be 46.42% of the participants. The participants provided several justifications for their self-evaluation. Table 3 shows these statements as follows:

As can be seen in Table 3 the participants frequently stated the following reasons for being a sufficiently politically literate person: following the actual events, reading different newspapers for this purpose and listening what is said to them. The following statement exemplifies such views:

"I think I follow current affairs and I want the others to be conscious about these affairs. I think about the effects of current affairs on my country or on the relations between my country and other countries"

The following reasons for being an insufficiently politically literate person are given: Due to time limitations not managing to read books about politics, not making research about what they have heard and not having intensive interest in media outlets. The following statement exemplifies such views:

"While I was at high school I did not have enough time to read political books due to the fact that I had to prepare for university entrance exams. While I was at university I had to work hard. Now I could have time to read such books due to my professional and familial responsibility. In addition, in schools there is no room for it, but I think it should exist"

Table 4 shows the frequency of the views of the participants about the contributions of having political literacy to teaching profession.

The participants reported that political literacy may contribute to teaching profession to produce global citizens, to allow for students to actively take part in social life and to employ democratic principles in classrooms. One of the related statements is given as follows:

"Today we need those citizens who are open to different perspectives and can take initiative. In short, what we need is global citizens. If a teacher is politically literate, then he could students who are also politically literate. If not, it is not possible."

Table 5 shows the characteristics of individuals who are politically literate according to the reports of the participants.

As can be seen in Table 5 the participants reported that an individual with political literacy has political knowledge, is aware of social organizations and of their rights.

The following statement exemplifies this view:

"An individual with political literacy should have political knowledge. They should have a world view. He must be aware of political parties which are consistent with their world views. However, it is also needed for them to observe the activities of these parties to make a correct decision"

Table 6 shows the views of the participants about the relationship between the units in social studies courses and acquisition of political literacy.

As can be seen from Table 7 above in regard to the learning domain of individual and society the participants argued that an individual who is politically literate should analyse different views, empathy and he should not be biased. The statement below exemplifies this position as follows:

"Most of the topics covered in the learning domain of individual and society are about respect for others' views, expressing his own views. It helps producing politically literate individuals who are free of bias."

The participants stated that the learning domain "culture and heritage" contributes to loving the country, communication with family members and other people. The following statement shows this view as follows:

"the learning domain of culture and heritage is one which is closely related to history. It is very effective in teaching relations with neighbor countries, patriotism, communication with family members and other people through oral history studies."

The participants stated that the learning domain People Places and Environments mostly emphasizes performing tasks as a citizen in emergencies. The following statement shows this position:

"Afyon is one of the high priority areas in terms of earthquake and in addition, there are many work accidents. Knowledge about these are given in this specific learning domain and it also emphasizes duties of citizens in regard to social organizations."

The participants argued that the learning domain production, distribution and consumption focuses on being aware of and use the rights.

"The learning domain production, distribution and consumption focuses on being aware of and use the rights, but we also emphasize children's rights and the rights of citizens. It is very important to emphasize the significance of being a citizen who is aware of and uses the rights. Such an approach helps teaching political literacy skills."

The participants maintained that the learning domain science, technology and society contributes to political literacy in terms of being sensitive to environment, using technology efficiently and being open to use various source to get information. Regarding such contributions one of the participants stated the following view:

"A citizen who is politically literate should be sensitive to environment. We learn students to employ technology without any damage to others and environment in this learning domain. Students also learn about non-governmental organizations including environmentalist organizations. We also teach the use of communication technology to access information. We encourage students to employ such devices."

The participants stated that in the learning domain groups, institutions and social organizations the focus is on having information about social organizations, using different sources in the decision-making process and being aware of tasks and duties in groups, institutions and social organizations. The following statement exemplifies this view:

"This learning domain covers the decision-making process in educational and social activities. We try to teach making decisions using different perspectives. We emphasize the fact that students should recognize the problems in the society in which they live and should attempt to solve these problems and that they should perform several duties in non-governmental organizations."

In regard to the learning domain "power, management and society" the participants stated that it contributes to being aware of democracy, the duties and the effects of citizens on local administrations. The following statement exemplifies this view:

"In this learning domain students are taught local administrations, democracy, national councils, elections. We organize the elections of class heads as real elections. In these activities students are allowed to have experience of being a candidate, elections, vote counts."

The participants argued that in the learning domain "global networks" the topics emphasized were being contemporary and tolerant and following current affairs. One of the participants expressed the following view:

"In the learning domain "global networks" students become familiar with other countries and different lifestyles. Therefore, this learning domain makes it possible for students to respect for different views, to have information about different countries and to recognize differences and similarities between their country and other countries."

Table 7 shows the reports of the participants about the sources used in teaching political literacy.

As can be seen from Table above the participants reported that they mostly used media products, families and academic books in teaching the skills related to political literacy. One of the participants who used media products for this aim stated his views as follows:

"In producing students who are politically literate the most significant point is that they should correctly interpret messages of media products. Therefore, all types of media products should be employed. In class discussions students ask questions about the message of the news story, news video or advertisements."

Table 8 shows the activities used by the participants in political literacy skills.

As can be seen from Table 8 class activities mostly used by the participants in political literacy skills was the practice of elections of class heads. In regard to out of school activities they mostly used visits for this purpose. The following statements :

"In the election of class head the process is realized as democratic election process and it is made up of several steps including candidacy, propaganda, preparation of ballot, election council, vote count among the others. In a sense students have an experience of democratic election process."

"Visits are organized to headman, municipality, governorship and even to grand national assembly. Students are given an opportunity to meet and to ask questions to politicians there. In addition, visits are organized to foundations, social organizations. Visits are very important activities for students to learn the position of these organizations in society."

IV. Conclusion and Discussion

Based on the findings of the study the major conclusions can be briefly given as follows:

In the study carried out by Demaine (2004) teachers stated about the activities which aims to introduce political literacy to the students relating matters to pupil's out of school context, especially national level such as their own street, their school, their city or country. Teachers also stated that they use classroom discussions about current events, economy and economy's effect on political relations". In this study the participants also reported that they mostly made use of discussion of immediate problems to find solutions, internet research about economy and politics in promoting political literacy of students.

According to the quantitative results of the study, the teachers frequently emphasized the importance of non-governmental organizations, universal values, indulgence for differences and the democratic process in the class. In this study elementary teachers stated the importance of non-governmental organizations too.

Madhok (2005) refers to features of political literacy such as political choice and opinion, knowledge of one's rights, knowledge of state institutions, hierarchies and procedures. In other words, knowledge is not only of institutions but also of the rules that govern their functioning. In this study elementary teachers stated about political literacy that are related to political choice, opinion, information, awareness about rights and responsibilities.

The findings of the study indicate that each participant has many different dimensions about the concept of political literacy. On the other hand, their reports about the characteristics of political literacy contributed by social studies course and the characteristics of individuals who are politically literate are found to be consistent. It indicates social studies courses are proper teaching field to promote political literacy among students.

However, the findings of the study show that the participants did not employ local administrations, institutions, non-governmental organizations as much as it is required in promoting political literacy of students. In order to promote political literacy of student's classroom teachers may employ project-based activities about social rights of citizens rather than delivery of theoretical knowledge. Classroom teachers' knowledge about political literacy can be expanded through in-service training activities. Similarly, student teachers may have much more knowledge of it during teacher training process. Research on political literacy can be carried out with primary school students and with student teachers. Several activities to emphasize political literacy can be covered in social studies course textbooks.

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TABLES

Table 1. Characteristics of the participants

		f	%
Gender	Female	1	57.14
	Male	6	42.86
		1	2
Professional experience	0-5 years	2	7.14
	6-9 years	4	14.28
	10-14 years	8	28.57
	15-19 years	9	32.14
	20-+ years	5	17.85
Educational background	Graduate	2	71.42
	Two-year higher education	0	10.71
	Undergraduate	3	17.85
		5	

Table 2. Self-evaluation of classroom teachers' about their political literacy

	f	%
Sufficient	10	35.72
Moderate	5	17.86
Insufficient	13	46.42

Table 3. Participants' justifications about their self-evaluation

		f	%
Justification for having sufficient political literacy	I regularly follow the actual events	6	21.42
	I follow the actual events reading different newspapers	4	14.28
	I listen what is said to me	4	14.28
	I follow social media	4	14.28
	I read books	2	7.14
	My students take part in decision-making process	2	7.14
	Each month an election takes place in class	1	3.57
	My students can express their view	1	3.57
	Due to time limitations I could not read books about politics	2	7.14
Justification for having insufficient political literacy	I could not make research about what I have heard	2	7.14
	I do not have intensive interest in media outlets	2	7.14
	Civil servants cannot express their political views freely	1	3.57
	Politics is not a favorable field in our country	1	3.57
	I make use of local administration whenever it is possible	1	3.57
	I follow only social media		

Table 4. Views of the participants about the contributions of having political literacy to teaching profession

A politically literate teacher	f	%
Can produce global citizens	4	14.28
Can allow for students to actively participate in social life	3	10.71
Employ democratic principles in classroom	3	10.71
Can allow for students to make predictions about future	3	10.71
Can allow for students to develop multiple perspectives	3	10.71
Can allow for students to perceive and interpret events	3	10.71
Can allow for students to develop empathy	3	10.71
Can design activities based on reasoning	2	7.14
Tries to have strong bonds with parents	2	7.14
Encourages students to know and use their rights	2	7.14
Provides opportunities with the students to improve their communication skills	2	7.14
Is the model for students	2	7.14
Has knowledge about political processes which he uses in teaching activities	1	3.57
Makes students to be interested in current affairs	1	3.57
Can relate economy, underground sources and other countries to international affairs in social studies courses	1	3.57
Makes use of several institutions in the teaching and learning process	1	3.57
Encourages students to be sensitive to the problems in their immediate environment and to look for solutions	1	3.57

Table 5. Views of the participants about characteristics of individuals who are politically literate

A politically literate individual	f	%
Has political knowledge	8	28.57
Is familiar with social organizations	7	25.00
Is aware of his rights	5	17.85
Manages to perform his social duties	4	14.28
Makes neutral comments	3	10.71
Has information about economics	3	10.71
Respects for different views	3	10.71
Loves his country	3	10.71
Uses different sources in the decision-making process	2	7.14
Is fair	2	7.14
Employs technology	2	7.14
Is sensitive to environment	2	7.14
Can develop empathy	2	7.14
Knows democracy	2	7.14
Has communication skills	2	7.14
Is free of bias	1	3.57
Follows current affairs	1	3.57
Has a good communication with his family members	1	3.57
Is an useful citizen	1	3.57

Is contemporary	1	3.57
Has tolerance	1	3.57
Is open to learn	1	3.57
Has open senses	1	3.57

Table 6. Views of the participants about the relationship between the units in social studies courses and acquisition of political literacy

Learning field/unit	Statement	f	%
	Making neutral comments	3	10.71
	Empathy	1	50.00
		4	
	Not being biased	1	39.28
		1	
Individual and society/ I know myself	Respect for different views	1	35.71
		0	
	Being fair	3	10.71
	Analyzing different views	1	53.57
		5	
	Expressing views about the different assumptions seen in media outlets and society	7	25.00
Culture and heritage / I am learning my past	Loving the country	1	67.85
		9	
	Communication with family members	1	50.00
		4	
	Communication with other people	1	35.71
	0		
People Places and Environments / The place where we live	Performing duties as a citizen in emergencies	1	35.71
		0	
Production. Distribution and Consumption / from production to Consumption	Being aware of their rights	2	75.00
		1	
	Using their rights	1	42.85
	Having knowledge about economy	2	
		1	35.71
	0		
Science. Technology and Society/ Happily it exists	Being sensitive to environment	1	64.28
		8	
	Using technology	1	60.71
		7	
	Being open to use different sources to have information	4	14.28
Groups. Institutions and Social Organisations / Together	Being aware of social organizations	2	82.14
		3	
	Using different sources to have information	1	60.71
		7	
	Being aware of their duties in groups, institutions and social organizations	1	53.17
	5		
Power. Management and Society / People and Management	Being aware of democracy	1	57.14
		6	
	Being aware of duties	1	39.28
		1	
	Being aware of their effects as citizens on local administrations	5	17.85
Global Connections / Remote Friends	being contemporary	6	21.42
	Being tolerant	9	32.14
	Following current affairs	1	42.85
		2	

Being interested in different life styles	2	78.57
	2	
Having political knowledge in regard to international affairs	7	25.00

Table 7. Sources used by the participants in teaching political literacy

Sources used	f	%
Media products	11	39.28
Families	11	39.28
Academical books	4	14.28
News	4	14.28
Short movies	3	10.71
Documentaries	3	10.71
public spots	3	10.71
Public institutions	2	7.14
Non-governmental institutions	2	39.28
posters of various social organizations and groups	2	7.14
Smart boards	2	7.14
Biographies	2	7.14
TV programs	2	7.14
Internet sources	2	7.14
Seminars	1	3.57
Personal development seminars	1	3.57
Local administrations	1	3.57
Charities	1	3.57
Scientific journals	1	3.57

Table 8. Activities used by the participants in political literacy skills

Type of activities	Activities	f	%
In class activities	Head of class elections	1	64.28
		8	
	Student clubs	6	21.42
	School council activities	3	10.71
	News	3	10.71
	Videos and visuals taken from various websites (EBA)	2	7.14
	Smart board	2	7.14
	Internet search about economy and politics	1	3.57
	Drama	1	3.57
	Brain storming	1	3.57
	Activities in certain days and weeks	1	3.57
Out of school activities	Visits	1	39.28
		1	
	Museum visits	4	14.28
	Visits to institutions	3	10.71
	Visits to non-governmental organizations	2	7.14
	Visits to municipality	2	7.14
	1	3.57	
	Theatres	1	3.57

Discussion of social problems observed in the immediate environment in classroom	1	3.57
Fund raising activities	1	3.57
Parent involvement	6	21.42
Visit to the grand national assembly	1	3.57
Visit to art galleries	1	3.57
Movies	1	3.57
Picnics	1	3.57
Visits to nursing homes	1	3.57

Professional Mobility and “Objective” and “Subjective” Satisfaction. a Non- Linear Analysis from the Theory of the Three-Dimensional Spiral of Sense in Population of Doctors

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Abstract

This work goes along the lines of the author’s research (1995-2016) on professional careers and models bearing causes and effects regarding sustained interaction (core, psychosocial, institutional and structural factors). The aim of this paper was analyze, through the doctors’ social representations, the levels of satisfaction evidenced by those who have advanced professionally to the highest positions within the scientific (or other) system. The hypothesis states that the relation is not linear but inverse. Satisfaction would not increase according to the Professional Status. We consider here, on the one hand, the insufficient Professionalization and the increasing demands from the market; and on the other, the impact structural limits have on the micro level. The methodology used was quanti-qualitative (semi-structured questionnaires, interviews, and hierarchical evocations). The population consisted of doctors (2005-2012) from the National University of Cuyo, in Argentina and the Cnam (France) of different courses of study. The results confirm the hypothesis. As regards what was observed among those who advanced professionally, the increase on the growing market demands along with the lack of institutionalized means in order to reach goals, result in lower satisfaction. This is interpreted from the theory of the author, which involves 3 levels (macro-meso-micro-macro) (Aparicio, 2015 a, b). We also consider the theories of anomie and of the expectancy of valence (Feather & Davenport). Findings along this line were also seen in studies with scientists (Aparicio, 2014). The results propose a revision in the prevailing working conditions and police: satisfaction acts on subsystems and consolidates them.

Keywords: Professional Mobility – Status Professional – Professional Satisfaction – Social Representations – Labor Market

1. General Introduction: Epistemological Support

This article refers to the theory or, if someone prefers, pre-theory is the result or synthesis of the principal research works done within the CONICET (National Council of Scientific Research) and since 1995 the Argentine Ministry of Education, Science and Technology, with individuals belonging to different populations, some of them covering periods of over 20 years (intra-generational studies), and others covering three generations in-line (inter-generational studies). It is called the Theory of the Three-Dimensional Spiral of Sense. It develops out of studies carried out on six disciplinary areas in which the new analysis of the social data was carried out: Education, Health, Science, Media, International Relations and Interculturality. As far as we are concern here, the first area – Education – is dealt with through different levels (secondary level, tertiary level, University and PhD training).It is, especially, in a second stage of the research developed since 1995 along the lines of Social, Labor and Organizational Psychology,in which I focus on the relation between Achievement at

University and at Work, and their mutual sustained interaction and on the relation to several factors and/or quantitative dimensions which act as conditioning reasons/causes of said Achievement (Rosen,1956; McClelland,1961, 1970). Throughout this long period, the problem of socio-professional Mobility in relation to Education/Formation, is a core issue. My interest grew stronger, particularly in connection with the analysis of the impact (explanatory/quantitative level) and comprehension (qualitative level) of the psychosocial factors on achievement within the context of the international patterns related to Quality Assessment at University in its connection with the scientific and productive systems (for a case reference, see Aparicio, 2014 b, 2015 a CROS and b). It should be noticed that the prevailing criteria for quality assessment are efficiency, political effectiveness, efficacy and relevance. However, due to the difficulties regarding the interactive analysis of the answers provided by the university system to the needs of the socio-productive and scientific world, this last criterion – the core issue in our studies – was mostly overlooked at the international level.

It should be mentioned here that this Assessment was started late in Argentina, in 1995, when the University Quality, combined with context, is first considered a priority. University polices emphasize the need to reach systemic analyses. However, Assessment comes down to figures, statistics, diagnoses, inputs and outputs, but the human processes, which lie at the base of such figures, remain unknown in the Argentine system and, more globally, within the international framework, as it has been commonly pointed out literature until these days. As regards this issue, since the publication of *L'inégalité des chances* (1973), translated by Aparicio (1983), R. Boudon, one of the methodological mainstays in my research, despite our differences, urges us to work on this kind of patterns, which in 2004 were yet nonexistent, as he himself stated in one of his latest works.

It was a challenge to implement a systemic analysis of the factor with an impact on achievement at the macro level, and of the impact of the macro or micro organizational contexts on the individuals.

In this article, we will focus on the latest comparative studies (Argentine and France) carried out on populations of PhD students and doctors. It strictly analyses the relation between Professional Mobility, its impact on the rise in the organizational hierarchy, from the point of view of Professional Status reached and its relationship with Satisfaction. Such relation does not develop as a linear or correlating act. Satisfaction, as we will see, shows two faces: one deriving from Status Rise or Change, linked to Mobility, and a second face which we call "Subjective or Lived/Experienced Satisfaction" (Hertzberg, Mausner & Snyderman, 1959), linked to new demands of the new position within a context of increasing demands from the market. Said Satisfaction does not seem to be associated psychological or group Wellbeing. This leads to coin the term "experienced Satisfaction" (Aparicio, 2016).

1.1. Objectives

1. Being aware of the factors affecting professional achievement of doctors (French and Argentine) at the quantitative and qualitative levels.
2. Being aware and comparing (descriptive level) the sociological, psychosocial and institutional issues, taking into account that labor insertion is nowadays an international problem (general discomfort within training institutions at the moment of entering the labor market, and, later, labor organizations).
3. Analyze the relation between "lived" Satisfaction, and the Satisfaction which implies Professional Mobility (which generally involves reaching a higher Status in the organizational hierarchy).
4. Begin aware, through the representations shared by French and Argentine doctors, which psychological factors and/or dimensions (climate, leadership, etc.) are more associated to "subjective" Satisfaction, as we have decided to call it.
5. Analyze the similar and different factors among the doctors, which develop from different national and institutional contexts.
6. Providing those in charge of the educational sector (French and Argentine) with material for reflection in order to implement programs aiming at improving the quality of continuous training and, there before, labor insertion.

1.2. Hypothesis

-The relation between the levels of satisfaction evidenced by those who have advanced professionally to the highest positions within the scientific (or other) system is not linear.

-The relation between Satisfaction "subjective" would not increase according to the Professional Status.

- Psychosocial factors have a great influence on "lived" Satisfaction, besides The Professional Mobility and the status reached.

-The factors and/or dimensions which are favored according to the macro-national, meso organizational/institutional and micro-personal contexts differ. They show a self-sustained interplay.

2. Methodology

The quantitative/ qualitative method was applied. This study refers only to the qualitative method.

2.1. Participants

Consisting of doctors in Education and other social sciences at Universidad Nacional de Cuyo (2005-2009), and doctors training in Adult Education at Cnam, Administration and Sociology (National Conservatory of Arts and Crafts) (France). Two research laboratories took part in this work- It is expected to find different profiles according to the work/professional contexts in which they are situated.

2.2. Techniques

Quantitative and qualitative techniques were applied. We use the "hierarchical evocation" (Aparicio & Cros, 2015 a) and the lexicometric analysis techniques. Interviews were also conducted on each doctor/PhD student. The latter slowed to show which representations are part of de "nucleus" of a doctoral training in each of the national groups, and which are their most evident differences and the ways they experience their professional practice according to their expectations.

2.3. Core questions of this research

How and where are the doctors positioned within the market? Which professional structures are they in? Which are the aspects defining their actual insertion in terms of achievement (objective, subjective, hierarchical position)? What do they expect as regards their PhD training? Do they regard PHD training as a lever of progress? Which are the prioritized values and/or factors/dimensions? Do they search for stability reality of the benefits related to a PhD degree? How do they envision their future? How do they see their role? Which are, from their own perspective, the factors currently prioritized by the market? Is there a lack of correspondence between their training and the market demands? Which prevails in the national groups, hope or pessimism? Finally, are their differences within the dimensions linked to "lived" Satisfaction according to Careers on both countries and Careers (meso level)? Do these doctors (French and Argentine) share specific "identities" and "interests"? What are their differences and similarities? (plano macro.) Does the level of Professionalization impact on such experience?

3. Results

We now present the results in relation to the objectives and hypotheses put forward

The qualitative analysis found that Satisfaction does not run parallel to Professional Status or to Professional Mobility. This leads Dr. Aparicio (2015a) to coin the term Subjective Mobility, and in this work, "Subjective" "Satisfaction", even though it may seem repetitive.

What does this mean?

One thing is Status, reached objectively, which in general terms implies a rise or Rising Professional Mobility in the professional Rank, being higher in Argentina, since the plafond effects or graduates oversaturation is less observed. The other face has to do with which involves such Mobility (not always accepted by the graduates). That is, the various implications of the new position, the widespread feeling that University did not teach many of the competences required (especially, collective and social ones), necessary material demands, but also those related to leadership (Aparicio 2002

a, 2014 a). Inadequate formation regarding “open mindedness” to favor internalization of a new “organizational subculture” and job-related values (Aparicio, 2002a; 2004a and b). The interviews also show – particularly within the group of doctors graduated in Management – organizational capacity and technology management problems; problems regarding recruiting and government competences required by the new demands, in addition to others associated to protecting human resources in their charge, to securing, through continuing training, uninterrupted employability of subordinates in order to promote and implement supporting programs for study-courses, etc. (Gilbert, 2003, 2004). These aspects are related to the psychosocial and organizational levels, on which Dr. Aparicio has been researching for the past 30 years, approaching them in a complementary fashion, as well as on their systemic interrelation (Aparicio, 2007 a and b; 2015 c and d, Theory of the Three-Dimensional Spiral of Sense).

In other words, even though there was a certain generalized Satisfaction within our population, it did not appear with all its dimensions, and it showed some discomfort from the experiential point of view.

Let us expand on it. Many felt unhappy about the climate/atmosphere (Brunet & Savoie, 1999; Rochon & Courcy, 2006; Parker, Baltes, Young, Huff, Altmann, Lacost & Roberts, 2003; Courcy, Harvey, Marceau, Rochon & Belleau, 2006 ; Payne, 1973;), about the quality of life at work and the new risks, about the demands of new management styles and human resources adapted to their respective socio-cultural, economical and political contexts (a developed country like France versus an emerging country, the category into which Argentine has stood for the last years after the so called “lost decades” and having been an international power). Other declared to have been trained for the organizational change (restructuring auditing, advising, consulting), for evaluating and promoting according to the competences required by the corporate sectors (in France, these processes are part of the Social Security Management of Competences [GEPC]. See. Aubret & Gilbert, 1997; Gilbert, 2003, 2004, 2006).

Differences were also detected in connection with quality of life at work as regards the respective macro national and meso disciplinary contexts. Thus, many of the worries we pointed out appeared in the Management Courses in a more noticeable way than in Sociology and Education. These said to have problems associated to Training for Retraining, for evaluation, for designing programs aiming at employability against a growing unemployment which affects doctors too. (Giret, 2003; Calmand & Haller, 2004; Dupray & Moullet, 2004; Dupray, 2005; Giret, Moullet & Thomas, 2003 ; Aparicio 2009 d, e, f).

Some even held that those rises threatened their health at work, such as longer hours, work load (dimension, temporality) and rhythmicity. Besides, the usual tensions experienced by managers shook their former security, their feeling of “being efficient” and “effective”. Many felt they lost the “power” provided by their previous activity and that they were confronted to new complex learning situations. Such situations demanded, especially, decision-making and negotiation abilities – the so called “meta-competences” – ; competences to reach consensus and avoid conflict in their respective Departments or Areas of performance (Argyris & Shon, 1974, 1978, 1996 a and b).

As for the rest, their expectations and dreams did not tally with the everyday professional practice; that is, there was a great difference, different according to courses of study, between organizational over-prescriptions and the competences to face them (Goffman, 1963). This aspect was more evident in Argentina, a country where University is still limited to disciplinary knowledge without focalizing on collective and social competences demanded by today’s working world.

Among them, doctors mentioned the competences for controlling and improving dysfunctional behaviors (addictions, fraud, absenteeism, conflicts,...); “management” and “management control” responsible for “Career Transition”, for the retraining required today, for social responsibility,... All this, although some, who are “ideologically blinkered”, considered responsibility to be “evil”, which involves the Market in liberal societies. Some evil involving working harder, forsaking leisure and pleasure time in order to protect the interest of others’ capital. (Henriquez, 1976, 1989; Zarifian, 1988; Aubert & Gaulejac, 1991; Reynaud, 1992; Louche, C., 1998; 1992; Luminet, 1996; Castra, 1998; Cueillens, 1998; Chauvot ; 1997; Dubois, 1994 and particularly, Beauvais and his team, 1994 and subsequent works to *Traité de la servitude libérale*: Beauvois & Joule, 1981, 1991; Beauvois, Bourjade & Pansu, 1991 ; Beauvois, 1994). A kind of evil that leads to alignment, according to these writers, in favor of the interests of a business that neglects its employees; it alienates its employees by means of what they call alignment (Aparicio, 2003; 2006 c; 2009 f and g).

The findings on this line complete, from a qualitative level, the current ones in Aparicio, 2005a and 2009c, where Alignment was one of the key variables in relation to subjective and objective Job Attainment. In fact, the aligned individuals – although they freely consent to submission – felt satisfied and they developed fast careers, crowned with the prize of submission.

Rise came soon (See Results on the same line in graduates, Aparicio 2005 a; 2006 a and b; 2007a and b; 2009 a, b and c). This is, in our opinion, significant dysfunction. However, it controls business and public working environments. It appears almost as a "necessary evil" to rise and pursuit careers without major opposition or difficulties.

In our work, the most significant and relevant words coming from observation techniques of social representations (hierarchical evocation of J.-C Abric, 2001; Moscovici, 1986; Doise & Palmonari, 1986; Doise, Clemence & Lorenzi-Cioldi, 1992) expressed their visions about global work world, quite tinged by Negativity and Fatalism, especially observed in France when reference was made to professional (the details of the words used, to which we will not refer for the sake of brevity, can be seen at Aparicio & Cros, 2015 a)). It is important to point out, too, that there was much difference between the words used by doctors to define the Work World and the Professional Work, somewhat less negative due to the connotations of being a professional today and before it will be presented (ibid). [It will be presented in more extensively in a work in the next conference (EUSER, Hensinski)].

4. Conclusion

As we can see, the individual (micro level), work organizations (meso level) and the surrounding macro context showed themselves in a self-sustained interplay, not linear, with the view to true development and satisfaction which gives a feeling of fulfillment and "psychological well-being", in addition to the feeling of happiness. Mobility may cause.

Findings suggest rethinking, at the institutional (University) and organizational (businesses, and more globally, work world) levels, which competences must be strengthened in order to guarantee a true growth at the professional level of the individuals and of the organizations themselves (Zarifian, 1988); a kind of growth which does not lead to decrease in security, to alignment, to achieving a type of satisfaction "marred" by numerous dimensions; a kind of growth which is not just financial, because globally speaking, the more Mobility, the more Professional Status and the higher pay. Nevertheless, the financial matter does not define Satisfaction. On the contrary, it seems to be seeking development at a human level, lasting development accompanying physical, mental and organizational health.

Rise appears as a conflict issue: there is a price to pay. Aubert & Gaulejac (1991) have been referring, for the last 20 years, to "the price of excellence", still expending its connotation.

It represents a challenge for trainers, planners, work and organization psychologists, Administration and Management experts in order to prevent physical, psychosocial, and contextual risks for the benefit of quality of life inside and outside of work.

5. Discussion

This non-linear relation between Professional Mobility and "lived" Satisfaction, at first sight apparently inconsistent, has been previously found in a work (qualitative level) carried out on researchers and research-teachers who work at the Science Area at the same University and CONICET (National Council of Scientific Research, in Argentina).

The findings may be understood through the distance between the demands of work World when it is in a higher position (in terms of knowledge updating, upgrading, production and transmission, Mobility within a context of increasing internationalization) and available elements, including Material Factors, economic aspects, salaries, administrative factors (number of technical support personnel, micro-management operation, Planning, Supervision/Boss, Atmosphere at work, ...); growing Responsibility in connection with the rank in the hierarchical scale, Leadership, collective and social competences not adequately developed, anomy extended into the micro-social level, little expectation for change based on the low credibility in the political system, among other factors. The findings may be understood in the light of the Expectancy-Valence Theory (Weiner, 1980; Feather & Davenport, 1959, 1981, 1982). From the "expectation" theory, it can be assumed that the most movable subjects (those who have climbed the corporate ladder) tend to have higher expectations once they have reached a high position in the professional pyramid, thus demanding more and more from those leading the system (Weiner, 1980).

Also, this "experienced" Satisfaction may be interpreted in the light on the theory of anomy (Clinard, 1967; Chazel, 1967; Aparicio, 1982, 2014a); a theory developed a century ago, which, considering the present market circumstances, has regained popularity.

Finally, it may also be interpreted in the light of the “consumption/investment” model. From the “investment”-model point of view (Becker, 1964), those who have reached a higher position and made a greater effort towards higher achievements of the group may expect more benefits, many of which are associated to management.

As for the rest, dissatisfaction clearly appears due to the so called “plafond” effects followed by mass Universities: the more high level graduates there are, the more difficult it is to reach the desired position, and if Professional Mobility is known, it is not unusual for the graduates to feel unhappy when confronted to the increasing pressures from a more globalized and competitive Market. In France, the interviewed doctors are less satisfied than those in Argentina (doctorate programs have existed for over 500 years). However, in Argentina, a PhD degree still constitutes an “extra” (particularly in social sciences, where the number of doctors is fewer). In addition, this study shows significant Professional Mobility (in one on the courses of study that have been analyzed, said Professional Mobility or rise gets to 70%, even before being awarded the degree).

The Interplay between the individuals in different disciplinary fields and the organizational and macro national contexts appears clearly in this international work.

Finally, the “objective” Status reached in the hierarchical scale does not correlate with what has been “experienced” or “felt” when such Status has been achieved (“lived” Satisfaction at the level of group or individual Psychological-social well-being).

All this is relevant and it shows that salary factors are important, although they are far from being the most valued aspect doctors, who also demand certain conditions for their professional and personal development, within a work climate or atmosphere which favors such development (Payne, 1973) and, especially, socio-professional recognition. This aspect is shown in the study with researchers. Doctors-researchers from both fields feel they are not satisfied with leadership in their teams (Fiedler, 1967; Knorr, Mittermeir, Aichholzer & Waller, 1979; Hollander, 1971; Andrews et al., 1979). Also, Recognition, or better, the lack of it appears much more evidently at the level of an unsatisfied need within the French group, although it is also present (due to the recurrence of evocation of the word as well as to the rank of importance assigned to such term) as a relevant issue for Argentines. It would seem to be a “widespread disease” (Aparicio & Cros, 2015).

To conclude, connected to other articles (Aparicio 2009h; 2015 b; Aparicio, 2012b; 2014 c; 2015 a,b,c,d,e, and f; 2016 a,b,c and d).), in the interplay between Position and Satisfaction, from a complementary angle, there appears the issue of Identity. In fact, it is the result of a construction between the historical-biographical, personal-socio-cultural and the relational aspects in the professional places for interaction (Sansaulieu, 1977; Courpasson, 1994; Dubar, 2000a, b and c).

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Poverty, Conflict due to the Young, with Parents

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Abstract

The youth, between conflicts school, in their families and in the society. From the implemented study, it was resulted that one of the main reasons for their conflicts within the families is the economic situation. Poverty and unemployment are reasons which increase stress, anxiety in humans so they are more prone to conflicts. According to the study, it results that 14.2 percent of the girls and 16.5 percent of the boys approve that they conflict with their parents because they cannot meet their economic demands. From the survey data, about 42 percent of the students' mothers are unemployed or retired and 18 percent of them are workers or farmers with minimal incomes and 20 percent of the students' fathers are unemployed or retired, 18.1 percent of them are workers or farmers. Even the young people experience this poverty within their families, but their reaction is sometimes even conflictual.

Keywords: Conflict, poverty, economic, youth, unemployment

Introduction

The study was focused on quantitative methods by being conducted through a survey with students. This study gave us not only a high number of conflicts between the youth and their parents but also the causes of these conflicts. Moreover, the conflicts due to economic reasons constitute an important part to the causes of them. This happens because of the transition that Albania is going through from 1991 and until today when this transition seems it is not ending. Poverty is widespread and people barely survive and most of the families live below the minimum of subsistence. This situation brings a lot of stress to the members of the family where the conflicts can happen easily and they can often end in violence.

Methodology:

The study is conducted at "Aleksander Xhuvani" University in the Faculty of Social Sciences, Faculty of Economics and Nursing. There are surveyed 400 students of these faculties and especially the students who are studying for Philosophy and Sociology, Social Work and Psychology. Special attention was paid to the students' interviews and opinions which are reflected and showed in the interior of the study. Through this study there are reflected the students' opinions corresponding to their age, gender, residence and up to their religion. The survey posed semi structured questions. On the basis of data processing in computer there are formulated combined tables or graphics so synthesized which express the opinions of 400 respondents.

Conflicts for economic reasons.

According to the data of the study it appears that 14.2 percent of the girls and 16.5 percent of the boys say that they conflict with their parents because their economic requirements are not fulfilled. After 1990, Albania experienced a severe economic crisis. Approximately, 50 percent of Albanians live in poverty level or below this level. Unemployment is still increasing, energy crises that are becoming deeper every year, clothing and food prices are rising continuously. We are a country that 25 years are fighting to survive.

Poverty appears in every corner of Albania and under such conditions it is impossible to disappear. It seems that governments which come and go had been submitted to this poverty. "The lack of public awareness of the extent of the

poverty probably is seen in the little "visibility" of the poor. Most of those who are part of the privileged layers rarely visit the areas, cities or villages where poverty is concentrated" (Giddens, A.,2004:244). A lot of parents sacrifice their life in order to give their children a chance to continue their college because it is the only opportunity or way, according to them, to find a job in Albania.

Students who live independently are more likely to be more liberal and they often want to go in discos, bars and they also tend to wear fashionable clothes. Only in the district of Elbasan, where most of the students' family live, there 19.9 % of the urban population and in rural areas and there are 22.5 percent of them that receive the social assistance.

Economic assistance in urban areas

City	Population	Part of the population with economic assistance	The average income per capita per month. from economic assistance (Euro)
Elbasan	87.797	18.7%	4.8
Cerrik	9.427	23.3%	5.1
Peqin	7.242	23.3%	4.5
Gramsh	10.477	21.4%	4.8
Librazhd	7.216	7.5%	4.8
Perrenjas	4.304	18.1%	4.5
gjithsej	126.463	19.9%	4.68

Economic assistance in rural areas

Qyteti	Part of the population with economic assistance	The average income per capita per month. from economic assistance (Euro)
Elbasan	18.3	4.1
Peqin	12.2	3.85
Gramsh	28.3	3.78
Librazhd	33.6	4.03
gjithsej	22.5	3.93

If we see the data of the survey about 42 percent of the students' mothers are unemployed or retired and 18 percent of them is a farmer with the minimal incomes and 20 percent of students' fathers are unemployed or retired, 18 of them are just workers or farmer. "It is said that the man without a role in the society is a being that does not exist" (Dahrendorf, R., 2006:69). This kind of family environment is associated with strife and debate by making the other family members more stressful, therefore they are likely to revert to the family relational conflicts, some of them derive even to violence. According to Izajah Berlin injustice, poverty, slavery, ignorance can disappear through reforms and revolutions. However, the war against the evil cannot end itself. People need positive, individual, collective and diverse goals (1996:114).

For this reason, we do not have an elite politicians economists that for 25 years to get out of this economic collapse. Many Albanians see EU accession as an opportunity to move away from Albania. Anarchy in Albania was brought back to freedom; anti rule was seen as a right for change. It was hit the rule and the institutionalization within state. Public and state properties are robbed by people without any human value. As such situations say Chantal Millon-Delson 'big mistake of materialism is that exceed the value of human. The aim and the means have changed location. Money that was tool becomes a target and tool life. Should be conducted subversion to put new values in place. Before that require structures, society demands a philosophy, because it is' spiritually sick., "(2000 : 159). Economic-Political reforms in Albania are unsuccessful, they suffered many failures. The national wealth is abused. Lack of industrial and agricultural production. Imports for everything. Services with high fees, almost unbearable. A perverse and uncontrolled market. Insidious business with monopoly size where fair competition does not exist. Society hasn't resolved yet the problem of the property and the owner. Scandals have not finished. About 520 families in Shkoder district are stacked. Macabre crimes within family where

the father kills the daughter, husband kills wife. All these factors have increased unemployment and poverty in Albania. Unemployment has led to broad measures of population live in poverty anxiety, and spread about like an epidemic among younger generations, it has created psychosis in the family, distorted relationship between parents and children, as the cult of "bread winner, that has historically been the parents, it seems crashed (Kabo, P., 2006: 212)

Families from rural areas make the greatest sacrifice to send their children to high school. It is known that to save are forced to narrow its claims to the maximum time for clothing, electrical appliances, and entertainment and cultural activities there is no question. It is this saving levels of desperation that some rural families, having their vision for their children gives them the opportunity to lead universities.

Poverty in family, unemployment of parents seems to be the cause of these contradictions, so the economic upturn and the Albanian families will avoid many of these contradictions from where Albania's economic growth will be accompanied by job opening except parents who will also give students the opportunity to work. Work closely commonly is associated with values such as self-esteem, human dignity and purpose of life. Democracy is threatened and cannot survive in countries where unemployment is present in disfiguring way in society.

Conclusion

For enclosure we can say that economic factors, such as unemployment, poverty, etc. are key factors in conflicts with students and parents. Despite going through the transition to society, we need to focus the attention of state institutions to fight against poverty, and unemployment. Employment needs to be seen not only as an economic condition and instrument of survival. Besides this vital function, employment will be necessary estimated as a civil right, as respect of human dignity, and to the finite as care for the society. For an employee to provide themselves and their families in the area of education, health and civilization.

Economic reforms that need to be done rapidly must be accompanied with a support for these layers. Going out from this transition will also make it possible to increase the level of employment, especially among family heads.

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Should Overqualification among Employees be Addressed?

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Abstract

This research paper is aiming to explore the problems deriving to employees from overqualification feelings. Why should we speak about overqualification in times where too much demands for education and qualification are being required to employees in the market? What are the reflections of overqualified employees at work? Could overqualification be reduced if organizations should better hire employees? All these research questions have been part of the study supported from the exploration of the theoretical concepts of psychologists referring as well to the reality of the employees in Albania crossing the poor trade market and experiencing several psycho-social problems such as stress, low self-esteem, lack of job satisfaction and chances of turnover. This research article ends up imposing another research question: Should overqualification be considered a social problem which needs to be addressed and oriented even to organizational and clinical psychologists? Recommendation are given to offer orientation and to intervene in this cause: more overqualified employees would bring more psychological problems to individuals. They should be well treated and oriented from clinical psychologists and even to organizational psychologists dealing with recruitment and hiring of the overqualified, especially when the job market is weak and the people feel less satisfied with their jobs.

Keywords: overqualification, hire people, employees, organizations, psychologists

Introduction

This article is focused on a subject that attracted the interest of the author because of the widely used concept of overqualification among many hiring units in private companies and the dislike for employing the overqualified. Literature has payed serious attention to overqualification too, mostly seeing it as a negative problem in times where the job market is weak and does not really offer too much possibilities of employment and chances of promotion regarding career and payment.

Can we speak about overqualification in a country like Albania running decades of instable job market and at the same time to a crush in education and qualification? Could schooling be considered one of the origins of overqualification because of the raised expectations individuals get at school?

Could overqualification feelings be reduced by having a better recruitment of employees from the start?

What do overqualified employees reflect so that these problems be addressed?

Exploration of theories and other studies related to overqualification has been done in order to put up an orientation for the organizational psychologists regarding recruitment, hiring and even to clinical psychologists regarding the reflections of overqualification.

Is schooling causing effect on overqualification?

It may seem weird somehow to speak about overqualification if we consider the high demands to education that especially young ages are imposed to. For a psychologist it is a matter of interest to analyse if the demands to education and qualification become one day causes of problems deriving of thee. There is a connection and sometimes even a misunderstanding of the education and qualification term. According to Dorn, D. Souza-Poza,A.(2010) education is only one of the several individual skill components. We can consider education as the road towards qualification, but sometimes

not really due to wrong or incorrect measurements of the individuals' achievement at school. According to the Oxford Economic Papers (2010) whatever the relationship, both concepts of 'overqualification', or 'overeducation', provide one way of describing and making us clear to understand the trends in the relationship between education and the labour market.

Many times overqualification is seen as overeducation. "In a very recent study, Walker and Zhu (2005), using a very rough measure of graduate overeducation, indicated that, post-expansion, the incidence of overeducation in the UK has risen for both male and female graduates across almost all subject groups" (in McGuinness, S. 2006) and this is particularly consistent among graduates in the background of Social Science, Arts and Humanities who end up overeducated. By stressing out that some subjects of graduation are more prone to produce overqualification than others, at the same time he sees that the impacts of overeducation are potentially seen to be costly to individuals, but not only. The impacts of overqualification are seen to companies and even to the economy. It is not easy to adjust the demand with the supplies in the market and this issue has been estimated as such even for developed countries like Canada. In one study regarding the way how overqualified young adults see themselves towards their jobs, overqualification feelings are seen present in the Canadian youths, and for minimizing these are proposed to be developed more vocational programs compared to the academic programs.

"We need to move away from the idea that a person has to be all "schooled up" in youth and make it easier for people to enter and leave the educational system at different stages of their lives. We need to continue to develop ways to assess and accept the skills acquired outside the formal educational system"¹.

In the research of Russell W. Rumberger (1987) exploring this possible impact showed that surplus education as well as underutilised education are rewarded lower than the education that should be required for a job showing hints of the origins of overqualification problems. For as long as the overqualification is present throughout Europe and even far from there, the impact of overqualification should be seriously analyzed and soon addressed to potentially protect individuals from being harmed from this impact because schooling and education are fueling perceptions of overqualification.

Could overqualification be reduced if organizations hire people fit to the job?

Hiring best candidates fitting to the job is one of the aims of the human resource professionals but when it comes to candidates who have got much more qualification than the job description for the position what does it happen? In one study done in Albania in 2015 regarding the selection of personnel in private companies it was found that private companies HR's did not really prefer overqualified candidates. This approach was typical for big and small enterprises reflecting hesitation to hire those candidates who could have more than described to possess as a potential candidate and even because of the fear of a possible turn over from them. According to Gera Daniel (2016) the increasing attention paid to the issue of overqualification is a result of two recent trends in modern economies referring to the growing number of graduates and to the technological development needing not very qualified personnel reducing the companies cost due to the increase of the artificial intelligence.

Meanwhile Fine (2007) speaks about overqualification from a personal perspective of employees. Overqualification is rather a measure that individuals perceive oneself possessing some qualification and characteristics that overpass the qualifications required for the job. Usually in literature overqualification is considered as a negative phenomena claimed by Erdogan, B and Bauer Talya N. (2009) because of the various negative consequences it provides to employees regarding issues such as: concept of personal evaluation, (Rosenberg, 1965), job satisfaction (Brayfield dhe Rothe 1951), turnover intentions (SPECTOR 1985), and organizational commitment to the job (Meyer, Allen, & Smith, 1993). All these effects have been literally treated in the research paper under the overqualification dimension of perception. Authors share different approaches towards the overqualification status of an employer because of the absence of real metrics specifying the scale of overqualification. Therefore one possible orientation could be hiring people fit to the job, reducing the chances of overqualification and problems deriving from it. Framework regarding employment procedures in Albania is as young as the country's road towards the European approach. Because employing people is not a simple action: no place and no organization has given thumbs about employing the people just because hiring itself refers to a very complex endeavor. Considered in a psychological approach people are very complex; organizations either public or private are rather complex too. Organizations are made of people ruled by structures, procedures, laws effecting people's actions and even mindset.

¹ Pathways to the Labour Market Series – No8 CPRN Research Report | April 2008

People in a substantial view are formed by their own beliefs, attitudes: schemes of thinking and behaving, and emotions too. It is not quite simple to reframe the human nature, unlike you have to select among people the ones that are alike the profile needed: the best (more qualified) or the ones who most fit to the job.

This is the dilemma of many organizations, recruiters, psychologists and people evaluating their job offers too. Investing one's intellectual capital in an organization is taken for granted by organizations because they pay employees meanwhile on the employees' side it is rather seen as usage of their intellectual capital. In economic terms intellectual capital is easily transformed into profit for the individual, and the message has been reflected very well into people: nowadays we see an enormous interest in learning and gaining qualification, certification, attending online courses, being graduated for the second time, third time, and many other scenarios like this. Is this enormous interest really being converted into value in our job market? Before analyzing the situation in the proper time, the interest is to deeply investigate the way how recruitment of the people for being employed has been done at least during one hundred years when Albania was already an independent country and because by deepening into this scale the culture and philosophy of recruitment can emerge.

Referring to the archives of 100 years of Public Administration, a publication of the Department of Public Administration in 2012, employment of employees has been based on the likelihood of the dependent Director or Minister, which means that the Authority was the key to select the employees. There were some rules considered as criterions during the Albanian Kingdom run by King Ahmet Zogu in the thirties' consisting of good behavior during the job, moral and energy, care and ethics reflected from behavior and oriented towards the good service, key elements seen even for career mobility. During the communist regime starting from 1945 the ideology asked for people who could all contribute for the country, however it was first seen the need to make units taking care for the staff recruitment. Today in the public sector there are specific rules on recruitment and department of human resources running for selection of candidates and assessment of performance. In the meantime, the private sector born in the first 90's which is the least controlled regarding rules of recruitment and selection because of the request oriented towards efficiency and costs gives signs of recruitment and selection based on the profile of the candidate the company requests.

In one study committed on May-June 2015 on the way private companies recruited and selected the new employees it was found that companies selected and contacted through their the human resource unit or person in charge for recruitment and selection declared during in-depth interviews that there is a huge gap in qualification seen among all candidates mentioned by Lahi (2015). There are no qualified people looking for a job in the market and if there were more qualified people companies are ready to increase the number of employees in the market. This study proved from interview data that we cannot speak about qualified or overqualified people in the market, but there is the possibility to adapt the profile of one candidate to fit in the company throughout on the job training and adaption with the philosophy and requirements of the company, just like Campbell et al. (2001) claim about people adapting with the job due to personality characteristics, temperament to adapt with some kind of jobs among other jobs.

On the other hand, personal perception of overqualification is related to the characteristics of the candidate for the job towards the characteristics that could be measured, but from the candidates' point of view there is no place for such a measurement and calculations because they could "easily be adapted to the organization..." Johnsson,R.W& Morrow,C.M.& Johnson, J.G. (2002). The argument whether there should be selected the most qualified or the ones that can easily be adapted with the job and the organizational culture is still discussed. The person-job fit theory as Kristoff et al say (2006) claims that the bigger the combination between the individual and environment, the higher the achievements are, and when we speak about achievements there is no much place to talk about overqualification feelings. On the organizational point of view, overqualified candidates cannot easily be adapted with the job and subsequently are not willingly selected for the job (Edwards 1991) in the research of Finea, S.& Nevob, B.(2008).

What are the reflections of overqualified employees and who should this be addressed?

Generally, literature treats overqualification as a negative phenomenon, mostly because overqualified employees have more negative job attitudes (Maynard, Joseph, & Maynard,

2006) and are more likely to leave (Verhaest & Omev, 2006). At the same time, the research of Erdogan,B and Talya N. Bauer (2009).that indicates that employees who feel overqualified perform better

In an article by the European Centre for the Development of Vocational Training it where was analysed the issue of overqualification it has been reported that "overqualified workers are more likely to suffer wage penalties, to have a lower job satisfaction and even higher turnover than people in jobs matched to their qualifications". This happens mostly to female migrants and young workers who in many times underuse their skills and are found in jobs where no other skill could be exploited, but once this happens it frightens the perspective to stay in that job for long term leading to turnover. Even on the recruiting companies there is no such a preference for the employment of the overqualified because of the turnover chances.

"We try not to hire people who are desperate for work. If I run an ad in the paper, I get a great many résumés from overqualified people if the positions are in general service and administration. I send such people a no-interest letter, for once the labor market opens up, they will leave the company (Bewley, 1999, p. 284)."¹

Results of studies suggest that there is a negative relationship between overqualification and affective commitment (Johnson et al., 2002; Lobene & Mead, 2010; Maynard et al., 2006). Naturally employees feeling overqualified have a lower attraction and emotional connection to the job and organization they are working for, making these employees not fit to the job and having a low commitment. That is why we could speak about the attraction-selection framework: because the lower the commitment to an organization and the lower the chances an organization has to employ the overqualified Oki,A.(2013).

Based on data from a sample of full-time employees (Nr = 215), it was found that overqualified incumbents show undesirable counterproductive behaviors at work. According to Luksyte et al (2011) the undesirable counterproductive behavior towards work comes because of the cynicism that many overqualified gain from the meaning they give to the activities at work.

The author considers even cynicism as a dominant reason why overqualified workers are engaged in counterproductive behaviours Luksyte,A. Spitzmueller, Ch.Maynard,D (2011). One possible reason this happens especially when the job market is weak and the people feel themselves rather overqualified. Meanwhile it is said that overqualified people are not satisfied with their jobs (Johnson & Johnson, 2000; Khan & Morrow, 1991). According to Rosemberg M (1965) overqualification feelings import evaluation of the individuals towards oneself. The lack of satisfaction and the lack of personal evaluation toward oneself make individuals more prone to stress and feelings of burnout.

Conclusions

Overqualification feelings coming out of the subjective reflections of employees from their education and/or qualification in times of weak opportunities in the market have a negative impact on the overqualified by displaying stress, low self-esteem, lack of job satisfaction and chances of turnover. These reflections should be very well addressed to organizational psychologists dealing with recruitment and selection in order to take into consideration the employees feelings and the way that their status as overqualified is treated in organizations. At the same time it could be an orientation to intervene in this cause: more overqualified employees would bring more psychological problems to individuals who should be well treated and oriented from clinical psychologists and even to organizational psychologists dealing with recruitment and hiring of the overqualified.

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Expelliarmus Versus Dëbimus: Harry Potter's Magical World in Albanian Language

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Abstract

The Harry Potter saga, written by the British writer J.K. Rowling, has gained accredited attention worldwide, thus being translated in more than 64 languages, including Albanian, and selling more than 450 million copies. The saga combines a variety of genres, fantasy being the most predominant one. The magical elements in the fantasy genre are portrayed with a delicate choice of words on the part of the writer, encompassing neologisms, Latinisms and French-rooted words which name the objects, events, behaviors of the imaginary world, to mention a few. The present paper aims to investigate how these features are rendered into Albanian so that the effect of the source text is preserved in the target text. The first three Harry Potter novels will constitute the corpus of our study. Such an investigation will be possible through the conduction of a comparative analysis illustrated with examples which will theoretically be based on the translation procedures and strategies offered by scholars in the discipline of translation studies. Two approaches will be utilized as far as analysis is concerned: following Axiela's division of culture specific items in two groups – common expressions and proper nouns - Finally, conclusions will be drawn regarding the transfer of the similar effect of the magic-related terms from the source text to the target text.

Keywords: magic-related terms, translation procedures, neologisms, Latinisms, similar effect

Introduction

Before we start to elaborate on the challenges of children's literature translation as well as the comparative analysis, it is essential to refer to some peculiarities and characteristics of children's literature as such. The vast array of children's literature has to be divided according to some format (picture books, chapter books, illustrated books) as well as by topics or issues (death, race, family matters, friendship, etc.). Thus, it is somehow difficult to give a single definition about the children's literature since it can be perceived based on genre, text length, children's age, purpose, etc. Additionally, it might change in the course of time, place and culture. However, for the purpose of this study, we will concentrate only on those characteristics that directly affect translation.

One of the characteristics of children's literature is its ambivalence due to the fact of its dual readership. To Rurvin and Orlati, ambivalent texts are those "written for and received by both adults and children at various textual levels of both production and reception" (2006: 159).

Asymmetry is another feature of children's literature which entails the relationship between the writers who are adults and the readers who are children. When the partners in communication are not equal, communication structures are asymmetric. Children's literature differs from adults literature in that the authors of children's books and their audience have a different level of knowledge and experience. It is adults who decide on the literary form and it is they who decide what to publish and what to sell without giving the children a chance to decide for themselves.

Another important characteristic of children's literature seen from the pedagogical viewpoint is to educate the child reader. As Puurtinen points out, adults expect children's literature to help in the development of the child's linguistic skills. Therefore, there might be a stronger tendency for authors and translators of children's literature to normalise the texts by grammaticising them, in order to avoid the readership learning faulty grammar from the books. (Puurtinen: 1998).

A theoretical overview of Children's Literature Translation

The study of children's literature is a well established discipline and a lot of scholars are giving their contribution despite the wrong conception that children's literature is of less importance and less sophisticated than adults' literature. On the other hand, translation studies of children's literature are embryonic and only in the last two decades are theorists elaborating on the translation strategies with a focus on children as a target group and their reading competences and demands. Attempts have been made to differentiate between characteristics of children's literature translation and adults' literature translation. Generally speaking, there are two main trends of translation procedure which apply to both children and adults' literature: source oriented translation and target oriented translation. The first approach advocates the preservation of the source language and cultural characteristics (being faithful to the form and meaning) whereas the latter favors the "merging" of source text into the target language culture, bringing it closer to the readership.

However, when it comes to children's literature, this dilemma becomes more problematic when the readership is dual. Quoting Metcalf: "More children's books than ever before address a dual audience of children and adults, which on the other hand comes with a dual challenge for the translator, who now has to address both audiences in the translated literature" (2003: 323). To preserve multiple levels in the text, the conventional one to be simply realized by the child reader; the other one only understandable to adults, is one of the biggest challenges for translators of children's literature. (Frimmelova 2010: 35) The Harry Potter saga is a very good illustration of an ambivalent text. Hundreds of pages and a seven-book compilation cannot be appealing to teenagers only, not to mention the linguistic complexities and layers it encompasses due to the author's sophisticated style of writing.

Additionally, during the decision-making process, the translator of children's literature should consider the specifications of the target language readership, their limited knowledge of the world as well as the ideologies which govern the target language and culture. As Riitta Oittinen puts it "while translating as rewriting for target-language audiences – we always need to ask the crucial question: 'For whom?' Hence, while writing children's books is writing for children, translating children's literature is translating for children" (2003, 128).

Instead of aiming at an adequate translation, the translator should aim at an acceptable translation considering the fact that children's reading abilities are not as advanced as the adults' and their knowledge of the world is limited. Ztolze is another scholar who tackled this issue. He stated that "It is the task of the translator to decide how she/he will compensate for the children's lack of background knowledge without oversimplifying the original and forcing children into simple texts that have lost any feature of difficulty, foreignness, challenge and difficulty". (2003: 209)

In the late 1980s, Klingberg, in his *Children's Fiction in the Hands of the Translators*, criticized what he perceived as the most common way to translate books for children. In his view, the main aim of this activity should be that of enriching the reader's knowledge and understanding of foreign cultures. Yet, most translators' interventions on the source texts - what he categorizes as 'cultural context adaptations', 'purifications', 'modernizations', 'abridgements' and 'serious mistranslations' - hinder that aim. Klingberg suggested that translation strategies which tend to preserve the foreign spirit of the originals should be preferred, so that the child-reader can get acquainted with the country and the culture from where those books come.

Zohar Shavit is another scholar who has given important contribution to the translation of children's literature. According to her, unlike contemporary translators of the adults' books, the translator of children's literature can permit himself great liberties regarding the text as a result of the peripheral position of the children's literature within the polysystem. That is, the translator is permitted to manipulate the text in various ways by changing, enlarging or abridging it or by deleting or adding to it. (1986: 111) "In viewing translation as part of a transfer process, it must be stressed that the subject at stake is not just translations of texts from one language to another, but also the translations of texts from one system to another -- for example, translations from the adult system into the children's." (Shavit 1986: 111)

A theoretical overview of the Cultural References

Before we embark on the comparative analysis of culture references in the Harry Potter series, it is important to set some theoretical ground on what such references are. Peter Newmark and Gote Klingmerg and Javier Franco Axela are among distinguished scholars who have elaborated on this term.

Newmark distinguishes between cultural language and universal language. He states "I define culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression. More specifically, I distinguish 'cultural' from 'universal' and 'personal' language. 'Die, 'live, 'star, 'swim' and even almost virtually ubiquitous artefacts like 'mirror' and "table" are universals - usually there is no translation problem there. 'Monsoon', 'steppe', 'dacha', 'tagliatelle' are cultural words - there will be a translation problem unless there is cultural overlap between the source and the target language (and its readership)." (1988 -94). In more details, he classifies them in five categories: (ibid: 95)

- (1) Ecology Flora, fauna, winds, plains, hills
- (2) Material culture (artefacts) (a) Food (c) Houses and towns (d) Transport
- (3) Social culture - work and leisure
- (4) Organisations, customs, activities, procedures, concepts (a) Political and administrative (b) Religious(c) Artistic
- (5) Gestures and habits

Göte Klingberg has also provided a scheme for cultural words which covers the following categories: literary references, foreign languages on the source text, references to mythology and popular belief, historical, religious and political background, building and home furnishings, food, customs and practices, play and games, flora and fauna, personal names, titles, names of domestic animals, names of objects, geographical names.

Such terms are labeled as "culture-specific items" (CSIs) by Franco Jafier Aixela. Even though Aixela avoids offering an exact definition of CSIs, claiming that they are recognized through a "sort of collective intuition", he stresses the fact that "In translation, a CSI does not exist of itself, but as a result of a conflict arising from the linguistically represented reference in a source text which, when transferred to a target language, poses a translation problem due to the nonexistence or to the different value (when determined by ideology, usage, frequency, etc.) of the given item in the target language culture. (1996: 57) Aixela distinguishes two types of cultural items in a given text. The first category includes proper nouns and the other one includes "common expressions" such as: the world of objects, institutions, habits and opinions restricted to each culture. All those "exotic" terms can impose difficulties to translators who are faced with the challenge of making a decision between preservation of such exotism or domesticating them in the target language culture. This classification will guide the comparative analysis of this study.

Magic-related words as cultural references in the Harry Potter series

The Harry Potter books, being predominately part of the fantasy genre, are abundant in alien and coined terms which fit with the magical world that Harry Potter lives in. Nancy K. Jentsch in her study titled "Harry Potter and the Tower of Babel: Translating the Magic" focuses on the Harry Potter translators' problems and according to her, the newly coined words present unusual difficulties to the translator. (Jentsch 2002: 285) On the other hand, there is a parallel world aside the magical one, in which non-magicians live. This dichotomy is portrayed not only by the creation of two different settings – the Hogwarts School of Magicians and the Privet Drive respectively – but also through the events, activities, magical creatures, behaviors, etc. Jentsch stated that "This juxtaposition of magical and Muggle worlds is integral to the original text and must be a serious consideration to its translators. The translator thus has to decide not only how to translate, but when to translate and when to leave words in the original". (Jentsch 2002: 285

Both Aixela's categories of CSIs – proper nouns and common expressions - are applicable in the Harry Potter saga. In children's fantasy literature proper nouns have a crucial role in portraying the character's personality, conveying a message, creating comic effects, showing mysteriousness, having esthetic effect and providing hints to the reader on what to expect from a certain character. Tymoczko claims that proper names also indicate "racial, ethnic, national, and religious identity". (1999, 223) Therefore, she calls proper names "dense signifiers" and explains that they are "the most problematic to translate, in part because their significance is often culturally specific and dependent on cultural paradigms". Thus, proper names may indicate a certain meaning, historical aspect, geographical area or culture.

As for the second category of CSIs, namely "common expressions", they can be observed in the words describing events, gatherings, games, behaviors, etc. The scope of this study will cover the both categories of CSIs and a comparative analysis

will be conducted with the aim of revealing whether these culturally loaded words have been transferred with the “similar effect” in mind.

Critical analysis of magic-related words as cultural references

As we mentioned above, a distinctive feature of J.K. Rowling writing style is the usage of neologisms, borrowings and Latin and French words. A comparative analysis will be presented with the aim of noticing the transference of similar effect in the target language.

Translation of Latin-based spells and charms

Source Text	Target Text
Petrificus Totalus	Nguros Gjithus
Lumos:	Dritum
Aparecium:	Dukus
Expelliarmus	Dëbimus
Nox/Noxtic	Terrus
Confunfus	Ngatërrimus
Expecto Patronum	Pres Patronumin (HP3)
Locomotor Mortis	Lokomotor Mortis
Wingardium Leviosa	Uingardium Leviosa
Alohomora	Alohomora

A spell is a magical action often accompanied by an incantation, usually Latin based, that makes use of the magical force of the wizarding world in order to accomplish extraordinary feats. (<http://harrypotter.wikia.com/wiki/Spell>) The Latin based spells are partially preserved in TT. The translator has decided to literally translate only the root of the words and he has preserved the Latin suffixes. This is a very wise choice because the translator has made it possible to the TT reader to understand the meaning of the spells on the one hand, and has retained the Latin-oriented characteristic of a spell as well as the writer’s style, on the other hand. However, as we see from the table above, the Locomotor Mortis, Wingardium Leviosa, Alohomora have been not translated into Albanian but the terms are in italics. Their meaning can be understood by the context.

“Petra” means “stone” in Latin and “factus” means “to become”. Totalus comes from Latin “totus” meaning “complete”. Lumos means “light” and “dritë” (light) in “Dritum” indicates that the spell is cast to “make light”. Aparecium means “appear” and the translation “duku” (show up) in “Dukus” clarifies the meaning of the spell. Expelliarmus means “expel” and the Albanian word “dëboj” in “Dëbimus” refers to the same meaning. Nox/Noxtic means “night” and the root of the spell “terr” in “terrus” meaning “night” in Albanian informs the TL readers that spell is about “making the place dark”. This type of explicitation is evident in almost all the spells in the Harry Potter saga. Expecto Patronum is the most famous and one of the most powerful defensive charms known to wizards against Dementors. Different from other spells, the word Patronum is not translated into Albanian. In Latin and during the Roman Age, a partonus was a protector or defender. (http://www.languagerealm.com/hplang/latin_for_spells.php) Harry Potter casts this spell to be saved by the Dementors but he is not aware of who or what creature his protector would be. Such an uncertainty is linguistically left vague by the translator.

Translation of magical creatures’ names

Source Text	Target Text
Animagus	Magjikafshë (HP3)
Dementors (HP3)	Marrorësit (HP3)
Werewolf	Ujk i egër (HP3)

An Animagus is a witch or wizard who can morph himself or herself into an animal at will. It is a learned, rather than hereditary skill, unlike those of a Metamorphmagus. (<http://harrypotter.wikia.com/wiki/Animagus>). “Magjikafshë” in Albanian means half wizard half animal. Even though the transfiguration process is not included in the word, the meaning is rendered

by the word “magji” meaning “magic”, making such creatures imaginary ones. A Dementor is a non-being and Dark creature, considered one of the foulest to inhabit the world. Dementors feed upon human happiness, and thus cause depression and despair to anyone near them. (<http://harrypotter.wikia.com/wiki/Dementor>) Dementor is a Latin borrowing used by Rowling to refer to these fearsome creatures. Dementor derives from the verb “dement” which means “to make mad and insane”. The Albanian translation “Marrosësit” shows the same feeling conveyed in the source text, meaning “sb/sth who/which drive sb mad”. Werewolf in folklore and superstition, a werewolf is a human being who has changed into a wolf, or is capable of assuming the form of a wolf, while retaining human intelligence. However, the translator makes use of the simplification technique and used a general term in Albanian “ujk i egër” which is backtranslated as “wild wolf”. The magical transformation feature of the noun werewolf is lost in translation but the physical features of the wolf are retained.

Translation of cultural-bound terms related to boarding school

Source Text	Target Text
Head boy	Kryeshkollar
Head girl	Kryeshkollare
Prefect	Prefekt

A boarding school is a school where some or all pupils study and live during the school year with their fellow students and possibly teachers or principals. The word 'boarding' is used in the sense of "bed and board," i.e., lodging and meals. This kind of system is typically British and the terminology related to the boarding school presents the translator with some difficulties. A Head Boy or Head Girl is a seventh year student who has authority over Prefects at Hogwarts School of Witchcraft and Wizardry. (http://harrypotter.wikia.com/wiki/Head_Boy) The translator has made use of the source-oriented strategy, thus being faithful to the source text and preserving the Britishness of the boarding school, informing the source text reader about the differences that educational systems in two countries have. A prefect at Hogwarts School of Witchcraft and Wizardry is a student who has been given extra authority and responsibilities by the Head Boy of Girl of House, Headmaster or Headmistress. (<http://harrypotter.wikia.com/wiki/Prefect>) The translator has literally translated the word “prefect” even though it is a false friend, considering that the word “prefekt” in Albanian has another meaning. The source oriented strategy on the part of the translator aimed at informing the TL reader about the Britishness of the boarding school.

Comparative analysis of translation strategies in proper nouns

The second group of CSIs, according to Axela, are the proper nouns. More than one hundred proper nouns can be found only in the first novel of the Harry Potter series, namely Harry Potter and the Philosopher’s Stone, portraying different events, objects and phenomena in both the magical world and the real one. Several scholars have discussed whether names should be translated or not. While elaborated on Harry Potter’s magical elements, Jentsch stated that “Names readily understood by the target audience and those that have no further significance can and should be left in the original. After all, English names for people and places can help create the sense of place, integral to a novel whose setting is in large part a boarding school in Britain. It is obvious that J. K. Rowling chooses her characters' names carefully. They often have a meaning, be it in French, the language and literature she studied at the University of Exeter, or otherwise. Malfoy (bad faith), Voldemort (flight from death) and Sirius (the Dog Star) are examples of this. The decision of how much should be left in the original language, and how to translate such significant words (when necessary to promote these meanings) is a subjective one, but also one that will affect the overall success of the translation”. (Jentsch 2002: 285)

As we mentioned above, several scholars have studied the roles of proper nouns in children’s literature and proposed alternatives and translation strategies. For the purpose of this study, strategies proposed by Eirlys E. Davies will be used as the theoretical ground of our analysis. He distinguishes seven strategies: preservation, addition, omission, globalization, localization, transformation and creation. (2003: 65 – 100)

Preservation occurs when the translators can maintain the name from the ST without any changes. Next, the second group includes the names which receive a literal translation. Davies’s second strategy is **addition**, when a translator “decide[s] to keep the original item but supplement[s] the text with whatever information is judged necessary” (Davies 2003, p.77). Additional information can be inserted within the text or in a footnote, gloss, introduction and notes (Aixelá cited in Davies 2003, p.77). The opposite strategy to addition is **omission**, when translators decide, as Davies writes, to “omit a problematic CSI altogether, so that no trace of it is found in the translation” (Davies, 2003, p.79). For example, a character may speak in a dialect in the ST, while s/he speaks a standard language in the translation. Omission can be justified, as Davies puts

it, when a translator cannot convey any meaning for the CSIs in the translation. Davies argues that, when “the inclusion of a problematic culture-specific item might create a confusing or inconsistent effect,” it is better to omit it (Davies, 2003, p.80). Davies’s next strategy is **globalization**, “the process of replacing culture-specific references with the ones which are more neutral or general” (Davies 2003, p.83). An opposite strategy to globalization is what Davies calls **localization**, when translators “try to anchor a reference firmly in the culture of the target audience” (Davies 2003, pp.83-84). Davies states that this strategy also includes phonological and grammatical adaptation of names and the use of gender endings. The last Davies’s strategy is called **creation** and means a creation of a CSI which is firmly or totally different from the ST or is not present in there (Davies, 2003, pp.72-89). This strategy is rarely used and often includes an idea of compensation; for example, a translator can omit puns or alliterations in one place and put them elsewhere.

The strategy of preservation: No orthographic adjustments occur and as such they can be considered as borrowings in the target language.

The application of preservation

Source Text	Target Text
Miranda	Miranda
Doris	Doris
Hagrid	Hagrid
Oliver	Oliver

From the examples in the table we notice that the names that have been preserved are not motivated names and it is safe to preserve them and respect the cultural setting of the source text. Furthermore, even though they are not very frequent names in Albanian, they do not sound exotic to the target text reader due to the phonological features.

The application of transcription strategy proposed by Fernandes implies the adaption of phonological and grammatical conventions of the target language:

The application of localization – (phonologic adaption)

Source text	Target text
George	Xhorxhi
Charles	Çarli
Ginny	Xhini
Sirius Black	Sirius Blek

From the examples in table 2 we can say that the origin of the name is maintained and they are transferred into the target text as they are pronounced in the source language. Most of them are not semantically loaded names, however, the name Sirius Black has lost its connotation in translation. The surname Black is descriptive of the character and the source text reader can interpret the word “black” in two ways: black as a color related to evil (he was thought to be a very negative character throughout the book until the opposite was proved), or black can be related to the dark period that he went through in prison even though he was innocent. Such implications are not experienced by Albanian readers.

The application of substitution

Source Text	Target Text
Leaky Cauldron	Kusia Magjike
Argus	Laraska
Wood	Bastuni

Leaky Cauldron is one of the shops in the imaginary world of wizards. It is translated as Kusia Magjike, meaning Magic Cauldron. Although “leaky” and “magic” are semantically two different words we think that the change of words is a right decision because it is directly descriptive of the fictional worlds. The name Argus comes from Greek mythology referring to a giant with 100 eyes who was made guardian. It also has a second meaning referring to a large bird of the Maley Peninsula. <http://www.thefreedictionary.com/Argus/bird> In Albanian it is translated as Laraska meaning magpie. Laraska in

Albanian is metaphorically used to refer to a person who sneaks around. This substitution is very descriptive of the character Argus, whose role in the novel is to guard and report any problems. "Wood" is a general term whereas "Bastun" in target language is an object made of wood, meaning "walking stick". We believe that the meaning is maintained despite this change.

Recreation is the strategy which involves the recreation of an invented name in the ST text into the Target text, thus trying to reproduce similar effects of this newly-created referent in another target cultural setting.

Source Text	Target Text
Quaffle	Pluf
Hufflepuff	Baldoskuqi
Mcgonagall	MakGur
Dedalus Diggle	Dedalus Luks

Recreation is different from substitution in that, the latter makes use of the target text lexicon whereas recreation is depended on the translator's inventive abilities to coin a new word which is as alien in meaning as it is in the source text but which can be adjusted to the target language phonological system, thus be readable and easy to remember. Quaffle – Pluf are invented words, the latter sounding more natural in Albanian.

Deletion is a translation procedure which involves removing a source text name or part of it in the target text.

The application of the strategy of deletion:

Source Text	Target Text
Severus Snape	Pitoni

Severus is a Latin word meaning "severe, harsh" and Snape rhymes with "snake". <http://latindictionary.wikidot.com/adjective:severus>. The translator has merged the mane and the surname into one: Piton which refers to a breed of snake: python. Although the word Severus is rarely used, the message is conveyed.

Literal translation of nicknames

Source Text	Target Text
Nearly-Headless Nick	Niku Gati-Pa-Kokë
You-Know – Who	Ti-Edi-Kushi
Moony	Hënor
Wormtail	Bishtnxehti
Grim	Mjerani
Dementors	Marrosësit
Bludgers	Fluturakët
Baruffio	Kacafyti

The examples mentioned in the table 4 are expressive or descriptive names and the only strategy possible is to translate them literally so that the reader understands their descriptive role or, as in the case of "Nearly Headless Nick", the comic effect as well even though the alliteration N-N is not preserved. Bludgers are balls used in the fictional game of Quidditch and it is an invented word. However, the translator used a standard word from target language lexis to make it more understandable for readers. Additionally, the translator has preserved the author's style by capitalizing it despite the fact that objects are not capitalized in Albanian. Dementor is a Latin word meaning "fearsome creature" [8]. Even though the word "dementor" is capitalized, it is in plural referring to a group of creatures having the same characteristic. The Albanian translation "Marrosësit" shows the same feeling that is conveyed in the source text.

Apart from the above mentioned, mixture of strategies occurs when the proper noun is a compound noun consisting of a meaningful noun and a neologism. Such names are typical of the fantasy literature as they are alien to the readership just as the world of fantasy is.

Source Text	Target Text
Voldemort	Fluronvdekja
Albus Dumbledore	Albus Urtmori

Voldemort comes from French “vol de mort” and it can be interpreted as “flight of death”. In the target language we have the translation “Fluronvdekja”. <http://scifi.stackexchange.com/questions/3218/etymology-of-the-name-voldemort> The word Vol is translated as “Fluron” unfinished word of “fluturon”, whereas “mort” is literally translated as “vdekja”. Here the translator is mixing the strategy of recreation with that of rendition.

Albus is a Latin word, meaning “white” and Dumbledore is an old English word that in Old English meant “bumblebee”. http://www.answers.com/Q/What_does_Albus_Dumbledore%27s_name_mean_in_latin The name Albus has remained unchained in the target language. Albus sounds very typical name of a magician and very referential to the magical world, thus, it being substituted with a more frequently-heard name would lose its mysticism. The first part of the surname Dombledore, “dumble” rhymes with “humble”, meaning a “modest in behavior, attitude and spirit” <http://www.thefreedictionary.com/humble> The surname in the target language is Urtmore, “I urtë”, according to the Albanian Language Dictionary, means “a quiet and mature person”.

Conclusions

As we see from the discussion and the comparative analysis above, it is obvious that the translation of children’s literature is not as simple as it might seem. Underlying meanings and connotations are rules rather than exceptions. Proper nouns can be considered as CSI-s which should not be underestimated because they are demonstrative elements of characters, their personality, origin, their magical traits and most importantly they indicated J.K. Rowling writing style and her ability to coin exotic names as well as relate them to myths, Latin or French language. The presence of so many alien terms and the complexity of their phonological sequences might cause barriers to the child reader. On the other hand, oversimplification would fade the fantasy elements that the books offer. In the children’s fantasy literature, proper nouns must convey the elements of the unusual, but they must be acceptable and easy-to-read-and-remember.

The application of various strategies in the Albanian translation of CSI in the first three HP novels account for the complexity of the proper nouns. There is a tendency on the part of the translator to preserve and respect the source text culture, when possible. Conventional names are mostly transcribed; some of them have been copied serving as a reference to the British setting. Loaded names have been literally translated but there are cases when the translator left them unchanged, keeping the child reader uninformed about the character’s personality.

We can say that names with reference to Latin, French or mythology can partially be perceived as descriptive names from the source text readers. In Albanian, the translator resorted to the method of translation proper to make them understandable to the target text readership. However, this strategy resulted in translation loss of one of the most important J.K. Rowling’s stylistic aspects: Latin-rooted words. Generally the equivalent effect has been achieved regarding CSI-s as a result of the translator’s encyclopedic knowledge.

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Policymaking in a Multiethnic State, the Legal Changes, Practice of Macedonia

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Abstract

In contemporary terms and conditions, in addition to economic and social factors, political processes are one of the basic components of the proper functioning of a multi-ethnic state. Examples of proper practices of multiethnic states which operate in conformity with international standards, within the EU structures abound. This is in a group of countries which have previously significantly overcome the problems of transition and reform of the political system and have managed to establish standard which are inaccessible and levels of genuine democracy. The paper has aspirations to take into consideration the comparative aspects which can serve as a good example of the changes and development of the country towards Euro-Atlantic structures. That it happens with Western Balkan countries. The situation becomes even more difficult, especially in those cases where states and societies of the population is heterogeneous structure; Case of Macedonia, being convinced that has to do with a diverse population, the country still today fails to cross the barriers of the past from the old system. Institutions and decision-making bodies, now more than ever need to change policymaking process, prevention of discrimination and compliance values of the political, economic and social conformity with European standards.¹

Keywords: Policymaking, law, multi-ethnicity, reform institutions, bodies.

"The practice has shown that in most cases the parts of the Western Balkan, countries that comprise it, today are still under the influence of an experience that has served system of the past." B.K.

This sentence verify nowadays experiences of Macedonia as a country with one notable symbolic existence as an independent state were there needs more tendencies and work to achieve up to minimum standards of a position at least for this phase should possess as an independent state.

Period after the 2001 conflict was not an easy process but also as well as extended as it can and as much as more there are seeing consequences every day more in shoulders of citizens in Macedonia.

First impression that comes in consideration, if we look forward at the current political situation in Macedonia with the latest technology known as "**Political drone**" will detect some problems that will make us to understand the real situation and our experience, does not differ much from turmoil that have gripped international politics today. It differs in the way of its manifestation and the genesis of the problem which can be another plan. If we pretend to do a study of a deeper nature of this issue then, we see that while the political actors in the whole world would try to find solutions of problems; Macedonia and political situation even more stretched its political actors. The difference is noted at the outset. Although, the European continent - Western Balkans occupies a space approximately, 550,000, per square meter, the latter's problems in every part are separate model. What happens with political experience in Macedonia? In international political opinion experience as ours much more is influenced from domestic circumstances; there is no doubt understood that the consequences of a one-party system felt in nowadays conditions. Although since political pluralism, Macedonia has been occasionally

¹ For more details about the EU establishment and case of Macedonia till the status candidate, there are more details that confirm the notes and important dates during this process; http://ec.europa.eu/enlargement/countries/detailed-country-information/fyrom/index_en.htm

ratification actor and approval of many international acts and those in local dimension and size of other lower, again we are witnessing flagrant violation of these rights by the own state institutions.

Multiethnic character of society within which is part Macedonia's experience as a state in the Balkan, however that was the impression that the international community, from the conflict in 2001 reduced tensions with the signing of a joint political entities bilateral at that time, the current situation proves otherwise.¹

Not only does it solve the problem of inequality between ethnic groups that make up Macedonia, but despite that, the situation is even tenser. Today, no citizen or in other words few people whom you do not staged a particular case where the protagonist in the role of perpetrator always comes Albanian or other case or scenario mounted, the outcome of which is not known and never finished in Albanians favor.

From the viewpoint of an ordinary citizen, every one of us in situations like this and the way reasoning showed that, of course, that the charges directed by state power, this device provide violence appeared increasingly driven by Albanians unilaterally. It is now clear, whenever that come are honored powers or governments, charges for their failures and failures, eyes always directed towards Albanians. Whenever problems not generate crisis and find a solution, open armed conflict, as was the case last time, in the Kumanovo, indicating the crisis who are factor that ask only ones who through weapons want to realize the solution of the problems and the goals of society. Being the leader of policies such nationalist political parties' Macedonian doing, they forged that generate the political chaos not only to the political parties of the Albanians but also to themselves and as a result the situation gets out of control even greater proportions involving again the international political factor.

Experiences such political processes already convincingly make us clear that citizens feel trampled, governed in the form of chaotic model that exercised violence and tyranny, abuses by institutions and legitimacy of the policy, which is what we understood from interceptions last; They are one more argument to believe that this regime does not cause anything other than the destruction of the fundamental values of democracy and the collapse of a system that is in exoneration. Before situations and experiences of these are living proof of the violation of human dignity, many of the political figures of the time and other stakeholders as members of the National Liberation Army of 2001, government at all costs tried to overshadowed image of these structures created the experience of the Albanian political bloc in order to achieve the aspirations which were contrary to every aspect and with the concept of good governance. In this regard, they used unfair mounted who prove that we who urge problems are the ones who do not have representatives devoted political and many accusations without basis which is a concept and not very enviable international factor.

Evidence suggests that this political un-standardized format in Macedonia experience for a system like this that speaks of democracy but the facts lead to totalitarianism, that political entities that make up the multi-ethnicity and ethnicities in Macedonia who participate in power but do not imply political processes, political actors who sign the Stabilization and Association Agreement, but generated largely instability; guaranteeing the rights to use the language; education and the use of symbols of Albanians but never respected. It remains to be mentioned that the formal representation, just as the number but not increase effective impact role key decision-making by ethnic Albanians ... it seems elusive for an opinion wider, but this scene speaks clearly for a reality as elusive as the paradoxical to; based on the reality of the time in which we live. Typically, therefore I will also continue while image of people who are considered to have an impact on political life tends to fade, giving space more those whom you serve tendencies political protect the image of a political servile which leads towards inculcating interest which tried to create for years, be a multiethnic society that would worthily represented the country at the relevant institutions, thus giving more space and peaceful way of conflict resolution that were in defense of common interests.

We, as citizens, members of the state feel themselves without influence not only in the structures of the State but also by a significant number of people who remain faithful to this structure that governs which day by day undermines our families, evoke fear mass wide, not undertake any decision to improve economic status, political and social society in general. Misuse of counterfeiters have become part of the experience of certain services of the state that There is no doubt that this thing goes in favor tendencies criminal generated by state services of that country and more using people from among

¹ <http://www.ucd.ie/ibis/filestore/Ohrid%20Framework%20Agreement.pdf>

Albanians only to be in favor of a destructive policy that harms our image as an important factor in political life and decision-making process.

These situations and discontent will last as long as the structures of the Albanian political bloc will this policy to actual premier and while stay sitting under power chairs. Where there is given an opening voices of citizens should not be said that there is democracy ... where government imposed by force, it lacks legitimacy ... where religious principles used for certain aspects of the ideas of manipulation of the masses, there is no morality ... where socially , political deviated hardly find the balance ... now s' remains nothing, except that in this labyrinth culprits end there you have the land, to hope that criminals will get what they deserve, because before the fact bow angels.

The international community has played a very constructive role in easing inter-ethnic relations and creating a mild climate between the two majority ethnic groups that make up Macedonia.

In this case, the Ohrid Agreement was one of the acts created with the mediation of the United States of America and European policy actors.

As a result, even today, after almost 15 years, cannot be concluded with certainty to complement this country has fulfilled obligations not only to the international community, but first even to its citizens.

This disappointment can verify through consecutive facts argued by periodic reports addressed to Macedonia, as a candidate country by the European Commission.

Notice given principally in the area of justice, failure to state of law, public administration overwhelmed, at a time when the European Union requires sitting of employees in administration to be limited, domination economy darker, market dysfunctional then remarks are focused in three dimensions Copenhagen criteria addressed to the Western Balkan countries which are closely related to the eligibility criteria, political and economic.

All three of these conditions, in the case of Macedonia still today are a realistic suspicion!?

In the field of cooperation from the international politics of defense and security, it should be noted that there were some training in cooperation with the OSCE, but after that, there are a number of elements which come and create obligatory for countries that are strongly in process development.

The training activities of OSCE are not only confined with basic police training. Additionally, professional training programs, requested and approved by the role and they are an integral part of the PDU's exit strategy:

- Instructor development training - a comprehensive training programs designed for national police instructors.
- Reform training - programs for all existing uniformed officers to ensure that they receive training consistent with what was delivered to the newly-graduated police cadets. Police officers receive additional training in human rights, policing in a democracy, gender awareness, trafficking in human beings, domestic violence, officer safety and drug identification.
- Specialized training programs - specialized and advanced training programs for selected officers are provided in topic areas such as: trafficking in human beings, road safety, border, human rights and democratic policing and election security.
- In-service training programs - a forum seeking to prepare the recently graduated, probationary police to successfully pass the State Examination and receive executive authority.¹

With the help of the OSCE, the interior ministry has assumed full responsibility for the border police and in 2005 the newly formed Border Police completed its transfer from the Ministry of Defense to the Ministry of Interior. This critical step means that the entire territory is under the administration of the police, as in other European countries. The military no longer has

¹ Introducing Multi-Ethnic Policing in Macedonia1: The Role of the OSCE , Ali DİKİCİ
Web Page, <http://www.osce.org/skopje/pdu>, (accessed 09 April 2004).article
Uluslararası Hukuk ve Politika Cilt 3, No:10 ss.129-146, 2007©

security obligations within the country. In 2006 the border police established regional training coordinators and the Mission began training internal trainers who will assume the task of further developing their colleagues' policing skills.¹

Recomenadations

Full transparency of institutions in the country;

Proper functioning of the legal system, which currently has a bitter experience of distortion of law;

Effective public policy on defense and security in the country, if it is very necessary, especially in countries as part of the Western Balkans where post-conflict, the need for public safety is increasingly necessary.

The creation of conditions in the country for accession to the Euro-Atlantic structures;

Arranging a mild climate between ethnic groups, Albanian / Macedonian or proper function of a multi-ethnic society;

Respect for fundamental democratic values;

Functioning of a democratic system that would function in the general interest of citizens;

Creation of proper policies of social welfare;

Political stability, economic and social development in general.

And the most important, building bridges of peace among people with different religions and without prejudices society.

These are some of the basic elements which in the case of Macedonia have a handicap, but have a willingness genuine stakeholder relevant to policy to receive the appropriate measures in cooperation with the international community to give a permanent contribution to rebuild genuine values of states developing, where it is part of Macedonia.

Based on those wrong experiences which are non-sense for one state as Macedonia is, in process of integration, now state, it will be faced with new elections on December 2016.

Hopefully, in this contest, state will choose the best way to attach as a strategic program for one better future for their citizens without any ethnic background.

¹ OSCE Annual Report 2006, p. 46

Child and the Work of Art

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Abstract

The pupils are allowed, through structured observation and reception of works of art, to develop and improve their perception and intellect, as well as their moral and aesthetic attitudes. Learning to perceive, enjoy and evaluate works of art provides opportunities for creating ideas and thinking on different levels. The subject of this research are the reactions of third- and fourth-grade pupils to the art of Gustav Klimt. The research sample consisted of 282 pupils, of which 142 were female and 140 males. The results indicate high levels of perception, acceptance and interpretation of Klimt's art.

Keywords: Gustav Klimt, visual arts education, work of art, creative process, methods

Introduction

Visual arts are becoming more and more indispensable in modern education, as well as contemporary educational concepts, because of their role in the development of skills such as communication and evaluation, as well as creative and cognitive development of children and youth. Grade-school art classes are useful on many levels because teaching art does not revolve only around learning, but also around the tangible experience of perception, acknowledging and accepting the world of art that stems from the history of humans. Since prehistoric times, humans have been discovering the possibility of thought expression through visual media. That process led to the discovery of using pictorial symbols as a cypher of meaning and ideas. Visual works of art have become impressive forms that accumulate cognitive values of different historical eras, which makes them crucial for studying human culture. Warburg (Biatostocki, 1986) claims that visual works of art cannot be limited only to their visual aspect, but must be understood through anthropology, psychoanalysis and history, as well as philosophy, religion, ideology and the totality of their historical, political and social background. Even if we are observing specific situations in which an individual's thought and hands made a particular piece, it needs to be projected onto a universal perspective of everyone. As the philosophers of human culture believe, the firm background of cultural events is necessary for understanding any work of art. This leads us to the conclusion that a work of art possesses a cause-and-effect relationship with the time, place and culture in which it was created, serving as a visual story of historical turmoil, social and artistic interests of specific eras. It does carry a certain spirit of that era in itself, but it also goes beyond space and time it was created in, enriching the development of human aesthetic and cultural sensibility. Unlike other products of human work, whose shapes are mostly tied to their practical use, works of art can serve their purpose in their independent configurations of symbols. Because of its universally understood manifestations, visual arts have had many specific functions in different cultures besides the aesthetic value. Telling dramatic, picturesque human and life stories visually has always been the task of art, as well as providing a way to help understand the essence of human truth. This is why visual artistic content stays relevant in educating young generations.

Visual works art, as part of a whole world rich with visual content, are a constant dialogue between the creator and the recipient. Zovko (2009) expresses the need to understand works of art as autonomous persons waiting for someone (the recipient) to talk to, which leads to a degree of understanding, explaining and experience dependent on the quality of work in question and its hermeneutical interviewer. Hauser has a similar view: "A true work of art is not just an expression, but an announcement, and in that sense is not just a monologue, but a dialogue as well." (Hauser, 1986:4) Artistic production and reception are intertwined and mutually dependent on communication and evoking response, emotional factors and social function, as well as cultural constellation.

From these facts we conclude that our relationship to culture is conditioned, and we could even say that our relationship with culture is formed by learning. That is the reason Baković (1985) sees that works of art are not static nor a closed fact,

but an open, dynamic reality with its own continuity and identity. The openness of a work of art seeks its recipient/interpreter, and it is a subject of communication that flows both ways, so the pupils need to learn skills that make that communication possible. The works of art were not made primarily for them, so they require perception and reception – otherwise, they do not serve their purpose.

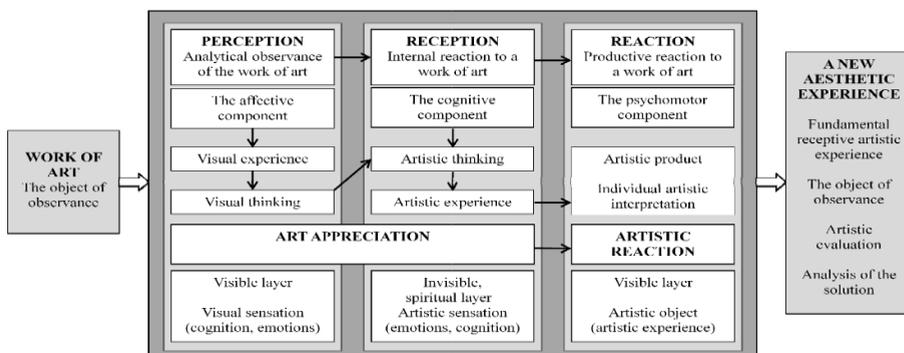
A work of art in visual arts teaching represents an adequate visual stimulation through which the pupils should understand an assignment better, and it can aid the development of a child's experience of the world with its multilayeredness and acceptance. When amplified in such a way, that experience improves the intellectual, moral and aesthetic development of children. For them to understand art that was not primarily intended for them, they need to be led through the layers of the work of art, and within that process develop their visual, cultural and aesthetic sensibility. The reception of visual works of art is a challenging task for pupils. They need to understand the differences of certain styles, learn the language of visual arts, perceive completely opposite eras – which can be difficult and needs to be done gradually, which is one of the goals of visual arts education. Encountering a work of art should be adequately actualized in all degrees of education, so that the ability to aesthetically evaluate develops with the pupils' cognitive and emotional abilities.

The aesthetic transfer method

The aesthetic transfer method in visual arts classes enables not only transfer of information, but also the aesthetic components of a work of art. In applying this method, the presentation of chosen works of art must allow interaction between the observer (child, pupil) and the work of art, as the sensory input is linked to memories, experiences and associations. As interaction is a personal process very different from one child to another, it is very important to generate conditions within a group that allow the children to express their opinions. Children can react on the emotional level, the associative level and the formal intellectual level. These three types of reactions vary and differ, as they depend on the observer and the artwork. The experienced artwork can lead to an artistic reaction, which will be the individual solution of each child and will represent a new aesthetic experience. The fundamental rule relates to the reproduction of works of art. These have to be realistic and of high quality, so that not much original information is lost in the reproduction. To lead to a new aesthetic experience, the method of aesthetic transfer must adhere to principles of quality.

To enjoy the works of art and be able to enjoy artistic expressions, the children and pupils must first notice them. It is crucial that the children involved in artistic activities to adopt techniques of viewing aesthetic objects with regard to their visible qualities. In the method of aesthetic transfer, those processes are expanded to elicit a practical artistic and creative reaction. The method of aesthetic transfer has three phases:

- Perception: perception of a work of art with all senses
- Reception: putting the images into words
- Reaction: activity, productive reaction to a work of art



Picture 1: Diagram of the method of aesthetic transfer (Duh, Zupančič, 2011)

Perception and reception of works of art are the first two phases of the aesthetic transfer method. The former is directed towards children/pupils who get a clear perception of a work of art, and is necessary for triggering the appropriate aesthetic

experience. The latter is directed towards the perception outcomes expressed verbally, which makes them planned and internalized. The combination of art work perception and receptive capabilities of children and pupils is called artistic appreciation. Aesthetic transfer method thus stems from artistic appreciation, which is also the basis for a deep emotional reaction. (Duh, Zupančič, 2011).

3. Methodological research aspect

3.1. The problem and objective of the research

The research on the subject of children's reaction to visual works of art is a longitudinal research, one of many that the authors have executed in grades 1 through 4 (primary school), and they include observation of children's reactions to the works of the most famous artists and art movements of the 20th century.

The problem of the research was establishing reactions of third- and fourth-grade pupils (primary school) to the art of Gustav Klimt. Assuming that most of the pupils have not previously encountered the artist, the goal was also to question how ready they are to accept new information and content related to visual arts.

The cognitive objective of the research is establishing whether there are any differences in reactions to the art of Gustav Klimt between third- and fourth-grade pupils, and the possible differences in accepting new content and knowledge.

The pragmatic objective relates to creating new knowledge in visual arts and improvement of visual arts classes. This research highlights the importance of quality visual arts teaching and offers guidelines for a more successful organizing of the teaching process. (Bubić, 2012/13).

The objectives of this research are recording children's reactions to the art of Gustav Klimt and establishing whether there is a difference in their attitudes relating to their age and grade. It is also of importance to establish how the pupils would approach the process of creating Klimt-inspired art of their own.

The variables of the research are independent (sex and grade) and dependent (pupils' experience and thoughts) of Gustav Klimt's art.

3.2. Sampling frame and field phase

Table 1: Sex

Answers:	<i>f</i>	%
Boy	140	49,6
Girl	142	50,4
Total	282	100

The participants of this research were third- and fourth-grade pupils (primary school), of which 160 were in third, and 122 in fourth grade.

Table 2: Grade

Answers:	<i>f</i>	%
Third	160	56,7
Fourth	122	43,3
Total	282	100

The research was carried out during the end of May and beginning of June 2014 and it included three schools in Split and the surrounding area.

The research method used was questionnaire. Considering the young age of the pupils, and assuming most of them have not encountered Gustav Klimt's work before, they were introduced to the artist's biography and opus prior to the questioning. They were showed five works of art that continued to serve for the questionnaire and further creative work. The works shown were *Expectation*, *Beech Forest I*, *Tree of Life*, *The Stocklet Frieze* and *The Kiss*.



Picture 2: *Expectation*, 1905 **Picture 3:** *Beech Forest I*, 1902 **Picture 4:** *Tree of Life*, 1905



Picture 5: *The Stocklet Frieze*, 1905 **Picture 6:** *The Kiss*, 1907-1908

The research tool was a questionnaire, designed exclusively for the research in question and the pupils' age. The questions were close-ended, and the last one about the art works shown was multiple-choice. The rest of the questions were dichotomous.

3.3. Hypothetical research context

The following hypotheses were formulated:

- Hg: It is expected that the students would perceive the art of Gustav Klimt and his manner of painting differently.
- H1: There is a correlation between the pupils' grade and preference for the artist.
- H2: There is a correlation between the pupils' grade and perception of the artist's paintings.
- H3: There is a correlation between the pupils' grade and preference for individual paintings.

3.4. Results and argument

At the end of questioning and data collection it was noted that no questionnaire was invalid. After the data collection, all data was entered to be processed into the SPSS – program for statistical analysis. In this part, the results of the analysis are presented.

The first question was about whether the pupils found Klimt's manner of painting interesting or not.

Table 3: Grade / You consider the manner of Gustav Klimt's painting:

		You consider the manner of Gustav Klimt's painting:		Total
		Interesting	Not interesting	
Grade	Third	152	8	160
	Fourth	106	16	122
Total		258	24	282

Klimt's manner of painting is considered interesting by 258 pupils, and 24 consider it not interesting.

Hypothesis H2: There is a correlation between the pupils' grade and perception of the artist's paintings.

Table 4: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,854(b)	1	,116
Continuity Correction(a)	,858	1	,128
Likelihood Ratio	,828	1	,116
Fisher's Exact Test			
N of Valid Cases	282		

$$\chi^2=0,854 \chi^2_{\text{tab}} [\alpha=5\%, df=1]=3,84$$

Validity of $\chi^2 < \chi^2_{\text{tab}} \rightarrow H_0$ indicates that the initial assumption of a correlation between the pupils' grade and perception of the artist's paintings may be accepted with a significance of 5%.

Table 5: Pearson's contingency coefficient for testing the independence of two nominal characteristics with chi-squared test

	Value	Approx. Sig.
Nominal by Contingency Coefficient	,143	,116
N of Valid Cases	282	

a Not assuming the null hypothesis.

b Using the asymptotic standard error assuming the null hypothesis.

$$C = \sqrt{\frac{\chi^2}{\chi^2 + n}} = 0,143$$

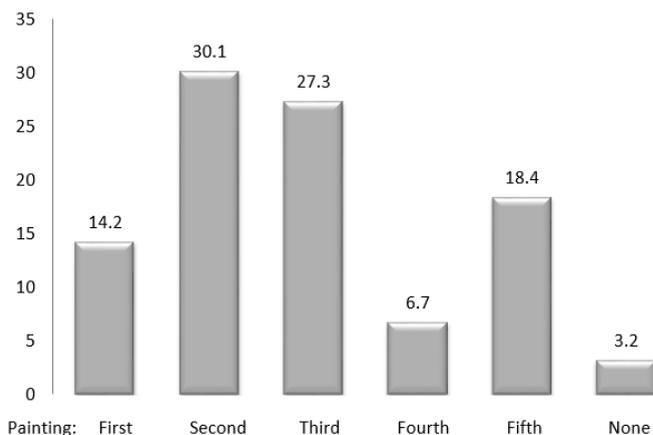
Pearson's contingency coefficient is

The empirical significance of $\alpha^* = 0,116 = 11,6\% \Rightarrow \alpha^* > 5\%$ confirms that the coefficient is not significant.

This confirms H2: There is a correlation between the pupils' grade and perception of the artist's paintings, while also confirming Hg, the main hypothesis. The third-grade pupils have expressed a higher preference for the art of Gustav Klimt through this question also, with 95% considering them interesting. A negative answer was given by 5% of the third-grade pupils. Of the fourth-grade pupils, 86% expressed an interest and 14 % did not.

The second question had the pupils choose their favorite among the paintings they observed. They took more time than for the other questions, studying the details closely.

Picture 7: Of the works of Gustav Klimt shown, I prefer:



The questionnaire results indicate that most pupils liked the second painting (30.1%). The third was chosen by 27.3%, the fifth by 18.4%, the first by 14.2%, while the fourth was chosen by 6.7%. Only 3.2% did not like any of the paintings presented.

Hypothesis H3: There is a correlation between the pupils' grade and preference for individual paintings.

Table 6: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,216(a)	5	,145
Likelihood Ratio	8,332	5	,139
Linear-by-Linear Association	,222	1	,638
N of Valid Cases	282		

$$\chi^2=8,216 \chi^2_{tab} [\alpha=5\%, df=5]=11,07$$

$\chi^2 < \chi^2_{\text{tab}} \rightarrow H_0$ is valid, meaning that the initial assumption of correlation between grade and preference for individual paintings may be accepted with a significance of 5%.

Table 7: Pearson's contingency coefficient for testing the independence of two nominal characteristics with chi-squared test

	Value	Approx. Sig.
Nominal by Contingency Coefficient	,168	,145
Nominal N of Valid Cases	287	

a Not assuming the null hypothesis.

b Using the asymptotic standard error assuming the null hypothesis.

$$C = \sqrt{\frac{\chi^2}{\chi^2 + n}} = 0,168$$

Pearson's contingency coefficient is

Empirical significance of $\alpha^* = 0,145 = 14,5\% \Rightarrow \alpha^* > 5\%$ confirms that the coefficient is not significant.

Table 8: Grade / Of Gustav Klimt's paintings I have seen, I prefer:

		Of Gustav Klimt's paintings I have seen, I prefer:						Total
		First painting	Second painting	Third painting	Fourth painting	Fifth painting	None	
Grade	Third	24	51	38	11	34	2	160
	Fourth	16	34	39	8	18	7	122
Total		40	85	77	19	52	9	282

The third-grade pupils preferred the second painting (51 pupils), while the fourth-grade pupils preferred the third one (39 pupils). In the third grade the third painting was chosen by 38 pupils, the fifth by 34 and the first by 24. In the fourth grade the second painting was chosen by 34 pupils, the fifth by 18 and the first one by 16 pupils. Pupils of third and fourth grades both liked the fourth painting the least. The painting in question was chosen by 11 third-grade pupils and 8 fourth-grade pupils. Two pupils in the third grade and seven in the fourth grade did not like any of the paintings shown.

Table 9: Grade / I can understand the meaning of Gustav Klimt's art:

		I can understand the meaning of Gustav Klimt's art.		Total
		YES	NO	
Grade	Third	113	47	160
	Fourth	60	62	122
Total		173	109	282

Most pupils questioned, 61.3% of them, expressed understanding of what Gustav Klimt's art represents, while 38.7% think they are unable to understand what his art represents.

By comparing the answers to this question to the answers about the preference among Klimt's paintings, we observe that 92% of the pupils questioned prefer his work and 61% perceives to understand them. We may draw a conclusion that a certain percentage likes the art in question, but is unable to understand it. This may be solved by quality content development in the future teaching process.

The statement "I believe I could paint in the manner of Gustav Klimt." was confirmed by only 21.3% of pupils questioned, a total of 60 pupils, and 78.7% was self-critical and gave a negative answer.

Table 10: Grade / "I believe I could paint in the manner of Gustav Klimt."

		I believe I could paint in the manner of Gustav Klimt.		Total
		YES	NO	
Grade	Third	33	127	160
	Fourth	27	95	122
Total		60	222	282

Only 21.3% of pupils (60 in all) agreed with the claim "I believe I could paint in the manner of Gustav Klimt.", while 78.7% disagreed.

There are differences between third- and fourth-grade pupils. Of fourth-grade pupils, 22% believe they could paint in Klimt's manner, while the same is true for 20% of third-grade pupils.

The eighth question investigates the pupil's wish to try painting like Klimt. Most of them accepted the challenge (85.8%), but a part (14.2%) rejected it.

Table 11: Grade / I would like to try to paint like Gustav Klimt.

		I would like to try to paint like Gustav Klimt.		Total
		YES	NO	
Grade	Third	138	22	160
	Fourth	104	18	122
Ukupno		242	40	282

The majority, 86% of third-grade pupils and 85% of fourth-grade pupils, would like to try to paint like Gustav Klimt.

Table 12: Grade / This is my first contact with Gustav Klimt.

		This is my first contact with Gustav Klimt.		Total
		YES	NO	
Grade	Third	106	54	160
	Fourth	97	25	122
Total		203	79	282



The last question in the questionnaire was related to prior knowledge of Gustav Klimt's opus. Prior to this research, 72% of the pupils have not had any contact with Klimt's art, while 28% have had some contact.

If we observe the third and the fourth grade, we can conclude that 66% of third-grade pupils have had their first contact with Klimt's work during this research, compared to 79% of fourth-grade pupils.

Pupils' art work

The art work was created by the pupils in the third stage of the aesthetic transfer method, the realization phase, and they showed an excellent reaction to the visual stimulus and perceived Klimt's expression as a creative impulse for their own art.



Picture 8: Expectation Picture 9: Expectation Picture 10: Expectation



Picture 11: Beech Forest | Picture 12: Beech Forest | Picture 13: Beech Forest | Picture 14: Beech Forest |



Picture 15: Beech Forest | Picture 16: Beech Forest | Picture 17: Tree of Life



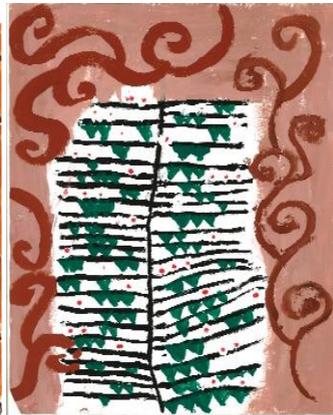
Picture 17: Tree of Life Picture 18: Tree of Life Picture 19: Tree of Life



Picture 20: The Stocklet Frieze



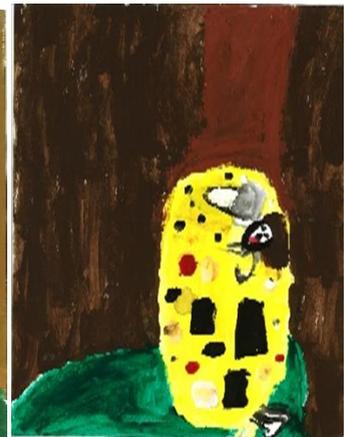
Picture 21: The Stocklet Frieze Picture 22: The Stocklet Frieze



Picture 23: The Stocklet Frieze Picture 24: The Kiss



Picture 25: The Kiss



Final observations

The objective of this research was to introduce pupils to the opus of Gustav Klimt, establish their reactions to his art and develop flexibility to accept new content.

Assuming that the pupils would react differently to Klimt's opus, the following hypotheses were formulated:

- H₀: It is expected that the students would perceive the art of Gustav Klimt and his manner of painting differently.
- H₁: There is a correlation between the pupils' grade and preference for the artist.
- H₂: There is a correlation between the pupils' grade and perception of the artist's paintings.
- H₃: There is a correlation between the pupils' grade and preference for individual paintings.

The research has shown a high preference for the artist's opus, which has also proved the readiness to accept new content.

The first hypothesis was confirmed because the results have indicated that the third-grade pupils have a stronger preference for the art of Gustav Klimt. The difference in percentage, although minor, exists.

The second hypothesis was also confirmed because there was a larger percentage of positive answers by third-grade pupils than those in fourth grade. We expected that the difference will be seen relative to the children's age, but it is surprising that the younger pupils expressed a higher preference.

A part of the questionnaire pertaining to the understanding of Gustav Klimt's art resulted in mostly positive answers. Most of the pupils expressed an ability to understand the artist's work (61.3%), while some (38.7%) expressed a lack of understanding. Even if the difference between those who like and those who perceive to understand the art is minor, it exists and should be dealt with. This may be achieved through increasing the quality of teaching content and the enrichment of the pupils' artistic opus, and should not be limited to those who like the work of art, but every single pupil participating in the visual art classes.

The third hypothesis was also confirmed because the third-grade pupils expressed a better understanding of the art of Gustav Klimt. It was surprising to see the younger pupils expressing a higher degree of perceived understanding, but it is consistent with the previous results, which indicate a higher preference for the artist.

Through parts of the questionnaire relating to the pupils' evaluation of a possibility of painting in the manner of Klimt, their evaluation was mostly negative, but they did express the wish to paint like him.

These results are not surprising because the pupils understand their skill levels, but the positive attitude towards new challenges prevail.

The last question shows that a large percentage of pupils have never before heard of Klimt's opus.

The most valuable asset for this research were the results of the pupils' artistic process, their own paintings inspired by Klimt's works of art of their own choosing. They were highly motivated, and very satisfied and proud after their task was done. It is crucial to emphasize that the reception of works of art does not have replication for its goal, instead it should strive to aesthetic development and strengthening positive attitudes towards art and artistic expression in children.

The pupils are allowed to develop their intellectual, moral and aesthetic values through artistic reception, which is a way of multilevel thinking. Learning through visual arts not only includes receiving knowledge of works of art, but their strategical understanding, as well as an ability to build a cultural heritage for the young. The task of visual arts in education is helping pupils understand themselves and others using visual works of art as a guide. These components help develop a child's personality by raising awareness of themselves, which is essential for any pupil's intellectual progress.

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Consequences of the Totalitarian past on the Albanian Post- Communist Society

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Abstract

Enver Hoxha's communist regime lasted 45 years, leaving unstudied long-term consequences in the Albanian society. Still today, after 26 years of transition, the path of democratization of Albania remains unclear. Albania has been for more than four decades under one of the most isolated communist regimes in Europe. The transition from a communist totalitarian state to a democratic state is still incomplete even after 26 years since the fall of communism. Annual reports carried out by Freedom House noted a delay in the processes of democratic governance in Albania. In these reports, since 2007, based on the democratic indicators, Albania is defined as a hybrid regime. The aim of this paper is to argue that one of the reasons delaying democratization is the missing detachment, or the non-separation from the mentality of communist past. The methodology of this paper is qualitative nature, based on the international philosophical and political science literature. Also the author has studied countries, who have had similar experiences of totalitarian regimes and who later embraced democracy. This paper attempts to explain, that the bad governance is linked to the anti-democratic character of governance in Albania. Throughout Eastern Europe, Albania was the most radical, on the adaptation of Stalinist totalitarianism type, and nevertheless still today, is not seeking punishment of crimes of communism and has not implemented a law on lustration. The past can become an obstacle to the future when is not studied, recognized and confronted with.

Keywords: Communism, Hybrid regime, Democratization, Transitional society

Introduction

Albania experienced for 45 years one of the most brutal totalitarian regimes that were seen in Europe. Also, it was the last country that overthrew the Stalinist totalitarian dictatorship type in Europe. Immediately after the fall of the totalitarian regime in the 90s, Albania began to open up to the world. Being isolated like no other European country and for a relatively long time, Albanian society and the simple Albanian individual practically lived on an island, isolated and without communication with the world, in a reality all of their own and with a worldview very different from the world that surrounded them. Therefore opening to the world meant first, dealing with another mentality, lifestyle, and presentation of concepts which are diametrically opposed to what Albanian people known until that moment. Secondly it meant putting in doubt, weakening and breaking the communist system of values, which were cultivated by the totalitarian system. With the establishment of political pluralism and democracy also began the new social, political and economic challenges for Albania.

This paper is based on one side on the qualitative methodology because addresses theoretical and philosophical concepts, sociological notions and interpretations and on the other hand is taken into consideration also the quantitative methodology with numerical reports, which are used measurements conducted by researchers , local and international as Freedom House, Transparency International, European Commission, Institute of Political Studies etc. The paper reflects interpretations on Albania's path from a totalitarian regime to a democratic one and offers its own explication on the 'delay' of the recent years towards a consolidated democracy. To achieve this, it is necessary to study not only the period of transition, but also the consequences that the Albanian society carried oppression during the totalitarian regime.

In 1944 "Partisans were advancing towards Tirana with the help of the British. In October they formed a provisional government with Hoxha as prime minister." (Abrahams, F. (2015), *The new Albania*). Elections were held in December 1945, Albania was proclaimed "People's Republic", and Enver Hoxha was appointed "prime minister, foreign minister, defense minister and chief commander of the army" (Ibid p33). Tribal and patriarchal organization of society helped cultivate

the image of Hoxha as father of the nation, "it was called 'The Leader', and many Albanians called him 'Uncle Enver' (Ibid p35). Sigmund Freud in his studies analyzes the role of the leader and the chairman of the crowd. According to Freud, the leader is a fierce father, who knows what is good and what is bad for each of his children (Freud, Z. (W.Y) Psychology of crowds). Albanian society organization was that of a closed society, where some of its features are found in the book of Karl Popper (Popper, K, (2012), *The Open Society and its enemies*), according to him a closed society is a tribal society where all are known to all, and have blood ties, and social relations are quite important. Such societies have features of enslaved societies.

History of Albania on the larger part is transition from one occupation to another and from one ruler to another, Romans, Slavs, Ottomans, Italians, and Germans etc. Even when Albania was ruled by Albanians as Ahmet Zogu and later Enver Hoxha Albanian society remained submissive. As the Albanian sociologist and philosopher, Artan Fuga explains: "The individual, perhaps after a period of several centuries, remains alone before its future. Without intermediaries", (Fuga, A, (2008), *Media, politics, society, 1990-2000*). For the first time, the Albanian individual would not have as social mediator another actor in relation to his future. The price of freedom, however, did not come without cost.

Today, more than 26 years Albania has not yet completed successfully its journey to consolidate democracy in the country. Low confidence of citizens in state institutions and the system in general, high levels of corruption and the crisis of representation of citizens are just some of the concerns raised in the public debate in recent years. Freedom House writes about developments in the years 1990- 1991: "Since the Second World War, Albania was the most isolated of Europe under Enver Hoxha's communist leadership. Freedom of expression was forbidden, religion was outlawed, and torture executions were common." (Period of democratic transition: 1990-1991'- Freedom House.org). Freedom House categorizes Albania as a partly free country, classification that follows since the establishment of political pluralism¹. In the division "Nations in Transit 2016" (the countries in transition 2016), Freedom House lists Albania as a country in transition / hybrid regime (Ibid).

In the book, *Media, Politics, Society, 1990-2000*, Artan Fuga writes that the study of the years 1990-2000 has national significance because we have an amount of events that should be studied as flooding systems and economic models, emigration, exodus, revision of values, social and psychological trauma, liberation of Kosovo etc. (Fuga, A, (2008), *Media, politics, society, 1990-2000*). So, the history of the Albanian transition is filled with rapid changes and these events need specific sociological, historical and political studies. The first decade after the collapse of the totalitarian system in Albania can be summarized under the name of: experimental decade. In Albania, as many of the countries in transition from dictatorship to democracy was applied the so-called 'transition paradigm' (Carothers,Th, (2002), *The end of transition paradigm, Journal of democracy* 13:1). During 1990-2000 took place major transformations in the economic, social and political sphere. After the conclusion of the communist stage, many Eastern European countries such as Albania began policies to open the market and to adjust the free economy, which would be based on private entrepreneurship. Albania and its political leaders strictly implemented neoliberal policies proposed by the International Monetary Fund and the situation seemed optimistic until the 1997's where pyramid schemes brought the country's financial collapse and Albania faced a Hobbesian situation, quasi civil war.

According to Nina Bandelj and Bogdan Rady (Bandelj N, Rady, B, (2006), *Consolidation of democracy in post- communist Europe*, Center for the study of democracy, University of California), most scholars who follow political developments in Central and Eastern Europe focus on the fall of communism and democratic transition, but should not be left out of attention the political developments of recent years. In the same paper the two researchers argue that some of the countries in transition are stuck in the gray area, which scholars and political experts refer to the phenomenon with different names as: semi-democracy, electoral democracy, democracy facade, pseudo democracy, poor democracy, partial democracy etc. (Ibid p 9-10). In view of Bandelj and Rady: "In the post-communist world, Moldova, Bosnia, Albania and Ukraine have some significant signs" (Ibid p 10-11) of feckless pluralism syndrome.

Societies like Albania, who have features of feckless pluralism (Ibid p 11-12), are described by a deep mistrust of the public to the governing elite, also political elites are seen as corrupted and that do not use their post for the general good, but on personal interest. They are ineffective in the eyes of society. Albanian government's performance is evaluated by the

Government effectiveness index which is measured by the World Bank, it was -0.07, so a negative value ('worldwide governance indicators'- worldbank.org). In a report (Public-opinion poll of confidence in the government '- idmalbania.org) published by the Institute for Democracy and Mediation on the faith (belief) of the citizens in the government confirmed this lack of belief. Highest trust Albanians have in international institutions such as NATO (74%) and EU (72%), while 1 in 3 citizens believes in government. Less trusted are judicial system (80%) and political parties (79%)¹. Over 50% of respondents do not have faith in public institutions ('Albania corruption rank'- Transparency international. org). One of the biggest challenges that Albania must confront is corruption in order to be part of the European Union. Recent measurements carried out by Transparency International, Albania ranks 88th with 36 points (Ibid) remaining in the ranking of most corrupt countries in the region, and not only.

During the communist regime, Albania had all the features of a totalitarian dictatorship, features summarized by the researchers Friedrich and Brzezinski, (Friedrich, C, Brzezinski, Z (1956), Totalitarian dictatorship and autocracy,) an official ideology, a single party of the masses led by the dictator, a control system and police terror, monopoly of technology in the hands of party, monopoly and control of weapons, and finally, the centralized economy. The consequences of a long totalitarian period are present still today. The target of the totalitarian regime was any spontaneous social. Observe that two of the characteristic features of a totalitarian system are still present today, 26 years later, for example still are not condemned the crimes of communism. The importance of the party and the role of the leader are still big in Albanian politics and society. The main parliamentary parties in Albania are governed by authoritarian methods and internal democracy is still weak, decisions are made vertically and the word of the leader is what concludes decisions. At the same time, the Albanian society accustomed to authoritarian leader, strict and charismatic, has been promoting this model, so all Albanian leaders after 1991 'suffer' the syndrome of protagonist, the figure of the party leader should not be overshadowed by any other figure within the party.

Moreover, the high level of unemployment, especially among young people, this brought the pursuing for finding a job and the involvement in party structures becomes a common choice. The communist regime party was "the prerogative" (Lefort, C, (2000), La complicazione: al fondo della questione comunista), even Lefort said that the party was transformed into fetish and as such it "invades the state apparatus and becomes founding conductor of the State that directs all social life" (Ibid p82). There is no other pole of truth and omniscience, "there is no legitimacy except the party" (Ibid p83). The party provided full employment for all citizens and Lefort writes that "faith in socialism is partly undivided from faith in parties" (Ibid). The party was the mechanism through which all the goals of the system were achieved. This mentality is still present in the Albanian society where the party is seen as a mechanism of employment and personal benefits, for a significant part of individuals. Unemployment is high, 33.2% among young people in 15-29 age group, and 12.5% in the 30- 64 age group. The data obtained from INSTAT ('Unemployment rate'- Instat), statistics showed that unemployment is higher among young people, a large part of graduates. The same observations are made from the 2015 progress report, the European Commission for Albania, writes: "The rate of employment and participation in the labor market remain low, and the informal economy is still an important provider of employment" ('Albania 2015 report'- European commission).

Thus, the party is perceived as an "octopus" whose tentacles extend to all state institutions trying to conduct them. Political parties in Albania are mainly parties organized by clientele that operate through exchanges and fulfillment of favors, using informal environment and pursuing undemocratic mentality. Parties are the best example of how the old mentality of past dictatorial system is present. Institute of Political Studies in a report (Internal democracy in political parties from March to May 2016'- ISP), carried on political parties, from March to May 2016 and stresses the idea that political parties are clientele parties and as such are not transparent in their operations, so "being a clientele party the main source is informality of decision- making and financing" (Ibid). Furthermore, "most parties do not declare their political functionalities, as a large part of the report concluded; they hold both statuses, political and civil, which is contrary to law" (Ibid)

In addition, accountability and transparency to the public and citizens is low, in public places or different media is articulated the opinion of the leader, the party leader, but is not reflected what activities, discussions or thoughts has the party itself with its members. We see at this phenomenon undoubtedly elements of dictatorship mentality, totalitarian party recognizes only thinking and discussion within party structures, criticism is valid only within the structures of the party, while outside this was excluded. Lefort writes that "no one should be subject to the discipline of action, but also think outside the party"

(Ibid 86). In the Albanian society 26 years later, what is discussed, decided and debated within the party remains unclear and hermetic. Citizens do not have the information and the decisions taken are closed nature without consulting the wider public, by remaining so faithful to the old idea that the party is criticized only internally (if is criticized).

According to the Institute for Policy Studies (IPS), in a survey conducted with the Socialist Party congressmen's emerged the conclusion that political parties are not separate from the state "they love (state) power for power and employment" ("The main findings of the survey of ISPs in the Socialist Congress- ISP, politike.al). More than two and a half decades, transition in Albania is categorized from weak state institutions and strong leadership figures. Authoritarianism in Albanian leadership is also seen in the language and vocabulary used in public, the language is outrageous and harsh against political opponents, which often goes to insults, defamation and verbal threats, and they do it front of the cameras in the assembly hall. The political opponent as occurred in Enverist dictatorial system is the source of all the evils of society, whether during the totalitarian system elimination were physical totalitarian system during democracy become political eliminations. The harsh language, in most cases without political and civic ethics has the purpose of public denigration of any other political alternative, its humiliation and political causes, and simultaneously we see the glorification of its own political alternative. The dichotomous reality divided into good and bad, in black and white, communists and revisionists, patriots and traitors is another element of the totalitarian mentality that we see present today.

Democratic regimes are different from undemocratic regimes among other things by the degree of real participation of citizens in decision making processes and also the willingness to reach political consensus when is required for the good of the country. Albanian experience has shown that real civic participation in these processes is minimal and civic awareness is still low and with lacking of mobilization on issues that affect the public. Also, the Albanian citizen as an individual emerged from a totalitarian system has cultivated a highlighted indifference to issues of public and social problems. On the other hand, political consensus and agreements implemented since 1991-2016 have been difficult and always mediated by the international actors.

Naturally the question is: why are still so many present elements of undemocratic culture in Albania? The answer partly is that, in politics after 1991, a large part of the political names are part of the past and therefore they are fed up to an undemocratic culture formation. Secondly, Samuel Huntington writes that "the self-renewal of the democratic systems is realized through elections, new options and new promises" (Huntington, S, (2015), *The third wave of democracy*), this is a condition missing in Albanian politics because despite the change of the ruling power the country mentality and governance mechanisms are the same, it relies on the fact that the Albanian parliamentary parties are directed for years by the same figures, so inside the party itself has no substantial changes in order to be reflected on the socio-political developments, (Krasniqi, A, (2016), "This politics will last until leave the elite that came in 1990"- Javanews.al). Thirdly, the Albanian society for more than four decades was formed with an authoritarian culture, and consequently the obedience to the political leaders was naturally and will need a longer time to change this. The legitimacy of the Albanian democratic regime arose over anti-communist position, while all without exception belonged to the communist world. For this reason, the Albanian society today faces a crisis of political representation as simple citizen feels no represented by politics.

Why we face this situation? One answer would be that with the fall of the communist regime the Albanian society's suffered also declining values in society, with the opening up to democracy and free markets profile values of the Albanian individual turned towards materialist (or survival values), (Kocani, A, (2013), *Exploring the value system in Albania in the post-communist period*). However, properly Gene Sharp wrote: "No one should believe that with the fall of the dictatorship an ideal society will immediately appear" (Sharp, G. (2012), *From dictatorship to democracy*). Albanian society has to learn the price of freedom itself because "no external force will come to give to oppressed people the freedom they so much love. People should teach on its own how to get freedom. It's not easy" (Ibid, p91) To conclude, the journey of a state from the dictatorship to democracy is not easy, dictatorial system in Albania has fallen for several (26 years), but not the mentality of undemocratic political culture. Despite this, the greatest hope of Albania is the coming political elite and the young people who have grown up in freedom and know how to protect and maintain it.

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Nominal Group Technique: a Brainstorming Tool for Identifying Learning Activities Using Musical Instruments to Enhance Creativity and Imagination of Young Children.

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Abstract

The purpose of this study is to identify consensus by experts on appropriate activities to enhance the development of preschool children's imagination through the use of musical instruments. In order to obtain an in-depth understanding of teachers' conceptions on imagination in creativity development and their beliefs about the best way to promote imagination in the classroom, the nominal group technique (NGT) was used to structure each focus group meeting. Finding shows a list of activities that have been sorted according to ranking as determined by the experts. All the experts also believe that the list of activities can boost the child's imagination because such activities have the characteristics that suit well with children.

Keywords: Nominal Group Technique, creativity, imagination, musical instrument, pre-school curriculum

1. Introduction

Creativity building among children concerns on two elements that need to be addressed, namely imagination and expression (Vygotsky, 1967; Kim, Kaufman & Sriraman, 2013). According to Susan (2010), imagination of a child at an early stage is at a very high level. The child must be given ample opportunity and enough space for their imagination to take place in order for them to think creatively. According to Egan (1999), his study emphasized that imagination is a need to ensure that we think and be creative constantly in our modern society. Meantime, art allow us to keep on imagine (Gadsden, 2008). He also affirms that art:

... allow individuals to put their place in the skin of another; to experience reality and culture of others; to sit in another space; to transport themselves across time, space, era in history, and context; and to see the world from different point.(Gadsden, 2008)

Imaginative activities are involved in the creative process because creative ideas are generated through imaginative ability. The ability to imagine is an essential prerequisite to publish and translate creative ideas (Azhar, 2004; Callahan & Miller, 2005; Beghetto, 2009). The ability to imagine are within every individual and it can be performed any time and in any situation regardless of age and background level. Nevertheless, to be a creative person, the ability to imagine is one of the most important factors of being a human. Imagination can be triggered using words to describe or illustrate certain abstract,

view the conflict events or occurrences, reverse a hypothetical events, and using alternative thinking to something that has been considered (Schirmacher, 2002; Reis & Renzulli, 2009; Aubrey, Ghent & Kanira (2012). Critical thinking can permeate all aspects and beyond these aspects critical thinking is the real imagination activator. Imagination is usually associated with the allegation that fantasy practices as something that do not exist. But imagination in actual is the basis for any creative activity and it is an important component in every aspect of human life (Kim, Kaufman & Sriraman (2013).

2. Developing children creativity and imagination

Built imaginations are often based on material obtained from reality through one's environment and experience. Moreover this factor is very important that influence one's imaginative ability. In addition, imagination also plays an important role on human action and development (Pfeiffer (2012). Every human experience is translated through imagination because it is through imagination that human can conceive something that cannot be seen, describing information obtained through stories of others and describing something that are experienced by other people. The relationship between imagination and experience are closely intertwined and constantly influence each other (Pfeiffer & Thompson, 2013). Apart from experience, imagination can also be influenced by one's emotions. Each feelings and emotions require different forms of imagination. This is because each feelings and emotions that are seen and experienced will produce different imagination (Ribot, 1906; Vygotsky, 1967). In one particular situation, emotions may affect imagination; nevertheless imagination may also affect emotions. Schirmacher (2002) explains that creativity is dependent on one's environment. Each creator includes those brilliant inventors who are product of their time and environment.

Studies show that a decrease in the level of a child's imagination is caused by environment and culture of the child rather than caused by natural process (Torrance, 1974; Runco, Millar, Acar, & Cramond, 2010; Pfeiffer, 2012; Kim, Kaufman & Sriraman, 2013). Children should be exposed to different forms of experience so that they have the opportunity to play with fantasy in order to encourage them to imagine.

National Pre-School Standard Curriculum (KSPK) which was implemented in 2011, explains that there are six learning cores which are similar to the cores focused in primary education, namely: Communication; Spirituality, Attitudes and Values; Humanities; Science and Technology; Aesthetic and Physical Development and Personal Skills Development. Creativity Domain Standard (SDK) is one of the domains in the curriculum that is made up of two components, namely fostering creative thinking and creative attitude and personality (Ministry of Education, 2009). Each child is considered as having the creativity potential naturally. However, appropriate nurturing, guidance, encouragement and environment are essential in producing creative and innovative individuals (Ministry of Education, 2009). It is intended to provide opportunities and space for children to think in a creative and innovative manner and to generate individuals with the following characteristics:

1. keep asking and looking for answers,
2. making associations and observing correlation,
3. anticipating on future events and happenings,
4. making speculation on possibilities, and
5. exploring ideas, actions and results.

According to KSPK, creativity and innovation can be further developed through two main approaches. The first is implementation on all cores through teaching and learning activities and second is implementation through music and visual art education (Ministry of Education, 2009). Through this approach, development of children will have the opportunity to express their ideas creatively and engage in musical activities healthily. Teachers who teach preschoolers were often seen as individuals who are able to enhance children's creativity. Nevertheless it was found that most teachers in pre-school level are incapable to help in nurturing the values of individuality, creativity, imagination and aesthetic appreciation (Wong and Lau, 2001).

Music can be seen as one of the tools that contribute to the children holistic development which includes the intellectual, emotional, physical, social and aesthetic developments (Steele, Bass, and Crook, 1999; McKelvie & Low, 2002; Norton, Winner, Cronin, Lee, and Schlaug, 2005). This is because musical activity is an integral part of their daily activities such as singing, moving, dancing, and playing musical instruments and the sounds that they produced on their own (Anvari, Trainor, Woodside & Levy, 2002; Gordon, 2003; Legg, 2009; Hash, 2010). Despite the importance of creativity and the role of music in the development of children education has long been recognized in Malaysian preschool education, but their

appreciation, understanding and implementation are often put into question (Ministry of Education, 2009). In reality the present preschool education curriculum are more focused on formal education that emphasizes academic achievement of preschoolers (Rohaty, 1984, Aliza Ali, Zahara Aziz & Rohaty Majzub, 2011). The emphasis contradicts with the specialists' view on child development (Vygotsky, 1967; Fortson & Reiff, 1995; McAlister & Peterson, 2012) who often emphasized that comprehensive children development through creativity and aesthetic construction should be raised in the process of teaching and learning in preschool education.

Thus, in the process of creating an innovative society that is viable in a challenging environment which further lead to well-being of society and country, such vigorous effort should be carried out in a prudent and systematic manner as well as going through appropriate process (Wellman, Cross & Watson, 2011; Dore & Lillard, 2015). The endeavor aims to generate individuals with innovative ability whereby characters of a creative innovator must exist within individuals and in order to nurture creative individuals; there should be ability to imagine.

This study is mainly to identify consensus by experts on appropriate activities to enhance the development of preschool children's imagination through the use of musical instruments. The main objectives of this study are to explore and understand related activities to improve preschool children's imagination through musical instruments.

3. Research Design

This exploratory study uses qualitative method to provide further understanding on the area being investigated. The use of qualitative method is appropriate for this study because it is an attempt to understand the phenomenon of interest from the participant's perspective rather than the researcher's (Creswell, 2014). In order to obtain an in-depth understanding of teachers' conceptions on imagination in creativity development and their beliefs about the best way to promote imagination in the classroom, the nominal group technique (NGT) was used to structure each focus group meeting (Delbecq, Van de Ven, & Gustafson, 1975). NGT is a strategic and effective means of harnessing social facilitation processes so that group productivity on a given task is optimized (Forsyth, 1990). Prior to an NGT meeting, it is important to understand the informational needs to be addressed along with this procedure. Once the objectives are well understood, focus should be given on structuring questions posed to the group because wordings and grammatical structure of the questions will affect the levels of abstraction, breadth, and depth of the elicited responses. According to Delbecq et al. (1975), broadly stated or unfocused NGT questions are likely to elicit a variety of responses from respondents who have had varied experiences. Questions should be framed so that participants can generate information that sufficiently conveys their understanding of the issue under study.

3.1 Sampling

Subjects of this study consisted of nine preschool teachers who were purposively selected from nine government schools. As Denzin and Lincoln (1994) put it, many qualitative researchers employ purposive rather than random, sampling methods. Within the context of this study, the teachers were purposively selected because they might show differences in ideas, beliefs and practices due to their different characters in personality and physical settings.

3.2 Data Collection Methods

Nominal group technique (NGT) is a structured variation of a small-group discussion to reach consensus (Frankel, 1987). NGT gathers information by asking individuals to respond to questions posed by a moderator, and later ask the participants to prioritize ideas or suggestions of all the group members (Fink, Kosecoff, Chassin, & Brook, 1984). The process prevents the discussion from being dominated by a single member, encourages all group members to participate, and produces result in a set of prioritized solutions or recommendations that represent the group's preferences.

NGT is a good method to gain group consensus, for example, when various people (program staff, stakeholders, community residents, etc.) are involved in constructing a logic model and the list of outputs for a specific component is too lengthy therefore the list has to be prioritized (Frankel, 1987; Gallagher, Hares, Spencer, Bradshaw & Webb, 1993). In this case, the questions to be considered are: "Which of our outputs listed are the most important for easier goal achievement and easier measurement? Which of our outputs are less important that make us difficult to achieve our goal and make it more difficult for us to measure?"

The Four-Step Process to Conduct NGT

1. Generating Ideas:

The moderator presents questions or problem to the group in written form and reads the question to the group. The moderator directs everyone to write ideas in brief phrases or statements and asks them to work silently and independently. Each person silently generates ideas and writes them down.

2. Recording Ideas:

Group members engage in a round-robin feedback session to concisely record each idea (without debate at this point). The moderator writes an idea from a group member on a flip chart that is visible to the entire group, and proceeds to ask for another idea from the next group member, and the process continues. Repeat of ideas is unnecessary; however, if the group members feel that a particular idea provides different emphasis or variation, they are free to include the idea. The process is carried out until ideas of all the group members have been documented.

3. Discussing Ideas:

Each recorded idea is later discussed to determine clarity and importance. For each idea, the moderator asks, "Are there any questions or comments that group members would like to make about the item?" This step provides an opportunity for members to express their understanding of the logic and the relative importance of the item. The creator of the idea need not feel obliged to clarify or explain the item; any member of the group can play that role.

4. Voting on Ideas:

Individuals vote privately to prioritize the ideas. The votes are tallied to identify the ideas that are rated highest by the group as a whole. The moderator establishes what criteria are used to prioritize the ideas.

4. Findings

Findings were obtained from 11 experts involved throughout the NGT process. This process uses one set of seven Likert scale questionnaire that consists of a list of 16 activities sorted from previous literature review and need analysis. Table 1 show the list of sorted activities which are as follows.

Table 1: Proposed Activity List

Proposed Activity List
Playing the musical instruments to children.
Describing the musical instrument being played
Having a question and answer session (Q&A) with the children about musical instruments
Showing pictures related to musical instruments
Showing materials related to musical instruments
Making motion related to sound of musical instruments
Talking about existing experience related to musical instruments
Making movement on the existing experience related to musical instruments
Singing while playing a percussion
Playing a role based on musical instruments
Playing percussion instruments independently
Exploring environment that has to do with musical instruments
Creating a scrapbook on musical instruments

Forming objects using dough / Lego/ block / sand / puzzle based on the sound of musical instruments
Creating visual art activities (origami / collage / painting / shaping / coloring / drawing / painting / weaving / diorama etc.) based on musical instruments
Creating a play/pantomime based on musical instruments

The experts need to choose their agreement level on all of the activities listed. Next, the total of agreement level by the experts for each activity is calculated to determine the activity ranking that need to be carried out first. The total approval is as shown in Table 2.

Table 2: Expert's Voting and Ranking

Proposed Activity List	Total	Ranking
Playing the musical instruments to children.	74	6
Describing the musical instrument being played	72	14
Having a question and answer session (Q&A) with the children about musical instruments	76	1
Showing pictures related to musical instruments	74	7
Showing materials related to musical instruments	75	2
Making motion related to sound of musical instruments	75	3
Talking about existing experience related to musical instruments	74	8
Making movement on the existing experience related to musical instruments	74	9
Singing while playing a percussion	74	10
Playing a role based on musical instruments	75	4
Playing percussion instruments independently	75	5
Exploring environment that has to do with musical instruments	72	15
Creating a scrapbook on musical instruments	71	16
Forming objects using dough / Lego/ block / sand / puzzle based on the sound of musical instruments	74	11
Creating visual art activities (origami / collage / painting / shaping / coloring / drawing / painting / weaving / diorama etc.) based on musical instruments	73	12
Creating a play/pantomime based on musical instruments	73	13

Table 3 shows a list of activities that have been sorted according to ranking as determined by the experts.

Table 3: List of Activities After the Nominal Group Technique (Ngt) Process

List of Activities After the Ngt Process
Having a question and answer session (Q&A) with the children about musical instruments
Showing materials related to musical instruments

Making motion related to sound of musical instruments
Playing a role based on musical instruments
Playing percussion instruments independently
Playing the musical instruments to children.
Showing pictures related to musical instruments
Talking about existing experience related to musical instruments
Making movement on the existing experience related to musical instruments
Singing while playing a percussion
Forming objects using dough / Lego/ block / sand / puzzle based on the sound of musical instruments
Creating visual art activities (origami / collage / painting / shaping / coloring / drawing / painting / weaving / diorama etc.) based on musical instruments
Creating a play/pantomine based on musical instruments
Describing the musical instrument being played
Exploring environment that has to do with musical instruments
Creating a scrapbook on musical instruments

5. Conclusions

The nominal group technique (NGT) is a group discussion technique to reach consensus for problem solving. In this study we believe that teachers are in position to either enhance or inhibit development of children's imagination, thus they should make an effort to promote imagination in the classroom. Group discussion on our main ideas has been implemented in a structured, systematic and creative manner. For evidence through NGT, we have managed to encourage each group members who are actively involved to think, produce ideas or opinions without influence of others. They have also managed to examine every idea, formulate and make priority of objectives. The idea that gets the most votes will be taken as group decision. In some circumstances, if the idea was considered unsatisfactory, we will repeat the selection process until majority of the group members are satisfied to achieve the best ideas and to produce the best quality. It is our hope that the activities proposed in this paper could realize our aim to promote children's creativity through the power of imagination.

After the completion of the process described above, we thought that NGT is appropriate in order to get the best idea to undertake a study or solve issues on education. This is because the NGT has been able to reduce the dominance of opinion by experts who have a higher status and aggressive. We found that all the members of the panel have the same opportunities. The group is also aware of the objectives to be formulated, as well as making evaluation or critique of the topic being discussed. In addition, we were also able to develop a democratic and creative atmosphere, and reducing inefficiencies during the discussion.

However, there were also drawbacks of the NGT in this study. We are aware that the selected panel have a lot of experience and well versed in the discussion on teaching and learning issues. Therefore it is also quite difficult for them to reach consensus on an alternative at a final decision. This is because the whole process is more time consuming, lengthy and long. Furthermore, each of the 11 selected panels has unconsciously presented their different interests during the discussion. There was bias in the opinions and proposals that they submitted, but was reduced after the panel voting. The most important of all, the decisions that were mutually agreed (see Table 2 and 3) have proved consensus among them in working together to implement and achieve the best results to enhance creativity and imagination of young children.

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The Cradle (Lullabies) Songs in the Villages of Tirana

Ph.D. Kreshnik Duqi

Abstract

This study intends to represent the importance of the cradle songs (lullabies) in the Albanian folklore. The stimulus to study this topic was the importance of the expression of feelings, thoughts, values, and the bond created between a mother and her child through these songs. This is the place and the moment where is created the melody of the soul which communicates the mother's love to her child. We would like to point out some general characteristics of these songs and their resistance towards time and social changes. The language used in the verses of the lullabies used in this study is really simple, and there are not many figures of speech in them either. In these lullabies is expressed the mother's desire for her child to be healthy, by comparing the baby to the dove, the brave men and the heroes. During the expeditions in different villages of Tirana, we found out that the habitants had forgotten almost completely these lullabies and we were only able to find these songs in the areas of Krraba and Vaqarr. In this study we have analyzed these lullabies in order to better understand their background and to reach some conclusions too. In our days the lullabies are disappearing because no body sings them any more. The social and cultural development, and also the progress of technology caused these songs to be forgotten.

Keywords: lullabies, artistic communication, folklore, melodies of the soul.

The cradle songs (lullabies) in the villages of Tirana.

The cradle songs called as well as lullabies (ninna-nanna) have been used through the years as an artistic communication between the mother and the child, to put the baby to sleep. These songs occupy an important place in the Albanian folklore and have come up to our days to express the feelings, thoughts, values and the bond that is created between the mother and her child. The researcher Ferial Daja said:

Lullabies are more or less intimate monologues of the mother, but she experiences them as a real head to head conversation with her child. Referring to her child she expresses her deepest dreams and desires she has for the baby: wishing good health and a long life, high moral qualities and a good position in society. Each lullaby glows from the mother's enthusiasm and her parental love.¹

The birth of a baby is the greatest joy, making a person experience feelings he/she can no longer hide, like the desire of the continuity of life. The most beautiful thing you can do with these feelings is to express them through music and songs. The lyrics of these songs express love, joy, the child's lifespan, desires and many other good wishes about the baby.

All the lullabies have in their content rhythmic expressions like "ninna-nanna", "nini-nini", "kunu kunu", "merre gjumi çunino (baby go to sleep)", etc. The wishes of a mother come out very naturally and in many cases she'll even improvise from the depth of her soul, create lines and compose melodies.

During our field research some of the bearers (grandmothers which sang lullabies to their nephews and nieces) said:

When we take our grandchildren to bed, we would start singing with "ninna-nanna" which were the main words and then would add other words improvising to our desire: "rrite gjumi çunin-o (make him grow as

¹ F. Daja, Folk Cradle Songs, Science Academy of the Socialist Republic of the People of Albania, The Institute of the Folk Culture, Tirana, 1982, f 4.

he sleeps)", etc. These are not mere songs, and you don't have to sing always the exact same thing, but still, no one ever uses them.¹

This means that these lullabies to them were improvisations of the moment more than genuine creations with specific lyrics that you have to memorize and then sing to the child. We must emphasize here that most of the time grandmothers were those that sang to their grandchildren, not their mothers.

Ninna-nana². Preza, Tirana, 1974. Singer: Behare Kola (woman). Bob. 1061/22

ni - na - na - na fli o dja - li no - nës - so ni - na non fli o çu - ni no - nës - so

Nina-nana, fli, o djal' i nonës-o,
nina-nana, fli, o çun i nonës-o
të ligat t'i martë lumi;
djalin nonës e zu gjumi,
nina-na, nina-na.

Ninna-nanna, sleep granny's son
ninna-nanna, sleep granny's boy
may the river wash away the evil
Granny's son fell asleep
ninna-na, ninna-na.³

The musical intervals used in this song are: prima, diminished second, major second or a whole tone and the minor third. These intervals are characteristic of the folk songs in the villages of Tirana. The extent of the interval is from *Re* note under the staff up to the *Sol* note in the second line of the staff. This extent comprises a range of a pure quadruple interval and the graphic of the melody is simple.

The melody makes gradual movements of the diminished and major seconds and some leaps in the minor third, the melodic direction is descendent, ascends with overlapping and descends gradually, there is no melisma used and has a syllabic development. This song has been built on a modal scale.

It is difficult to define the mode used because it is not complete, we have four sounds and the semitone is found between the second and third sound. It could be Phrygian based on the tones, but it could be Aeolian too since this last one is used more often.



The cadence goes from up - down, overlapping in minor third but usually we are used to have gradual cadences. This song is characterized by a factor of two divisor rhythmic constructions, the material is developed with eighth-notes and quarter-notes, to be more specific, the cells used have first, second and fifth measure of the song and we have pyrrhic dipody, and in the third, fourth and sixth measure we have anapest.

Pyrrhic Dipody (), *Anapest* ()⁴

Between the fourth and the fifth measure we see the sign of recurrence, which seems inappropriate and I think it's not needed here; still we can't be sure since we need to see the original cassette recording. By comparing the lyrics with the score we think that the second line must be "ninna na" not "ninna nanna" as it is in the song:

Nina-nana, fli, o djal' i nonës-o,

Ninna-nanna, sleep granny's son

¹ Individual interview with the songs' bearer.

² H. Filja: "Folk Songs of the central Albania", The Science Academy of the Socialist Republic of the People of Albania, The Institute of the Folk Culture, "Mihal Duri" Press, Tirana 1991, f 27.

³ This song is found and written in notes by F. Daja

⁴ S. Shupo "The Albanian folk music", Asmus, Tirana, 2002, f 290.

The cadence is made gradually from up to down. As the researcher Hysen Filja describes in his work "Central Albania folk songs":

"These cadences are very common in the Central Albania folk songs."¹

It is built on a triple time (3/8) dominated by eighth-notes and sixteenth-notes and in every measure and we can hear the syncope.

The lyrics comprise on fourteen lines and each line has seven syllables. The mother rates sleep as the most important for a child's growth. Sleep is the most important for a baby because it gives him rest, helps his body grow, refreshes his mind and prepares him to become a hard worker but also to make him brave (during the times of war). The word "brave" means handsome too. The mother wishes her son to take the best familiar traditions and carry them through generations. As our well-known writer Ismail Kadare says: "the gun is the backbone of every Albanian". The word "revenge" in this song doesn't mean blood feud but to make justice, to bring freedom, etc.

Here we find a metaphor: "A brave man with wings" which according to the mythology is the man with the wings of a dragon, and we find again the exclamatory "o".

Nini-nini nin-nin-o². Peza, Tirana, 1974. Singer: Xhene Dedja (woman). Bob. 1134/2

Nini-nini, nin-nin-o,
zene, gjumi, çunin-o,
çunin gushpëllumbin-o.
Djepja me çarçaf të hollë,
ritu, bir, të t'çoj në shkollë;
djepja me çarçaf si vdorë,
t'm'i boesh nanës doktor;
ritu, bir, i fort', vigan,
të punosh ti për vatan.

Nini-nini, nin-nin-o,
go to sleep little boy
my boy, as beautiful as a dove-o.
Your cradle has white sheets
Grow up my son; I'll take you to school;
Your cradle has white sheets,
I want you to be a doctor;
Grow up, my son, strong as a giant,
Grow up to work for your country.

The intervals used in this song are: minor second, major second, minor third and pure quadruple. Its extent goes from the note Fa in the first intervening space up to the note Re in the fourth line, comprising a range of the major sixth interval. The melody begins with a leap in quadruple meter from down - up and later it is in a gradual motion until it leaps again in minor third meter and goes back in gradual motion, repeating this pattern several times. The leaping motions are altered with the gradual motions which are more often. The melody is melismatic. In this song acciaccatura is widely used and it gives a special character to the song.

¹ H. Filja: "Folk Songs of the central Albania", The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, "Mihal Duri" Press, Tirana 1991, f 6.

² H. Filja: "Folk Songs of the central Albania", The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, "Mihal Duri" Press, Tirana 1991, f 29.

³ The music of this song has been found by O. Xhatufa, the lyrics have been collected by F. Reka, and has been written in notes by H. Filja.

The mode is thought to be partly Aeolian because the sixth interval is missing to define it.



The cadence is from up to down and what makes this song so special is the vibration of the voice. The meter used is a little unusual for a lullaby (7/8) because more often are used meters 2/4, 3/4, 3/8, etc. In most cases the meter used corresponds to the rhythm of the cradle motion.

We think this song has been written a little later than the others before, because in its lyrics we find the mother's desire for her son to go to school and become a doctor by profession. Many years ago a child would only be educated by the family because there were no schools, but here we see that the school is mentioned as an educational institution. The rhyme here, in the Albanian language, is more evident.

After comparing with the original cassette recording, we found out these missing lines of the song:

E kur të ecësh t' dundet dheu	when you walk the earth quakes ¹
Të jesh i fort si Skënderbeu	be as strong as Skanderbeg
E biri nonës zog skefteri	little mom's boy like a falcon's bird
Të boesh ushtar i Enverit	to be the soldier of Enver
E biri nonës zog skefteri	little mom's boy, a falcon's bird
E të bohesh ushtar i Enverit	to be the soldier of Enver

If we see the lines missing, we realize that this song has been written during the last decades. It is obvious at the line: "të boesh ushtar i Enverit" (to become a soldier of Enver) and we think here the author is talking about Enver Hoxha, the former leader of our country during the socialism in Albania; And in the new transcription of this song we see the comparison of the child with Skanderbeg, our National Hero.

O nina-nina little boy². Zall-Herr, Tirana, 1974. Singer: Fiqirete Çani (woman). Bob. 1132/7



O, nina-nina, çunin-o,
o, merre, gjumi, pllumin-o;
o, përkun nat' e përkun ditë,
o, që t'm'i japsh gëzim në jetë.
o, që t'më rritesh çik' nga 'i çikë.
O, të rrit nana ty azgan,
o, që t'i ngjash stërgjyshve tanë;
o, të rrit nana trim me fletë,
o, që t'm'i japsh gëzim në jetë.

O ninna nanna little boy
o- Come sleep take my little dove away
o- Rock the cradle night and day
o- give him joy in life anyway
o- Raise him up little by little¹⁴
o- Mother will raise you up my brave son
o- be the same as your ancestors
o- Mom will raise a brave man
o- my son gives joy to my life.³

¹ Transcribed from cassette 1134/2.

² H. Filja: "Folk Songs of the central Albania", The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, "Mihal Duri" Press, Tirana 1991, f 31.

³ Written in notes made by H. Filja

The musical intervals used in this song are: prima, major second and minor third. If we see the acciaccatura the extent of this song would comprise a range of the fifth, starting from the note Fa at the first intervening space to the note Do at third intervening space. We see the graphic of the melody in two measures, at the first one it goes up and then down while in the second measure goes down and then leaps to the third minor and then goes down again. And all this song is built on these two measures.

The Mode: Aeolian or Phrygian



In this case the Cadence is made from up - down because the Fa note which is acciaccatura will be considered as a decoration and not as an authentic note, although it is used all the time. The meter used in this song is 9/8.

In this song we notice a difference from the other songs, since the exclamatory "o" is used at the beginning of each line in the context of the melody and there is no rhythm at the end, as we have seen it in the songs above. In this song, just like in the others above, sleep is highly rated and we see this in the lines where it says: "rock it (the cradle) during the night and rock it during the day" meaning that the baby should sleep during the night and during the day too because the sleep will make him/her healthy. Each line of this song is repeated twice.

In this song we notice words of the north dialect, like 'azgan' which means 'burly' and in our case, brave. In the first and the second lines we see the use of epanalepsis-the repetition of the same word at the beginning and at the end of the same line, which in our case it is the exclamation "o", and we also see used twice a raw of the same word "çik' nga i çikë" meaning 'little by little'. Even for this song in the original material there are more lines than are used in the published materials. These lines are:

O trim ushtar-o i Partisë
O t'mbrosh kufijt e Shqipërisë
O nina nina çunin-o
O nina nina çunin-o

O Brave soldier of our party¹
O to defend the borders of your country
O ninna ninna little boy o
O come you Sleep and take my little dove

Since it is a huge amount of work to check all the transcriptions, we only studied what we can see from the materials we have in hand, and by comparing the lines with each-other we noticed little mistakes as in: "Oh ninna nanna my little boy-o" which instead should be: "O ninna ninna my little boy-o", etc.

Ninna-nanna, çunin-o². Preza, Tirana, 1974. Singer: Zoje Brahi. Bob. 1071/17

¹ Transcribed by Cassette 1132/7

² H. Filja: "Folk Songs of the central Albania", The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, "Mihal Duri" Press, Tirana 1991, f. 33.

zo - të ta çoj n'pa - zar Sa ta qis o n'jyr ke
de - ra o'j sa ta qis n'jyr ke de - ra Mu të vorf - nës
ma mur e - ra o'j. mu të vorf - nës ma mur e - ra

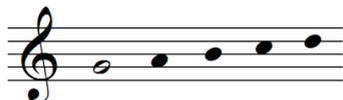
1

Nina-nana, çunin-o,
d'jepje çunit p'jot me bar,
ma rrit, zot, ta çoj n'pazar.
Përkun nat' e përkun ditë,
The south wind roaring loud
sa ta qes u ner ke dera,
mu të vorfnës ma mur era.

Ninna-Nanna little boy-o
My son's cradle full of grass
Raise him up, God to send him to the store
Cradle in the day, and cradle in the night
Era e jugut ulerin
When I take him to the door
Poor me, the wind took him.

The intervals used in this song are: prime, minor second, major second and minor third, major third and the pure quadruple. There is an extent from the note Sol at the second line up to note Re at the fourth line comprising a range of fifth interval. The melodic development is melismatic and we see the use of mordent and the vibration of the voice, while the syllables correspond one per one or one per two notes. Mostly we notice the gradual motion, and only a few leaps.

The Mode used is Lydian or Ionian. We see the Lydian triad sound which expands into a fifth.



The cadence is going gradually from up to down, as in the majority of the cases. The song starts ad libitum and continues in this form until the middle of it, then we see the combination of the meters 2/4 and 3/4 which are the most common in the lullaby songs. The lines of this lullaby are repeated twice as in the case above. Human beings have always prayed God in order to receive the best from life, this is true in our modern times as well, and we find it here at the line where it says: "God make him (the baby) grow up (*Ma rrit re Zot*)".

In this song there were missing notes and some of the vowels didn't correspond with the published lyrics so we had to rewrite the lyrics from the beginning. Also in the original cassette recording there were two lines missing.

Nina-nana, çunin-o,
d'jepje çunit p'jot me bar,
ma rrit, zot, ta çoj n'pazar.
sa ta qes u ner ke dera,
mu të vorfnës ma mur era.

Ninna-Nanna little boy-o²
My son's cradle full of grass
Raise him up, God to send him to the store
When I take him to the door
Poor me, the wind took him.

Another thing that caught our attention is that the lines used here are the same with the lines of a satiric song we sing in a wedding during the women dancing day (traditional Albanian wedding) "My dress with many strings". The reason for this is

¹ Music collected by A. Mustaqi, written in notes by F. Daja.

² Transcribed from cassette 1071/17

that usually the women repertoire is made mostly of wedding songs, and there is not much interest in other musical genders, except for 'lullabies' and "grieving songs". And some times, trying to improvise the words, all these verses naturally come to their minds since they have rooted deep in their memory. The melody also has resemblances of this same song. Here are some of the verses of this song:

Funi lis me tela shum

Funi lis me tela shum
Burri vogël mjera un
Ta fus n'djepe ta përkun
Përkun nat e përkun dit
Jalla zot ma rrit ka i çikë
Sa ta rris ta qis ke dera
Mu të shkretën ç'ma mur era
Erdhi iriqi dhe ma shpoi
Erdhi maca ma gërici

My dress with many strings

my dress with many strings
My young man, poor me
To the cradle I will put him and rock it
Rock the cradle night and day
Raise him up, God, a little bit
When I take him to the door
Poor me, the wind took him.
The hedgehog came and pricked him
The cat came and scratched him

As we see, the last four lines of the lullaby are the same with the four lines in the middle of the wedding song: "My dress with many strings" or to be more precise the verses four, five, six and seven. In this song we see the use of humor in the lines: "To the cradle I will put him and rock it", "Rock the cradle night and day" and "Raise him up God" these lines give the atmosphere of the lullabies.

Mother rocks the little boy¹. Shëmri, Tirana, 1974. Singer: Zeqine Roçi (woman). Bob. 1098/10

e për - kun në no - na djal në vo - gël për - ku - në no - na
djal në vo - gël për - kun no - te për - kun di - te
për - kun no - te për - kun di - te

Përkun nana djaln e vogël,
përkun nat' e përkun ditë,
jalla, zot, ma rrit ka i çike.
Përkun djaln, ta qis ke dera,
djaln e nanës ç'e merr era.
Flej me nanën, more bir,
se ty gjumi të ban mirë.

Mother rocks the little boy
Rock the cradle night and day
Raise him up, God a little bit
Rock my son, take him at the door
The strong wind took my son
sleep with your mother my little son
Because sleep is good for you.²

The intervals used in this song are: prime, minor second, major second and minor third. The extent of this song comprises the range of a pure quarter from note Fa in the first intervening space to the same note at the third line.

¹ H. Filja: "Folk Songs of the central Albania", The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, "Mihal Duri" Press, Tirana 1991, f. 35.

² Music collected by H. Filja, written in notes by H. Filja.

The melody of this song leaps three times in minor third from down – up, but the other part of the song evolves over gradual up and down motions. Melodic line of this song is similar to “O *ninna nanna my little son o*” song.



Both these melodies go up and descend gradually, and then leap in minor third descending again gradually.

Mode used:



The cadence is made gradually from up-down, La-Sol-Sol, the meter 9/8 rich in images uses fourth-notes, eighth-notes, sixteenth-notes. Furthermore, in one case we see the use of triola which we have not seen before.

Even in this song the three lines in the middle have the same character as in the song: “*My dress with many strings*” above. The lines are repeated twice, and we notice that the exclamation “o” is replaced by “*jalla*” which is another exclamation that expresses a wish or begging from God. In this lullaby, as in all the other ones, we find words that describe how important sleep is for children. We find this idea in the lines: “Sleep with your mother my little son; because sleep is good for you.”

Kunu kunu tin mre bir¹, Vërrë, Tirana, 1969, Singer: Aldije Reçeku (woman), Bob. 682/10

Ku - nu ku - nu ti në mre bi-rë ku-nu ku - nu ti në mre bir

ku-nu ku - nu të zaj gju - mi ku - nu ku - nu të zaj gju - mi

Kunu, kunu tin, mre bir,
kunu, kunu, të zaj' gjumi,
gusha jote a si pëllumi

Rock and rock (the cradle), you my son
Rock and rock (the cradle), fell asleep
Your skin as white as the dove's²

The intervals used in this song are: prima, minor second, major second and minor third. The extent of this song is from note Sol in the second line to the note Si in the third line comprising the range of minor third interval.

The melody in this song moves gradually from up-down except for the case when the first ends in Sol and the second line will begin again with note Si, but in both lines we have a leap in minor third. Also something to notice is that there are many repetitions of the same note.

The mode used is:



¹ H. Filja: “Folk Songs of the central Albania”, The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, “Mihal Duri” Press, Tirana 1991, f 37.

² Music collected by F. Daja, written in notes by F. Daja

The cadence here is very special because we find the repetition of the same note four times, and that's the note *Sol*. In the first line we see the combination of the musical meters 7/8 and 6/8, while the second line starts and ends with the meter 7/8. Tempo is fourth equals eighteen.

This song is closer to the northern dialect and we find the words “*kunu-kunu*”, which means “*rock and rock (the cradle)*”, etc. For the first time we find the figure of speech *simile*, the words compare the child with a dove “*just like a dove's*”. This simile shows the beauty of a healthy face, the concept of being healthy has always been accompanied by the concept of being beautiful or handsome. And in this song it is repeated twice.

Ni-ni-no urulla¹, Vaqarr 07.04.2015, Singer: Mejte Nurja (woman), CD. Vaqarr. Song 01

Ni - ni - no u - llu - lla ni - ni - no u - llu - lla flej - te dja - li
no - nës - o flej - te dja - li no - nës - o ni - ni - no u - llu - lla
zej - te gju - mi dja - lin - o ni - ni - no ni - ni - no fle - ti dja - li
no - nës - o flej - ti dja - li no - nës - o se të rri - tesh i bu - kur - o

Ninin-o, ullulla
Ninin-o, ullulla
Flejte djali nonës-o
Flejte djali nonës-o
Ninin-o, ullulla
Zejte gjumi djalin-o
Ninin-o, ninin-o
Fle ti djali nonës-o Sleep little
Flej ti djali nonës-o
Se të rritesh i bukur-o

Ninin-o, ullulla²
Ninin-o, ullulla
Did you sleep mother's little boy-o
Did you sleep mother's little boy-o
Ninin-o, ullulla
Go to sleep my son-o
Ninin-o, ninin-o
mother's boy-o
Sleep little mother's boy-o
To grow up and be handsome-o

Unlike the songs we have seen so far, in this song we find only one interval, the interval of the major second and the extension is in the major second from the note *sol#* in the second line up to the note *la#* in the second intervening space. The melody of this song is very simple because is built only on two notes, it has a syllabic construction. The whole song is built on two musical measures combined with each-other.

It is a musical composition with two bichordal pitches:

¹ Individual registration. CD Vaqarr; Song 01.

² Urulla.

Musical compositions with two pitches start the musical combinations. In the folk music we will see different variations of these two pitches which are chosen to give a specific emotion.¹

The Mode:



The cadence comes gradually from down-up, the song is built on the meter 5/8, the value of the notes used more often here are the dotted eighth and the fourth.

In this song, as in most of them, we find the exclamatory at the end of the line, there are no figures of the speech, and the lines used have a specific order. In the seventh line "*ninin-o, ninin-o*" we have the repetition of the same word twice to make rhythm, which doesn't have a real meaning, the same as '*ninna-nanna*'.

The lyrics, as the melody, are very simple; it is a call to the child to fell asleep. As in all the other cases, sleep is the most important of all and besides health it also makes you more beautiful, as we read in the last two lines. "*Sleep little mother's boy-o, grow up and be handsome-o*".

Conclusions

Most of the lullabies referred in this study are taken from the study published by the researcher Hysen Filja and we found there lullabies in different areas of our country as for example: Preza, Ndroq, Peza, Zall-Herr, Shëmri and Vëri. But still, his conclusion is that:

These songs are shriveling²

compared to the previous years. We must emphasize though that in our days these songs are almost completely shriveled because we only found them in two areas: Vaqarr and Kërraba. One out of eight songs used in this study has an individual recording: "*Ninin-o urulla*".

In our days the lullabies or cradle songs, are being forgotten because they are no longer used. The social and cultural development and also the development of the new technology made parents find alternative methods of putting a child to bed, such as toys, recorded music, and many more variations, and not by singing a lullaby, which were mostly sung by the grandmother.

There are two main reasons for this: first, nowadays the couples choose to live apart from their parents, and as a result the children are raised without the presence and influence of the grandparents; and second, for the parents themselves it is almost impossible to do this part as a result of a long and tiresome day at work.

Still, though these cradle songs are no longer used, they live in the memories of their bearers. Although we only found lullabies in the areas of Vaqarr and Kërrabë, we think that there are other areas that use cradle songs to put the babies asleep, but people refuse to express because they don't like to be recorded. We don't know for how much longer these cradle songs will be sung, especially when the bearers will no longer be among us because of the cycle of life.

In these songs, the most used intervals are from perfect unison (prima) to the augmented quadruple, but mostly dominate the intervals up to diminished third. There are other cases though, as in the "*ninin-o ullulla*" where we find only the interval of the major second. In only one song out of 8 that we studied, we find the augmented second "*Nina-nana my boy-o*" and

¹ V.S. Tole "Musical Folklore, Iso Polyphony and Monody", Uegen, Tirana 2007, f 421.

² H. Filja: "Folk Songs of the central Albania", The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, "Mihal Duri" Press, Tirana 1991, f 6.

it is in the same song that we find the augmented third and the augmented fourth. Mainly the extent of these songs is a quadruple, a fifth or sixth, but there are also cases when it goes up to the third or the second.

The melodies of these songs are some times syllabic and some other times melismatic, but mostly dominate the gradual movements more than those with leaps. There are two reasons for this, first these are vocal compositions and for the human voice it is more easy to perform songs without many leaps, and second is the character of the songs itself because these songs need to be quite in order to put the baby asleep. Usually these melodies, except for the songs "*Ninna-nanna my son-o*", "*Ninna-nanna my boy-o*" and "*Ni-ni-no urulla*", at the other hand have a minor character.

In all this group of songs the cadence is gradually going from up-down, except for the first song "*ninna-nanna*" which has a leap but still the direction is from up-down. The general mode we think is the Aeolian because it is used more often, but sometimes we find the Phrygian. In our case, in one of the songs we find the Lydian mode but we also have other cases when we find the augmented second. Although it is said that in the cradle songs dominates the meter 2/4, 3/4 and 3/8, we see that in these songs we are studying it is used also the meter 5/8, 7/8 and 9/8 (believing that the transcriptions are correct).

The language used in these songs is really simple; we don't see many figures of speech. In these cradle songs (lullabies) we see the mother's desire to have a healthy child by comparing the baby with the dove, with the brave men and heroes. Besides the "nina-nana" lines, which are present in every lullaby, we have also the repetition of the same line in different lullabies. We also have the case when some lines of two of the lullabies studied above "*O ninna-nanna my boy-o*" and "*Ninna-nanna my son-o*" are used in a satiric song "*My dress with many strings*" which is sung in a wedding during the women dancing day.

As we mentioned above in our study, this happens because in the women's repertoire there are mainly wedding songs, and most of them with improvised lines. At the beginning of this study we explained that grandmothers and mothers when putting a baby to sleep sing lullabies to them and while doing so, improvise the word and lines. In the first three songs the lines are sung without repetition, while in the last five songs the lines are repeated twice each.

Some of these songs are late compositions. This can be understood from the child's mother's words. She sings to his school education, occupation, etc. Our former leader of the country Enver Hoxha is mentioned as well. Something else to note is that these songs mentioned in the study, in all cases are sung to the boys and not to the girls. This shows the desire of the Albanians to have boys instead of girls.

Regarding the form of these songs, we cannot specify a particular construction. We find sentences and musical periods built by one or two measures, in some cases we see the same musical motif repeated and in some other cases we have questions and answers. In other songs we have a melody that evolves with time or is repeated continuously. The researcher Ferial Daja says:

The simplicity of the musical language of lullabies stands in the fact that their melody takes the features of a musical sentence which repeats itself in a similar way in every new poetry line, but also it can take the features of a musical period, where sometimes the second sentence despite its poetic line, serves as the chorus.¹

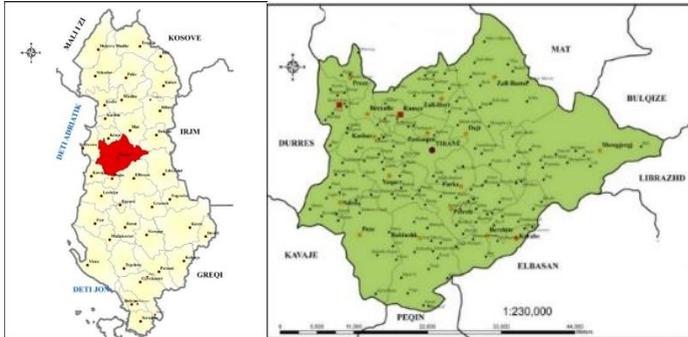
Conducted analysis were referring to these publications but we need to keep in mind that these publications may have transcription mistakes in scores or in lyrics, or at least only in lyrics.

This probably happens because the lyrics are collected separately from the melody and in most of the cases the lyrics don't fit with the melody in the cassette recording. The cassette may have line replacement, and reduction or extra lines of lyrics. But we cannot say anything more for the score transcription without prior verification.

¹ F. Daja: "Folk Cradle Songs", The Science Academy of The Socialist Republic of the People of Albania, The Institute of the Folk Culture, Tirana 1982, f 5.

In this paper, this was not possible, for two reasons, first it was not the purpose of the study and second it requires serious work and other working conditions too, because it is not easy to make a transcription just by hearing the songs.

The Map of the Area Where this Study Was Done



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The Impact of Age on the Perception of Cognitive Abilities and Decision-Making Skills

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Abstract

Nowadays organizations are operating in a dynamic and turbulent environment. In these conditions, the situations are very complex and the problems are unstructured. So, to make good decisions the organizations are moving toward group decision-making. The advantages of such processes are numerous when compared to individual decision-making. The main goal of the current research focuses on the perception of cognitive and decision-making abilities, trying to understand if there is a relationship between them and age and how such perceptions may influence the attitudes toward group decision-making process. This study focuses on the banking institutions in Albania, as the most developed segment of the financial system and the entire Albanian economy and as a sector where group decision-making processes are widely used. It is generally thought that adults are less productive, less motivated, more adverse to innovation and less skilled in learning. With the age, the individual undergoes substantial changes regarding the information processing speed, memory, reasoning, concentration and executive functions. It has been shown that these changes move in the opposite direction with respect to age. Then what to do, avoid that adults make decisions? The relationship between age, cognitive and decision-making abilities is very complex. Cognitive limits orient adults to the adoption of compensatory decision-making strategies. In these circumstances, the question that arises is whether the group decision-making process can be an effective tool to balance these skills. On the basis of the responses offered by 247 participants and adopting the quantitative methodology, the current research tries to answer this question.

Keywords: age, cognitive abilities, decision-making skills, group decision-making

Introduction

The effect of age on the decision-making process is not unilateral¹, but it can also affect the quality of the decisions taken. The question that arises is whether really there are differences in the capabilities and quality of decisions related to age. According to different empirical evidences adults adopt different strategies for information elaboration, but the decision-making skills do not decrease. Other studies have concluded that adults tend to avoid the decision-making and search less information, but there isn't a decline in the decision-making skills as we age, although may occur the use of different cognitive processes.

It is considered important the understanding of age impact on the quality of both problem-solving and decision-making. Some studies on problem-solving are focused in highlighting how the individual perceives the problem, which depends mainly on how the individual perceives the causes and consequences. The required capabilities in order to define the problem and identify possible alternatives have also been studied. On the other hand, studies related to decision-making refer to the evaluation methods of the alternatives and the choice strategies. For both these macrophases the results are contradictory.

In the attempt to offer an explanation to the age-related differences regarding the decision-making process we must take into consideration the changes over time on the cognitive processes. Most of the empirical evidences suggest that cognitive capacities worsen with age. However, this can not be said with certainty since some evidences reported the contrary. Apparently, the relationship between age and cognitive abilities is very complex. Cognitive limits orient adults to adopt

¹ The age does not affect only the attitudes toward risk.

compensatory decision-making strategies. In these circumstances, another question that arises is whether the group decision-making process can be an effective tool to balance these skills.

Aim of the study and research questions

When talking about the decline of cognitive and decision-making abilities the age may be an important variable. But is there really a relationship between age and quality of decisions?

The main goal of the current research focuses on the perception of cognitive and decision-making abilities, trying to understand if there is a relationship between them and age and how such perceptions may influence the attitudes toward group decision-making process. This study focuses on the banking institutions in Albania, as the most developed segment of the financial system and the entire Albanian economy. A further motivation for concentrating in this sector is that within the banking institution group decision-making processes are widely used (Osmani, 2016).

To support the main purpose, the research questions are as follows:

1. Are there important differences in the perceptions of cognitive abilities between adults and young people?
2. Does the age affect the perceptions of the decision-making skills?
3. Is the preference for group decision-making process influenced by the age or by the cognitive and decision-making perceptions?

In consistency with the main goal and the research questions the hypotheses to be tested are formulated as below:

H1: Adults believe more than young people that the deterioration of the cognitive abilities leads to bad decision-making skills;

H2: Adults believe more than young people that as we age the cognitive abilities deteriorate;

H3: Adults don't think that their information processing speed and memory are worse compared to young people;

H4: As we age the decision-making skills improve;

H5: Adults believe more than young people that group decision-making processes can compensate limited cognitive and decision-making skills;

H6: Adults prefer group processes for making a decision more than young people.

Methodology

For the current research was adopted the quantitative methodology and the data collection was made through the questionnaire using the Likert scale 1-5. This tool was useful in gathering opinions, motivations and perceptions regarding the cognitive abilities and decision-making skills and thus understanding whether such variables affect group decision-making propensity.

The data processing is done through SPSS. To test the hypotheses of the research is used the correlation coefficient that is useful to find out if between two variables exist a relationship. So, first is calculated Pearson correlation coefficient for understanding if between the variables there is a linear relationship and then is calculated the correlation coefficient of Spearman to assess if the relationship is positive or negative. The confidence interval used is 95%, reporting however important relationships between the variables for confidence intervals 90% and 99%.

For the current research is chosen the non-probability sampling technique, mainly in the form of purposive sampling. So, the units of analysis are chosen for belonging to different age intervals, allowing a good exploration of the research questions. In some cases, in addition to the purposive sampling, it was also used the snowball technique.

A total of 350 questionnaires were distributed and 247 collected, with a response rate of 70.6%. The research is focused on the banking institutions and their branches in Tirana and Dures, as the two main cities of Albania. Following, Table 1 reports the distribution of participants for different age intervals.

Table 1: Participants distribution for age intervals

Age interval	Nr.	%
20-29	112	45.3%
30-39	87	35.2%
40-49	32	13%
50-60	16	6.5%
Total	247	100%

Age, cognitive abilities and decision-making skills: Theoretical approach

In the attempt to offer an explanation for age-related differences regarding the decision-making process we can refer to two approaches: the psycho-physiological approach and the cognitive approach (Sproten, Diener, Fiebach and Schwierer, 2010).

According to the psycho-physiological approach, over time the individual undergoes changes at the physiological, morphological, molecular and functional level. The changes that occur to the brain level are different. There are some regions of the brain involved in the decision-making and with the age in different individuals change different regions. In this regard, it might be of interest the dorsolateral prefrontal theory. MacPherson, Phillips and Della Sala (2002) argue that the decrease of the decision-making performance in adults is a result of the dysfunction of the dorsolateral part of the frontal lobe which increases over time. The changes that this part of the brain undergoes influence especially the executive functions and memory.

Referring to the second approach, with the age the cognitive, emotional and information elaboration processes worsen in variable ways from individual to individual. With the increasing complexity of the decision, because of the decline of cognitive abilities, adults are not able to make a good decision (Finucane, Mertz, Slovic and Schmidt, 2005). On the other hand, Mata, Schooler and Rieskamp (2007) argue that adults search less information, need more time and use simpler decision-making strategies than younger people, but there are no differences in the quality of decisions. The cognitive changes during the life cycle are complex: many cognitive abilities change during life, while others do not. Some of the cognitive changes are detrimental for the decision-making process, others have no impact and others can improve decision-making (Healey and Hasher, 2009, p.17).

One of the elements influenced by age is memory. In this regard it may be important to report the dynamics of information recovery from the memory and the influence it can have on the generation of alternatives and choice. Lechuga, Gómez-Ariza, Iglesias-Parro and Pelegrina (2012) found no differences between adults and young people about memory accessibility. It was also showed that although there are no differences, the adults are able to make better decisions. This could be explained by the fact that adults are more oriented to the use of decision-making strategies that require minor cognitive abilities. Some authors believe that there is a connection between memory and the ability to estimate the probabilities of the different alternatives, which could be a consequence of the fact that the decision-maker tends to automatically store the common information (Zacks and Hasher, 2002). Whereas adults during their lives have been in contact with more information than younger people, a decline in working memory might not be harmful to the decision-making process.

Some memory elements such as crystallized knowledge, the general level of information, the understanding of different semantics and the use of long-term memory, usually do not suffer a decline due to age and sometimes can also improve, but with the age may worsen the episodic memory (Healey and Hasher, 2009).

D'Zurilla, Maydeu-Olivares and Kant (1998) concluded that decision-makers of 40-55 years old have a more constructive and optimistic vision of the problems and their decision-making skills than other intervals of age. In addition, compared to young people, this age group showed a less negative and dysfunctional orientation about the problems, tends less to postpone and avoid this process, or to engage in a careless and impulsive attitude. The authors explain the result compared with the first group (17-20 years) as a consequence of a higher experience, while for the second group (60-80 years) they believe that the difference depends more on the diversity of the problems than on the decline of the capacities and basic skills.

It is also interesting the discussion on numerative capacities. Often, the decision-maker has to decide based on the interpretation of numerical information. He must have the ability to select, analyze and manipulate the information through

calculations and comparisons. It seems that over time these abilities get worse (Mather, 2006). The decision-makers with less numerative capacities perceive the situations as more risky (Dieckmann, Slovic and Peters, 2009).

As time goes by, the working memory is reduced and for the adults become difficult keeping in mind different information and making comparisons (Mather, 2006). Consequently, the adults search less information to make a choice. Streufert, Pogash, Piasecki and Post (1990) found that tactical managers in the group of adults requested less additional information than the group of young tactical managers. However, the conclusions can not be generalized. So, Johnson (1997) didn't found differences even when to the adults was given an external memory support and so they have not to memorize all the information. Mather, Knight and McCaffrey (2005) believe that adults search less information in the context in which most of the information available is negative. They have concluded that for making a choice the adults rely more on the positive outcomes than in negative ones compared to young people.

In the attempt to explain the differences in the decision-making process between young people and adults, we must consider that in the various stages of life individuals may have different reasons to use their cognitive abilities (Erber, 2013). Thus, in the acquisition phase that relates to childhood and adolescence, the individual will engage in accumulating knowledge and skills that will be used later. During the phase of achievement that relates to youth, the individual will engage on finding how to use the acquired knowledge in order to achieve long-term goals that relate in particular to the career. Instead, in the execution phase which refers to middle age, the individual tries to take leadership roles, while in the re-integration phase, the individual becomes more selective about cognitive commitment. At this stage he is less motivated in acquiring new information in quantity and does not want to waste time on activities that are not considered important. It is not clear if the selection process is a result of biological or neurological changes that limit the cognitive functioning, or is a reaction to the fact that the responsibilities diminish and increases the awareness that the future is less distant (Erber, 2013, p.202).

When talking about the impact of age on the decision-making skills and quality of decisions it might be interesting to consider the link between age and wisdom. Defining wisdom is not easy. For most individuals, wisdom refers to the intelligence and ability to understand complex issues and relationships and increases following a broad spectrum of positive and negative experiences (Glück and Bluck, 2011). In this regard, one might conclude that adult people are wiser, which means that they are able to understand better the complex situations and thus make more effective decisions.

It is considered important the understanding of age impact on the quality of both problem-solving and decision-making. In some empirical evidences it has been found that individuals of 40 years old were able to identify more alternatives than other age groups (Denney and Palmer, 1981; Denney and Pearce, 1989). Artisticco, Cervone and Pezzuti (2003) found no differences between young and adult people, who showed a high level of performance for problems and situations they considered particularly important. Referring to decision-making, Thornton and Dumke (2005) concluded that with age the decision-making skills deteriorate and as a result the quality of the decisions decreases.

We can adopt two approaches to improve problem-solving (Marsiske and Margrett, 2006). The first approach refers to the formation and training processes, while the second considers important the cooperation and participation. According to Pezzuti, Artisticco, Tramutolo, Cervone and Black (2009) the training processes can increase the capacity of adults regarding the problem-solving. The authors through empirical studies have proved that the training processes less elaborate and more pragmatic are the best. Also, when to the participants were offered during the training procedures, more information so as to overcome the problem space, it was noted that they were able to identify more possible solutions. Moreover, the adults in the experimental group showed higher levels of self-efficacy that converged with the improved performance after training. To explain this we can refer to the theory of self-perception of the abilities (Cervone, Artisticco and Berry, 2006). When a particular decision is placed in a context that is relatively familiar to the decision-maker, is preferred personal knowledge that contributes to higher valuations of self-efficacy. In contrast, unfamiliar contexts may lead the decision-maker to think that does not have the necessary capacity to decide effectively. Thus, referring to this approach may increase the propensity for group decision-making processes, in order to preserve the quality of decisions.

With the age, the individual undergoes substantial changes regarding the processing speed, memory, reasoning, concentration and executive functions (Mienaltowski, 2011, p.75). It has been shown that these changes move in the opposite direction with respect to age. But then the question that arises is what to do, avoid that adults make decisions? We must not forget that wisdom increases, and they have accumulated more experience, which helps them to make good

decisions. However, we have to consider that as we age decreases the number of the identified alternatives, but increases the number of effective alternatives (Mienaltowski, 2011).

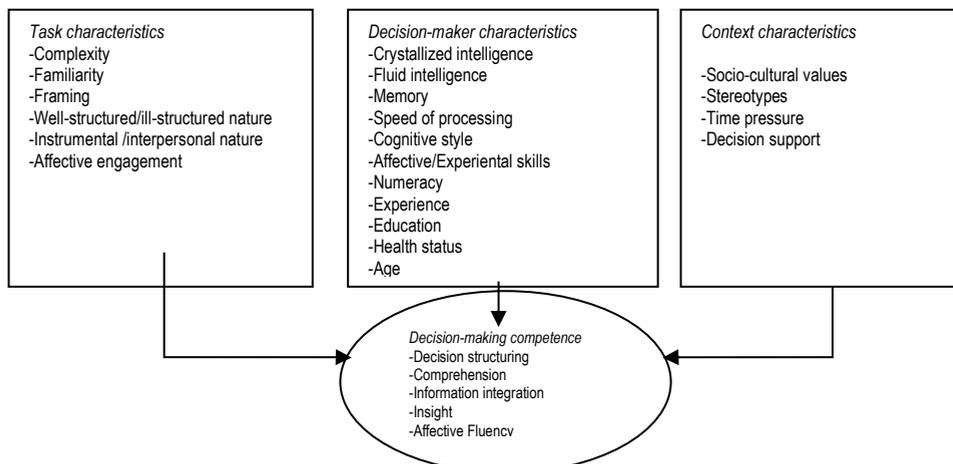
Is not easy the understanding of the relationship between age and problem-solving effectiveness, which depends on what we mean by effectiveness. If for effective problem-solving we mean to identify more possible solutions then young people do better, but if for effectiveness we refer to higher quality solutions then adults do better.

Cornelius and Caspi (1987) define the effectiveness of problem-solving based on the level in which the identified solutions converge with those given by a panel of experts. The authors asked participants between 20 and 78 years to consider 48 hypothetical problems defined incorrectly and belonging to different domains. In addition, it was asked to what extent they could use one of the four specific strategies in the attempt to solve the problem: the intentional action (taking individual action to remedy the problem), the cognitive analysis (designing the action and reflect on the situation for a better understanding), the dependent behavior (not doing anything to change the situation or rely on others), and avoid thinking and deny (distract attention from the problem, avoid responsibilities and deny the emotions). After that, the identified strategies by participants were compared to those of the experts. It was found a positive correlation between age and effective strategy. Contrary to young people, the adults had identified strategies that converged with those recommended by the experts.

Adults perform worse than young people in decisions that require a quick response and a variability of behaviors (Okun, 1976; Salthouse, 1985). For Reese and Rodeheaver (1985) this is typical for adults, and is called caution. In this respect, studies are contradictory. There are empirical evidences which show no relationship between age and caution (Baron and Le Breck, 1987; Baron and Surdy, 1990). According to Johnson (1990), young people are able to analyze more alternatives in the same interval of time than adults, making so more good decisions. It has been shown that the decisions of adults in the financial field are of lesser quality than the financial decisions of young people (Henninger, Madden and Huettel, 2010). On the other hand, Mather, Gorlick and Lighthall (2009) believe that adults perform better than young people and need less time to make a decision, but the opposite happens when they have to perform and decide under stress conditions. Of particular interest are the conclusions of Roalf, Mitchell, Harbaugh and Janowsky (2011). They concluded that as the decision-maker ages, he becomes less impulsive, more risk-averse and is looking for more sensations than younger people.

The decision-making skills are influenced by a multiplicity of factors as also shown in Figure 1. These variables refer to the degree of problem structuring, the understanding of relevant information, the integration of different information, to the understanding of the own capacities limits (Finucane and Lees, 2005). So, to evaluate the decision-making skills is necessary to consider the characteristics of the decision-maker, of the problem and of the context (Finucane, Mertz, Slovic and Schmidt, 2005; Finucane and Gullion, 2010).

Figure 1: Variables that influence decision-making skills



(Source: Finucane and Lees, 2005, p. 9)

The problem structuring can be considered crucial because by this time depends the effectiveness of the whole decision-making process. It's a step in the process which refers to the definition of the problem, the understanding of its causes, the possible solutions and the respective outcomes and also the assessment of probabilities for each alternative. The structuring of the problem depends on the individual characteristics of the decision-maker. Also the information understanding is important and requires a deep analysis of the documents, labels and charts. Afterwards are required the capabilities of information manipulation and integration. This step is important, because if the same information is integrated in different ways it can lead to different decisions. But why the problem structuring depends on the characteristics of the decision-maker? All the above activities are influenced by fluid intelligence, memory, and processing speed that undergo changes over time. The decline of memory and processing speed and a greater use of simple strategies make adults more inconsistent than young people regarding the decision-making process, through the different views of the information statistically equivalent (Finucane and Gullion, 2010, p.273).

From the above discussion, most of the empirical evidences conclude that cognitive and decision-making capacities worsen with age. However, this can not be said with certainty since some evidences reported the contrary. Apparently, the relationship age-cognitive abilities is very complex. Cognitive limits orient adults to adopt compensatory decision-making strategies. In these circumstances, the question that arises is whether the group decision-making process can be an effective tool to balance these skills.

Empirical evidences about the preference of adults for group decision-making processes are contradictory. There are cases where adults are not aware of the lower decision-making skills and prefer individual decision-making processes (Berg, Strough, Cauldron, Samson and Weir, 1998), as there are others where the age does not affect at all the preference for group decision-making (Berg, Johnson, Meegan and Strough, 2003). Previously, the studies of Denney and Palmer (1981) have confirmed that adults prefer group processes more than young people.

Results and discussion

The current research focuses on the perception of cognitive and decision-making abilities within the banking institutions taken into analysis, trying to understand if there is a relationship between them and age and how such perceptions may influence the attitudes toward group decision-making process. Following are reported the results obtained and the discussion on some aspects considered important.

The first hypothesis to be tested is:

H₁: Adults believe more than young people that the deterioration of the cognitive abilities leads to bad decision-making skills

Table 2: The impact of cognitive abilities on decision-making skills

			Age	1. The deterioration of cognitive abilities leads to bad decision-making skills
Spearman's rho	Age	Correlation Coefficient	1.000	.029
		Sig. (2-tailed)	.	.645
		N	247	247
	1.The deterioration of cognitive abilities leads to bad decision-making skills	Correlation Coefficient	.029	1.000
		Sig. (2-tailed)	.645	.
		N	247	247

As noted in the Table 2 there isn't a relationship statistically significant between age and the tendency to consider the deterioration of cognitive abilities as a cause for decision-making skills less good (Sig.=p=0.645>0.01). Spearman correlation coefficient is positive ($r_s = 0.029$). So, the adults have such perception more than young people, but this can't be generalized for the entire population.

So, there are no differences between adults and young people in the perception of the fact that the deterioration of cognitive abilities leads to decision-making skills less good. It should be remembered that in the various stages of life, the individuals may have different reasons to use their cognitive abilities. Although, the cognitive abilities may worsen over time, the right choice of the decision-making strategy can make possible that such deficits do not affect decision-making skills.

The second hypothesis to be tested is:

H₂: Adults believe more than young people that as we age the cognitive abilities deteriorate

Table 3: The impact of age on cognitive abilities

			Age	2. As we age the cognitive skills deteriorate
Spearman's rho	Age	Correlation Coefficient	1.000	-.070
		Sig. (2-tailed)	.	.274
		N	247	247
	2. As we age the cognitive skills deteriorate	Correlation Coefficient	-.070	1.000
		Sig. (2-tailed)	.274	.
		N	247	247

Referring to Table 3 above, we can conclude that there is not a relationship statistically important between age and its perception as a variable that influences negatively the cognitive abilities (Sig.=p=0.274>0.05). Spearman correlation coefficient indicates a negative relationship ($r_s = -0.070$), but is not statistically significant for the entire population.

It is usual thinking that over time some of the cognitive processes worsen. However, also in this case the empirical evidences do not offer definitive conclusions. Thus, it has been found that with the increase of the decision complexity, because of the decline of cognitive abilities the adults are not able to make good decisions (Finucane, Mertz, Slovic and Schmidt, 2005). The results obtained from the current research show that there are no differences statistically significant between adults and young people in their perceptions regarding the influence of age on the cognitive abilities.

Another hypothesis to be tested is formulated as follows:

H₃: Adults don't think that their information processing speed and memory are worse compared to young people

As in Table 4 below, between age and the perception of information processing speed and memory, there is a relationship statistically significant, even for $\alpha = 0.01$ (Sig.=p=0<0.01<0.05). Spearman correlation coefficient indicates a negative dependency ($r_s = -0,247$). So, adults do not believe that their memory and information processing speed are worse compared to those of young people.

Table 4: Age impact on processing speed and memory

			Age	3. The information processing speed and memory of young people are better
Spearman's rho	Age	Correlation Coefficient	1.000	-.247(**)
		Sig. (2-tailed)	.	.000
		N	247	247
	3. The information processing speed and memory of young people are better	Correlation Coefficient	-.247(**)	1.000
		Sig. (2-tailed)	.000	.
		N	247	247

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

The fourth hypothesis is formulated as follows:

H4: As we age the decision-making skills improve

Table 5: The impact of age on decision-making skills

			Age	4. Over time, decision-making capabilities improve
Spearman's rho	Age	Correlation Coefficient	1.000	.092
		Sig. (2-tailed)	.	.150
		N	247	247
	4. Over time, decision-making capabilities improve	Correlation Coefficient	.092	1.000
		Sig. (2-tailed)	.150	.
		N	247	247

Referring to Table 5 above, we can conclude that there is not a relationship statistically important between age and its perception as a variable that influences positively the decision-making skills (Sig.= $p=0.15>0.05$). Spearman correlation coefficient indicate a positive relationship ($r_s=0.092$), but is not statistically significant for the entire population.

D'Zurilla, Maydeu-Olivares and Kant (1998) concluded that adults have a more constructive and optimistic view of the problems and their decision-making skills than younger people, as a consequence of more experience. Contrary to this, we didn't found a relationship between age and the fact that the decision-making skills improve over time. This maybe because the adults tend more to think that the decisions to be taken are new, so they do not overestimate their experiences. The conclusion of the current research is consistent with that of Artístico, Cervone and Pezzuti (2003). They didn't found differences between young people and adults, who showed a high level in performance when it came to problems and situations that they considered particularly important. Therefore, the use of decision-making skills does not depend on age, but on the degree of the importance of the decisions.

The fifth hypothesis is:

H5: Adults believe more than young people that group decision-making processes can compensate limited cognitive and decision-making skills

Table 6: The perception of group decision-making process

			Age	5. I believe that group decision-making processes are the best way to compensate limited cognitive and decision-making skills
Spearman's rho	Age	Correlation Coefficient	1.000	.102
		Sig. (2-tailed)	.	.110
		N	247	247
	5. I believe that group decision-making processes are the best way to compensate limited cognitive and decision-making skills	Correlation Coefficient	.102	1.000
		Sig. (2-tailed)	.100	.
		N	247	247

Referring to Table 6 above we can conclude that there is a relationship statistically significant between age and the perception of the group as a useful tool for balancing possible cognitive and decision-making deficits (Sig.=p=0.1). Spearman correlation coefficient is positive ($r_s=0.102$). So, adults believe more than young people that group decision-making processes are the best way to compensate personal cognitive and decision-making limits.

The sixth hypothesis is:

H₆: Adults prefer group processes for making a decision more than young people

As can be noticed in the Table 7 below, the results indicate a relationship statistically important between age and the propensity for group decision-making (Sig.=p=0.002<0.01). Referring to Spearman correlation coefficient, this relationship is positive. The adults prefer group decision-making processes more than young people ($r_s=0.199$).

Table 7: Age and group decision-making propensity

			Age	6. Generally, I prefer to make a decision the group decision-making processes
Spearman's rho	Age	Correlation Coefficient	1.000	.199(**)
		Sig. (2-tailed)	.	.002
		N	247	247
6. Generally, I prefer group processes for making a decision		Correlation Coefficient	.199(**)	1.000
		Sig. (2-tailed)	.002	.
		N	247	247

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

The experience helps the development of knowledge and automated processes that facilitate the decision-making (Finucane and Gullion, 2010). So, why adults do not prefer deciding alone, but are more propense to group decision-making processes? Perhaps because they believe organizations have to face more with new decisions and situations, never met in the past and so, the risk is higher.

Conclusions

The current research was focused on the impact of age in the perception of cognitive and decision-making skills and in understanding whether these perceptions influence the propensity for group decision-making. The self-confidence is an important variable for the decision- making performance.

So, there are no differences between adults and young people regarding the relationship between cognitive abilities and decision-making skills. They do not believe that the deterioration of cognitive abilities leads to bad decision-making skills. Also, there were not found differences referring to the negative impact of age on the cognitive abilities and and its perception as a variable that influences positively the decision-making skills. However, there is an important correlation between age and the perception of information processing speed and memory. The adults do not believe that their memory and information processing speed are worse compared to those of young people.

Furthermore, on the basis of the results obtained we can conclude that there is a significant relationship between age and the perception of the group as a useful tool for balancing possible cognitive and decision-making deficits. So, adults believe more than young people that group decision-making processes are the best way to compensate personal cognitive and decision-making limits.

Interesting is the fact that with the age increases the collaborative spirit and the adults feels better as member of a group. The current research found that age affects positively the group decision-making propensity. So, regardless the perceptions of cognitive and decision-making capacities, the adults have a higher propensity for group decision-making processes compared to young people.

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The Place of the Criminal Justice for Children in the Legal System of Republic of Macedonia from Its Independence Until Today

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Abstract

In this paper the author will analyze the legal treatment of juvenile delinquency in Republic of Macedonia, in historical aspect of the development of its legislation. In this way it will be presented the place of the criminal law for juveniles in the criminal legal system of the country and its development during today. The study will be focused on the innovation of legal protection of delinquent children, especially it will be analyzed the sanctioning of juvenile perpetrators and their special treatment from the majors in Republic of Macedonia. It will be a chronological comparison reflect of the juvenile sanctioning based on some of laws in Macedonia such as: Criminal Code of Former Yugoslavia, Criminal Code of Republic of Macedonia (1996), Law on Juvenile Justice (2007) and Law on Child protection (2013). The purpose of the study is to bring out the types of criminal sanctions for juveniles in Republic of Macedonia from its independence until today which, above all, are aimed on protecting the interests of the juvenile delinquents. Also the author of this paper will attach importance to the so-called "Measures of assistance and protection" provided by the Law on Child protection of Republic of Macedonia, which represent an innovation in the country's criminal law. This study is expected to draw conclusions about how it started to become independent itself the delinquency of minors as a separate branch from criminal law in the broad sense – and how much contemporary are the sanctions to minors from 1996 until today.

Keywords: Sanctioning of minors juvenile delinquency, criminal legal system, measures of assistance and protection.

1. Introduction

The basic idea of the definition for this research is the challenge of solving the dilemma for the legal nature of criminal justice for children, an independent positive branch of law in the Legal Criminal Code of the Republic of Macedonia, or as it is presented as an integral part of the criminal law in general?

This question arises during a chronological analysis of the development of criminal law for children within the criminal justice system of the Republic of Macedonia. When analyzed, criminal justice in our country from its independence until today, will be faced with a large number of laws that are repealed by new ones and have been amended several times with the others, and this puts the researcher in front of a challenge to analyze all those legal changes that are in its interest. In this case it will be examined how criminal justice for children is regulated by the criminal legislation of Republic of Macedonia.

2. Research Methodology:

2.1. Methods

In this research will be a chronological overview of the development of criminal justice for children in Republic of Macedonia in the framework of legal regulation in this field. It will be presented chronologically its legal treatment from its independence until today, which will come out also on the development of this branch of law.

There will be compared in parallel these laws: The Criminal Code of the Republic of Macedonia (1996); The law on juvenile justice of the Republic of Macedonia (2007) and the Law on Justice for Children of Republic of Macedonia (2013), in the following aspects. The categorising of juveniles, the principles on which the criminal law for children / minors is based, types of criminal sanctions and other non-criminal measures.

To the paper are attached some statistical data released by the state statistical Office of the Republic of Macedonia, regarding the number of minors sentenced in Republic of Macedonia from the years 2006-2015, as well as coverage of criminal sanctions imposed by the courts of country to the minors convicted. And we will be able to draw some conclusions regarding the development of criminal justice for children in Macedonia.

2.2. Findings and discussion:

Criminal justice system of the Republic of Macedonia has been operating five years after its independence (1991) with the Criminal Code of Macedonia¹ of the former Yugoslav Federation until 1996 when it became effective the new Criminal Code². Within this Code is regulated the activity of competent state bodies with minors who are appear to the society as delinquent of different criminal acts. Namely until 2007, the Criminal Code has been effective with the 70-96 articles in a special chapter dedicated to the juvenile delinquency entitled " Educational measures and punishment of minors", where are provided all repressive measures which can be sentenced to guilty minors under conditions provided by that law.

In 2007, there was approved a special law regulating this field, the Law on Juvenile Justice of Republic of Macedonia³, which comes into effect from 1 September 2008 and beside abolishes the provisions of Chapter 6 of the aforementioned Criminal code (1996). So that at this moment criminal justice starts to get separated from Criminal code and to gain a more autonomous nature of building in its aspect with detailed. And the last law which regulates the criminal justice for children, is the Law on Justice for Children of the Republic of Macedonia⁴, 2013. This law is in force and it regulates in detail the entire treatment of children who are in conflict with the law or represent victims of crime.

2.2.a. Underlying the principles of criminal justice for children in the Republic of Macedonia - comparative aspect of the laws which regulate this area

-The provisions of the Criminal Code of the Republic of Macedonia that regulated the area of criminal justice for children, had determined the basic principles upon which was built and operated the preventive-repressive system of juvenile delinquency. The rule of excluding the criminal sanctions from children under 14 years old stayed on top of the list of the main principles of the Criminal Code of Republic of Macedonia.⁵

Very important principle is the proclamation of the idea of preventive character of the criminal sanctions which can be was imposed to juveniles convicted and beside the purpose of educational measures, sentencing and alternative measures is to provide assistance and protection to minors, and supervised them; for professional development and their responsibility, and to achieve the main goal, which is education, rehabilitation and their right development.⁶ This principle continues to be very effective along the criminal law for children, up to the present day.

Also in this article it is proclaimed the principle of special and general prevention in the context of the purpose of sentencing the juvenile prison, which although is as a final alternative, for those juveniles who have reached age 16 year. Other principles are not defined in the Code explicitly and specifically to minors, because of the general principles outlined in it that apply also to adult persons and which are not contrary to those principles mentioned above.

¹ Criminal Code of Republic of Macedonia "Official list of SFRJ" no 44/74, 34/84, 74/84, 57/89, 3/90,38,90 and Official Journal of R.M. no 25/92 and 32/93, and "Official Journal of SRM" no. 25/77, 23/84, 50/87, 36/89,7/90, 23/91, 24,92,49/93.

² Criminal Code of Republic of Macedonia, Official Journal/year: 37/1996

³ Law on Juvenile Justice of Republic of Macedonia, "Official Journal of R.M."no. 87/2008, 103/2008, 161/2008, 145/2010.

⁴ Law on Justice for Children of Republic of Macedonia, "Official Journal of R.M." no. 148/2013.

⁵ Criminal Code of Republic of Macedonia, 1996, Article 71

⁶ Criminal Code of Republic of Macedonia, 1996, Article 73

-The Law on Juvenile Justice of the Republic of Macedonia (2007), provided some other principles explicitly, but also including the principles upon which was based the juvenile delinquency regulated with the Criminal Code until then. Those principles are as following here below:

The principle of legality, one of the main postulates of criminal law in general (Article 3 of the Juvenile Justice Law, 2007);
The equal treatment of minors as adults during the course of informal and criminal procedure (Article 4) **The purpose of sanctioning the minor** which is in the interest of defense, education, rehabilitation and fair development of minors (Article 5) – A principle which is repeated again, with what you foresaw in the Criminal code.

Another important principle is giving **priority to preventive protective and education measures** compared with the sanctions provided for by this law (Article 7). It also proclaimed the principle of **individualization of the criminal sanction / measure** for the juvenile who commits criminal offense. ¹ Even this law provides that the principle of **avoidance the minors on front of criminal proceedings**, except in cases provided by this law (Article 9), we will inevitably cases to adjudicate only competent court to judge delinquency of minors. ²

-With the Law on Justice for Children of Republic of Macedonia there are defined the fundamental principles based on which is based the functioning of the criminal justice, and they are: The right to use the language, the right to be informed at every stage of the criminal proceedings, the prohibition of discrimination on any base, principle of legality, the prohibition of cruel inhuman and degrading treatment, deprivation of liberty of juveniles only as a last resort in procedure, protecting the interest of the child to education, the right to appeal, the priority of preventive measures, education and protection, the principle of individualization of punishment, etc.³

2.2.b. Categorizing of minors by age

It should be noted that although criminal justice for children has faced modifications over time, it did not change the minimum age limit for minor incrimination of persons who commit offenses. There we can definitely outline a very important principle that provides the law on justice of children, "the child who at the time of the commission of the act that the law is foreseen as a criminal offense or offenses not has reached 14 years, can not be applied sanctions defined by this law."⁴ All criminal laws of Republic of Macedonia have determined the criminal liability limit by the age on 14 years and the completion of a minor (childhood) the aged 18 years. But what is bringing innovation to the last laws on Justice for Children, are the so-called Help and protection-measures which are not imposed in offense of non-criminal procedure, of which may be imposed on persons who were not having attained the age of 14 years old at the time of the commission of any offense.

2.2.c. The 2nd difference on laws on children- The categorization of minors by age:⁵

Under the old provisions of the Criminal Code (1996) and the law on juvenile justice (2007) children were classified into several groups, partitioning it, which is more detailed, in comparison with divisions that were merely the minors with the previous laws, according to them there are only categories of juveniles: Junior minors (14-16 years) and adult minors (16-18 years).⁶ By the current law in force children are divided as it follows:

- **child** is any person under 18 years,
- **children at risk** every child has reached seven years and has not attained 18 years of age with physical or obstacles mental development, a victim of violence, neglected aspect educational and social, who is in a situation in which it is hampered or prevented realization educational function of the parent / s or guardian / s, which is not included in the education system and education, involved in begging, weaving or prostitution, which uses drugs and other psychotropic substances and precursors or alcohol, and who because of these conditions is or may be contrary to law as a victim or witness the action as provided by law as an offense or act that is prescribed by law as a criminal offense,

¹ Law on Juvenile Justice of Republic of Macedonia, "Official Journal of R.M."no. 87/2008, 103/2008, 161/2008, 145/2010, Article 8

² Law on Juvenile Justice of Republic of Macedonia, "Official Journal of R.M."no. 87/2008, 103/2008, 161/2008, 145/2010, Article 11

³ Law on Justice for Children of Republic of Macedonia, "Official Journal of R.M." no. 148/2013, Articles 3-16

⁴ Law on Justice for Children of Republic of Macedonia, "Official Journal of R.M." no. 148/2013, Article 20

⁵ Law on Justice for Children of Republic of Macedonia, "Official Journal of R.M." no. 148/2013, Article 19

⁶ Criminal Code of R.M. Official Journal/year: 37/1996, Article 72

- **children at risk by age 14 years** is any child who at the time of the offense prescribed by law as an offense for which he was prescribed fine or imprisonment for more than three years or criminal prescribed by law as an offense, is aged seven years and has not reached 14 years,
- **children at risk from 14 to 18 years** is any child who at the time of transaction, foreseen by the law as an offense for which he was prescribed fine or imprisonment up to three years or work provided by law as an offense, has not reached 14 years of age of 18 years,
- **children that conflicts to the law from 14 to 16 years** is any child who at the time of transaction prescribed by law as a criminal offense which can be punished with imprisonment over three years has reached 14 years and did not 16 years of age,
- **children that conflicts to the law over 16 years** is any child who at the time of transaction prescribed by law as a criminal offense which can be punished with imprisonment over three years, has turned 16 years has not filled 18 years,
- **child victim is any child aged up to 18 years** who has suffered harm, including physical injury or mental, incurrence emotional, material loss or other breach or threaten the rights and interests as a result of action taken by law provided as a criminal offense,
- **the youngest adult person** is a person who during the trial for action prescribed by law as a criminal offense, the age of 18 years to the age of 21 years.

Despite this division, if we analyze the content of these provisions still remain the same limit criminal responsibility of minors, ie children, from age 14 to age 18, who are now in positive law Justice for Children denominated " children in conflict with the law "by the age of 14-18 years."¹

2.2.d. Types of criminal sanctions for children in Macedonia based on Law on Justice for Children of Republic of Macedonia(2013)

There two main types of sanctions: Educational measures and penalties. Following will appear all divisions of these two types of criminal sanctions. Types of educational measures:²

(1) Children older than 14 years for acts provided by law as a criminal offense that may be imposed on the following educational measures:

- Measures rebuke or referral center for children
- Reinforced supervision measures by the parent / s or tutor / s, or centers and foster family
- Entity measures by sending in educational institutions or in educational and correctional home.

(2) Measure warning or referral center for children is sentenced to the child when there is a need for longer measures of education, especially if committed an act which the law has prescribed as a criminal offense out of thoughtlessness or folly.

(3) Measures of intensive supervision of children when there is a need imposed by longer measures of education, rehabilitation or treatment with appropriate supervision, do not need their complete separation from current environment.

(4) imposed measures of child entity when there is a need of long measures of education, rehabilitation or treatment and complete separation from current environment. The duration of these measures can not be longer than five years, but mostly by filling 23 years.

To the child at risk until the age of 14 years and children at risk on the age of 14 years shall apply the measures provided by law for help and protection, which are of interest to the child and his development and education." (Article 21)

¹ Law on Justice for Children of Republic of Macedonia, "Official Journal of R.M." no. 148/2013, Article 19

² Ibid. Article 37

Assistance and protection measures are measures prescribed by law in the area of education, health, social, family and other forms of protection. (Article 22)

Although the law does not define which are these measures precisely, in practice, some of these measures encountered are: Mediation between the minor and the injured party mediation between the minor and his family, compensation of damages to the injured party attendance regular school, employment or training for a profession, Performance of unpaid community education in general traffic rules, etc. psychological counseling.

Also below will appear explicitly types of sentences for children over 16 years:

(1) Can be punished a child over the age of criminal responsibility to 16 years, unless due to the severe consequences of the offense committed and the high degree of criminal responsibility would not be reasonable to impose educational measure.

(2) Under the conditions established by this law, children over the age of 16 years may be imposed the following penalties:

- Jail for children
- Fine,
- prohibition of driving certain type or category of motor vehicle and
- deportation of foreigners from the country.

2.2.e. Representation of the situation of criminal justice for children in the Republic of Macedonia, as seen from the data published by the State Statistical Office of Macedonia

T O T A L	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	844	676	715	748	547	722	556	473	461	348

The table 1 shows the number of children sentenced in the Republic of Macedonia during the years 2006 to 2015. From these data it can be seen that the criminality of minors in the Republic of Macedonia goes diminishing in recent years, especially if we compare years prior to the latest research with them. From these results it can be concluded that with law changes in implementation of preventive measures and those of assistance and protection for children have shown success and are presented as alternative of convictions.

In table 2 can be seen types of penalties they have imposed on the courts of the Republic of Macedonia during 2015 to total 348 convicted children.

Also shown is their gender, it can be observed that only a very small number of them, then sentenced to 22 are female. Of this number 73 are children aged 14-16 years old on whom penalties are imposed such as: rebuke, and say are Intensified Most of Supervision by parents and by a social agency!

T	Total	Children aged 14 to 16 years

¹Perpetrators of criminal offenses in 2015, Skopje: State Statistical Office of the Republic of Macedonia, 2016
<http://www.stat.gov.mk/Publikacii/2.4.16.08.pdf>, T-30.

² Ibid. T-33

O T A L				Disciplinary measures		Measures of intensified supervision			Institutional measures		
	All	Fe- male	Atte mpt	Tot al	Re- buke	Disci- plinary center	By the pa- rents	In another family	By a social agency	Educa- tional institution	Reformatory
	348	22	9	73	14	-	35	-	21	-	3

In Table 3 it is reflected the number of penal sanctions imposed in 2015 against children aged 16-18 who have committed crimes in the Republic of Macedonia. In this case we see a number of satisfactory priority that educational measures compared with the imprisonment for children, which is a very low number compared to the first. This proves that the courts respect the principle of detention as a last resort the procedure for minors!

T-3 Convicted children aged 16 to 18 years by penalties during 2015 ¹			
TOTAL	275	Child imprisonment	
		8	Educational measures 267

3. Conclusions

The criminal justice for children in Republic of Macedonia although it is independent with special law on child justice, in which are regulated all its institutions, principles, criminal sanctions and other non-criminal measures for children and the criminal procedure for children, it still remains dependent on criminal law in the broad sense, in terms of treatment of general principles and institutions that regulate this branch of law within the legal system of the country.

4. References

1. Criminal Code of Republic of Macedonia, Official Journal/year: 37/1996
2. Law on Juvenile Justice of Republic of Macedonia, "Official Journal of R.M." no. 87/2008, 103/2008, 161/2008, 145/2010.
3. Law on Justice for Children of Republic of Macedonia, "Official Journal of R.M." no. 148/2013,
4. Perpetrators of criminal offenses in 2015, Skopje: State Statistical Office of the Republic of Macedonia, 2016. <http://www.stat.gov.mk/Publikacii/2.4.16.08.pdf>
5. www.pravo.org.mk

¹ Perpetrators of criminal offenses in 2015, Skopje: State Statistical Office of the Republic of Macedonia, 2016. <http://www.stat.gov.mk/Publikacii/2.4.16.08.pdf>, T-34

The Role of Iceland in the International System as a Small State and the Issue of European Union Membership

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Abstract

This study discusses the role of Iceland -which declared its independence from Denmark in 1944- in the international system and the causes that led the country to withdraw its European Union candidacy in 2015. This country, considered as one of the Scandinavian countries, has in fact its own unique structure. This unique structure has its roots in Iceland's history, its determination about protecting the elements of national identity, geographical-climatic characteristics and economic factors such as the fishing industry. Iceland, which is the only NATO member without an army, has been through Cod Fish crisis' with England, and the Ice-Save crisis with England and the Netherlands. The country, which had an important economic crisis in 2008, has shown a more positive attitude about EU as the government has also changed, however with the end of the crisis and another change of government, it has once again opted for a self-sufficient strategy. The country, which became member of the European Economic Area (EEA) in 1994 and of European Free Trade Area (EFTA) in 1970, aims to conduct political and economic relations through territorialisation or bilateral relations instead of participating to a big integration model or developing multilateral relations. Iceland's primary foreign policy objectives throughout the new century seem to secure full control over its territory (land and waters), improve market access for its fisheries products and guarantee its defense. Although the governments varied from time to time, all political parties subscribed to the same goals though they differ on how to achieve them. Arctic issue seems to gain importance also for this country in 2010s.

Keywords: Iceland, European Union, Small power, Small state, Arctic

Introduction

The late independence of Iceland, which remained under Danish sovereignty until 1944, has affected negatively the participation of the country to international organizations, especially concerning the European Union or its integration to Europe because Iceland has aimed, first of all, to become a strong, self-sufficient country in the matter of national sovereignty. Iceland has joined the European Free Trade Association in 1970 and has joined the European Economic Area in 1994. The coming into force of the Schengen Agreement in 2001 has developed the relations of Iceland with the member states of the EU. Furthermore, the economic crisis of 2008 has changed the structure of national politics and has led to a considerable back down on the cautious politics against the union. The country, with the influence of the economic crisis, has officially applied for membership in 2009. For Iceland, which is at least as sensitive as Norway, especially about fishing policies, this step has been taken as a result of the international conjuncture. The country, while desiring to be a part of the integration, has never been really enthusiastic about membership. The economic crisis in Europe in 2009 and the austerity measures that came with, have greatly affected Iceland and the confidence on EU membership has been shaken. Iceland, which put on hold the membership negotiations after the general elections of 2013, has officially withdrawn the EU membership application in March 2015. One of the main reasons of this decision is the various political parties that came to power in the country. The landscape of EU membership has changed after the Independence Party and the Progressive Party from the right wing have built a coalition and have come to power in the 2013 general elections.

Access to new transport routes in the north and the discovery of previously unknown natural resources and oil and gas reserves due to the melting of the glaciers in the Arctic; caused by the global warming, has increased Iceland's geostrategic importance once again. Furthermore, the country is an important trade partner for Europe in the economic area as well. In this study, which will focus especially on the issue of Iceland's EU membership, at the same time, the country's foreign

policy priorities, crisis' and its role in the international system will also be addressed. Thus, the importance of Iceland in the system as a small state, which is generally known for its hot springs and fishing policies, will be analyzed.

Iceland at a Glance

Iceland, a small island country of approximately 103.000 km², located in the north of the Atlantic Ocean, seems at first glance, to be very different from the other European countries due to its geographic situation and climate, and also seems to stay apart from them on identity and cultural matters. This observation is in fact not completely incorrect. The country, whose closest neighbor is Greenland, has close historical ties with Norway and Denmark. However, it has many differences even with these two Scandinavian countries. Iceland, generally speaking, is a one of its kind, "unique" state.

The island discovered in 9th century by Norwegians, has first been settled by Vikings coming from the same country. Althingi, which is also the actual name of the parliament, has been founded during the Viking era and has been the oldest and highest institution in the country up to the present day. The parliament founded in 10th century, though it was different from the political institutions of present day, is an important demonstration of Iceland's efforts for being a democratic country, even in that era. The island lost its independence in 13th century and remained under the domination of Norway, its neighbor located 1050km away. When Norway formed the Kalmar Union with Denmark, it has come under Danish reign. The Kalmar Union also covered Sweden, the Faroe Islands, the Orkney Islands and the Shetland Islands and continued to exist until the first quarter of 16th century.¹

The dependence on the Kingdom of Denmark has continued after the 1st World War; the country has declared its independence only in 1944. The declaration of independence has been accepted without a violent reaction by Denmark, which was under Nazi occupation. Iceland, which has not been through great and bloody wars in its past has also managed to protect itself from armed conflicts during the 2nd World War. "There is a tendency to ignore the international environment which triggered various steps which led to full independence. The independence struggle is seen by many Icelanders as having been won by national unity built on Icelandic culture and uniqueness ably led by distinguished national heroes."² Although the independence process has heroes like Jon Arason, Jon Sigurosson, Iceland is not a country where the "big leader" concept is in the showcase. For example, Iceland's history does not have a hero, warrior or savior such as Gengis Khan who is a legend in Mongolia and also in the world.

The late independence is in fact directly related to the withdrawal of the European Union candidacy of Iceland, which is the subject of the present study. There are obviously multiple reasons for the withdrawal of the candidacy and they will be discussed in the study, however the first and foremost reason is the late independence of Iceland. Dependence on a foreign entity or participating to a great integration model has always been considered as plan B by this country where the national identity and sovereignty notions are very strong. The country has usually tried to build its foreign policy on bilateral relations and has not made any compromise in subjects that bear vital importance for itself, like the fishing industry. As it will be discussed later, even economic crisis' or changing governments have not affected said policies. This attitude can be subject to criticism in an international system where cooperation gains more and more importance, however the behavior of a small island state that chose to determine its own destiny, to be self-sufficient, can also be seen as a successful strategy. Iceland occupied a geopolitically strategic position during the Cold War. Iceland has a special security experience and it is related to the important location of Iceland in the middle of the GIUK-gap (Greenland, Iceland, UK) in the Cold War.³ The country which, during the Cold War had an important place especially for NATO, has lost its significance in 1990's. However the melting of the glaciers in the Arctic caused by the global warming and the discovery of previously unknown natural resources, oil and gas reserves, access to new transport routes show that the country can become geopolitically significant once again.⁴ "The scramble for the Arctic has revived the Northern dimension – Icelandic Arctic discourses now play on the

¹ Baldur Thorhallsson, "Iceland's contested European Policy: The Footprint of the Past – A Small and Insular Society", *Jean Monnet Occasional Papers*, No.1, Malta, Institute for European Studies, 2013, p.5.

² *ibid.*

³ Baldur Thorhallsson, "The Distinctive Domestic Characteristics of Iceland and the Rejection of Membership of the European Union", *European Integration*, Vol.23, 2001, p.276.

⁴ Selin Güler, Azra Ayata, "İzlanda'nın Avrupa Birliği'ne Üyelik Sorunsalı", 31 July 2014, p.1.

<http://www.bilgesam.org/incele/1727/-izlanda%E2%80%99nin-avrupa-birligi%E2%80%99ne-uyelik-sorunsali/>
(accessed August 2016)

prospects of a renewed strategic relevance in a future Great Game, wrought by the impact of climate change in the region.”¹

A Special Case of Small State

Small states, which mean states that have a small land area, can seem in the first glance to be in disadvantage and weaker compared to great powers. While the extension of the state borders brings endless advantages to countries in terms of power, it can also cause never-ending problems. Small states may have strategic importance especially on a regional scale, even though they cover a small area. A small state can also be a much stronger decision maker compared to other countries possessing larger lands.

In the international relations discipline, the definition of small state and which countries can be considered as small states is open to discussion. Notions like small state, small power became an important study subject among theoreticians especially after 1990's and many different views have been formulated. Europe, where Iceland is located, is rich in countries that can be considered small states. From Benelux to Baltic countries, including Balkans and Switzerland, many European States are accepted as small states. Iceland is one of the small states in Europe as well. To further deepen the subject within the discipline, Iceland can even be considered as a small island state.

One of the most important theoreticians about small states is Peter Katzenstein. Katzenstein had greatly contributed to the literature about small states theories with his book named “Small States in the World Markets”² written in 1985. His work still serves as reference to numerous studies. Katzenstein has taken as basis 7 countries while naming the main characteristics of small states; Sweden, Norway, Denmark, the Netherlands, Belgium, Austria and Switzerland. As his work has been adapted to various countries by theoreticians, it has also been applied to Iceland. “The question is: how well does the theoretical framework of SSWM travel? Does it still apply a quarter of a century after its inception? In his own revisit of SSWM in 2003, Katzenstein recognized that while he had carefully delimited his investigation to seven early industrializers of the Western core nations (Sweden, Norway, Denmark, the Netherlands, Belgium, Austria, Switzerland), his conclusions could be potentially fruitfully applied and tested in other contexts: “analysis could have pushed further by investigating, in addition, the strategies of other small states situated differently in the world economy”³

According to Katzenstein, Iceland, which can be considered as one of the Scandinavian five, is in fact different from the other countries of the region due to many of its characteristics. Iceland is accepted as a special case in its relations with the EU. In Katzenstein's *Small States in World Markets*, “it maintained that the choices of seven small European states are conditioned by two sets of interlinked forces, that is historically shaped domestic structures and the constraints of the international economy. This is also evident in the case of Iceland – our test case. Past decisions and reliance on international trade still have a profound influence on present political and economic choices.”⁴ However, according to Katzenstein, Iceland which has close ties especially with Norway and Denmark among Scandinavian countries, differs from these in 3 ways: Economic openness, corporatist structure and political party systems. In addition to these factors affecting the integration process with EU, Iceland's special security experience, special characteristics of the Iceland administration should also be discussed in relation with the membership problematic.⁵ Before discussing these points, it is also necessary to see how much of a “small state” Iceland considers itself.

In the actual Iceland's political life, the political discourse has not been characterized by a notion of the “little Iceland” contrary of the Danish discourse of the “lille Danmark” (little Denmark). Rather, policy leaders have picked up or dropped the language of smallness according to context. By the late 20th century, it seems that Iceland preferred to define itself as a small vulnerable community. The reason behind this was the political view of that period, according to which in case Iceland joined the UN Security Council or the EU, it would not have much of a say in this supranational structure. The

¹ Valur Ingimundarson, “Iceland's Post-American Security Policy, Russian Geopolitics and the Arctic Question”, *the RUSI Journal*, Vol. 154, No.4, 2009, p.1.

² Peter J.Katzeinstein, *Small States in World Markets – Industrial Policy in Europe*, Cornell University Press, 1985.

³ Vytautas Kuokštis, “Baltic States in World Markets: Does Katzeinstein's Framwork still hold?”, *Journal of Baltic Studies*, Vol.46, No.2, June 2015, pp.109-110.

⁴ Baldur Thorhallsson, “The Corporatist Model and its value in understanding small European States in the neo-liberal world of the twenty-first century: the case of Iceland”, *European Consortium for Political Research*, No.9, 2010, p.375.

⁵ Baldur Thorhallsson, “The Distinctive Domestic...”, *op.cit*, p.257.

opinion that it would not have much political influence in the supranational structures as a small state, has created a negative view in the public opinion and caused that in that period in Iceland, being a “small” state became an “unfamiliar” and even “unwelcome” notion. In other words, Icelanders, because of these arguments formulated in politics, have felt themselves stuck in the portrait of an ineffective country on what concerns the system. However, in 2000’s, despite the economic crisis of 2008, this view has changed once again, and Iceland has underlined in politics that, despite being a small state it is a powerful state in many areas. This has been realized in accordance with Iceland’s nature and needs.¹ The fact that it withdrew its candidacy in 2015 from a supranational structure like the EU shows indeed that Iceland considers itself important and powerful from the international system point of view, despite being a small state.

In order to understand Iceland’s relations with Europe and why at the end it withdrew its candidacy, it is necessary to examine the various factors important to country’s domestic and foreign policies. These factors will be examined under the headlines of country’s foreign policy and defense priorities, economic drawbacks and political system, in the same order.

General Foreign Policy and Defence Priorities

Iceland’s foreign policy and defense strategies can be classified under four main groups which are; NATO membership and defense agreement with the USA, joining the European Free Trade Area (EFTA), joining European Economic Area (EEA) and the “wait and see”² approach concerning the EU. The relations with the USA can be defined as the Atlantic pillar and reflect this country’s main security-defense plan. “The functional solution that Iceland has found for its defense is a direct defense agreement with the USA, signed in 1951, combined with Iceland’s membership of the North Atlantic Treaty Organization. The US forces stationed at the Keflavík base in south-western Iceland, which form the Iceland Defense Force, are seen as guaranteeing the necessary deterrent and (initial) response capacities for Iceland’s protection in a crisis, while in peacetime they provide air defense cover. Iceland has, of course, its own police force, coastguard and emergency rescue services, but it depends a good deal in practice on the US assets at Keflavik even for the function of air–sea rescue. While all the Nordic states have some degree of acknowledged or existential dependence on US military power, Iceland thus represents an extreme case of an ‘Atlantic’ choice in terms of defense identity and an exceptionally clear rejection of the ‘European’ choice in terms of joining the integration process.”³ The relations with the USA are in fact established on the basis of defense and security and until USA closed the military base in Keflavik in 2006, the security mechanisms that EU membership would bring were not needed. NATO membership and the agreement signed with the USA in 1951 were considered to be sufficient as defense strategy for the only European country without its own army. It’s clear that the special relationship between Iceland and USA influences the process of integration to the EU. As long as Iceland has this relationship with the USA, it need not look to European Integration to strengthen its security.⁴ However after 2006, “...Atlantic pillar has however become less important than before, giving more weight to the European cooperation in foreign and security policy matters”⁵

Iceland’s quest to position itself within Europe “came first on the agenda by the end of 1957 when leaders in Western Europe were preparing to create a joint forum for the six states in the European Economic Community (EEC) and the other members of the Organization for European Economic Co-operation (OEEC), of which Iceland was a member. After talks broke down in 1959 the UK government lead a group of seven states establishing the European Free Trade Association (EFTA) in 1960 – as an intergovernmental counterweight to the supra national characteristics of the EEC. Iceland’s main interests in foreign trade were to insure access for its fish products into European markets – of which the UK was vital. As EFTA was mainly formed around free trade with industrial goods Iceland did not join the association in the beginning. After the UK applied for membership in the EEC in 1961 the newly formed progressive coalition (SDP and IP) seriously contemplated applying for membership in EEC rather than joining EFTA). The Icelandic government only abandoned the

¹ Alyson JK Bailes, Baldur Thorhallsson, “Small States: A Theme in Iceland Political Science and Politics”, *Nordiques*, No.27, 2014, pp.123-124.

² Kristinsson argues that the cautious approach to European Union is “wait and see attitude” G.H. Kristinsson, “Iceland and the European Union: Non-decision on Membership”, in Miles (ed), *The European and the Nordic Countries*, London, Harvester Wheatsheaf, 1996, p.150.

³ Alyson JK Bailes, Baldur Thorhallsson, “Iceland and the European Security and Defence Policy”, in Alyson Bailes, Gunilla Herolf og Bengt Sundelius (ed.) *The Nordic Countries and the European Security and Defence Policy*, SIPRE – Oxford University Press, 2006, p.328-329.

⁴ Baldur Thorhallsson, “The Distinctive Domestic...”, *op.cit*, p.262.

⁵ Eirikur Bergmann, *Iceland and the EEA 1994-2011 Rapport*, Europautredningin, 2011, p.8.

plan of seeking membership in the EEC after the French leader Charles de Gaulle had vetoed the UK's application. Consequently, Iceland applied for membership in EFTA in 1968 and joined in 1970 – accompanying rapid industrialization in the Icelandic economy.”¹ After the industrialization and the EFTA membership that granted easy access to the fish market, a fishing industry crisis with England, named “Cod Wars” took place. This subject will be treated in the economic drawbacks section.

In the beginning of the 1990's EFTA countries and the members of the European Economic Community accelerated the efforts to build the European Economic Area. The advantages and disadvantages of this subject have been widely discussed in the Icelandic parliament. All interest groups composed of the public opinion, syndicates and workers' groups took an active role in government's EEA membership. As a result, Iceland has joined the EEA in 1994. Iceland's EEA membership meant the harmonization of 80% of its national legislation with the EU legislation and it brought along the application of the free circulation of persons, capital, services and goods under the four freedoms headline, within the limits established by the Icelandic Foreign Affairs Ministry. Despite the fact that in 1994 Social Democrats (Alþýðuflokkurinn) had a positive attitude about the EU membership in their electoral campaign, in 1996 the coalition including the Independence Party (Sjálfstæðisflokkurinn) has openly been against EU membership. Nevertheless, Iceland has signed the Schengen Treaties in 1996, due to which border controls with European countries have been terminated. This subject has been a great cause of debate in 2000-2001 in the parliament.²

“Entering into the EEA has resulted in active Europeanization of the Icelandic society and weaving Iceland ever more closely into the European internal market. The EEA agreement has clearly and greatly influenced the development of the Icelandic society. Its impact is not only measured through the legal acts Iceland has had to adopt but also through increased and more informal trans-border cooperation which has followed. The EEA opened up the closed off Icelandic society and provided for a mere transformation in the economy which became much more diversified and increasingly internationalized.”³

The final foreign policy axis to be discussed following Iceland's NATO, EFTA and EEA memberships, is the EU membership process. The process gained momentum with Iceland's full membership application in 2009. The 2008 crisis, which will be discussed in detail in the following section, is a key point for Iceland's application for full membership of EU. A crisis on a scale that was never seen before in Iceland, the collapse of the entire financial sector in one night, had an important role in changing the negative attitude about the EU membership. Additionally, the fact that the coalition, in which the Independence Party suspicious about EU membership, was the biggest partner, lost the elections in April 2009 and that it has been replaced by the coalition government constituted Social Democrats and Left-Green Movement (Social Democratic Alliance - Samfylkingin-Jafnaðarmannaflokkur Íslands) had an important impact on EU membership process. Other political parties that had strong prerequisites about the fishing and farming industries have also supported the EU membership because of the influence of the crisis.⁴ The behavior of these parties will be examined in detail in the final section.

In 2010, the European Commission has expressed a positive opinion about Iceland's EU membership, and the same year, the Council of Ministers has decided to start the membership negotiations. Iceland having a great performance in the negotiations, has successfully concluded 11 of the 27 chapters. The 6 chapters that caused great conflict between Iceland and the EU namely fishing, agriculture and rural development, food safety, veterinary and plant health, settling right and freedom of service, free movement of capital have never been opened to negotiation. Iceland, which in fact advanced very quickly in the process has suspended the relations with the EU in 2013 and temporarily closed the 16 chapters. In Iceland, which froze the EU membership negotiations in 21 May 2013 in accordance with the decision of the coalition government, the anti-EU attitude has been visible in the parliamentary elections as well. The votes of the Social Democratic Alliance fell under 25%, Independence Party and Progressive Party (Framsóknarflokkurinn) which both wanted to conduct the bilateral relations within the scope of the EFTA agreement and which were distant to EU earned the majority of the votes.⁵ This new anti EU attitude seen in the public opinion and in the parliament can mainly be explained by the fact that by 2011 Iceland has overcome the 2008 crisis. The country that became relatively confident in the economic area has focused on founding

¹ *ibid*, p.8.

² Altuğ Günar, “Avrupa Birliği-İzlanda İlişkileri”, in Ercüment Tezcan, et.al (eds), *Avrupa Birliği'nin Doğu Avrupa ve Balkanlar Genişlemesi*, Bursa, Sentez yayınları, 2015, pp.695-706.

³ Eirikur Bergmann, *op.cit*, p.10.

⁴ Selin Güler, Azra Ayata, *op.cit*, p.2.

⁵ Altuğ Günar, *op.cit*, p.697.

its policy on bilateral or regional relations again and has taken its distances from the idea of being member of a supranational structure. The negotiations that were suspended in 2013 gave way to the full withdrawal of the candidacy in March 2015. "Iceland's interests are better served outside the European Union," the minister wrote on his website. Iceland has said it wants to maintain "close ties and cooperation" with the EU, and indeed already benefits from such links."¹

Economic Issues

Katzeinstein's studies about Small States says that these countries are specialized in their exports. Furthermore, in common with the other small states, due to the small scale of its economy, Iceland is heavily dependent on the import of other goods. Membership of the EEA also contributes to the openness of the economy. Exports in Iceland are concentrated on two big markets European Union and USA. Political parties have been very reluctant to open up the economy because major interest groups have campaigned against it, especially the fisheries and the farmers were the pressure groups.²

It has already been said that Iceland believes its relations with EFTA and EEA to be sufficient, and therefore does not need a supranational structure like the EU. The country, no matter who is in the government, is known for applying very strong policies and not having compromises especially on what concerns the fishing and agriculture industries. Such that, fishing has become a national identity element for Iceland and together with Norway it became one of the two most discussed countries in the system concerning this subject.

Iceland did not only have a hard time in the EU negotiations concerning the fishing, but has gone through crisis' with the United Kingdom as well. 3 different crisis named "Cod Wars" took place between 1961-1975 between these two countries. These 3 crisis' which were based on economic disagreements have been seen as an independence war in Iceland.³ "Iceland managed to extend its fisheries zone on a number of occasions, eventually to 200 miles, despite heavy protests from powerful neighbors. This is particularly interesting because of its more limited capabilities compared to Britain, its main opponent. These 'victories' no doubt reinforced Icelandic politicians' view that Iceland could be successful on its own without having to negotiate and make compromises within multilateral international forums. This is not to say that the international environment did not contribute to Iceland's success. On the contrary, the development of the law of the sea was in Iceland's favor and the country's strategic military position played a key role in British decisions to give in on the fishing-zone issue following pressure from the US and other NATO allies".⁴ The main reason England accepted the sea mile limits dictated by Iceland at the end of these crisis, is that it realized the prolongation of the crisis could damage USA's military interests in the island. As a result of the crisis, Iceland has been able to fish in a larger area due to its strategic location during the Cold War, and the level of prosperity in the country has risen.⁵ Iceland's success in the Cod Wars is still considered as legendary in the country. The fact that a small country obtained such a victory against "big states" concerning an industry that was made into a national identity symbol, is one of the greatest sources of pride of the country in foreign policy and shows once again the importance of said industry. "From the Icelandic perspective, the Cod Wars were also about nationalism, Western integration, historical memory and domestic party politics."⁶

The fishing subject has caused many problems in the relations with the EU as well. The industry has been essential since the foundation of Iceland; the surrounding waters which are fed by the gulf waters coming from south create a suitable environment for fish to feed and breed. This industry is important for marine research as well. The fishing industry constitutes the 6% of Iceland's GNP, the country realizes the 5% of the total global fish export. European Union's Common Fishery Policy was not in accordance with Iceland's requirements. Also because of the Relative Stability, according to Iceland, the quantity fished in the past should remain the same; the special and traditional structure should continue to exist. Additionally, the country had discords with the EU during the candidacy process, about the quota-hopping, i.e. determining the fishing quotas. A crisis has also taken place between EU and Iceland in 2010, concerning the situation of

¹ <https://www.theguardian.com/world/2015/mar/12/iceland-drops-european-union-membership-bid> (accessed August 2016)

² Baldur Thorhallsson, "The Distinctive Domestic...", *op.cit.*, p.264.

³ Selin Güler, Azra Ayata, *op.cit.*, p.2.

⁴ Baldur Thorhallsson, "Iceland's contested...", *op.cit.*, p.9.

⁵ Selin Güler, Azra Ayata, *op.cit.*, p.2.

⁶ Valur Ingimundarson, "Fighting the Cod Wars in the Cold War: Iceland's challenge to the Western Alliance in the 1970s", *the RUSI journal*, June 2003, p.90.

mackerel fish.¹ Finally, Iceland continues whaling for commercial and scientific reasons and this situation is subject to great protests of environmentalists.²

Like fishing, agriculture is also a controversial negotiation chapter for the Icelandic political elites. During the negotiations, Iceland has claimed that Icelandic farmers should benefit from some exemptions like their Finnish counterparts do, because the country is located way up in the north and farmers are exposed to difficult environmental conditions. Iceland's claims have made the progress under the Agriculture negotiation chapter difficult. If Iceland had become EU member, it would have benefited from the possibilities provided by the Common Agricultural Policy and the rural areas in need would have developed. The farmers could even have directly benefited from the incentives and EU structural funds could have been provided to the rural areas in need. However, from this point of view, the withdrawal of the candidacy has been detrimental to Iceland.

In order to establish a direct relation between Iceland's economy and the European Union candidacy process, it is necessary to discuss the 2008 financial crisis. As a result of this crisis during which the country lived a great economic depression, the EU candidacy process has sped up. The neo-liberal policies introduced by the government since mid 80's, the fast privatization of public properties and the participation of the country to EEA pushed the Icelandic financial sector into a fast growth trend. Because of the fast and uncontrolled growth of the financial sector, the global economic crisis starting in 2008 has caused bigger damages in Iceland compared to other countries. The devaluation of the Icelandic krona has greatly increased the debt of individuals and of private business' which were engaged in loans in foreign currency. Inflation and unemployment have reached unseen levels and the financial sector has collapsed in one night.³ "During this crisis the three largest banks (Glitnir, Kaupthing, and Landsbanki) all collapsed and many other smaller banks and companies went bankrupt in the aftermath of the crisis with severe consequences for the economy and the people. Prior to the crisis, Iceland, a high income OECD economy, had experienced strong growth rates and unprecedented expansion in overseas investment and activities, especially in the financial sector. (...) The collapse of the Icelandic banks in October 2008 was a shock to the Icelandic nation as well as internationally. In fact, it can be said that this was the first time that financial events in a tiny country like Iceland sent shockwaves through the international financial markets."⁴ The never-seen-before financial crisis in Iceland has caused a change in the political decision makers' negative attitude towards EU membership.

Finally, the crisis that needs to be treated under the economy headline is the "Ice-Save Crisis". Iceland has gone through this crisis together with England and Holland in parallel with the 2008 economic crisis. Landsbanki's declaration of bankruptcy due to the economic crisis has prevented the Dutch and English citizens who had accounts in the bank, from having access to their accounts. The payment of the damages caused by this situation has been requested, while the Icelandic parliament voted in favor of the compensation law, the people of Iceland have rejected it in a referendum. The case has been brought to EFTA Court and the Court has reached a decision in favor of Iceland in January 2013. The tension with two countries in addition to the economic crisis has created a negative attitude towards EU in the public opinion. "Ice-save" killed the attraction of the EU accession for a big part of Icelanders as ordinary citizens lost their faith in the European legal order"⁵

The Policy-Making Process and the Party System in Iceland

In order to understand Iceland's role in the international system and the EU process, it is important to briefly discuss the country's specific political system structure and the views of the political parties.

Icelandic governments historically have built their closest relations with the Scandinavian countries. The historic and cultural ties with Denmark and Norway are quite numerous and in fact the country considers the Scandinavian region as a role model. However, the most important difference between said region and Iceland is the corporatist structure in policy-making

¹ Altuğ Günar, *op.cit.*, pp.708-710.

² Selin Güler, Azra Ayata, *op.cit.*, p.2.

³ Baldur Thorhallsson, Rainer Kattel, "Neo-Liberal Small States and Economic Crisis: Lessons for Democratic Corporatism", *Journal of Baltic Studies*, Vol.44, No.1, p.12.

⁴ Hilmar Þór Hilmarsson, "Small States and big banks – the case of Iceland", *Baltic Journal of Economics*, Vol.13, No.1, 2013, pp.31-36.

⁵ Elvira Méndez-Pinedo, "Iceland and the EU: Bitter Lessons after the Bank Collapse and the Ice-Save Dispute", *Contemporary Legal and Economic Issues*, Vol.3, 2011, p.1.

in Scandinavian countries, compared to the structure based on cooperation in Iceland. Katzeinstein argues that the corporatism of small states is one the most fundamental characteristics of these states comparing to the larger states. Katzeinstein's small state application is not valid for the Iceland case. The fact that the economy of Iceland is concentrated in one sector (fishery) has not made easier for opponents to reach a compromise and consensus. Inside, there is a conflict-oriented relationship between employers and employees' organizations and the government in Iceland. And the labor market organizations have not been willing to form alliances with each other in order to solve particular problems, thus their relationship is characterized by conflict. The intervention of the state and the political parties in cooperation process between employers and employees are more limited in Iceland than in the other Nordic countries. Conflicts between political parties have added to the lack of consensus in the labor market in Iceland but the EEA agreement has increased cooperation and consultation between different groups. This non-corporatist structure of Iceland did not possess the framework where the issue of EU membership can be discussed.¹

Historically, all political parties have opposed in general to the membership of the EU with the exception of the Social Democratic Party in the period 1994-1999 and the Social Democratic Alliance from 2002. In 2009, the traditionally internationalist and increasingly pro-European Social Democrat party had found themselves in a strong position after their election victory the same year, which for the first time opened the prospect of a majority in parliament for opening EU talks. Indeed, the SDA went so far as to make an EU application a precondition for maintaining its coalition government with the conservative Independence Party after the banking crisis of late 2008, and then for creating a new majority government with the Left Green Movement after the spring elections.²

"The economic crash, which started with the fall of the Icelandic krona in March 2008, clearly stimulated the ongoing EU debate and led to a swift change of attitude towards the vulnerability of the economy and its small currency. The SDA's economic plan for recovery was based on EU membership, emphasizing the benefits for consumers and enterprises of lower prices of goods, the adoption of the Euro within the EU as a bulwark for Iceland's shattered finance system, and opportunities for aid for rural areas, agriculture and the tourist industry from the EU's Structural Funds. The Social Democrats may have captured the opportunity to apply for membership, based on their interpretation of Iceland's economic interests, but despite the shock of the economic crash, other parties have not followed them in their pro-European approach. The Left Green Movement remains steadfast in its opposition to EU membership. It reluctantly became prepared to go along with an EU application in 2009 in order to form a government and have an open, democratic EU debate in the country at large. (...) From mid-2010, two procedural issues have dominated the EU debate. First, Parliamentarians from all parties, except the SDA, have now submitted several motions calling for a referendum on whether the EU negotiations should even be continued, or more simply, for the immediate withdrawal of Iceland's application. So far no action has been taken on these proposals in parliament, showing that the majority there and the government still stand by the continuation of negotiations. The second issue has arisen over the alleged EU pressure on Iceland to 'adapt' its laws and practices to EU norms even before the treaty of accession has been concluded or ratified. The government has had to recognize Left Green concerns on this by promising there will be as little 'adaptation' as possible until a final decision on membership has been taken by a popular vote."³ After the crisis has been overcome in 2011, the process ended with the suspension in 2013 and complete withdrawal of the candidacy in 2015. Historically, Icelandic political elites have adopted the idea of belonging to a supranational structure like EU for a short period. However, it is important to underline that even though the people of Iceland have been more pro-EU than the political elites, most of the time they had doubts also about EU membership.

Finally, the fact that in case of EU membership Iceland would be under represented and that its election system gives more representation right to rural areas with low population density can give an idea about why EU membership negotiations have been suspended. Not being represented in EU institutions in the decision making stage despite being a member of EEA and the Schengen Zone and Iceland being bound by the decisions made by EU institutions concerning the common market and the Schengen Zone has strengthened the position of EU supporters. However, on the other hand in the public opinion it has created a negative attitude about the candidacy. In addition to this, according to the country's election system, the citizens from rural areas and having agricultural occupations are more representation right and the high representative ratio in these areas where fishing-agriculture topics are vital has triggered the suspicions about EU since many years.

¹ Baldur Thorhallsson, "The Distinctive Domestic...", *op.cit.*, pp. 267-269.

² Graham Avery, Alyson JK Bailes, Baldur Thorhallsson, "Iceland's Application for European Union Membership", *Studia Diplomatica*, 2011, pp.95-96.

³ *ibid.*

These populations have mostly voted for anti-EU parties.¹ “The electoral system is characterized by an unequal distribution of seats in favor of the rural areas and to the detriment of the capital, Reykjavik. (...) Parliamentarians from the rural areas are therefore less likely to challenge the status quo and support EU application.”²

Conclusion

Even though Iceland, which is a part of the Scandinavian five, has been considered as a distant small island state because of its geographic situation, in various periods it had important roles on a regional basis in the international system. Despite the fact that the role of small states is considered to be invisible in the system, Iceland is one of the countries that prove they can be a strong actor in a regional scale. Iceland, which started the EU candidacy process in 2009, had a positive view about the candidacy because of the economic crisis and the changing governments. However, the “wait and see” policy resulted in the complete suspension of the process in 2015. The study has aimed to focus on why the candidacy process has been stopped and on Iceland’s role in the system and in the Scandinavian region as a small state.

Today, the interruption of the EU candidacy process is explained by international relations experts by various factors and the international behavior of Iceland can be explained also by an exceptional combination of domestic and international factors. Economic factors; especially disagreements with EU concerning the fishing and agriculture sectors, party policies and the representation issue, lack of corporatism, newly founded independence and together with this, developing national sovereignty and identity elements, special relationship with USA about the defense and security politics, are important variables concerning the end of the candidacy process. The most important of these is without doubt the suspicious approach to the membership of supranational structures in the light of the developing identity topic and national sovereignty caused by the late independence. In fact, being a part of supranational structures like EU always seems advantageous for small countries in theory, however the question has always been a dilemma for Iceland. Icelandic governments usually have a less willing attitude about multilateralism. Iceland believes bilateral relations are sufficient for having a place in the system and is not keen on having economic and political elements managed in a large scale by a supranational institution. The country, which is a member of EFTA, NATO and EEA, considers its ties with said institutions to be sufficient.

In fact, the country cleverly using the advantages generated by 1-2 sectors in which it is powerful, is the proof that small states can have a say in the system by the good use of national factors. Even if it also related on the international conjuncture, Iceland’s success in Cod Wars or Ice-Save crisis shows that small states can also be in an advantageous position against larger states. As a matter of fact, today Iceland desires to take things further by establishing a regional structure including the United Kingdom that decided to leave the EU in accordance with the referendum results. “When Britain leaves the EU, we will see a triangle that covers a large part of the globe: Greenland, Iceland, the Faroe Islands, Norway - and now the United Kingdom,” Iceland’s President Olafur Ragnar Grimsson said in an [interview to Iceland Monitor](#). “It is about trade, diplomacy, commodities and several other fields,” Grimsson said, stressing that the Arctic, or the far north, would become more important not only in a European, but in a global context as well.”³ We can conclude from these words that the country has shut its doors to EU definitely and wishes to pursue new structures. However, it is important to remember that Iceland which had a favorable opinion about EU after the 2008 crisis, is not entirely safe from the possibility of a future crisis. In addition to this, the future of the defense-security relations with the USA is open to discussion. The country has started to gain geopolitical importance once again because of the melting glaciers in the Arctic region, however only time will show if it will be able to use this situation in its advantage. Finally, what we cannot deny about Iceland, is that we are talking about a country which has its own personality.

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Physical Evidence

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Abstract

One of the first actions that the investigation group after arriving in the crime scene or after receiving that call for a crime that has happened is ensuring that evidence and material prove found or can be found at that mentioned location. Documentation of the prove and evidence are important for the entire investigative process during all phases of criminal proceedings in general. Search, finding, photography, picking, packing, examination and presentation in court are the main steps regarding evidence, whether physical or real, whether they witnessed or in the form of statements. Given that evidence is calculated everything in crime scene, until argued the opposite, then for their management and required a cautious professional approach. This care for proper performance of the road that makes the testimony or evidence material ensures and guarantees the preservation of the chain of testimony. So this whole chain filed past the alignment of finding up to presentation trial.

Keywords: scene, evidence and material evidence, chain of custody, criminal procedure

The evidence, material evidence...

Evidence is something that legally filed with the court as a tool to prove the guilt or innocence of any particular issue. With the test means the actual data contained in the law according to the resources provided on the tests or their holders (people, animals, plants, objects, track) according to which, in a procedure regulated by positive laws, the competent authority determines the presence or not the offense, the form of guilt of a particular person and other circumstances relevant to the decision making merit. In the broad sense of the word, evidence can be defined as the established fact that serves to define the other facts (**Prof. dr. sc. Dushko Modly**, TEORITË BASHKËKOHORE KRIMINALISTIKE, Original title:“**SUVREMENE KRIMINALISTIÇKE TEORIJE**“ translating from croatian: prof. **Mustafë Reçica**, SARAJEVË / Prishtinë, 15. 01. 2007, FSK/S - 14/06, page 120.)

The evidence, as evidence must be objective about the subject matter of argument. Cannot figure as proof not only the fact that present information, which enable the completion of the criminal offense and the offender (same).

The evidence must be relevant objective. These tests are born with planning, preparation, execution, and concealment and use "fruits" of the offense in a manner that came in correlation with the human consciousness (witness, blaming or objects). Evidence does not create procedural body with its actions, but it causes only the commission of the offense in the process of reciprocal action, coherence with the holder of evidence, the source of evidence, the information signal. The proof is always in the secondary relationship to the offense and the offender as perpetrators and primary element. Word is here to distinguish between the facts in dispute (thema probandi) and probation(same). Exhibits are items that have served as tools for the realization of the offense or on which there are traces or have been subjected to actions of the defendant, the product of the offense and any other property that allowed confiscated under article 36 of the Criminal Code of Republic of Albania and any other item that might help to clarify the circumstances of the case (Gentian Trenova, Interpretime gjyqësore të Kodit të Procedurës Penale (ripunim), fq. 220, neni 187, "DITA 200", Tiranë 2009)

Collection of the evidence

Tracks and material evidence to be sought in some countries and individuals as follows:

a. crime scene - mostly where we encounter traces and evidence. Since the event has already occurred, then the scene has traces and material evidence related to the case or event. You take a professional approach of the team that conducts the examination, in research, fixing and making these trails and exhibits

b. victim - even to victims have traces and material evidence, related to the case. Regardless of what the case involved evidence, traces or material evidence of the victim, the encounter almost always. In cases of murder, the trail that the victim may encounter is: the wounds caused by the weapon, bodily visible (if slashes or beating, etc)

c. The suspect and his circle - the suspect is also a potential source of evidence, trails and exhibits. Even here, as the case may encounter evidence of more diverse. With district suspects understand the place where the suspect has left (hidden) items or place used after the commission of the offense, whether to hide the means by which the offender, whether to hide evidence and testimony received by the crime scene (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, " Dëshmitë Fizike", Vushtri, Kosovo 2002)

During the inspection must be done carefully, tracks and physical evidence found there, gather, and prioritize trail will be collected first. The tracks are more sensitive to such: fingerprints, blood and other fluids, should take precedence over the meeting, but always taking care and maintaining the track and other material evidence. These traces and material evidence has advantages, precisely because it can break down more easily. Weather conditions: rain, snow, high temperatures are the main factor that affects the decay or contamination of this paradigm.

After fixation, photographing, measuring, these traces and material evidence collected need of care. To achieve a great amount of confidence in these tests, the investigator must be able to care for their collection. So, the investigator must know how to collect, mark, label, hold this evidence in order laboratory tests or examinations will follow and their presentation in court, to be valid and have high reliability (Criminal Investigations, Charles R.SWANSON, Neil C. CHAMELIN, Leonard TERRITO, 7th, ed .2000, page 52)

Some types of evidence

probative evidence

is it evidence which has the form of a declaration or given oath. This evidence is usually subject to questions and additional clarification.

Real physical evidence

is any evidence that stability objective might be what dimension, size or form.

hair (the rape)

juice burning (cases of arson)

vehicle (accidents)

Chain of custody

Chain of custody shows all past evidence ranging from:

finding, collection, packing, transportation, examination, preservation, presentation in court.

Reasons for Conservation of Physical Test

Personality (individuality)

It's what makes a thing different from all the others that are similar to it.

Categories Features

Evidence which is identified with its setting in the special category. Example: hair, blood group, tracks shoes.

Rare Cases

Perfecting the skill of perceiving things under inadequate time, place and circumstances accompanied me material evidence found near the scene.

Probability

Probability of connection that may have with a given situation can be very high when there are a certain number of factors that correspond.

Transfer Theory

The two objects in contact with each other; in this case becomes transfer (exchange) of a quantity of particulate material or from one object to another.

Comparisons

Specific point of comparison between the two objects is clearly overlapping physical.

The crime scene technician should also compare the suspect to the crime scene or the suspect with the victim.

The purpose of Physical Test

1. For to prove that an offense was committed or to form key elements of the offense.
2. To connect the suspect to the victim or the scene.
3. To form the identity of the persons dealing with the offense.
4. To the innocent is justified
5. The testimony of the victim confirmed
6. To make the suspect to confess, even to plead guilty
7. False evidence can help in finding the truth.
8. Physical evidence may be of greater importance than the testimony of an eyewitness

The purpose of evidence, trails and exhibits

1. To establish that an offense has been committed or to form key elements of the offense (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, “Dëshmitë Fizike”, Vushtrri, Kosovo 2002)

- used trail and exhibits, visible or invisible, proving that certain criminal offense was committed at the scene. The presence of traces and material evidence confirms or establish key elements of the offense. The presence of the victim in cases of homicide, traces of blood, shells, etc., proves that there has been an event, which consequently have a victim shot and all the tracks or exhibits that we have encountered, we confirm that it is committing an offense.

2. To display the suspect with the victim or the scene (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, “Dëshmitë Fizike”, Vushtrri, Kosovo 2002)

The presence of traces of the blood of the suspect in the victim's body or clothes more clearly establishes their relationship. In cases of sexual assault, the presence of trace evidences (hairs, body fluids etc.) Shows the relationship or contact that had the suspect and the victim, at the time when it was committed or attempted to commit a criminal. Linking suspects to the scene is almost inevitable, since every scene is impossible that there is no trace or material evidence left by the suspect or the tools he used while conducting crime.

3. To form the identity of the persons dealing with the offense (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, “Dëshmitë Fizike”, Vushtrri, Kosovo 2002) - the presence of fingerprints, which were found at the scene, their examination along with other investigative actions, form the identity of the persons dealing with the offense committed. Finding and fingerprint examination also serves to eliminate the so-called (Eliminimi bëhet për të sqaruar prezencën e gjurmëve të gishtërinjve, që janë gjetur në një vend të caktuar, të cilat i përkasin pronarit të shtëpisë së vjedhur, në rastet e vjedhjeve), carried out during the initial phase of the investigation.

4. exculpating the innocent (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, “Dëshmitë Fizike”, Vushtrri, Kosovo 2002) - We must not forget the fact that traces and material evidence blame someone for an offense he committed, but the same steps of exhibits, exonerate the innocent. If the person against whom it is filed suspicion of having committed a particular offense, provides evidence that argue his statement that he was not participating in that work, and that at the time when the offense was committed, he was abroad and that the documents with stamps in his passport, then we can say that, based on evidence that has provided, he justified himself.

5. To verify the testimony of the victim (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, “Dëshmitë Fizike”, Vushtrri, Kosovo 2002) - During the examination of the different countries where criminal offenses have been committed, ever shall determine the victim's testimony, because it can be fabricated by the victim or can be changed and enlarged. In cases of theft, it should be seen well from where it got the thing for which his statements. If necessary, they should consult experts of economic crime, to analyze data and collected all the necessary evidence to prove the victim's testimony. It may happen that, for the benefit of his / her victims to exaggerate claims, or declare if there was a case in point that would later bring various benefits (eg insurance companies, health, or other agencies etc.)

6. Make the suspect to confess, even to plead guilty (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, " Dëshmitë Fizike", Vushtri, Kosovo 2002) - When the suspect confronted with facts that are presented by investigators, he can fall into a situation where states, even admits that he has committed or participated in the commission of that offense. All this is just confronted the suspect with evidence, material evidence which clearly show the presence or assistance given by him to commit a criminal, even if he himself has committed the offense in question.

7. false evidence can help in finding the truth (Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, " Dëshmitë Fizike", Vushtri, Kosovo 2002) - If the statement given by a particular person, which means that someone has set fire to his bar and that's not true, but is invented by him for personal gain, then collected evidence and physical evidence that the investigation team finds during the examination of the scene, and the statements of eyewitnesses. If they indicate that this person has set fire to himself, and then we can say that, trying to present false evidence, he has already helped in finding the truth.

8. The physical evidence may be of greater importance than the testimony of an eyewitness Basic Course of Forensics, Physical Evidence, Kursi Bazik i Teknikës Kriminalistike, " Dëshmitë Fizike", Vushtri, Kosovo 2002)

Testimony and evidence provided by the investigation team, which was collected during the investigation (either during the examination of the scene, or during the subsequent investigations) are of particular importance and are almost more important than the testimony of witnesses eye. This is because, witnesses could not remember precisely how it happened, might be afraid to tell the truth, as I could also be threatened, and the evidence and material facts always speak for themselves, without fear from anyone.

The collection of these tests be done in the best possible way, crime scene investigator must be careful to:

- a. Evolution of traces and evidence and
- b. their description

Evaluation of tracks and material evidence

The question that often arises from the scene investigators is: if the object is suspected as trace or evidence, is really a trace or evidence. Also required and detected traces of material evidence in the places where there are facilities justified the presence of the perpetrator of the crime, but in the case of the offense. The investigator determines that given the circumstances and conditions of the scene, making the right and professional evaluation. If you come to the conclusion that certain object is trace or material evidence, then it must be noted in the notes of evidence and what evidence should be taken properly. By no means should not rash to assess whether it is or not trace or material evidence, the assessment is done only after certain control and conclude that trace or evidence material to the circumstances, conditions and opportunities that allowed us to the scene (Protection and searching the crime scene. Vushtri Kosovo 2002)

Description (Determination)

That tracks and material evidence collected, to know exactly from where they were taken and collected, crime scene investigator should these traces and material evidence to identify later. To achieve this in the right way, should the investigator to mark and label the evidence so that, when necessary, he may be able to identify them. These notes and labels should be placed in evidence, etc. in their packaging, and all these must be recorded in the notes. In some type of packing material evidence, packaging paper, required some information as where evidence was found, by whom, when, etc. Further, the placement of traces card or unknown latent prints, required information where it is found the way, when, by whom; even required, by the drawing, the present location where it was found.

Marking the tracks and material evidence

Note the traces and material evidence becomes so investigator, later, to be able to know where the received trace or evidence and present it in the time that is required. Notes test placed in that position where non-perishable invisible features and tracks found in. These notes or signs are placed, if possible, in locations invisible (object, tool etc.) Or in the box or envelope, or paper, plastic bags, etc. and marked with signs that the investigator will identify in his record. Preferably metal pencil sharp, as with other colors can be deleted or lose later.

These tests should also have their labels. These must be recorded the date, time, place where the evidence is taken, the name of the investigator who obtained the description of distinguishing marks or their names. Each test must have own distinctive mark by other evidence, the same by appearance, in order not to join the other as a single test. This note can

also be based on the numbers that were originally set during the processing of the scene. Note the clarity and full of traces and material evidence is also important to avoid any damage to their intentional or negligent.



Fig. 8 bar closing and packaging of evidence (photo by: https://www.lynnpeavey.com/product_info.php?cPath=30&products_id=650)

EVIDENCE	
Case No. _____	Inventory # _____
Type of offense _____	
Description of evidence _____	
Suspect _____	
Victim _____	
Date and time of recovery _____	
Location of recovery _____	
Recovered by _____	
CHAIN OF POSSESSION	
Received from _____	
By _____	Time _____ AM PM
Received from _____	
By _____	Time _____ AM PM
Received from _____	
By _____	Time _____ AM PM
<small>© 1998 PEAVEY COMPANY 800-333-6420</small>	

Fig. 9 Information on the packaging of evidence
https://www.lynnpeavey.com/product_info.php?cPath=30&products_id=581

Bank Contracts in Albanian Legislation, Legal and Practical Issues in this Field

Ardvin KRAJA, PhD Cand.

Abstract

Banks perform an economic activity that is based on principles similar to those of an ordinary business. Banking activity includes the acceptance of deposits of individuals, firms, etc. As a result of the major needs and demands of the economy, household credit, with pertaining high interest rates, the banking sector dynamics experienced a high development. This progress has emerged since the establishment of relations between these banks and individuals by creating a particular system of rights as the law of banking, the focus of which is in the relationship between banks and customers. This kind of relationship is focused on banking contract. Various problems that have emerged from the effect of agreements between parties have brought the need for rating this field of law. Except the provisions provided in the Civil Code about the banking contract, specific laws for the regulation of this relation were approved. As instance could be mentioned the Law on Banks in the Republic of Albania and the normative framework that addresses the whole activity of banks in the territory, upon which the Albanian state has sovereignty. Specific treatment is required about the relations of banks with the customers, where may arise major legal and economic difficulties, because banks are major monetary formations.

Keywords: banking contract, interest, credit institution, loans, deposits, contractual relationship, legal relationship.

I. Introduction

Banks in world history have ancient initiation and many studies have determined their beginnings in Ancient Rome. In 1407 was created the first bank of modern world history, which was named San Giorgio and located in Italy.

During 1913, for the first time in Albania, was created an institution of the Central Bank. This was a result of the first acts in a concession among Banka Commerciale Italiana and Weinner Bank Verein. Due to the problems of the epoch, as well as of the political and socio-economic conditions, this institution did not have a long life. The main reason was the beginning of the First World War. Banking resumed activity in year 1925 and conducts it even today.¹

¹https://www.bankofalbania.org/web/Historik_i_shkurter_i_Bankes_5338_1.php

²Xhavera, A. Robo, M. "Basis of enterprise", "ShtëpiaBotuese e LibritUniversitar", Tirana, 2012, p. 23

Bank of Albania status enshrined in Article 161 of the Constitution of Albania and Law no. 8269 dated, 27.12.1997 "On the Bank of Albania", which defines the objectives, tasks and relations with the state banking system, organization and management, ownership of capital, financial statements and profit allocation. Another important law is also the law no. 9662, dated, 18.12.2006 "On banks in the Republic of Albania".

Albania has a system of financial institutions, which act as intermediaries between lenders and borrowers. Lenders offer money to the institutions against interest. Borrowers withdraw money from such institutions by paying an even higher interest. The difference between the interest that institutions receive from borrowers with the interest they pay to the lenders serves for the creation and maintenance of profit for these institutions. Due to the nature but also the services they offer, financial institutions in Albania are divided into banking and non-banking institutions.²

Banking Law as well as other branches of law are defined by their object. Generally, the banking law implies a set of rules which are related to banking operations, with which is understood a set of norms that regulate the status, organization and the operation of a credit institution. The theory of banking law divides the banking operations in typical and atypical. All banking operations are complemented by an unspecified number of persons. From this fact derives the requests for legislative intervention to discipline banking activity, protect depositors and also to regulate the money market.

Banking contracts are the contracts with which the bank expects to provide money, put money in circulation and provide other services. Contract Law defines a set of assumptions that apply almost for all the types of contracts, ranging from the parties to participate in, the legal relationship between them, the object, etc.

Banking contracts are provided in the Law "On banks in the Republic of Albania", where these contracts appear as the legal relationship of obligation to deliver a sum of money in exchange for the right for repayment of the amount and interest or other charges.³

3 Law no. 9662, dt.18.12.2006 "On Banks in the Republic of Albania".

In the doctrine are positioned two different theories regarding the need of the bank to enter in a banking contract or not. The first theory is the subjective theory, which considers the presence of a bank necessary to set up a banking contract. The second theory is the objective theory which states that in practice exist norms that make the bank presence necessary in a contract, where these norms also affect the content or object of the contract.

The jurisprudence is focused on various issues which will be addressed within the paper.

II. The function and characteristics of banking contracts.

The norms of banking law are involved in both private and public law because of the importance that they have and the consequences that they directly bring into the economy and the activity of various banks. Regarding the legal nature of banking contracts, there exist several approaches and different ideas, but in general, the civil law considers banking activity as a venture activity, with an emphasis on professional and organized form of this type of activity.

Bank contract is one of the most important sources of different binding agreements under the law of contract. Such contract is a bilateral legal action.

This type of contract is regulated in a diverse manner compared to other common contracts provided by the Civil Code in terms of subject and object. Even though there are several types of similar contracts to bank contracts that include natural or legal non-bank persons, the second contract type is a particular as it is the bank that gives legitimacy to the contract and makes it unique from other contracts.

There are many subjects that may lend or may on deposit an amount of money, but when such contracts are linked to an entity that is involved in professional activities, they are subject to a separate discipline dictated by special laws and the Civil Code.⁴

4Civil Code of the Republic of Albania, Chapter 18, Banking Contracts.

5http://www.aab.al/bankieri/3/Bankieri_3_alb.pdf

6Bontempi, P. "The Diritto Bancario Finanziario", "Giuffrè Editore", Milan, 2014, p. 223.

When it comes to bank contracts, it should be noted that they can be named like that only because they involve a subject as the bank in the legal relation. There are cases – such as in the case of deposits – where the subject is a bank, but the contract is not a typical bank contract. Regarding the legal basis of the bank contract, we will find support in the Civil Code which sanctions this type of contract and its elements. In connection with this type of contract should be mentioned a series of recommendations of the European Commission or the provisions of the Civil Code of the Republic of Albania.

Legal relationships bank - customer have been reconceived in a qualitative way after the changes done by the Bank of Albania, providing customers with essential information in order to enable them taking decisions that are appropriate and valuable for their interests. The emphasis here is on transparency. In this context, transparency of contractual terms of banking products and services has special attention in order to avoid conflicts with different persons and reduction of reputation.⁵

Law no. 9662, dated 18.12.2006 "On banks in the Republic of Albania", stipulates the fact that for every banking product or service offer must be signed a document or a written agreement between the parties. According to the complex nature of these contracts, the law requires the provision of pre-contractual information to be complete and comprehensive, so that

the client can understand thoroughly every detail of the banking transaction, turning the formal part in a condition of validity for the existence of legal relationship.⁶

Bank deposits, on the other side, are contracts with which a subject deposits a sum of money at a bank. The bank subsequently acquires ownership over the sum and has to return the same amount on expiration or request of the depositor, except when there is a period of notice agreed between the parties. Through this instrument, the bank collects the public savings. Bank deposits doctrine has proposed different classifications based on duration, which comprises deposits with specified term and deposits payable against notification, and based on form, according to which there are ordinary and savings deposits. Concerning its legal nature, the emphasis is on the effects of the transfer of ownership of money to the bank and on the obligation to return the money received under contractual terms.⁷ Misha, E. "The Banking Law", "Express", Tirana, 2009, p. 67

Deposits can be considered as an investment that benefits the future or as a loan granted by the bank. Deposits are insured under the provisions of law no. 8873, dated 29.03.2002 "On deposit insurance", amended by law no. 10106, dated 30.03.2009.

III. Legal issues of bank contracts

Bank contracts are generally in favor of one of the parties, that in the most of the cases is the bank. The applied interest rate is one of the most important conditions for this type of contract. Any interest type, be it fixed or variable, should be clearly defined. The basis for calculating the interest rate is the one that the lender has stated or the one defined and calculated by the financial institution. This is a frequent problem in bank loan contracts, as the client does not clearly understand the proportion of principal and interest repayment in the monthly installment. This way, the client is confronted with unforeseen difficulties and this leads to non-correct repayment of the loan. The customer should ensure that the duration of loan repayment will not bring problems and demand before contract signing the right to extend the maturity. The client should also be aware of additional expenses and date of their payment as well as potential legal costs in order to have a clear conclusion of this loan cost.

A borrower often relies more on the commitments provided by the lender. An existing loan may be maturing and the client may have requested and signed a loan for the purchase of another company or land, and the closing date of the acquisition negotiations can be very close. Borrowers may not have assurance that the bank terminates the loan contract and disburses the amounts in time, due to various conditions to be met by the client. This could bring to the client the risk of losing the opportunity to invest. However, there are ways to avoid this risk.

In practice, the right of loan prepayment has brought a number of problems because borrowers generally assume that there is no problem if the terms of the agreement do not mention anything about early repayment. But early repayment can be a real problem for the party in question. Various decisions of the courts have considered it because, as the contract does not mention a specific right for early termination, the lender has the right to obtain the latest version with the highest benefit, which is the payment of all interest for the entire period of loan repayment, regardless of the stage in which the premature closure can be done. In those cases, the solution is left to the customer, who should seek to explicitly clarify the right of early repayment within time, amount and penalties.

The right of sale is another problem encountered in practice. According to this right, which can be expressed as a clause, the lender is allowed to declare the termination of the contract and demand early loan repayment if the client sells the collateral (real estate) to third parties without consent. In order for the legal actions to be valid, they should be expressed in written form. In such cases of credit for real estate, where the property is the only collateral, it is very important that the clause respected.

IV. Conclusions

As a result of the interventions of the Bank of Albania in the formulation of contractual provisions appeared the phenomenon of "uniformization of bank contracts". The banking contracts, as standard contracts, the formulation of which took place unilaterally by the bank, and that allowed the client to accept or reject them in the provided format, are being transformed into contracts, the formulation of which is regulated by the Bank of Albania. Here arises the question: How free are banks in building contractual relations with the client and how much freedom do customers have in accordance with contractual

conditions? At a first sight, it looks like we are dealing with a violation of the principle of free will of contracting, but the quality and comprehensive interpretation concludes that as long as the banking activity is part of a public interest and as such "bound" to be exercised within a defined legal framework, it is the duty of the legislature (in this context, the Bank of Albania) to balance the various principles of law that apply, such as "freedom of contracts" versus the "consumer protection" and further establish a fair balance between them.

In addition to the addressed problems, one of the most acute issues for the banks is the credit risk analysis, which has led to the Bank of Albania's intervention in the nomination of these agreements. So, in the banking system today, we have problem loans that arose mainly: from the young age of the banking system; as a result of abuse and unprofessionalism credit analysts; inappropriate granting of loans aiming at maximizing profit; economic problems of the borrowers, etc. These issues require the intervention of higher authorities to put the functionality and efficiency of these monetary institutions.

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Attachment Style and the Predisposition to Eating Disorders in Adolescence

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Abstract

This study arises from my personal interest to understand more about the attachment styles processes of the teenage girls and the predisposition to develop an eating disorder. Eating disorders in adolescence are being widely noted in the albanian society. Individuals affected more often by eating disorders are women, mostly girls in late adolescence and early adulthood age. The purpose of this study was to focus on exploring the relationship between the tendency to develop an eating disorder and attachment style of teenage girls 15-18 years old. In this study participated 287 teenage girls. They completed two measure instruments: Multidimensional eating disorder inventory-Garner, Olmstead & Polivy (1983) which measured respectively eating disorders symptoms and Batholomew's Attachment Style Inventory (1991) which measured the attachment styles of the teenage girls. The hypothesis of the current study was that there was a significant link between unhealthy attachment styles (insecure, avoidant, disorganized) and the tendency to develop an eating disorder at teenage girls 15-18 years old. The result in the end of th study was that there is a statistically important relationship between the tendency to develop an eating disorder and unhealthy attachment styles (insecure, avoidant, disorganized). The study showed that the correlation between unhealthy attachment styles and tendency to develop an eating disorder was significant. Teenage girls with unhealthy attachment styles showed more symptoms of eating disorders, they were in border to develop an eating disorders or they already had one.

Keywords: adolescence, eating disorders, predisposition, attachment style.

1.Introduction

There is a basic approach in clinical psychology, by which the quality of close and emotional relationships we create with other people, have a significant impact on mental health problems. The theory of attachment, originating from the work of John Bowlby (1988), has been in the attention of many researches of the clinical psychology field and reseachers who want to understand more about eating disorders and their relation to attachment styles.

There are several reasons why is increased the interest to researchers who want to understand more about the pathologies of mental health. First, the attachment theory today integrate empirical testable constructs and scientific reliable measurement and accurate. Second, based on several studies, it is proved from available empirical data available that exist a connection between the quality of attachment and mental health problems. Many researcher believe even that attachment stye is a primary and dominant factor in the emergence of mental health problems (Dozier, Stovall-Mcclough, & Albus, 2008). Third, attachment theory integrates ideas from different therapeutic approaches such as psychoanalysis (Fónagy et al., 1996), cognitive therapy (Liotti & Pasquini, 2000) and family therapy (Kozloëska & Hanney, 2002).

Finally, this multidisciplinary theoretical background provides a means to understand the interaction of individual and family characteristics (Hill, Fónagy, Safier, & Sargent, 2003) and these are particularly important in the clinical work of psychologists with girls with anorexia and bulimia. In the past two decades there is a considerable number of published studies exploring the relationship of attachment styles and eating disorders.

2.Attachment and eating disorders

Attachment is a strong and stable emotional connection between mother (or primary care) and child in the first years of life. Attachment is at the roots of the controlling models of motivational sistem (Bowlby, 1988). It was John Bowlby (1988), who considered this relationship mother – child of a special importance, monitoring in his clinical practice problems of this

relationship. Generated by his theory, attachment theory, is rooted in Freud's psychoanalytical treatises and object relations theory. Attachment theory focused on the crucial importance that this relationship has on the subsequent development of the individual mental health.

Although Bowlby (1988) had focused his work as a psychologist primarily in parent-child relationship, he believed that attachment is a process that begins where we born and continues until we die. Only in the mid-80s the researchers began to see seriously the fact of how early attachment figures, werw a determinant factor of how an individual creates adult relationships through internal models of operation. Hazan and Shaver (1987) were the first two researchers who explored the ideas of Bowlby in the narrow context of romantic relationships or between peers created in adolescence and adulthood. Hazan and Shaver (1987) felt that romantic relationships in adulthood as caretaker-child relationship is an attachment relationship, and that romantic love is part of behavioral attachment system that has bases in our childhood.

The relationships that we have established with our parents or primary caregivers, expectations, feelings and beliefs that we have had in this relationship will be generalized in all attachment relationships that we will create in adulthood, including close emotional relationships, with romantic partners, peers, etc. According to the authors, on the basis of mental schemes created by the early relationship we create all of our relationships in life as adults, and those mental schemes are completely unaware (Hazan & Shaver, 1987). If the relationship with the primary caregiver was safe, then the individual is likely to create secure relationships with others and relationships based on trust.

In recent years, many studies had been based on Bowlby's theory of attachment (1988). Initially, the theory aimed to explain the psychopathologies of children and adults in the context of early problematic relationship between the child and the primary caregiver. According to the theory of attachment, the long-term effects of ealry experiences with "attachment figure" are effects saved in our memory through the creation of the "internal working models" – cognitive / emotional schemes, or representations of ourselves in relation to partners or individuals which we create close emotional relationships (Bartholomew, 1990).

Theoretically, these representations affect our expectations to others, emotions, defenses, and relational behavior in all close relationships. Although the theory does not require to assume that this internal working models are totally unchangeable, anyway this internal working models continue to be fairly constant during the whole life. As the theory as well as empirical evidence from longitudinal study led researchers into believing that the effects of attachment relations during childhood extend into adulthood, and these effects can be seen in the relationship with parents and close relations between colleagues, including romantic relationships (Bartholomew, 1990).

Extensive researches associate early attachment with eating disorders based on parent-child relationship. The findings are generally complicated, but are stable. First, girls who have anorexia described their parents in a negative way (Vidovic, Jurassic, Begovac, Mahnik, & Tocijik, 2005). Second, fathers are mainly described as emotionally distant and dismissive (Cole-detka & Kobak, 1996). Third, mothers are described as dominant, overprotective and perfectionist (Minuchin, Rosman, & Baker, 1980; Woodside et al., 2002). Finally, parents seem to behave in a manner detrimental to the development of independence and autonomy (Ratti et al., 1996).

Various studies have seen the connection between AAI (Adult Attachment Interview) and eating disorders Cole-Detka and Kobak (1996) self-reporting scale was also used for the evaluation of the attachment style and eating disorder. From this study came out that teenage girls with eating disorder were categorized more with avoidant attachment. Girls who had symptoms of eating disorders and also showed depression were classified with disorganized attachment style. In contrast to this study, Fonagy and his colleagues (1996) found that 64% of girls with eating disorders wew classified with disorganized attachment, but girls who also had comorbid depression were classified with avoidant attachment style.

3.Aim of the study and hypothesis

This study arouse from my personal interest to understand more about the attachment styles processes of the teenage girls and the predisposition to develop an eating disorder. Also this study originated as a result of lack of studies regarding this topic in Albania. This the first study which aims to understand more about the connection between the predisposition to develop an eating disorder and attachments styles of 15-18 years old teenage girls in Albania.

The aim of this research was to explore the relationship between the attachment styles of 15-18 years old teenage girls and their predisposition to develop an eating disorder. The hypothesis of this study was : Teenage girls 15-18 years old which show an unhealthy attachment style (unsecured, avoidant, disorganized), will also show the predisposition to develop an eating disorder. Objectives of the study are : 1. To identify attachment styles of 15-18 years old teenage girls. 2. To identify the teenage girls which show symptoms and predisposition to develop an eating disorder. 3. To find the correlational link between the tendency of developing eating disorders and attachment styles of the teenage girls. 4. To offer recommendations for professionals during their labor with adolescent girls regarding an understanding of attachment style processes and tendency to develop eating disorders.

4. Methodology

The study sample consists of 300 adolescent girls aged 15 to 18 years living in Tirana. Were chosen only girls according to the aim of the study and also because approximately 90% -95% of patients with eating disorders are girls between 15-18 years old (Steiner & Lock, 1998). In the current study 7% of the sample were 15 years old girls; 32.3% of participants were 16 years old; The majority of girls were 17 years old or 45.7% of the sample, and 18 years old girls constitute 15% of the sample. Answers of 13 girls resulted not valid, and the results of the study were extracted from the final sample of 287 teenage girls. Individuals who participated in this study may exhibit symptoms of eating disorders or not.

Table 1. Descriptive analysis

Age of the participants					
		Frequency	Percent	Valid Percent	Cumulative Percent
	15 years old	20	7.0	7.0	7.0
	16 years old	93	32.3	32.3	39.3
	17 years old	131	45.7	45.7	85.0
	18 years old	43	15.0	15.0	100.0
	Total	287	100.0	100.0	

The sample selection of this study was based on a randomized selection as the appropriate tool for the study realized. School names were written in white letters and from all schools were randomly selected 5 high schools. The high schools selected to realize this study were : Sami Frashëri, Partizani, Sinan Tafaj, Andon Zako Çajupi and Ismail Qemali.

Measure instruments

To carry out my study I have used three instruments measuring : Attachment Style Inventory (Bartholomew,1991); Multidimensional eating disorder inventory -Garner, Olmstead & Polivy (1983) and The questionnaire of Demographic Data.

Attachment Styles Inventory (Bartholomew 1991) : This instrument has been used widely in different studies of the categorization of attachment styles, respectively secure, unsecure, avoidant and disorganized attachment style. The instrument contains 30 claims related to the attachment styles. It was designed by Bartholomew (1991) to measure attachment styles in adolescence and early adulthood. It is constructed according to the Likert-Scale from 1(totally not agree)-5(totally agree). Alfa Cronbach of this instrument in the current study resulted 0.85. Time management of the instrument was 10-15 minutes. Allegations 3, 9, 10, 15, 28 belong to the secure attachment style, where 9 and 28 are reverse scored. Allegations 1, 5, 12, 24 belong to the unsecure attachment style. Allegations 6, 8, 16, 25, where 6 is reverse scored, belong to the disorganized attachment style. Allegations 2,19, 22, 26 belong to the avoidant attachment style.

Multidimensional eating disorder inventory-Garner, Olmstead & Polivy (1983) : It is an instrument used on various studies to measure the symptomatology of eating disorders. Alfa Cronbach of this instrument in the current study resulted 0.9. This instrument measures the presence or not of an eating disorder. The instrument contains 40 claims related to the symptoms of eating disorders. The total of the point in this instrument are 120 points are. The instrument has been divided in three levels of points. Individuals who take from 0-29 points are categorized as normal and individuals who do not have symptoms of eating disorders and are not at risk to develop one. Individuals who take from 30-50 points are categorized as individuals who are in the border with eating disorders, they show symptoms and predisposition to develop an eating disorder. But individuals who take more than 50 points are categorized as individuals who already have an eating disorders

and that should be diagnosed for determining the specific type of disorder that may be anorexia, bulimia, etc. It is constructed according to the Likert-Scale from 1(never)-5(always). Time management is 20 minutes.

Questionnaire of Demographic Data : The instrument contains questions about the age, the class that attends, hometown, social and economic status, parents educational level and religious faith of individuals participants in the study. In this study will not be used all the data derived from this questionnaire, but will be used only data available in function of the current study. Other data provided are in function of future studies I can do in this area.

5.Results

The data were analyzed with the Statistical Program for Social Sciences (SPSS) version 20. Statistics included in this basic program were correlations and descriptive statistics, such as : frequencies, averages, percentages, corsrs tabulations, rates etc. Out of the sample of 300 adolescents, 13 of fulfilled instruments resulted not valid, consequently results have been extracted from the final sample of 287 teenage girls. The results obtained from the Multidimensional eating disorder inventory-Garner, Olmstead & Polivy (1983) are presented in the following table :

	Frequency	Percent	Valid Percent	Cumulative Percent
Normal	195	67.9	67.9	67.9
In border with eating disorders	85	29.6	29.6	97.5
Eating disorders	7	2.4	2.4	100.0
Total	287	95.7	100.0	

Table 2. The results expressed in percentages about the symptoms of eating disorders of teenage girls in the study.

In the Table 2. we see that the greatest proportion of teenage girls vjeç 15-18, 67.9% are categorized as "normal" by the Multidimensional eating disorder inventory-Garner, Olmstead & Polivy (1983). So, for the most part of girls participating in the study show no symptoms or risk of developing an eating disorder; 29.6% of them are located on the border and potentially endangered to develop an eating disorder; 2.4% of them already had an eating disorder and they should be diagnosed to specify the eating disorder and take the right treatment.

Below are presented the categorization of teenage girls attachment styles, according to their responses, given in Attachment Styles Inventory (Bartholomew, 1991).

	Frequency	Percent	Valid Percent	cumulative Percent
287 Valid	Secure attachment	63	22.0	22.0
	Insecure attachment	90	31.3	53.3
	Disorganized attachment	86	29.9	83.2
	Avoidant attachment	48	16.7	100.0
	Total	287	100.0	100.0

From the Table 3, results that form 287 teenage girls 22% of them had secure attachment style, 31.3% of them had insecure attachment style, 29.9% had disorganized attachment style and only 16.7% of them exhibit avoidant attachment style in relations with others.

In Table 4 are given the responses of the participants in the study according to the eating disorders and attachment styles.

Eating Disorders		Attachment Styles			
		Secure	Insecure	Disorganized	Avoidant
Normal level	195	63	59	50	23
	100.0%	32.3%	30.3%	25.6%	11.8%
In border with eating disorders	85	0	29	33	23
	100.0%	0%	34%	39%	27%
With an eating disorder	7	0	2	3	2
	100.0%	0%	28.6%	42.8%	28.6%
Total	287	63	90	86	48
	100.0%	100.0%	100.0%	100.0%	100.0%

From this table we noticed that the girls which did not exhibit eating disorders or predisposition to develop an eating disorders, have these attachment styles in their relationships with others : 32.3% have secure attachment style, 30.3% have insecure attachment, 25.6% the teenage girls which did not exhibit eating disorders or predisposition to develop an eating disorders have disorganized attachment style;11.8% of their have avoidant attachment style in establishing relations with others.

From teenage girls to 15-18 years old, which are on the border with eating disorders and have a predisposition to develop an eating disorder, none of them have secure attachment style in establishing relations with others. 34% of them have insecure attachment, 39% have disorganized attachment style and 27% of girls who are on the border with the emergence of eating disorders have avoidant attachment style.

Correlation

Below are presented tables with the correlations values between variables expressed of study. In the table below is shown the correlational relationship between risk or predisposition to develop an eating disorder (on the border with eating disorders) and secure attachment style.

Table 5. Correlation

		On the border with eating disorders	Secure attachment style
On the border with eating disorders	Pearson Correlation	1	-.626 **
	Sig. (2-tailed)		.000
	N	287	287
Secure attachment style	Pearson Correlation	-.626 **	1
	Sig. (2-tailed)	.000	
	N	63	63

The table 5 also shows that there is a strong negative correlation ($r = -0.62$ ") between secure attachment style and the risk to develop an eating disorder. This means that girls who have secure attachment style aren't risked to develop an eating disorder.

Table 6. Correlation

		On the border with eating disorders	Insecure attachment Style
On the border with eating disorders	Pearson Correlation	1	.289 **
	Sig. (2-tailed)		.000
	N	287	287

Insecure attachment style	Pearson Correlation	.289 **	1
	Sig. (2-tailed)	.000	
	N	90	90

In the table 6 we see also that there is a significant positive correlation between insecure attachment and the predisposition to develop an eating disorder ($r = 0:28$ "). This presupposes that girls which shoq an insecure attachment style are more likely to develop an eating disorder. So, in the emergence of insecure attachment, increases also the possibility / the risk of developing an eating disorder.

Table 7. Correlation

		On the border with eating disorders	Disorganized attachment style
On the border with eating disorders	Pearson Correlation	1	.376 **
	Sig. (2-tailed)		.000
	N	287	287
Disorganized attachment style	Pearson Correlation	.376 **	1
	Sig. (2-tailed)	.000	
	N	86	86

On the table 7 is shown the correlation between the disorganized attachment style and the risk of developing an eating disorder. The table shows that there is a strong positive correlation between the predisposition to have an eating disorder and disorganized attachment style ($r = 0:37$ "). This means that the increased likelihood of having a disorganized attachment style in establishing relations with others, increase also the possibility of developing an eating disorder of the teenage girls participants of the study.

Table 8

		On the border with eating disorders	Avoidant attachment style
On the border with eating disorders	Pearson Correlation	1	.253 **
	Sig. (2-tailed)		.004
	N	287	287
Avoidant attachment Style	Pearson Correlation	.253 **	1
	Sig. (2-tailed)	.004	
	N	48	48

From the table 8 it is observed that there is a significant positive correlation between avoidant attachment style and predisposition to develop an eating disorder ($r = 0:25$ "). This correlation means that with the increased likelihood of having avoidant attachment style in establishing relations with others, increases also the risk to have an eating disorder. On the other hand it presupposes that teenage girls, which display a predisposition to have an eating disorder, are more likely also to have avoidant attachment style.

6. Discussion

The study sample consists of 300 adolescent girls aged 15 to 18 years living in Tirana. Were chosen only girl according to the aim of the study and also because approximately 90% -95% of patients with eating disorders are girls between 15-18 years old (Steiner & Lock, 1998). In the current study 7% of the sample were 15 years old girls; 32.3% of participants were 16 years old; The majority of girls were 17 years old or 45.7% of the sample, and 18 years old girls constitute 15% of the sample. Answers of 13 girls resulted not valid, and the results of the study were extracted from the final sample of 287 teenage girls. Individuals who participated in this study may exhibit symptoms of eating disorders or not.

The aim of the study was to explore the relationship between the attachment styles of 15-18 years old teenage girls and their predisposition to develop an eating disorder. The hypothesis of this study was : Teenage girls 15-18 years old which show an unhealthy attachment style (insecure, avoidant, disorganized), will also show the predisposition to develop an eating disorder. So in this study was hypothesised that there was a significant correlation between unhealthy attachment style and the risk to develop an eating disorder. The hypothesis of this research was confirmed.

The study revealed that the greatest proportion of teenage girls vjeç 15-18, 67.9% are categorized as "normal" by the Multidimensional eating disorder inventory-Garner, Olmstead & Polivy (1983). So, for the most part of girls participating in the study show no symptoms or risk of developing an eating disorder; 29.6% of them are located on the border and potentially endangered to develop an eating disorder; 2.4% of them already had an eating disorder and they should be diagnosed to specify the eating disorder and take the right treatment. Even by the Association American Psychiatric (2000), only 3-5% of the adolescents develop an eating disorder. Without having a strong sense of identity, teenage girls starts to feel bad about their appearance and they go towards keeping diets and raising expectations unrealistically about their appearance, going on this way towards developing an eating disorder (Rosen, 1993). Adolescence is an important period which need to be studied, because it can be a critical period for the development of eating disorders (Silverstone, 1992). Problems such as diet, food e weight control, disturbances about weight and body shape, and problematic relations with parents can be risk factors on developing an eating disorder in adolescence (Schupak-Neuberg et al.1993).

Resulted that that form 287 teenage girls 22% of them had secure attachment style, 31.3% of them had insecure attachment style, 29.9% had disorganized attachment style and only 16.7% of them exhibit avoidant attachment style in relations with others. Resulted that the girls which did not exhibit eating disorders or predisposition to develop an eating disorders, have these attachment styles in their relationships with others : 32.3% have secure attachment style, 30.3% have insecure attachment, 25.6% the teenage girls which did not exhibit eating disorders or predisposition to develop an eating disorders have disorganized attachment style;11.8% of their have avoidant attachment style in establishing relations with others. Studies reported by Schupak-Neuberg et al.(1993), indicate that when teenage girls have an unhealthy attachment style, they become much more self-conscious. Self-awareness leads to increased high self-criticism, leaving adolescent girls extremely vulnerable to eating disorders (Schupak-Neuberg et al.1993).

From teenage girls to 15-18 years old, which are on the border with eating disorders and have a predisposition to develop an eating disorder, none of them have secure attachment style in establishing relations with others. 34% of them have insecure attachment, 39% have disorganized attachment style and 27% of girls who are on the border with the emergence of eating disorders have avoidant attachment style. Various studies have seen the connection between AAI (Adult Attachment Interview) and eating disorders Cole-Detka and Kobak (1996) self-reporting scale was also used for the evaluation of the attachment style and eating disorder. From this study came out that teenage girls with eating disorder were categorized more with avoidant attachment. Girls who had symptoms of eating disorders and also showed depression were classified with disorganized attachment style. In contrast to this study, Fonagy and his colleagues (1996) found that 64% of girls with eating disorders were classified with disorganized attachment, but girls who also had comorbid depression were classified with avoidant attachment style. Button (1996) have followed this line of research in different cultures and have found out the close connection between attachment and self-evaluation. Patients with eating disorders exhibit associated low self-esteem, such as problems with self-image and overall their exaggerated fears about weight and body shape, and globally negative attitudes about self-control and discipline.

7. Study Ethics

The entire information gathered from the study was totally anonymous. All the participants in the study were informed about the aim of the study, procedures and confidentiality and all the girls participated voluntarily in the current study. It's avoided any physical or psychological damage of the participants. After getting all the necessary information all the participants signed the "Consent Form".

8. The contributions of this study

This is the first study in Albania, which shows that there is a relationship between the tendency to develop an eating disorder and attachment styles of 15-18 years old teenage girls. Eating disorders are dedicated usually as a consequence of social ideals and standards about the beauty, consequence of the impact of the media as well. Meanwhile, this study attempted to concept them closely related to unhealthy attachment styles.

9. Researches in the future

I would suggest future researches exploring the relationship of eating disorders and attachment styles in a sample of diagnosed patient with anorexia or bulimia. In Albania are absent such studies and also standardized measurement instruments. Other researches are necessary about intervention programs for teenage girls suffering from an eating disorder. All clinical psychologist working with teenagers, should gain a deep understanding of psychological processes of teenage girls with an eating disorder or with the predisposition to develop an eating disorder. This can lead us to prevention or the right treatment program.

10. Conclusions

The aim of the study was to explore the relationship between the attachment styles of 15-18 years old teenage girls and their predisposition to develop an eating disorder. From the study resulted that there is a strong positive correlation between unhealthy attachment styles and eating disorders. On the other hand girls with secure attachment style did not show the presence of an eating disorder or a predisposition. Also resulted that there is a strong positive correlation between unhealthy attachment styles and being in border with an eating disorder. This means that teenage girls with unsecure, avoidant or disorganized attachment style show also higher predisposition to develop an eating disorder and teenage girls with secure attachment style will show lower risk to develop an eating disorder. The finding of this study makes us understand the importance of attachment processes in adolescents psychological well-being, in their mental health and how the presence of an unhealthy attachment style can be a risk factor of developing an eating disorder.

11. Recommendations

Therapists must be aware of the nature and manifestations of the symptoms of eating disorders and with te understanding of attachment style processes during their work with teenage girls. This will help therapists to a better understanding of the history of the concerns of the client as well to understand the real origin of the problem. Therapists who will work with this category of adolescents should take present that symptomatology of eating disorders derive also from unhealthy attachment styles (unsecured, avoidant, disorganized) and they work should focus on improving teenages styles of relating to others.

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Independence of Independent Institutions: The Case of Independent Media Commission (IMC) in Kosovo

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Abstract

This paper addresses the issue of independent institutions in Kosovo that are constitutional category, their operation and role within the state, problems and challenges that arise especially in those areas that the issue of regulation is very sensitive. The key focus in this study is IMC. This paper contains analysis of political influence on financing and appointment in decision making bodies. Furthermore, it includes analysis of the political independence from industry. These issues will be addressed according to the guidelines and recommendations of the European Union compared with domestic legislation and various European practices. This study has been done using secondary data, and it concludes that Independent Institutions in Kosova are not immune from the political and industry influences, and it provides some recommendations on how to avoid such influences.

Keywords: Influences, Independence, IMC, financing, political, industry

1.0 Introduction

Independent institutions play a very important role in a contemporary society. Their independence in relation to state bodies and political parties essentially reflects the democratic culture, development concept, intellect, social direction, and expectations of citizens.

The more powerful and independent are the independent institutions; their decisions will be so beneficial for societies where they operate. Therefore, it is vital that independent institutions function on the basis of the principle of balance and control, with full responsibility and accountability to the public interest. Societies that have emerged out of transition, wars, or those that have embraced the liberal political concept of decision making, have immensely benefited from the independent functioning of these institutions. Furthermore, these institutions have contributed greatly to the country's democratization, economic development, freedom of expression, social equality, and in the process of European and Euro-Atlantic integration.

The Republic of Kosovo, along with the state-building process has worked regularly in the legal infrastructure and funding in order to strengthen independent institutions gradually and function in harmony with the directives of the European Union. Despite the great progress that has been exceptionally made in recent years, independent institutions in reality still are not immune to political and industrial interferences.

The purpose of this research is to conduct an objective evaluation of the functioning of independent institutions in Kosovo, with particular emphasis on the Independent Media Commission (IMC), due to the role, its function and importance in direct

relation with printed and electronic media. And indirect contribution of this institution in all areas and fields of Kosovo's society.

2.0 Literature Review

2.1 Influences in the Independent Institutions

Separation and balance of powers, which was previously just a theoretic formulation, raised early in a general form of John Locke and fully elaborated and argued by Montesquieu (Omari, 2011), almost a century later, it still has influence in the state organization and operation of political institutions.

The reason why most institutions have been created in the mid-90s, it may be that in most European countries, the political system has changed. We have gone through the processes of privatization and liberalization (Gilardini, 2008), and in the same time there has been a loss of trust in the institutions.

Now, the independent institutions are responsible for the exercise of their activity, as guaranteed by the constitution and other legal acts. They perform activities independently on a specific area that is independent from other branches of government. Besides the autonomy in carrying out their activities, there is also the control mechanism, which aim is to prevent the abuse of power. In the Republic of Kosovo institutions have been created based on the principle of balance and control powers. The Constitution of the Republic of Kosovo in its article 4, defines separation of powers (Constitution of Republic of Kosovo, 2008).

As a point of study in this research will be the Independent Media Commission in Kosovo (IMC), which is an independent body and its powers are defined by Article 141 of the state top act on, in constitution (Constitution of Republic of Kosovo, 2008), this institution is responsible for the regulation, management and supervision of the broadcasting frequency spectrum.

Besides the Constitution of the Republic of Kosovo, the powers of the IMC are defined by the Law on IMC, among other things, the law stipulates that IMC regulates the rights, obligations and responsibilities of natural and legal persons who provide media services audio and audiovisual (Law on the Independent Commission for Media, no. 04 / L-44, March 2 201), licenses public and private broadcasters, giving entities authorized the right to use frequencies in the frequency spectrum of the transmission, and licenses all audiovisual media services, and under the terms of the license, IMC requires those who obtain to respect the law and regulations issued by IMC.

Viewed from the perspective of a number of competencies, necessarily doubts are raised that where they are coming from members of the decision maker? Who appoints them? Or can they be independent from the influences of external forces to perform their function properly? , and for all issues and dilemmas raised the mind goes to the legal basis which determines the appointment manner, that what criteria the law of the IMC has defined.

But in this paper except the law, we have referred to the recommendations of the Committee of Ministers to member states on the independence and regulatory functions (Recommendation of the Committee of Ministers to member states on the independence and regulatory functions, Recommendation Rec (2000) 23). Among other where the legislative framework specifies that Member States should ensure the establishment and unimpeded functioning of regulatory authorities for the broadcasting sector by devising an appropriate legal framework. The rules and procedures governing or affecting the functioning of regulatory authorities should clearly affirm and protect their independence.

Duties and powers of the regulatory authorities for the broadcasting sector, and the ways making them accountable, the procedures for appointment of their members and the means of their funding should be clearly defined by law, and without doubt these are two elements that significant impact the regulatory independence, because if we have political appointment or is funding that goes through government control, obviously we do not have independence, so we need a clear definition in order to protect the independence of institutions of any intervention, especially by political forces or economic interests.

To this end, the recommendation of the Committee of Ministers foresees that should be set specific rules regarding incompatibility, as defined in order to avoid that regulatory authorities are under the influence of political power, members of regulatory authorities not to exercise functions or hold interests in other companies or organizations in the media or related sectors, which could lead to a conflict of interest in connection with membership of the regulatory authority.

Furthermore, rules should guarantee that the members of these authorities are appointed in a democratic and transparent way, not to come from interest groups, not to be close to them or not take instructions from any external body. But this is not enough that only a provision in the law superficially to note that these actions are not permissible.

Where we should focus on more is the way of appointing candidates to decision-making body for the independent institutions, the right to nominate, and the barriers to become a candidate. Also very important is the composition of the committees dealing with interviewing and selection of candidates (usually done by deputies and it all is dictated by party recommendation), then see how to achieve the objective that an institution be independent. Legal regulations must clearly specify the actions to be taken to achieve the goal.

Based on our reality and what is required by IMC law, certainly we notice some shortcomings starting it that one of the criteria is that it does not allow IMC employees to be members of the decision-making, with this prohibition law lawmakers make a legal and practical error here, when we say so, we consider legal law of Kosovo civil servants which does not provide these prohibitions..

While the practice part is that the IMC staff throughout their careers are associated with the regulation of the media and, it is said that they are professional in this area, and to forbid them to obtain such positions is certainly is absurd in itself. Even more, it is another point of the law which stipulates that former employees of the IMC in two (2) years are after leaving IMC are strictly forbidden to be considered for positions in decision making body. This means that if a person want to advance in their professional career should be out of professional flows for two years and after this period, such candidates certainly will be have lack of relevant information and not very competent to run for decision-making body. The purpose of these two provisions are entirely without any analysis and are not based on any practice of independent institutions within the country, or even international practices.

3.0 Methodology

In this research, qualitative methods will be used with the focus IMC, as an independent institution in Kosovo. Critical analysis will be adapted to derive a more efficient research. This research was developed based on secondary data, using existing literature, reports from various international academic journals, and existing laws. These data are derived from reliable sources, impartial and academic with a very high level of quality.

Data analysis used in this study is of the interpretive technique. The most common analysis of qualitative data is observer impression, a situation where the researcher observes and analyzes the data, interprets through the formation of an impression and reports the impression in the structured form and quantitative sometimes.

4.0 Analysis

4.1 Political Influences

Also, with the law of the IMC is tried to avoid political interference in the process-of appointments making it impossible to be a member of the decision-making persons holding public positions, elected and appointed (the public officials) or persons who have been in these positions during the last two (2) years, members in the leadership positions of a political party or persons who have been in these positions during the two (2) years (Law on the Independent Commission for Media, no. 04 / L-44 , March 2, 2012). The lawmaker apparently even here have not well specified, since in practice many high ranking officials of political parties are presented who are not elected and are not part of the governing body, such as the advisers of head of political parties or political party spokespersons, and other similar cases, where these individuals are considered too close to political parties, while the law does not provide stops for them.

Continuous political interference are evident, it is mentioned in international reports (Kosovo progress report, 2014), which states that the independence of media regulator has been challenged by political interference.

Besides political interference, the other problematic is the impact of industry or interest groups that have the greatest impact and for this the law determines, but still does not clearly specify that persons who have a financial interest, directly or who currently work or who has worked in any broadcaster in the operation of telecommunications or broadcasting and in the IMC in the last two (2) years, cannot be nominated for the members of the decision-making body.

4.2 Impacts from the financing

It can rightly be concluded that these restrictions are more for illustration of the law, as oppose to achieve the certain effect, the reason is that if we refer to the law of the IMC, and stop first at ways of financing , we note that although the IMC by law collects the license fee (Law on the Independent Commission for Media, no. 04 / L-44, 2 March 2012), the same is unable to utilize for its services, which means the use of these be conform rules as stated in the law for the management of public finances, but as a way of financing IMC, allocated financial resources from state budget are foreseen.

The funding manner of independent institutions in general is not assessed practically, because there is not available a special funding structure. Part of the majority of these institutions is funded directly from the state budget of Kosovo, with the exception of a limited number that are allowed by law to collect the revenue from licensee's fees. For reason of not a good execution of payments, most institutions fail and face difficulty to collect revenue other than those that are separate from the central budget. The survey that is done by the OSCE on the financing of independent institutions shows that the low budget prevents them to perform their activities and functions due to insufficient budget. Separate budget lines from the central budget are too small in relation to the initial demands that these institutions consistently address (OSCE, 2012).

In current situation, to overcome financing barriers and in order for the independent institutions to exercise their power free of influences, the lawmakers should amend the laws and provide means of financing other than from state budget. All the income that derives from license fees, fines and penalties, membership fees directly should go into the institutions where it belongs. The state role should be only of supervision nature to ensure that payments are received and processed according to existing laws.

4.3 Impacts from Industry

The main point that foresees the recommendation of the Committee of Ministers is the impact of the industry, and if we stop just at this issue we see that here except for cases of conflict of interest in decision-making, we have to do with the impact of the industry power, which especially happens via media through various television stories based on news reporting while at the same time we can say that this is blackmail, and it occurs prior to taking a decision that potentially harms the interests of industry players.

The law does not have strict and clear restrictions, and it casually mention a few stops, and we can say that the essential elements of the impact of the industry are not addressed in the law of the IMC, except others does not stop to be part of the decision making body people who have their relatives in management positions in any company that their work is related to IMC, or other case sets limits only for last two years, which means that for a few years a regulator of the media can be guided by former journalist and former editor of a particular medium

5.0 Conclusion

We can clearly observe that the three key elements that an independent institution to be independent have not been adequately addressed by the legislation in force, and for this it can be concluded that independent institutions face problems of political and financial influence at all times. There have been different influences that have started with appointment method of decision making bodies, the way financing as well as other different influences from interest groups.

To this end, this has been argued international reports, such as Kosovo Progress Report of 2014, but not only, who among others stress that independent institutions are challenged by political interference and other interventions.

In order to avoid political and other interventions, it is necessary to think about:

- A reformation of the legal regulations that guarantee the functioning of these institutions;
- To have a special care at the means of financing (from the income generated by the services they perform or from state budget);
- The criteria that should be met for the candidates to become members of decision making body;
- The composition of committees for interviewing and preparing the final list of candidates;
- A clear distinction of competences between the decision-making powers which are temporary and professional staff that is permanent, and to ensure that both will do their job independently.

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The State of Independent Institutions in Kosovo. Organization for Security and Co-operation in Europe MISSION IN KOSOVO

Don Quixote Myth in Albania

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Abstract

The main character of the novel Don Quixote, the idealistic adventurer prototype, injustice warrior, turned out to be a literary myth in Albania. Quixote came from fiction to the real world. He came out from the letters of a book and took the dimensions of the human being that really lived. He is a hero, similar to the ones that human history has created. Our study treats with regards to the characteristics of Quixote and gives an answer to the question: Has the myth of Quixote preserved the individuality of the character? This important question arises as the hero Quixote is a mythical character with an alienated destiny, the man converted it in a myth vanishing the nobility dressed by the writer. Another feature of the myth of Quixote is that today it exists. Nonetheless of Cervantes, even more real than the writer himself, even though it came out from a book's lines, it exists. The myth of Quixote has been removed from the adventures of the written novel and the social status of this genre. The myth of Quixote is not the Don Quixote as a character but that of real people like him, acting similar to the character. The man isn't regarded as duplicate to the character but nearly similar to him. It is noticed that there are different points of view and some want to see him close to the idealistic character; others see only his foolishness and futility beyond reason, a character that embodies pure madness.

Keywords: Myth, Literature, Hero, Quixotic.

What is a literary myth? According to Francisco Ayala, a myth in literature is established: "When the character of fiction, or from the pages of the book, takes autonomy placed in collective imaginary, becomes familiar for those who have never read the work, or have not seen it as a theatre play or a film, even familiar for those who have no idea that this literary work exists."¹

If we take for granted this definition, we think Quixote, the character created by Cervantes best meets the criteria for being a myth. We can find quite prominent literary characters, creatures of the imagination of a writer, summarizing the human characteristics that different people face in our daily lives. We call Harpoon - miserly, Don Juan - flirty, Iago - impostors, etc. and Don Quixote are called the idealists unable to grasp reality.

The myth, according to Ayala, has some typical features, a certain personality, which offers a prototype model, and beyond that, "conveys spiritually beyond typicality, and peculiarity. Placed in the collective imagination as powerful as some historical personalities whose life has left its mark on the community conscience. Fictitious heroes become part of human consciousness no less powerful than the heroes that you stand fall of the statue. Finally, the myth becomes independent from the criminal that gave life."²

Sancho and Quixote, Rocinante and Dulcinea are characters that have emerged from the novel and live apart from the work that created those, regardless of the author, create an autonomous existence in the virtual and the real world, being part of the collective imaginary. Unamuno, in his essay *The Life of Don Quixote* and Sancho claims that Cervantes's characters live in a broader and deeper reality than the author created. There wasn't Cervantes who gave Quixote size, but rather if his character Quixote did not live today in our minds, the name of Miguel Cervantes would not tell us anything.

¹ Ayala, Francisco: *La invención del Quijote*, Suma de Letras, S. L., Madrid, 2005. p. 264.

² Ayala, Francisco: *La invención del Quijote*, Suma de Letras, S. L., Madrid, 2005. p. 266, 267.

According to Unamuno, it is the character that keeps alive the name of the author, who wrote the book showing the character's stories. This is the creation of a literary myth.¹

Quixote became a myth in the years when Cervantes was alive. The first book edition came out in 1605, and became a best seller, with a tremendous sales success.

A simulator book was immediately published, when a still unknown writer, under the nickname Alonso Fernández de Avellaneda, wants to use Cervantes' characters' success and build new adventures of his conception.

While in 1615, comes out the Second Part of the book, written by Cervantes, where we find evidence of the perception of the first book and the fame of the character: "Your master is one of the most famous errant knights, that has ever existed side around the world, thanks to the exploits ... stories published today are more than 12 thousand books in many places in Portugal, in Valencia, in Barcelona ... "then Quixote personally informs the Green Cibun Rider related to the publications of 30 thousand copies, according to him.²

Researcher Jean Canavaggio, French Servants', builds a new profile of Quixote, in his study *Don Quixote a myth from a book*.³ The author shows the universal influence of the work *Don Quixote* through the display in different versions, in different genres such as theatre, opera, ballet, music, cinema and television. While reveals Dickens, Dostoyevsky, Flaubert, Kafka as influenced to debtors - by him- from the most epic work read in the world. Quixote figure, according to Jean Canavaggio is a myth from the years of German Romanticism, in many cases replaces or overtakes the book.

Thus, Quixote has become a mythical figure during the four centuries of its existence as part of universal culture. Despite that every era has its reading characteristics of his book, his hero, myth and symbol that it represents, is the prototype of adventurer Quixote's idealistic fighter against injustice. This thin and high in stature rider represents the character and the point of view of the Spanish world, beyond the author's own voice that is hiding there.

Quixote myth worldwide. After Avellaneda's book, we find Quixote in hundreds of books worldwide. Examples of Quixote's conversion into the character of literary works of different genres can be found wholesale in different languages, furthermore there has been adaption of Quixote book, in different genres for different age groups.

In 2004, Andrés Trapiello, most recently wrote the novel that follows the story of Quixote. Rubén Darío wrote a story *D.Q.* (*Don Quixote*).⁴ The same author wrote a poem *Letanías a Nuestro Señor Don Quijote*.⁵ Jorge Luis Borges wrote essays and poems, after being inspired by reading of the work in childhood, *Sueña Alonso Quijano, parábola de Cervantes y de Quijote*.⁶ Charles Dickens, imitated the novel.⁷ Russian novelists Tolstoy and Dostoyevsky, claimed that Quixote is their favourite novels which influenced them in writing their novels. *Madame Bovary*, Flaubert's famous character, in known as a Quixote character who loses logic by reading numerous romantic and later sentimental books.

Spanish literature of all time, is referred to *Don Quixote*. It is worth emphasizing the early twentieth century authors, who are otherwise called the authors of the 98th generation, who dealt with very carefully existential themes of the Spanish reality and in this context referred to Quixote and *Rancho* as representatives of Spanish identity Philosopher José Ortega y Gáset published the essay "*Meditaciones del Quijote*"⁸ in 1914 Azorín (José Martínez Rúa) philosopher and representative of the 14th Generation, wrote the essay "*La ruta de Don Quijote*"⁹, inspired by the journey through which

¹ Unamuno, Miguel de: *Vida de don Quijote y Sancho*, Alianza Editorial, Madrid, 2004.

² Cervantes, Miguel de: *Don Kishoti i Mançés*, Second part, Onufri, Tirana, 2008, p.125

³ Canavaggio, Jean: *Don Quijote del libro al mito*, Espasa Libros, S. L. U., 2006.

⁴ Darío, Rubén: *Cuentos fantásticos*, Alianza Editorial, Madrid, 2011.

⁵ Darío, Rubén: *Cantos de vida y esperanza, Los cisnes y otros poemas*, Tipografía de Revistas de Archivos y Bibliotecas, Madrid, 1905.

⁶ Borges, Jorge Luis: *Obras Completas*, Emecé Editores, S.A., Buenos Aires, 1974, p, 799, 1096.

⁷ Dickens, Charles: *The Posthumous Papers of the Pickwick Clubs*, Chapman & Hall, 1837.

⁸ Ortega y Gasset, José: *Meditaciones del Quijote*, Alianza Editorial, Madrid, 2005.

⁹ Azorín: *La ruta de Don Quijote*, Catedra, Madrid, 1987.

walk the two heroes Unanimo, writer and philosopher, wrote the essay *Vida de Don Quijote y Sancho*¹, by which tries to deeper analyse the work

Don Quixote has an important participation in the cinema, theatre and television across the globe. Directors and scriptwriters are quite inspired by the work of the hero by building different versions of history by bringing it in different times. In 1903, it was realized in France the film *Les Aventures de Don Quichotte de la Manche*. The earliest Spanish film dedicated to Quixote was performed by Narciso Cuyas in 1908, entitled *El curioso impertinente*. In 1979, it was accomplished the first animated film to 39 series of half-hour for the world television titled *Don Quijote de la Mancha*. In the 2002, the film *El caballero don Quijote*, won the best Latin Film of the year in Venice.

There are quite musical pieces inspired by the work, it is worth distinguishing *El caballero don Quijote*, who in 1761 created *Suites: Don Quichotte*. Richard Georg Strauss, in 1897, created the symphonic poem titled *Don Quixote*. *Don Quixote* comes as a musical theatre play in Broadway, titled *Man of Mancha*, in 1965, etc.

Quixote is one of the most painted and drawn, important names of fields like: Gustavo Dore, Picasso, Dali signed wonderful paintings and sculptures. In Spain, tourists run on a length of 2500 km, which is called *Way of Don Quixote*.

What is a mythologized Quixote like? A Quixote is filled with illusions, kind idealist in a world full of selfishness and heartless. The errant knight appears as comic, sad, contemplative, as different age groups read their Quixote. Knights of grieving face are embodied different characteristics from those of the medieval knights in medieval novels, it is the portrait of an anti-hero, he is the type filled with great desire to live imaginary worlds of books read by him and fails on almost every one of adventure in which he was involved. Don Quixote is a character where parody and deep irony are combined. The reader from the beginning of the book knows that the hero is mad, he does not embody but he identifies it as he fights for a fair world in the name of love and kindness.

A Quixote is a man of many illusions, idealistic, full of goodness in a selfish, cruel world. The tall and lanky rider meets the characteristics of Spanish people's character and their point of view of the world when the work was written.

Quixote's character appearance from Cervantes' book to the books of other authors regardless of genre, is very important. Quixote's name and characteristics are used by authors in the world throughout the centuries, since his figure immediately entered into popular imaginary, in the collective consciousness by becoming a myth.

Francisco Ayala writer, critic, and academic scholar, Cervantes researcher states: "Quixote represents a sensational innovation in public literacy of the time. In the beginning it was not understood. It was seen as something that does not belong to literature even goes "against" it. It's a rare book, an entertaining book, many people laugh when they read it. It became popular immediately, then it was converted into a best seller, the whole world comment on it....it brought profound change to the genre, so many were surprised and confused at first. The novelty lies in the fact that it creates a new way to face the world: this is the essence of the modern novel."²

In the third chapter of Part II, of *Quixote*, the protagonist and Samson talk about the First Book, which was published ten years ago. Quixote, was unhappy with the writer, according to whom, his adventures were not shown very clearly and had to be explained to be understood by the reader. The interlocutor replies: "No, that is quite clear, there is no need for explanations, children stutter it, young people read it, adults understand and the elderly praise. Shortly said, people of all categories read it again and again and know it by heart, so as soon as they see passing a jade horse, they say: "Here is *Rocinante*."³ Some centuries later, we can confirm Cervantes' "prophecy" for his book. Quixote is a beloved book for all ages, read and commented on various divisions, worldwide. Quixote came to the real world from fiction. It came from the imagination of writer in the paper, and then the letters of the book took the dimensions of a human being who really lived. He is a "hero" like many of the heroes that human history has created.

¹ Unanimo, Miguel de: *Vida de Don Quijote y Sancho*, Alianza, Madrid, 1987.

² Ayala, Francisco: *La invención del Quijote*, Suma de Letras, S. L.U, Madrid, 2005, p. 27.

³ Cervantes, Miguel de: *Don Kishoti i Mançês*, Part II, Onufri, Tirana, 2008, p. 37.

Has the myth of Don Quixote maintained these character's features? This is a very important question, which Ismail Kadare, winner of the Prince of Asturias in Literature answers: Quixote is a character luckily alienated, came out of the book and the man made him a myth, but lost the nobility wrapped by the writer.¹

According to the researcher Ali Aliu, Quixote strength lies in having complete confidence in triumphal end, falls and failures do not detract his hope, but instead he knows to be happy. It is characteristic of the man, of humanity and of Quixote. If Quixote knew the end from the beginning, he himself would surely announce his folly. According to the researchers, all of us are Quixote's. None Don Quixote within us cannot see his end. This strength gave dimensions that few characters have brought among people and set an example for them, as very few of them manage to be for each other. He is not an omniscient character, he dies and rises again through his idealism, as every one of us.²

The myth of Don Quixote in Albania

Ismail Kadare, tries to analyse the birth, development and evolution Quixote myth from mankind. According to him, mankind has taken in his hands the fate of the mythologized character, has redrawn it, so he is remade, alienated.³ Quixote is not the only major character luckily alienated, we can mention some such as Prometheus, Heracles, Odysseus, etc. some for better and some for worse.

Don Quixote and Prometheus have a common destiny "they are corrected, amended, reformed by humanity. In the case of Prometheus the character has won, in the case of Quixote the character has been lost".⁴ While humanity made Prometheus more heroic, Quixote has lost nobility, Quixote remains an unexplained character until the end, his honour should be established, thus he take his rightful place.

The French researcher of Cervantes, Jean Canavaggio sees the same logic evolution of the myth of Quixote. The character of Don Juan, according to him, became myth "without losing any of its original identity."⁵ While the character of Quixote had modifications, even significant changes, an important reason are the four centuries through which the work has went through being translated, adapted and performed."The myth of Don Quixote lives its life in a dual relationship with the text where he came from. As it its creator created it, but out of literary argument, beyond the adventures of the work."⁶

Quixote was created by Cervantes and today it exists independently of him, separated, perhaps more real than its author; emerged from the pages of the book, but despite the book, with an alienated destiny. Quixote myth already has become "ruthless", disconnected from the writer, it lives alone. The time, when Quixote was just a comic figure for the Albanian reader, is gone. Doesn't the fact that it is already known without reading the story, make Quixote a myth? The greatness of a mythical figure is measured by the fact that it is recognized and addressed by younger generations.

We are witnesses that the myth of Don Quixote in Albania has been removed from the book's adventures, even the social position of person's type. The myth of Don Quixote is not the figure of Don Quixote himself, but the people who are like him, that do actions similar to those of the character. It is not about cloning the character to a man but congeniality, similar to him. We note that there are different perspectives on the myth of Quixote, some want to see him closer to the idealist character of the book, others see nothing but madness and his vain actions beyond reason, a character that embodies pure madness, or unlearned of his reality.

Kadare seems to have regrets while seems to be used by Albanian politicians, as:

"... Don Quixote is losing in all cases, because in all cases the politicians, who cite his name, are not at the same level as him and have not a bit of his nobility." ⁷Nowadays, in Albania, the name of Don Quixote, is often used between political

¹ Kadare, Ismail: Don Kishoti në politikën e shekullit të XX, Fjala e shkrimtarit në Bibliotekën Kombëtare të Madridit 1994, Journal Mehr Licht, nr 26, Tirana, octobre 2005, p. 8.

² Aliu, Ali: *Don Kishoti shqiptar*, Toena, Tirana, 2010, p. 102, 107.

³ Kadare, Ismail: Don Kishoti në jetën e dyfishtë, Journal Albania, Tirana, 25/02/ 2001, p.10.

⁴ Kadare, Ismail: Don Kishoti në politikën e shekullit të XX, Fjala e shkrimtarit në Bibliotekën Kombëtare, Madrid,1994, Journal Mehr Licht, nr 26, Tirana, octobre 2005, p.8.

⁵ Canavaggio, Jean: *Don Quijote del libro al mito*, Madrid, Espasa, 2006, p. 326.

⁶ Canavaggio, Jean: *Don Quijote del libro al mito*, Madrid, Espasa, 2006, p. 327.

⁷ Kadare, Ismail: Don Kishoti në politikën e shekullit të XX, Tiranë, Revista Mehr Licht, nr 26, octobre, 2005, p.7.

parties. There is no political force to not charge his opponent of being Don Quixote. Even the Communists under the dictatorship for many years, accused the leaders of Western countries like Don Quixote, and conversely Western leaders accused them of being Don Quixote. Politicians read Quixote idealism as a failure, his adventures as funny and a little thoughtful, the fruitless sacrifice to help the needy as futile. And the story continues. "We cannot allow Don Quixote to be used in political discussions. It is the internal history, what interest literature and to which Don Quixote belongs, as we mentioned above. The transition from one world to another, in other words, the display of the wild environment of the world where we live, as is the case of Don Quixote, may have dramatic consequences."¹

Men of letters and culture do not mix as politicians; Quixote is pride in their eyes. They read the character's idealism, the desire to change the world, the goodness of his spirit, altruism, sacrifice, justice, bringing as an example their claims.

The literary scholar George Bllaci wrote in 1993, that he chooses without hesitation to be a Don Quixote.² The well-known, Kim Mehmeti writes a wonderful article Assessment to Ali Aliu, "Ali Aliu, is the Don Quixote of Albanians in Macedonia".³ Literary writer and researcher Ali Aliu, published in Macedonian language and then in Albanian, a book with the most prominent authors of Albanian literature from the last two centuries, entitled Albanian Don Quixote. A different history of Albanian literature". The book values of an anthology of literature, includes 13 authors from Albania, Kosovo, Macedonia and it "aims to illuminate critically and effectively, some prominent Albanian authors, some of the most affirming in the world ...". These writers "in periods of extensive long-time surrender the baton quixotic one - another, believing that their lives had been bounded with the great cause: the protection of the linguistic identity of their people."⁴

Literary critic Ali Aliu called heroes all these Albanian writers as Kadare, Agolli, Poradeci, De Rada, Frasher, Azem Shkreli, Ali Podrimja, Noli, Konica, Arapi, Luan Starova, Spahiu, Kim Mehmeti, who have greatly contributed to Albanian language and culture of the Albanian nation. Ali Aliu chose to see the life and work of these authors in whom exists "Quixotic genius".

In his book, he draws us to the existential analysis, as man cannot live without the illusion of Quixote to fix the world. It is this illusion that moves the soul and mind. The world, according to him, is so intractable, as it is the timeless illusion of fixing it. Dreaming and illusion are key points of human life, this makes Quixote one of us, not different at all. The world cannot live out of this dreaming, each of us has in itself a clear mind and a dreamer Quixote.

In this philosophical character analysis, we found conceptual support the myth Quixote. This myth in our country which seems to know two manifestations.

When did the myth of Don Quixote firstly appear in Albania?

Quixote became a myth early before it was translated by a priest, an Orthodox Politician Fan Noli, in 1933. In the early papers of the twentieth century, the work was preceded by enthusiastic reviews as well as clear explanations of why the novel was translated into Albanian. "Whatever friends say and enemies do, Albania is moving forward. If the translation of Don Quixote in Albanian language cannot be referred as the largest of all, it is one of the greatest signs of such progress."⁵

The Albanian reader of the early twentieth century was outnumbered referred to the data of the time, because illiteracy reached 93% of the population, but paper authors prepared the ground for the reader by providing information on the work internationally translated, the cultural and emancipatory philosophy it carries, the main hero and the author.

"Don Quixote, the brave knight - not gone away- of de la Mancha is drunk with an ideal - not a dead but an alive ideal. For this ideal, Don Quixote is ready to face all labour and all bitterness, to give his soul. Don Quixote is living outside of yourself, live for others live to the world."⁶

¹ Kadare, Ismail: Don Kishoti në Ballkan, , Shekulli, 02/03/2005, Tirana, p. 18.

² Bllaci, Jorgo: Midis Sanços dhe Kishotit do të zgjidhja pa ngurim këtë të fundit, Journal Drita, Tirana, 09/05/ 1993, p. 1.

³ Mehmeti, Kim: Ali Aliu, Don Kishoti i shqiptarëve të Maqedonisë, Journal Gazeta Shqiptare, Tirana, 28/01/2007, p. 24.

⁴ Aliu, Ali: *Don Kishoti shqiptar, Një histori ndryshe e letërsisë shqipe*, Botimet Toena, Tirana, 2010, p. 14, 15, 19.

⁵ Studenti: Don Kishoti dhe Shqipëria, Journal Republika, Boston, 22/10/ 1931, p. 1.

⁶ Studenti: Don Kishoti dhe Shqipëria, Journal Republika, Boston, 22/05/ 1931, p. 2.

The uniqueness lies in the political and ideological debate that took place at the time in the country's newspapers. Nobody blames Don Quixote for what is happening in Albania, but they accuse each other of being Don Quixote predicting total failure of "don Quixote ". Thus, for instance, the writer of the article *The Student*, replicates to the translator Fan Noli and to the analysis that the latter makes Quixote as a character, in his article published in "The Republic" dated October 1st 1931. The student, in his analysis is based on a study of the recognized Russian writer Turgenev, he thought Noli, misinterpreted the character, his sense. The debate was followed by others in periodicals of the time which were published abroad, while the play had not been published in book format yet.

Hereupon, since his presentation, Quixote was introduced through ambiguous meanings, misunderstandings; it was recognized without being read by interpretations, it was debated like he was a hero of flesh and bone, a real hero. The articles of the early thirties in the Albanian newspaper "Republic" of Boston, show us that Noli, the translator of the novel, recognizes Quixote as a myth, he sees him beyond a character. This myth has been identified by Noli in the Albanian reality. He urges Albanians not to call him a stranger, in the first presentation he made to Don Quixote, asks them to be one of theirs: "We are from one nation, he is a fine amaut ..." ¹According to Noli, there are thousands of Don Quixotes in Albania.

Noli put the work of Cervantes in the service of political and democratic goals he aspired to achieve. This approach of him, comes at the time when the Albanian royal press awaits King Zog take over to rescue the country from the anarchy of the Revolution events of June 1924, which were led by the interpreter of Don Quixote himself.

Noli projects Quixote in Albanian contemporary life through Introduction at the beginning of the book, giving a political response time also to the press which referred to a triumph of Albanian Kingdom comparing to the Republic. It is interesting to read the debate, following the publication of Don Quixote, during the thirties, where two different political groups are labelled Don Quixote. Thus, in 1934, in the intellectual debate developed in the magazine "Illyria", Tayyar Zavalani and Vangjo Nirvana, representatives of certain political circles, convey concerns for Albania's future. Tayyar Zavalani opposes: "We can have sympathy and a certain compassion to the hero of Cervantes, but admiration to him, no way. We cannot admire him when we know how chivalry books misled his mind, when we know that it is the remaining of a time that does not turn on, when we know that his eyes are turning from the past struggling for ideals, maybe beautiful on its own, but that could not be accepted at the time, since belonging to a past society. If Cervantes wanted to inspire admiration for his hero, he would not always put him in situations where he remains defeated and becomes ridiculous. It is evident in every page of the book that the great Spanish writer uses sound common sense of Sancho Panza to disclose folly, anachronism, and foolishness at the time of Don Quixote's efforts to become a completed knight, worthy for a beautiful and noble Dome as Dulcinea".²

Instead, Vangjo Nirvana clearly builds his idea in an article dated July 8, 1934, the newspaper "Illyria". According to him, Quixote is not a ridiculous figure as generally presumed, he is a true hero in terms of profound and bitter meaning. He expresses heroism of a soul who tries for something right and beautiful, against every convention, villainy, selfishness and vulgarity.³

In 1945, after World War II, Noli removed from active politics but in the role of journalist returns to the figure of Don Quixote in the newspaper "The Sun" with the title: "Don Quixote de la Mancha do not abandon junk". In the article, after building an overview of the most important dates and events in Albania in the first half of the twentieth century, it raises the question: "Can Albanians draw a lesson today from the book of Cervantes that was written almost 400 years before? The answer is, yes."⁴

In the article Noli stops to social class analysis of Albanian society of the time and that of Spanish Middle Ages, insisting that Quixote should not be pursued as a model, as he represents the old. "Gentlemen Don Quixote, accept that this time

¹ Noli: Parathënia e veprës Don Kishoti i Mançës, Naim Frasheri, Tirana, 1977, p. 5.

² Nirvana, Vangjo: Ana tjetër e medaljes, Journal Illyria, 08/07/ 1934.

³ Uçi, Alfred: Si u prit Don Kishoti në Shqipëri, Journal ABC, 17/12/2005, p. 2.

⁴ Noli, Fan: Don Kishotët e Mançës s'heqin dorë nga vjeturinat, Vepra 5, Naim Frashëri, Tirana, 1988, p. 251- 253.

you lost the fight. Resign from Don Quixote' follies. Your time has run out." ¹ "Don Quixote' fought severely against the people, they joined with the occupant enemy."²

It is true, Noli supported the struggle of the National Liberation Front, took a clear position against the reactionary forces Albanian that were linked to the occupier and served him, furthermore their activities were linked to the name of Quixote.

Don Quixote de la Mancha in a book format, was firstly published in Shkoder in 1928. The magazine "Diturija" of the same year, commented: "It is the story of a man who lives with dreams, with an ideal and this dream makes a fully nonsense, the excess of which are adorable ... Don Quixote is a mirror; how many are similar to the hero of this novel, happy in their large-hearted folly, dazed in a pleasing work to them, that gives intimate joy and pleasure to the soul."³

Ndoc Vasija, translated several chapters of the first and the second book of Quixote, in total 145 pages. The translator was a passionate teacher and translator. The translation was written in the dialect of Albanian gegë. The book was accompanied by a preface written by the interpreter, in which the author presented Cervantes, his life and works, adding some personal considerations of the translator some of the world literary critics.

We note that for Ndoc Vasija the book is humorous and philosophical, "In each page of the book it is shown a philosophical mind, generous feelings, presented with a unique matchless simplicity, realizing very well the one's heart."⁴ The translator has used popular language, enlarged phraseology and knew that through the beauty of the Albanian language to bring neatly funny stories. "Recite, reader, with attention this little novel and you will spend gleesome time for a few hours."⁵ On page 4 of the book is presented a depicted portrait of Cervantes, while the entire book is accompanied by painted illustrations which accompany the next adventure. Quixote character, comes as a quite humorous one.

In 1942, it appears in the city of Shkoder, the play with three acts, Sancho Panza. The screenplay was written based on the book of Cervantes. This is the only theatre play documented so far. Fan Noli is the sole interpreter of the first book titled Don Quixote Sojliu sharp-minded of de la Mancha, in the years 1932-33. The second volume of the book Don Quixote de la Mancha is, translated in 1977 by Petro Zheji. Copies of the publication of books on Albanian reality peaked in 1977, 20 thousand copies.⁶

The first edition, the first book in English, Don Quixote de la Mancha, was held in Boston, from Mass House Publishing, in 1933. The work was accompanied by the introduction written by Noli, which replaces the prologue written by Cervantes. This prologue is not part of any edition of the work in English. The interpreter had to study a lot and see publications in other languages before undertaking the publication of Don Quixote. This confirms Albanisation and several articles published by him in the Journal Republika,⁷ as well the introduction which he has written to the book. Noli had read the book in Spanish, because he knew of the language of Cervantes, this enabled translating from the language of the author, then brought Albanians a translation from the original. Noli, had read an extensive literature study in different languages on the book Don Quixote and the author, he also synthesized his critical attitude toward the work and the characters, which is expressed in different journalistic articles, while he was in the process of translation. We think that these are the main reasons why his translation never loses value; it remains the only translation of the first book.

In the case of translations of Noli the problem is more complex, since the latter was a follower of the ideology of our national renaissance for which the strength and apogetics, its beauty and enrichment of Albanian language were the imperatives of the time. Cultural and political context of a country that had only a few years got out by the Ottoman conquest of many centuries and had been able to conclusively establish a Latin alphabet only in 1908, constrained in some way the selection of works that would take intellectuals of time.

In his foreword, Noli says "Don Quixote" will be better understood in Albania than elsewhere, and it directs the Albanian public, then almost illiterate, reading deeply into a better ideological or political reading. Given Albanian context Noli made

¹ Noli, Fan: Don Kishotët e Mançës s'heqin dorë nga vjeturinat, Vepra 5, Naim Frashëri, Tirana, 1988, p. 251- 253.

² Noli, Fan: Don Kishotët e Mançës s'heqin dorë nga vjeturinat, Vepra 5, Naim Frashëri, Tirana, 1988, p. 251- 253.

³ Journal Diturija: Nr: 9, 10, 11, 1928, p. 355.

⁴ Cervantes, Miguel: *Aventurat e Don Kishotit të Servantes*, Shtypshkronja e së Papërllyemes, Shkodra, 1928, p. 7.

⁵ Cervantes, Miguel: *Aventurat e Don Kishotit të Servantes*, Shtypshkronja e së Papërllyemes, Shkodra, 1928, p. 8.

⁶ Varfi, Andrea: Servantesi, Tiranë, Revista Ylli, 11/11/ 1987, p. 11.

⁷ Noli, Fan: Gazeta Republika, Boston, nr 48, 54, 58, 67. Viti 1931, 32.

a translation so-called free where you can easily notice the many deviations from the original. It was a choice of Noli because as a writer it is difficult for him to overcome the legitimate desire to be creative in his work and his greatest concern was that the work of Cervantes was understood by the public of the time and had a greater impact upon it. So, he chooses to make an Albanian interpretation rather than a translation of Don Quixote, which leads to a great interpreter as Noli not to be faithful to the original, but to take an attitude, mostly ethnocentric offering as A. Berman says "a text-oriented audience."

Don Quixote de la Mancha is, is reprinted in vitin1944, Sh. Argus Publishing, Tirana, titled Provonjësi i krisur. Later in 1956, 1961, 1977, 2000, 2002, 2003, 2005, 2008, 2009, 2010, 2013, 2015 always in Tirana by publishing houses: Naim, Neraida, Redona, Argeta-LMG, Onufri.

Don Quixote, has come out of the status of the Cervantes character. Now he has become a novels', poems' character for children and adults, Albanian speaking writers in the entire area. Noteworthy these titles: The Adventures of Don Quixote in Albania (hilarious novel for children)¹; Grandson of Don Quixote in Albania, (poems for children)²; Don Quixote at the disco, (novel)³; Socrates and Don Quixote (novel)⁴;

Based on the book of Cervantes, many books have been written for younger readers. Don Quixote de la Mancha,⁵ is adapted from Afërdita Avdiko; Don Quixote de la Mancha,⁶ is adapted for elementary and secondary schools from Viktor Canosinaj, Tirana, Dyrrah 2008, etc.

Quixote and Sancho, the two heroes of the novel are today regarded as masterpieces of literary archetypes, regenerated and actualized by the peculiarities of the time. Albanian literature has given access to Cervantes' characters in works of Dritero Agolli, Shkëlqimi e rënia e shokut Zyllo and Arka e djallit. Agolli's duet characters are like Cervantes' as the Demka and Zylua and Cutja and Zylua, which proves that Don Quixote of Cervantes's continues to provide models in different literature.

The study of grotesque of Cervantes occupies an important place which Albanian literary criticism approach makes to Quixote. This figure of speech is closely seen related to creativity of Kadare, Agolli and many other writers and is considered as a direct Cervantes's influence "as this author declared through grotesque paradoxes life history of mankind not only as the product of reason and wisdom but also faults and folly"⁷. Albanian writers during the dictatorship covered and hid their true and grotesque thoughts, because censorship intimidated, as Cervantes did in the Middle Ages.

The researcher Alfred Uçi, Josif Papagjoni conceive a substantial connection between the novels Shkëlqimi e rënia e shokut Zyllo, Arka e Djallit and Don Quixote, in terms of grotesque, ridicule, humour and parody, the duo of the main characters.

"The general tone of the novel Arka e Djallit a bitter-laughter tone, the expression of a tragicomic content."⁸ Agolli's characters are suchlike, tragic and comic as well as those of Cervantes, who promote humour and laughter, sadness and reflection. Grotesque as a figure of speech is one of the most essential elements of the original style of Kadare. In all his major works the theme of grotesque characters involved plays a paramount role. Kadare's grotesque "tilts towards seriousness", while that of Cervantes's is parody, with much humour. The researcher Uçi says Don Quixote has influenced Kadare's literary creativity, and his realism is called "grotesque realism"⁹ as a Cervates' model influence.

Ismail Kadare has tackled Don Quixote and Cervantes in several articles on the journalistic, interviews and essays. Quixote by his character is already "a national character"¹⁰. When Kadare declares Quixote "ours, Albanian" - we think it

¹ Saro, Vangjush: *Aventurat e Don Kishotir në Shqipëri* – Novelë gazmore për fëmijë –Art Studio Design, Tirana, 2003.

² Karadaku, Xhemë: *Nipi i Don Kishotit në Shqipëri* - Vjersha për fëmijë – Ura, Prishtina, 2005.

³ Myftari, Elizabeta: *Don Kishoti në disko*, , Toena, Tirana, 2008.

⁴ Alimani, Fatmir: *Sokrati dhe Don Kishoti*, , Onufri, Tirana, 2009.

⁵ Avdiko, Afërdita: *Don Kishoti i Mançës*, Redona, Tirana, 2010.

⁶ Cenosinaj, Viktor: *Don Kishoti i Mançës*, Dyrrah, Tirana, 2008.

⁷ Uçi, Alfred: *Libri më i lexueshëm në botë*, Journal Drita, Tirana, 18 shtator 2005, p. 13, 15.

⁸ Uçi, Alfred: *Filozofia e donkishotizmit*, Akademia e Shkencave, Tirana, 2010, p. 416.

⁹ Uçi, Alfred: *Filozofia e donkishotizmit*, Akademia e Shkencave, Tirana, 2010, p. 426.

¹⁰ Kadare, Ismail: *Çmoj lumturinë që mbar takimi me lirinë*, To Jose Manuel Fejardo, Madrid, La Republica, 28/06/ 2009.

<http://www.larepublica.pe/28-06-2009/ismail-kadare-con-el-quijote-en-los-balcanes> 10/06/ 2014

reveals a personal relationship with the character, the book and the author, a close relation where emotion, empathy and literary influence are present. The popularity of Don Quixote as a book in Albania has been clearly expressed by Kadare in an interview with Carles Geli. He claims that he is fascinated by Don Quixote, and it is the third or fourth best known book in his country as if it was part of Albanian literature, and this just happened with Dante, Cervantes and little Shakespeare.¹

Kadare has also affirmed the reality of the character in Albania: "He is very popular, regarded as a national character ..." ² The claims of the well-known Albanian author are considered as a result Albanian reality opposite to Quixote as a myth. We also chose Lizaralde a fluent translator and a good connoisseur of the Albanian language and literature, to highlight the idea that Quixote in Albania is a myth: "... the ingenious and his bearer became characters fully integrated into the imagination and mentality of Albanians of that time and those to follow."³

In our country, Quixote has recognized the power of the adorable and very popular character, the leading Spanish book widely read of all ages, to which literary criticism has given special importance in their studies, therefore Kadare comments: "When between my country and Spain had no entry, a rider only, ignoring the laws of the world, as many other times, crossed the presumably insuperable borders. I mean Don Quixote... Miguel de Cervantes is the only one who was not stopped by the communist regime in our country ... Don Quixote as a book as a true character was so popular in Albania, as he stepped forward Albanian border, because among others he was independent. "⁴

Quixote, Albania, is identified to Spain with all its literary product. Quixote as a character made the work immortal which came into existence, succeeding the loss of contact with it, left the author, left the country turned out, left behind Spain and run around the world ... we do not laugh after he became a representative of the purity, affection, altruism, generosity and ideal. Quixote is not an angel; he remains idealist foolish. He is charming, sensible, his plans go around when you realize the reality around him, when the outside world was real in his eyes. Cervantes' character fantasy comes very real, tangible, living, loved, memorable for the reader regardless of the century it was read in that language, in which the nation and whose ideology he belongs, because true love is the value it fundamentally unfolds.

Some Albanian writers have chosen to be the supporters of the legend of Cervantes' detention in Ulcinj. It is a known fact that pirate who took hostage Cervantes during his return to Spain, in 1575, was Arnaut Mami (Albanian Mami, in Turkish) and came from that extending area, all under empire Porta e Lartë, inhabitants of which spoke Albanian and they called themselves Albanians. It is not known almost nothing about this character, only the most basic thing: it came from coastlines where pirates were broadly produced and it exploited the immense expansion of the Empire's borders to relocate its operations in the western profitable area of the Mediterranean.

We think that here begins the legend, perhaps because Mami was Albanian, we support the folk tale that comes as a tradition inherited from generation to generation, while Albanian could not still be written, and before Noli could translate Don Quixote in the thirties, Cervantes was a prisoner in Ulcinj. The elderly of the area showed very old stories in one of them talked for somebody called Cervantes or Sarveti a Servet, a Spanish with important relations in his country, which had been a prisoner in an important city between Albania and Montenegro, Ulcinj. In this way, not a few of the today's Albanians, although historical records Cervantes' prison was Algiers, continue to inflate the legend even be proud and boast that Cervantes was among them.

Thus, Kadare seems has decided again to refer to the legend, in his essay on the double life of Don Quixote, in 2001. He joins Zeqo Moikom writer and folklorist, who shows with great enthusiasm and said that the name of Don Quixote's girlfriend, Dulcinea, derived from the town of Ulcinj that Cervantes could have gotten in memory of his stay, despite not being delightful.⁵

¹ Kadare, Ismail: Nën frikë nuk shkruhet letërsi, El Pais, Barcelonë, 04 /10/ 2012.
http://cultura.elpais.com/cultura/2012/10/04/actualidad/1349368405_533535.html 10/06/2014.

² Fajardo, Jose Manuel: Ismail Kadare, Quijote en los Balcanes, Madrid, El Pais, 25/06/ 2009.
http://elpais.com/diario/2009/06/25/cultura/1245880802_850215.html 10/ 06/ 2014.

³ Lizaralde, Ramon: *Shqipëria në pasqyrën e letërsisë*, Onufri, Tirana, 2008, p. 46.

⁴ Kadare, Ismail: Servantesi, kalorësi që injoroi komunizmin, Bota shqiptare, Tirana, 24/10/ 2009, p. 19.

⁵ Kadare: Don Kishoti në jetën e dyfishtë, Journal Albania, Tirana, 25/02/ 2001.

Researcher, historian and philologist from Ulcinj, prof Ruzhdi Ushanaku, in his book *Ulcinj in the footsteps of centuries*, published in Ulcinj in 1993 (p 25.26), quoted by Moikom Zeqo in support of the thesis that Cervantes was jailed in Ulcinj.¹ Arnaut Mami is mentioned by Cervantes, in his work *Don Quixote*, chapter XLI, and shows the love story of one of the prisoners of Arnaut Mami. We do not know to what extent reality interweaved with imagination. It is possible that here we have an evocation of a real love of Cervantes during captivity.

Researcher M. Zeqo exceeds our expectations in an attempt to explain the name of Ms heart of Quixote, Dylqinjës an Albanian spelling by Noli, Dulcinea in Spanish. In his *Dulcinea*, dulce – the root of the word, sweet, soft. While Ulcinj century. XII, XVI, XVII, on all maps have names Dulchinio, Dulchin, Dulqin. (D preposition that indicates direction).

We think that in the grotesque logic of the work is acceptable to use such a name for a distant imaginary lady. But it may be and a concrete love in the Albanian city which involves and implies in Spanish environment of Toboso. "This legend connected to Cervantes says that once in the Old Town, arrived a prisoner whom was allegedly called " a fat prey ", but no one can ascertain for whom it comes. And called Sevet, which surprisingly, is the root of the name of the Spanish who later became famous. His behavior was followed with special attention. The locals noticed that this prisoner, stayed awake until late at night in his cell, continually thinking of writing something. It is interesting that day he always sang, so girls often went to the window to listen. According to the legend for one of the girls that was not enough, so every time when the prisoner Servet went out to walk the allowed paths, she followed him. Thus was born the love between the new Ulcinj lady and the unknown slave. After several years, a stranger brought amount of money and freed slave, who took them and the Ulcinj lady from the Old Bazaar ".²

Albania is not the only country to recognize Don Quixote in the twentieth century, as there are many other countries such as Slovakia, Hungary, Saudi, Norway, Poland, Romania, Turkey, Ukraine, Mongolia, Lithuania, etc. Cervantes with Quixote, not only has the credits for being the creator of the modern novel, but because the novel has broken time limits, even "won new battles" century after century, by pursuing from one language to another. Three exits of Quixote as character are accompanied by new output in nations around the world, at different times, wherever it is translated. We believe that the concept this intense living of the character Don Quixote, and without stopping since it was set up till today, gives power over time, turns it into myth. Despite the genre used by Albanian authors Quixote myth matters. This intertextuality dimension is revealed in the books they have written during the twentieth century, whether critics like the case of Ali Aliu or Aurel Plasari, regardless being fiction like the novels *Dritëro Agolli*.

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¹ Zeqo, Moikom: *Një emëri njohur shqiptar në veprën e Servantesit*, Journal Koha Jonë, Tirana, 18/09/ 1993

² Zeqo, Moikom: *Servantesi rob e dhëndër i piratëve Ulqinakë*, Journal Metropol, Tiranë, 13/11/ 2004.

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Effects and Benefits from ISO Certification in Albanian Businesses

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Abstract

The main purpose of this paper is to examine the influence of ISO standards implementation in Albanian companies, through evidence of expected benefits and the actual ones at the framework of a company. The analysis is based on a theoretical overview of the advantages and results expected to derive from the certification, according to the abundant literature of the last decade. From the other side, the empirical study of a group of Albanian companies ISO certified constitutes the background of the real analysis that indicates the achieved results from the companies' viewpoint. There are done efforts to assess and measure the quantitative and qualitative contribution of standards on the performance of manufacturing and service companies. Further on, the paper verifies that all companies do report benefits from the certification, although they are of variable types. The paper concludes with some suggestions about measuring of certification' effects on the performance of companies, as well as revealing of factors that can contribute to a higher profitability of Albanian companies during the implementation of ISO 9000 normative. The authors intend to bring a modest contribution and encourage further studies on the field, closely related to the characteristics of Albanian businesses.

Keywords: ISO 9000, quality management, benefits from certification, performance.

1. Introduction

Since its introduction in 1987, the ISO 9001 series for quality norms has been propagated in all continents. After several years of preparing the structure and infrastructure necessary for the certification, this process began in 1993, with more than 80% of the certificates during the first year issued in Europe. Currently there is a total of 1.138.155 ISO 9001 certificates issued in the world, 42.5% of which in Europe (ISO Survey 2014). Quality management became a business practice to the benefit of companies, with a gradual positive effect on the respective industry and even further. Nowadays a worldwide trend towards increasing customer's expectations regarding quality can easily be noticed. This tendency goes hand in hand with a growing awareness that continuous quality improvements are often necessary in order to achieve and sustain outstanding economic performance. The competition among companies in a developing market, and even among countries, plays a decisive role in improving quality management system strategies; experience from countries with some history in elaborating strategies is forwarded to countries with developing economies. The current economic-technological scenario imposes the need for continuous changes upon organizations, in the way they operate and manage their business, in order to adjust themselves to newer realities and to remain competitive (Oliveira, Serra, 2010). Albania is among those countries that have denoted advances in terms of involving quality management systems and embracing quality certification procedure while paving the road towards a consolidated market economy. There were 171 companies in Albania that have obtained ISO 9001 certificates by the end of 2014, the first one having been issued in 2000. A considerable increase was seen from 2009, as shown (Fig.1) (ISO Survey 2014).

Evolution of ISO 9001 certificates in Albania

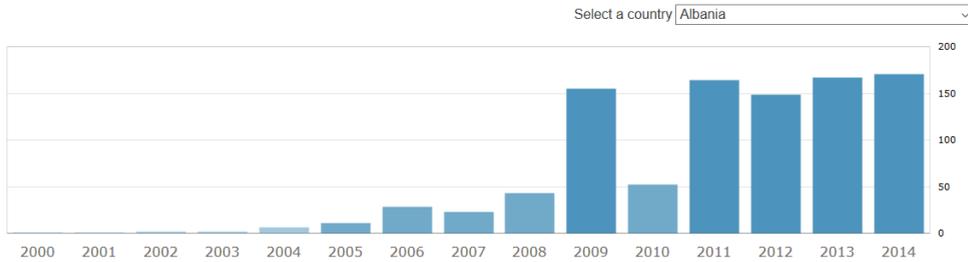


Figure 1 – ISO 9001 certification in Albania. Source: Data from the ISO series (2014)

From a theoretical point of view and due to its intrinsic goal, an ISO 9001 quality management system:

- communicates that the company provides products and services of consistent quality;
- shows that products and services provided by the company meet the customer's requirements, comply with the law and legislation, and meet the organization's own requirements;
- can help the company streamline its business processes and continuously improve them.

Additionally, companies can take advantages of such standard implementation, like:

- ISO 9001 helps increase customer satisfaction;
- ISO 9001 is overall positive for the company image, demonstrating that it complies with internationally recognised quality standards. This is often a requirement for customers and suppliers to do business in a quality oriented entrepreneurial environment.

The ISO 9001 standard is not the only recognized, accepted, and implemented standard in Albania. Other standards the Albanian companies comply with and have been certified accordingly mostly include environmental standards, food safety standards, energy management ones, etc. (Fig.2).

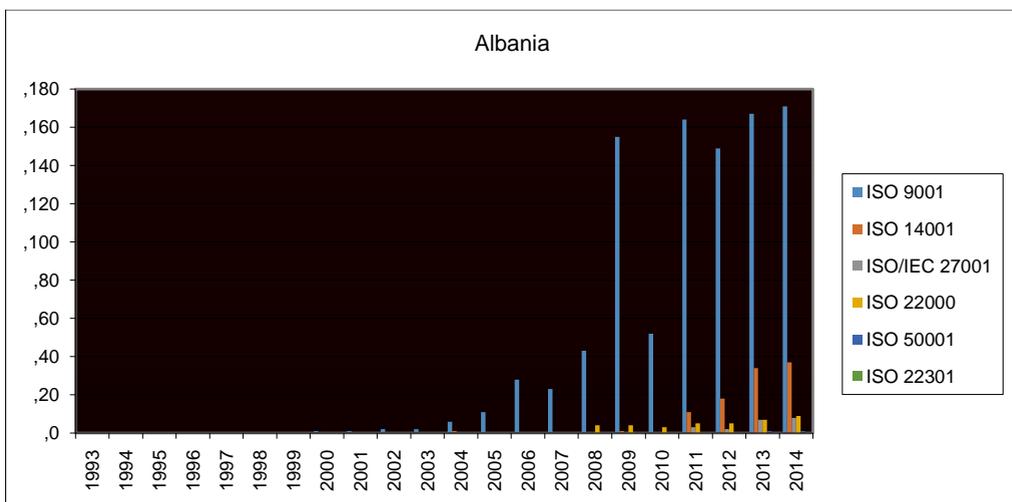


Figure 2 – Trend of ISO certification in Albania. Source: Data from the ISO series (2014)

Considering the number of companies registered and carrying out activity in Albania during the same period of time, as classified by legal forms, there is evidence of a relatively low fraction of companies equipped with an ISO 9001 certificate. Only about 1% of the 29.000 companies registered as juridical persons in Albania are certified by the end of 2015. Meanwhile, an empirical study of Albanian companies regarding their competitive strategies and the utilization of the information on their websites confirms an increased awareness in many companies regarding the role quality management plays and the competitive advantage it provides (Bitzenis, 2005), (Shkurti, 2013). This deviation promotes studying what factors stimulate ISO 9001 certification in Albanian companies, as well as what its benefits are. This analysis is only limited to this standard because: - it is the most well-known and most popular standard in Albania and worldwide; - its implementation is directly linked to company performance, as proved by various studies; - the principles ISO 9001 is based on serve as basis for other standards, and consequently an analysis of the stimulating factors and benefits of ISO 9001 certification may aid similar analyses of other standards in the future.

The large number of publications in academic literature about quality management systems in general and of standards specifically is an indirect sign of the popularity and the interest they have aroused. Some of the more relevant concerns are founded on the following points: (1) analysis of the motivation for certification; (2) analysis of the benefits of certification, the evolution of organizations, perceptions of such benefits, and advantages/ disadvantages of certification; (3) the impact of quality certification on an organization, and company finance; (4) the possibility for integration and/or competition between quality certification and TQM, and (5) analysis and preview of the diffusion of certification (Peixe et al., 2012).

Although dozens of scientific studies on ISO 9001 have been published to date, a confusing picture of the impact of ISO 9001 on financial performance remains. While many have concluded that ISO 9001 implementation and certification had a direct and positive financial impact, others found no significant effect. Beyond the direct link between the QMS and financial success, some studies highlighted other variables that may have an influence (Poksinka, 2010). This work is an effort to identify a relationship between a company's internal forces pushing for the application of quality management systems and external market forces or governmental regulations that obligate such a thing within the Albanian business environment.

2. Purpose and objectives of the study

The use of standards and the benefits of standardization have drawn the attention of researchers, bringing a significant number of studies about these topics. However, as the last publications from International Organization for Standardization emphasize, comparing these studies and reaching overall conclusions is difficult because they were carried out by different organizations, with different objectives and using different methodologies (ISO, 2013). Most of them followed a macroeconomic perspective, trying to evaluate the contribution of standardization to the economic performance of countries, considering indicators such as GDP growth and productivity increase. Those studies made substantial progress in understanding the economic impacts of standards. However, they have not, or have only marginally, addressed the microeconomic perspective, and they have not tried to assess the benefit that standards bring to individual companies. In order to fill this gap, the organization itself has presented the ISO Methodology, which provides a systematic approach for assessing the economic benefits of standards for individual organizations. It supports companies' internal analyses, the development of case studies and the comparison of results from different studies. The primary scope of the ISO Methodology is assessing the economic benefits of standards (i.e. the contribution of standards to the creation of economic value) for a company. The methodology can be applied to the economic impact of standards on an industry sector at national or international level, although this requires particular attention and increased efforts (ISO, 2013).

Small businesses and very small businesses make up 82% of functional companies within the structure of actively functioning companies in the Albanian market (Table 1), and only 18% of them have similar organizational and management characteristics with those competing in the European market. This significantly limits massive use of quality management systems in the Albanian market and is one of the main limiting factors of this study. The ISO certification target group, and subsequently this study's target group, are companies classified as juridical persons. Another difficulty in conducting this study is the lack of previous empirical studies in this field, based on protocols dictated by global experience, and difficulties in employing methodologies suggested by them. These factors, as well as other minor ones, have conditioned our study and have oriented us to determine the main purpose of it as follows:

- investigation of factors that motivate the implementation of ISO standards in Albanian companies;

- assessment of the impact these standards have, through evidence of expected benefits and the actual ones inside companies.

A company typically seeks certification when: (1) it feels compelled to do so for economic reasons or market-based demands; (2) it possesses a high capacity and the necessary competencies to obtain such certification; (3) it possesses adequate knowledge of the norm, of the impacts of its activities (internal and external), and identifies certification to be a strategic action for the company (Melnik et al, 2003)

This attestation pushes toward a comparison, for balancing purposes, between chances the external environment offers and strengths the company itself possesses. However, there is academic consensus concerning motives towards implementing Quality Management System (QMS), which seems motivated among the majority of organizations by external factors such as market pressure and an interest to improving the company's image. Other organizations are especially motivated by internal factors, such as improved products or services, reduced costs associated to a lack of quality and improving the company's internal efficiency (Casadesus, Heras, 2005, Shannon, Robson, Sale, 2001). They are mostly oriented by and trying to take advantage of their strengths and developing them further supported by strategic decisions.

Internal or external motivation might be one of most inspected and influential factors to explain the different outcomes of the various studies, and the differences between the performance improvement companies observe. We share the popular academic idea that motivation and internalization are the two most discussed variables which organizations should take into consideration when implementing ISO 9001.

First of all, the motivation for implementing ISO 9001 can influence its effect on financial performance. Organizations may wish to obtain certification for external reasons such as pressure from customers, markets or governments, or for internal reasons such as improving productivity and efficiency. Those applicants targeting short-term external benefits could expect to gain mainly external benefits, while those aiming at real quality improvement could expect to achieve higher overall benefits. That being said, the first objective of this study and this paper is determining the most influential factors in prompting companies for ISO certification.

Secondly, the degree to which ISO 9001 principles are adopted internally is dependent on the motivation of the organization, and is thought to be critical to successful implementation. Organizations with external motivation tended to implement measures prescribed by the standard as a quick fix to quality problems, while those with internal motivation were more likely to use the standard and the underlying principles in day-to-day decision making to really improve quality (Poksinka, 2010). Internalization of ISO 9001 principles is considered necessary in achieving the most significant performance benefits from the QMS standard. Our study' second objective is identifying companies' expectations about the benefits of certification.

Assessing the advantages companies have had as a result of certification, from their point of view, is the third objective of the study, which, combined with previous objectives, allows for the deduction of some recommendations to help companies for the best use of standards. The emphasis should be on the quality management principles the most recent ISO 9001:2015 standard is constructed around, that are: customer focus, leadership, engagement of people, process approach; improvement; evidence-based decision making; relationship management (ISO 9001:2015).

3. Research question and methodology

The strong relationship between certification motivations and resulting benefits for Albanian companies is at the focus of this paper. When firms are reacting to external pressure for certification, they may face ISO 9001 registration as the prime objective and adopt a minimalist approach to achieving it. Such firms obtain quality certification, but they may not fully value quality management systems, and thus will achieve limited benefits (Sampaio et al., 2009).

The research questions we put forward are:

- What are the main factors that prompt Albanian companies toward ISO 9001 certification?
- Do Albanian companies' actual effects of certification match their expectations?

To answer these question, we took up a research project looking at ISO 9000 set of standards in a more integrated manner using the different research strategies. Both questionnaire surveys and case studies investigating the processes related to

standard implementation and operation in the organizational settings were used. The worth of ISO 9001 differs between organizations and depends on several organizational and external conditions, such as motivation for standards implementation, maturity level of quality management, implementation strategy, certification audits, and involvement of people. Due to this, benefits achieved from ISO 9001 are not the same for every organization.

To carry out this study, we picked 50 companies that had gone through the process of certification at different times between 2005 and 2014. This choice was limited by the fact that most ISO certified Albanian companies have received certification after 2009. The questionnaire survey that was sent to these companies was constructed with the purpose of evaluating the degree of interest Albanian companies have in ISO certifications for their systems by looking at the effects this system's application has had on certified companies that employ it. The companies included in this study conduct their activity in different fields, as the structure of ISO 9001 certified companies by field of activity is also very diverse. Surveyed companies' activities include firms from metal industry, meat processing, food and drinks, wholesale/ retail and services. The limited number and size of certified companies does not allow for an in-depth, discipline-oriented, or size-specific study. The prevalence of medium and small companies in the Albanian economy has oriented our research toward assaying companies with various annual turnovers and numbers of employees. These are at the same time some of the limitations of our study.

The questionnaire is made in accordance with the formal rules of questionnaire construct and it has been based on implemented, estimated and protocolled elements in studies previously done in different countries. The intention was to avoid confusion and bias, to get the most accurate and not -influenced answer from the respondents.

The questionnaire is composed of three parts. The first one intends to evidence the company profile and potential changes during the years of ISO standard implementation, from the economic aspect and market positioning. The main concern is to collect the information that would permit estimation of the company activity, size and growth during those years, especially on the last ones.

The construct of the second part enables to reveal and assess the factors that stimulate the companies toward certification, as well as expected results from this process. The value of ISO 9000 differs among organizations and depends on several organizational and external conditions, such as motivation for ISO 9000 implementation, maturity level of quality management, implementation strategy, involvement of people, and certification audits.

ISO 9000 is still implemented mostly because of customer requirements and the certificate is the most desired outcome of implementing a quality management system. The certification to ISO 9001:2000 is a must in today's business environment. In fact, the certificate gives no competitive advantages, but gives a competitive disadvantage for organizations which are not certified. With this in mind, we want to reveal and estimate what actually happens in Albanian businesses, that can be done by information this part of questionnaire provides.

The third part is designed to envision directly the implementation of ISO system, from the operational and financial point of view, from the human resource management effects, and to enable the comparison of expected with actual benefits from the system implementation. ISO 9000 offers organizations the capability to develop and implement an effective and dynamic quality management system with a focus on continual improvement, but the certification itself doesn't ensure that an organization achieves sustained competitive advantages. The key to the success is the willingness and the depth to which an organization desires to go in satisfying the standard's requirements or fulfilling their own improvement needs. However, organizations often lack internal motivation to work with the QMS. Those organizations devoting too much attention and placing too much value on the certificate would not be able to realise the full potential of ISO 9000.

The third part of the questionnaire aims to assess how well the system is implemented and how it works in the company, considering the difficulties and limitations the company faces with.

4. Discussion and analysis

The empirical study of a group of Albanian companies ISO 9001 certified forms the basement for the analysis of achieved results. The profile of the sample is characterized as follows:

1. There are included in the study 50 companies that have received the ISO 9001 certificate after 2005 and 45 of them have given valid responses.

2. The sample of the responding companies includes private companies from a variety of sectors: around 35 % are food and beverage manufacturing companies, around 30% from construction, another 30% from wholesale/ distribution & retail, while the difference are service companies (banking/finance, consultancy, communications, insurance). Such structure of the sample implicits similar motivation factors and results from ISO 9001 implementation, unless otherwise clearly evidenced and discussed.

3. After collecting the filled in questionnaire, 12 companies were selected for interviews with the quality managers responsible for the system implementation in the respective companies. The increasing turnover and number of employees during last years were the main criteria for the selection.

4. The most of respondent companies have been doing business for more than 10 years. Only two of companies were established recently, but their development justifies considering them as part of the sample and rely on their responses. All the companies filled in the questionnaires voluntarily and without being influenced.

5. The surveyed companies have their activity throughout the country and some of them are also involved in export.

4.1. Motivation factors and implications

There are companies that have always worked to high standards and they knew that, but they want their clients know and understand it too. From the other side, companies are attempting to gain and work with new and/ or larger clients, that in turn are requesting audited proof of company' methods and standards of practice. This happens when companies became ISO 9001 certified, because these standards not only help them to comply with regulations – in conjunction with third-party certification by an accredited certification body –, they also help companies demonstrate to potential customers and authorities that they are doing things according to the rules and providing quality products or services.

The answers from the Albanian companies in the survey rank the factor “to satisfy the external requirements and the market pressure” in the first place, with around 60% of respondents accepting that they have been driven by such needs. Further discussion of this factor shows that a number of companies have gone through with the certification process in order to extend their activity to foreign markets by adapting to export requirements for their products. This was more typical for companies that manufacture food products, drinks, shoes, etc. The rest of the companies that have given in to market pressure mention ISO certification as a requirement for participation in public procurement procedures. From many companies' point of view, ISO 9001 certification allows them to enter the public market, which in turn helps to maintain good customer relations, increase business confidence, output and profit.

The second-ranked factor by certified companies is “to facilitate procedures and contracting with clients”. About 20% of surveyed companies confirm that ISO 9001 certification was mostly needed in order to facilitate selection procedures from clients and to contract with them. In Albania's case, following years of continuous effort to attract direct foreign investments, this demand is closely tied to the demands foreign companies put forward and the work practices they aim to impose in the business environment during their cooperation with Albanian companies. Some of the less stimulating factors were “to improve productivity, the organization & operation of actual QMS” and “to improve the image and the reputation of the company”. These factors were generally viewed as ISO certification benefits for SMEs, rather than as promoters to undertake the whole process.

Based on the results of the questionnaire surveys and the interviews with managers of respective companies, we can answer the first question posed in this study by confirming that the main certification stimulating factors are external and tied to export demand, participation in public procurement, and facilitation of client contracting. Increased awareness of many companies' leaders regarding quality as one of the most important competitive advantages to be successful in the market is worth noting from the results of the first part of the survey. Nevertheless, taking definite steps towards the establishment of quality management systems and confirming the realization of these systems' requirements, which materializes in the form of the corresponding certificate, is considered unnecessary or difficult. This is considerably due to companies' expected benefits from a certification process, which has its costs, and requires time and organizational commitment.

4.2. ISO 9001 certification and the organization performance

There are evidences that the performance of organizations can be affected by ISO 9001 certification. Without going into details of classifications done for the expected benefits from certification, well discussed in many studies (Tari et al. 2012), we have firstly listed the benefits Albanian companies would expect to achieve from the certification based on their general knowledge, the presentations from consultancy entities and their partner experience. Such benefits include:

help to improve the quality of goods and services; help to drive growth, cut costs and increase profits; sharpen the business processes and increase efficiency; enhance the credibility and secure customer confidence; give a competitive edge to the business; open up export markets for goods and services; open doors to new customers and strengthen existing business; help to compete with bigger enterprises; strengthen your marketing pitch; help to comply with regulations.

Despite being mostly stimulated by external factors, the Albanian companies rank **improving the company's image** first when considering expected effects of the system's implementation. Next are **using the certification as a marketing tool** to give them advantage over competitors, and **sales growth**, on the condition that the added income be able to cover certification expenses as fast as possible.

The results from the third part of the survey allow us to make a qualitative assessment of the factual benefits Albanian companies have attained following certification. Increased participation in public procurement, which means an increase in sales and market expansion to companies, is the most important accepted effect. A quantitative assessment of the benefits of this nature hasn't been possible in the context of this study, as it would require a longitudinal observation of the companies, and the selection of companies with specific characteristics. The increase of exports and cooperation with foreign investors, as well as the improved relationship with authorities and other stakeholders, constitute significant external benefits.

As for internal benefits, various authors' studies have suggested that certified companies can obtain better productivity, have lower defect rates and fewer customer complaints (Sun, 2000). Another study (Nield & Kozak, 1999) has suggested that the standard implementation might have the following benefits: operational benefits (improved operating systems, enhanced operating practices), human resources benefits (gained more committed work force, reduction in staff turnover), and marketing benefits (improved customer satisfaction, gained competitive edge, nation-wide recognition). However, these benefits are less apparent and less perceptible in Albanian companies, at least compared with marketing benefits (improved customer satisfaction, gained competitive edge, nation-wide recognition).

We emphasize the opinion that there is a positive relationship between ISO 9001 certification and performance, but the benefits achieved from ISO 9000 set of standards are not the same for every organization. They depend on the level of ambition and commitment to achieve business excellence. There are only a few external and internal benefits that follow from the standard itself. Most internal benefits require a change in practice and commitment from all organizational members. Our study, through its case-study part, the interviews with the responsible quality managers, proves that the implementation of system requirements is easier and more effective in those companies where top management is committed to engage in and support the certification process. Regardless of this, the concern for the extra cost required and the complaint for the extra documentation/ bureaucracy augmented due to system requirements is one of the most unsatisfactory finding evidenced in the study.

5. Conclusions

This paper highlights and analyses the conditions under which ISO 9001 certification is likely to be implemented and to have positive effects on organizational, marketing and financial performance in Albanian companies. Using the different research strategies and theoretically integrating the results from other related studies, this paper is providing a more comprehensive picture on ISO 9001 motivation factors and standardization advantages.

Some conclusions are drawn at the end of the study work according to the results of the questionnaires and face to face interviews in 12 companies with quality managers. In response to the first research question and fulfilling the first objective of our work is determining the most influential factors in prompting companies for ISO certification, the following points should be mentioned:

- The Albanian companies have been stimulated mainly from external factors to apply for and successfully get the certificate ISO 9001. The internal factors are ranked lower in the list.

- Amongst the external motivation factors, almost at the same level are ranked the certification as a requirement for participation in public procurement procedures, which in turn brings a fast increase of sales and profit; the certification as a need for export, especially for food and beverage manufacturing.
- Implementation of ISO standard derived as a need from the internal factors is mainly related to the improvement of operation, cost reduction and decreasing nonconformities. The image improvement and reputation is the least influential factor, as per Albanian companies viewpoint.

Regarding the 2-nd research question raised and the objectives related - what are the actual benefits of certification and do they match with the companies' expectations – the following points are of importance:

- The companies that have had sales growth due to greater participation in public tenders and due to entry in export markets confirm financial and marketing benefits from certification, as they expected. Measuring such effect and assessing the role of certification in it compared to other factors might be a field of investigation for future studies.
- The companies that have started the process and implemented the ISO system with the expectancies for service quality improvement, for marketing needs and better image of the company, confirm achieving of such benefits, but they don't evidence cost reduction, and/or financial results as expected.
- A few companies have been implementing the system for several years without any obvious result, especially in financial and operational terms. However, these cases might need a detailed analysis, beyond the capability of the mentioned study.

Practical implications for Albanian companies - The internal motivation and design of the QMS based on the real needs of an organization are important conditions to achieve positive effects from the standards implementation. The focus should be on the areas that need to be improved, not only on fulfilling the minimum requirements for obtaining the certificate. The objectives need to reflect the expectations of customers as well as the organization's aims for future success. Consequently, only self-motivation will make improvement sustainable. If the ambition and commitment level are very low and organizations devote too much attention and place too much value on the certification, the focus on real improvements is shifted away by limiting the efforts to the satisfaction of the minimum necessary requirements, just fulfilling the auditors' demands and setting defensive and easy to achieve objectives.

Furthermore, the involvement of people was identified as critical for the successful implementation and operation of a quality management system. The commitment of top management is vital, as well as the engagement of a dedicated and knowledgeable quality manager or facilitator.

This work could have been of value if it would encourage further studies on the field, closely related to the characteristics of Albanian businesses.

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Table 1. **Active enterprises by legal form, end of year 2015.** Source: INSTAT, 2016

Forma ligjore	numër number	Pronare / administratore femra Female owner / administrator		Legal Forms
		numër number	%	
Gjithsej	152,288	47,706	31.3	Total
Fermerë	19,543	1,564	8.0	Farmers
Persona Fizikë	103,414	40,208	38.9	Physical persons
Persona Juridikë	29,331	5,934	20.2	Juridical persons
Shoqëri me Përgjegjësi të Kufizuar	23,643	4,356	18.4	Limited Liability Companies
Shoqëri Aksionare	911	145	15.9	Joint Stock Companies
Ndërmarrje Shtetërore	935	296	31.6	Public Enterprises
Administrata Publike	498	87	17.5	Public Administration
OJF, Org. ndërkombëtare	2,410	861	35.7	NGO, Intern. Organization
Shoqëri të tjera	934	190	20.3	Other Companies

Exchange Rate Volatility and Trade: a Review

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Abstract

Exchange rate volatility refers to the tendency for foreign currencies to appreciate or depreciate in value, thus affecting the profitability of foreign exchange trades. The volatility is the measurement of the amount that these rates change and the frequency of those changes. There are many circumstances when exchange rate volatility comes into play, including business dealings between parties in two different countries and international investments. The exchange rate volatility has a significant impact on labor markets. In fact high exchange rate volatility may as well signal high costs for labor markets. This paper takes a different approach and highlights the effect of exchange rate volatility on international trade. The focus is to reviews the literature dealing with the effects of exchange rate volatility on trade. Numerous empirical studies have been conducted to investigate whether trade is influenced by exchange rate volatility. It is widely believed that increased exchange rate volatility inhibits the growth of foreign trade.

Keywords: Exchange rate volatility, Trade, Literature review, Empirical studies

1. Introduction

The effects of exchange-rate volatility on the volume of international trade have been the subjects of both theoretical and empirical investigations, since the adoption of a floating exchange-rate regime in 1973. Exchange rate volatility is defined as the risk associated with unexpected movements in the exchange rate. Economic fundamentals such as the inflation rate, interest rate and the balance of payments, which have become more volatile in the 1980s and early 1990s, by themselves, are sources of exchange rate volatility. More recently, increase cross-border flows that have been facilitated by the trend towards liberalization of the capital account, the advancement in technology, and currency speculation have also caused exchange rate to fluctuate (Hook and Boon 2000). The high degree of volatility and uncertainty of exchange rate movements since the beginning of the generalized floating in 1973 have led policy makers and researchers to investigate the nature and extent of the impact of such movements on the volume of trade. Since the breakdown of the Bretton Woods system of fixed exchange rates, both real and nominal exchange rates have fluctuated widely.

Given these contradictory theoretical predictions, empirical researchers have examined the effect of both real and nominal exchange rate volatility on the volume of international trade. The overall evidence is best characterized as mixed as the results are sensitive to the choices of sample period, model specification, proxies for exchange rate volatility, and countries considered. Exchange rate volatility can have a negative effect on international trade, directly through uncertainty and adjustment costs, and indirectly through its effect on the allocation of resources and government policies (Côte, 1994).

2. Theoretical Approaches

The relationship of exchange rate and trade balance is explained by various theoretical approaches like the elasticity approach, absorption approach, monetary approach and the J-Curve Approach.

2.1 The Elasticity Approach

The elasticity approach is also called the Bickerdike-Robinson-Metzler model (BRM) approach to trade balance. The approach is based on the effects brought about by consumption and production and the substitution effect that is as a result of the adjustment in exchange rate. The model is a partial equilibrium of the two countries and the two goods model and it assumes the existence of perfect competition in the foreign market in the analysis of the effect of exchange rate adjustments on trade balance (Shao 2009). The elasticity approach is analyzed by the separation of the markets for imports and exports; besides considering the income of both the foreign and domestic economy (Shao 2009). However, in this model, the real exchange rate is measured by the terms of trade and also domestic and foreign price are assumed to be constant or are exogenously determined. Consequently, the devaluation is expected to increase the volume of home country's exports and lower the imports by the home country hence improve on trade balance (Jha 2003).

2.2 The Marshall-Lerner Condition

The Marshall-Lerner Condition states that, "devaluation of a currency will improve a country's trade balance in the long-run if the sum of absolute values of imports and exports demand price elasticity's exceeds unity" (Mahmud et al. 2004: 231). The approach assumes a stable rate of exchange as the one that could improve the trade balance. However, exchange rate is prone to external shocks and may fail to be stable. Therefore, this study does not focus on the Marshall-Lerner condition as it focuses on the relationship between exchange rate and trade balance by adopting linear model. Also, imports and exports are not considered separate in the analysis.

2.3 The Absorption Approach

The absorption approach was developed by Alexander in 1952 and was elaborated further by Johnson, who defined trade balance as the difference between aggregate domestic income and aggregate domestic expenditure (Johnson 1972: 256). This definition shifts away from the definition of the trade balance as the difference between exports and imports (Johnson 1972: 256). The approach further stipulates that devaluation increases net exports if real income is increased or decreased basing on the assumption that government spending is fixed. Further, the approach highlights that devaluation or depreciation improves trade balance if the economy is not at full employment and conversely, if the economy is at full employment, then devaluation or currency depreciation may not improve trade balance (Mankiw 2003). The approach also takes into account the Keynesian income expenditure assumption that volumes of exports are independent of the national income and that national income affects positively the level of imports. However, the approach treats devaluation as a single policy that could be implemented without incorporation of other policies which may be relevant to achieve desired effect of improving trade balance (Johnson 1972: 257).

2.4 The Monetary Approach

The monetary approach explains trade balance by looking at the supply and demand of money, where the supply of money is managed by the government through the central bank. If there is more domestic demand of money more than what the central bank is able to supply, then there would be need for the money from the foreign countries to fill the gap of the excess demand and as a result, trade balance may be favorable (Duasa 2007: 23). On the opposing, in the situation of having more money supply in the domestic economy by the monetary authority than is demanded, then there would be excess money supply and this may result to outflow of money outside the economy and hence there may be decline in trade balance. Therefore, this approach considers excess money demand and money supply as having an effect on the trade balance.

2.5 The J-Curve Approach

The J-Curve effect to trade balance specifies that a country's trade balance measured in home currency units may be expected to deteriorate in the short run after the depreciation of the home currency and then in the long run, trade balance may improve (Isard 1995: 95, Jha 2003). The theory assumes that in the short run, import prices in the home currency would rise more rapidly than the export prices, whereas trade volume would only respond with a time lag which makes J-curve approach different from other approaches. This is because, when the currency is devalued, imports tend to be expensive assuming that imports and exports change immediately hence leading to a negative effect on the trade balance. After a short while, the volume of exports may begin to rise because of their lower competitive prices in the foreign market and the local consumers purchase less imports. Consequently, the trade balance improves as the devaluation occurs. Also, the foreign consumers may choose to buy the goods that are exported to their home country as they become cheaper in

the foreign currency as compared to their domestically produced goods (Hacker and Hatemi 2004). However, devaluation may lead to low investment hence reduced economic growth (Weeks 2001: 65).

3. Empirical literature review

The empirical literature review is focused on the empirical studies undertaken to establish the relationship of the exchange rate on trade balance. Various studies have been undertaken and established different results as shows in table 1.

Table 1: Empirical literature review

Study	Sample period	Nominal or real exchange rate used	Countries and Estimation technique used	Main Result
Akhtar and Hilton (1984)	1974-81Q	Nominal	OLS	Negative effect
Gotur (1985)	1974-82Q	Nominal	OLS	Little to no effect
Bailey, Tavlas and Ulan (1986)	1973-84Q	Nominal	OLS	Not significant, mixed effects
Bailey, Tavlas and Ulan (1987)	1962-85Q	Both	OLS	Little to no effect
Bailey and Tavlas (1988)	1975-86Q	Nominal	OLS	Not significant
Belenger et al. (1988)	1976- 87Q	---	IVE	Significant and negative in 2 sectors
Brada and Mendez (1988)	1973-77A	Real	Cross section	Positive effect
De Grauwe and Verfaillie (1988)	1975-85A	Real	Cross section	Level of trade significantly stronger within EMS than outside EMS
Koray and Lastpares (1989)	1961-85M	Real	VAR	Weak negative relationship
Mann (1989)	1977-87Q	Real	OLS	Few significant results
Peree and Steinherr (1989)	1960-85A	Nominal	OLS	Negative effect
Caballero and Corbo (1989)	--	Real	OLS and IVE	Significant and negative effect
Lastrapes and Koray (1990)	1975-87Q	Real	VAR	Weak relationship
Medhora (1990)	1976-82A	Nominal	OLS	Not significant and positive effect
Asseery and Peel (1991)	1972-87Q	Real	OLS - ECM	Significant and positive except for UK
Bini – Smaghi (1991)	1976-84Q	Nominal	OLS	Significant and negative effect
Feenstra and Kendall (1991)	1975-88Q	---	GARCH	Negative effect
Akhtar and Hilton (1991)	1974-81Q	Nominal	OLS	Not significant, mixed effect
Kumar and Dhawan (1991)	1974-85Q	Both	OLS	Not significant and negative effect
Belenger et al.(1992)	1975-87Q	Nominal	IVE, GIVE	Significant and negative effect
Kumar (1992)	1962-87A	Real	Standard deviation	Mixed results
Savvides (1992)	1973-86A	Real	Cross section	Negative effect
Gagnon(1993)	---	Real	Simulation analysis	Not significant
Frankel and Wei (1993)	1980-90A	Nominal & Real	OLS and IVE	Small and negative in 1980, positive in 1990
Kroner and Lastpares(1993)	1973-90M	Nominal	GARCH-M	Significant, varied signs and magnitudes
Chowdhury(1993)	1973-90Q	Real	VAR	Significant negative effect
Caporale and Dorodian (1994)	1974-92M	Real	Joint estimation	Significant negative effect
McKenzie and Brooks (1997)	1973-92M	Nominal	OLS	Positive effect
McKenzie (1998)	1969-95Q	---	ARCH	Generally positive effect
Daly (1998)	1978-92Q	Real	---	Mixed results (overall likely have a positive correlation)
Hook and Boon (2000)	1985-97Q	Both	VAR	Negative effect on export
Aristotelous (2001)	1989-99A	Real	Gravitiy model	No effect on export

Doganlar (2002)	1980-96Q	Real	EG Cointegration	Negative effect on export
Vergil (2002)	1990-2000Q	Real	Standard deviation	Negative effect on export
Das (2003)	1980-2001Q	Both	ADF, ECM, Cointegration	Significant negative effect on export
Baak (2004)	1980-2002A	Real	OLS	Significant negative effect on export
Tenreyro (2004)	1970-97A	Nominal	Gravity model	Insignificant and no effect on trade
Clark, Tamirisa, and Wei (2004)	1975-2000A	Both	Gravity model	Negative and significant effect
Kasman & Kasman (2005)	1982-2001A	Real	Cointegration, ECM	Significant positive effect on export
Arize et al. (2005)	1973-2004Q	Real	Cointegration, ECM	Significant negative effect on export
Hwang and Lee (2005)	1990-2000M	Real	GARCH-M	Positive effect on import and insignificant effect on export
Lee and Saucier (2005)	1986-2003Q	Nominal	ARCH-GARCH	Negative effect on trade
Duasa (2007)	1974 -2003A	Both	ARDL	Weak relationship between exchange rates and trade balance
Petrović and Gligorić (2010)	2002-2007M	Real	ARDL and Johansen's	The depreciation of the real exchange rate improved the trade balance.
Shahbaz et al. (2010)	1980-2006Q	Real	ARDL	Negative and significant effect
Guechari (2012)	1981-2009Q	Real	Cointegration; VECM and impulse response	Negative and significant effect
Kennedy (2013)	1963-2012A	Real	Cointegration and VECM	Negative and significant effect
Wong Hock Tsen (2014)	1978-2002A	Both	ARDL	Negative and significant effect

Source: Ozturk (1989-2005)¹, authors (2005-2014)

Refer to table 1; diverse author's uses different methods and approaches to measure the effect of exchange rate volatility on international trade. Most empirical studies show a negative effect on international trade but their results are controversial. Some authors consider that the exchange rate volatility is not one of the causes of foreign trade problems but it is mainly a consequence of domestic restrictions to growth, foreign trade disequilibrium and transitory problems derived from interest rates differentials and other factors

4. Conclusion

This paper provides a general survey of the literature on exchange rate volatility and trade, examining both the theory that underlies the work in this area and the results of empirical studies published since 1978. Results of the different studies are difficult to compare since the sample period, model specification, countries and the measure of risk vary widely. In several cases, long-run measures are used that may be a better proxy for trend changes in the exchange rate than volatility. Overall, a larger number of studies appear to favor the conventional assumption that exchange rate volatility reduces the level of trade.

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Solve Complex Simulations to Enhance Product Performance in Naval Industry

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Abstract

Overview Engineering successful, innovative products in today's competitive environment requires simulation power. The ability to analyze the multifaceted physical performance characteristics of a design before making a prototype can substantially increase productivity. Companies need robust simulation tools to efficiently overcome time, budget, and quality demands. The aim of this paper there is to present an inovative tool for project design SolidWorks® Simulation delivers powerful simulation capabilities that can solve complex analysis problems, helping us to design better, more innovative products faster and more cost-effectively. Also through this article will be presented the results achived on structure analyse of composite materials used for small boats and yahts production.

Key words: project design, Alfasolid software, structural analyse, composite materials, simulation

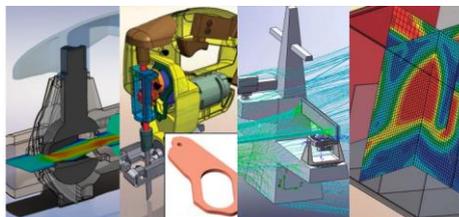


Fig. 1

Introduction

Composite materials are widely becoming the material of choice for many structural and nonstructural applications. The aircraft industry for example, has used composites for wing skins and other control surfaces that provide savings in fuel consumption and weight. The marine industry incorporates thick single skin and sandwich composites for hulls, decks, risers and other primary structure, and the automotive industry uses composites to fabricate body panels, springs and drive shafts. The civil engineering community uses glass and carbon reinforced plastics in the repair of aging bridges, piers, columns and other structures vital to the nation's infrastructure and economy.

Use of composite materials in naval industry it is developed in wider area from big companies and SME-s that produce small boats. Have been identicated during the time the really need for project design of boats and ships based on composite materials as inovative advance materials. Analysing the structural parametres using the software tools

Tools and Methodology

ALFA SOLID WORK SIMULATION tool is a very innovative one that offer great possibilities to the young engineers, constructors, engineering project designers to simulate different project creates prototype structures using different advanced materials.

Simulating complex physics drives innovation. Innovative. Reliable. Efficient. These are not only the characteristics of successful product designs but also of the design and engineering organizations that create them. To develop products with these attributes, it is needed to gain as much information as we can about how our design will perform under real world conditions, and be able to obtain these insights as quickly as possible. Manufacturers no longer have the luxury of performing lengthy physical tests to understand how a design will behave. Bringing innovative, reliable products to market quickly requires simulation technology. And not just any simulation package will do. In many cases, we will need to simulate complex physical behaviors requiring powerful nonlinear, dynamics, fluid flow, and multi-physics analysis capabilities. By simulating the complex physics impacting our designs, we will gather critical information that will help us to make important design decisions.

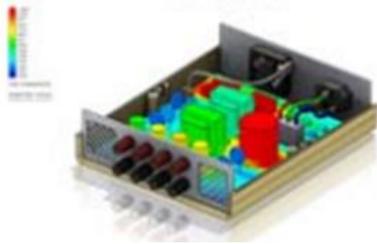


Fig. 2 Simulating complex physics drive

Using SolidWorks Simulation software to more easily conduct sophisticated analyses, we can obtain this information faster than ever. SolidWorks Simulation provides accurate, efficient solutions to resolve difficult analysis problems, accelerating time-to-market, optimizing material usage, minimizing design uncertainty, eliminating errors, preventing returns/warranty claims, and increasing profitability.

2 Multiphysics thermal simulation can ensure product performance. The possibility of a hand held device being dropped must be accounted for in the design simulations. Nonlinear structural analysis problems generally fall within three categories: nonlinear materials, nonlinear geometries, and nonlinear interactions between parts. Of course, we may face a simulation challenge that involves all three. We may be using a hyper-elastic material—such as an elastomer—in a shape that constitutes both structural nonlinearities, where the response varies disproportionately to the applied forces, and geometric nonlinearities, where displacements alter a structure's stiffness. The practical applications of nonlinear materials analysis vary widely. In a nonlinear analysis of a component, "failure" may be defined by the extent that a material yields rather than if the materials yields, as in linear analysis.

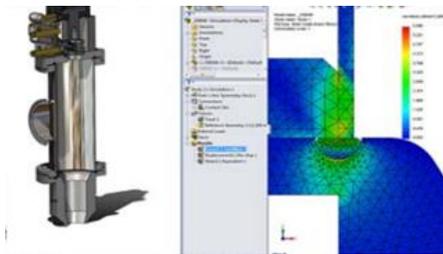


Fig 3 Multiphysics thermal analyse

We may also want to examine different failure modes, such as buckling, snap-through, "oil-canning effects," or large displacements. Many modern materials, such as plastics, synthetics, and composites, have unique properties that require nonlinear materials analysis to capture their complex load response behavior

Simulating the real world requires multiphysics analysis

While a large portion of simulation problems examine a particular type of physical phenomena—such as nonlinear structural, dynamics, fluid dynamics, and thermal analyses—there are many situations that require a combined multi-

physics approach. Examples of multi-physics simulations include thermal stress or thermo-mechanical (thermal/structural), fluid structural interaction (flow/structural), fluid flow with heat transfer (flow/thermal), and fluid structural interaction with heat transfer (flow/thermal/structural).

Most products are not deployed in environments that maintain a single uniform temperature, and many products are subjected to heating and cooling cycles that can affect a structure's mechanical integrity and response. This tool helped us to analyze the impact of heat on structural performance. For example, in some cases, the distribution of heat within a structure can influence how a design will deform, and conversely, structural deformation can affect the ways that heat moves throughout a structure. Sometimes, the nature of this interaction is primarily in one direction—the structural response alters thermal behavior or thermal responses affect structural performance. At other times, the interaction is both ways, when each type of physical response impacts the other. This is an interactive process that often requires a nonlinear thermal/structural analysis to simulate correctly.

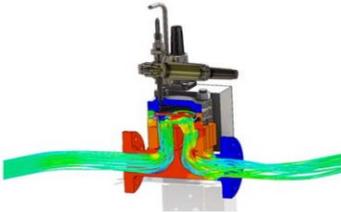


Fig 4 Analyse of hit structural performance

Multi-physics analysis with SolidWorks Simulation enables us to study the combined impact of different types of physical phenomena, such as the interaction between structural and thermal effects. In addition to situations where the interplay of two types of physical phenomena is of interest, there are circumstances where the interaction among physical phenomena is three-fold. For instance, you are designing a system in which fluid flow alters temperature, the changes in heat transfer cause structural deformation, and the deformation changes the boundary governing the flow, which changes the nature of the flow, which affects temperature.

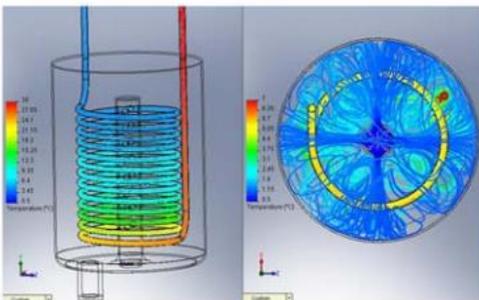


Fig. 6 Multiphysics analyse

Model the world's complexity with SolidWorks Simulation

The ability to predict how our designs will perform under real-world operating conditions is the essence of engineering and the purpose of prototyping. Yet, in today's competitive global market, manufacturers can no longer afford to take the time or incur the costs of conducting extensive physical testing. Increasingly, the key to engineering successful products is to leverage simulation technology to quickly and cost-effectively obtain valuable design performance information that can help us design better, more innovative products and deliver them to market.

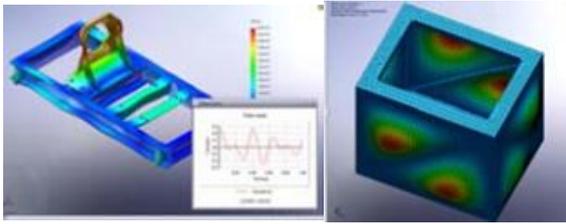


Fig 7: Model world simulation

Methodology:

Will be used step by step the methodology of project design, starting from the identification of the problem, passing to the idea and solution taking into account different ones, analysing simulated them, evaluated the behaviour of our prototype and based of that select the appropriate solution, go deeper to create the appropriate prototype, simulate, test and evaluate, build and ship (see the graph)

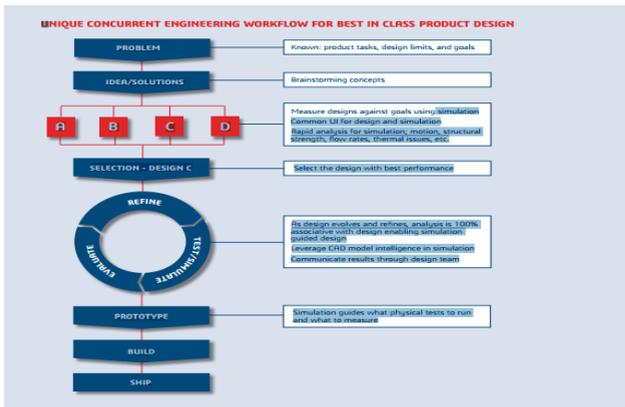


Fig 8: Engineering work flow Alfa Solid Work

Case Study: Evaluation of Structural Problems for Sandwich Composites

From the naval industry most defects can be detected in single skin laminates and in skins of sandwich structures. There are difficulties in detecting defects that are deep inside sandwich panels with thick foam cores, and in a sandwich skin if direct access cannot be gained to the skin in question. Sandwich structures with cores of end-grain balsa are extremely difficult or impossible to inspect because the large variations in density from one balsa piece to another tend to mask all other features. Ultrasound techniques are generally the most accurate (in those cases where they work at all).

From the use of this kind of techniques have been identified the following problem in the structure.

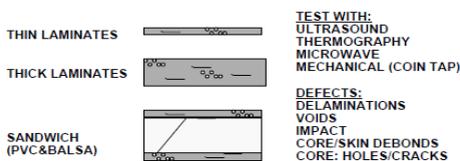


Fig 9: Structural sandwich problems.

Panel No.	Total number of layers **	Depth of defect location (in mm)	Area of defect mm ²	Thermography	Microwave	Ultrasound
Artificial debond:						
NP1	6/C30/3	0	5000 1000 200 50	0.8	1.5 2.1	
Small depth, thickness						
NP2	6/C30/3	36	5000 1000 200 50	not tested	1.3	17.5
NP3	6/C60/3	0	5000 1000 200 50	0.4 1.2 5.3	1.4 2.1	no defects found
NP4	6/C60/3	36	5000 1000 200 50	not tested	0.6 1.1	no defects found
NP5	6/C60/3	66	5000 1000 200 50	not tested	1.1 2.1	no defects found
Large depth, thickness						
Core damage:						
NP6	6/C30/3	C	79 20 3 3	4.0 45.8 100.0	31.8 89.1 795.6	9.3 23.0 600.3
NP7	6/C60/3	C	79 20 3 3	16.0 56.3	45.8 9.0 143.2 1145.9	no defects found
Impact damage:						
NP8	6/C30/3		1590 1257 707 491 380 177	0.5 0.8 1.0 1.3 ?	0.6 3.5 5.4	1.3 1.2 2.4 2.7 2.3 3.2
NP9	6/C60/3		1257 804 707 707 314 177	0.9 1.1 ? 1.0	0.2 0.3 0.6 5.4	1.3 1.9 0.9 2.8 6.3 0.6
NP10	6/C30/3		1963 1257	0.5 0.6	0.5 0.1	1.3 0.9

Table 1. Structural Sandwich parameters

Repair Methods for Skins of Sandwich Structures

Repair procedures were investigated for skins of sandwich structures. The durability of resins and adhesives was tested and the best candidate materials were evaluated further by repairing large beams. There is no ideal modelling approach for repaired structures, but knowing the strengths and weaknesses of each approach allows optimisation of repair geometries. The experiments were used to evaluate modelling methods and to determine how much strength can be regained in a repair. The following detailed studies were made:

- Studies to characterise and rank alternative adhesives/resins for performing both “wet” and “dry” repairs, including properties after ageing. Typical results are shown in Fig.10
- Studies of alternative geometries including scarf and step repairs with various angles and step arrangements (Fig. 11) to optimise the repair design.
- Evaluation of associated modelling approach to predict repair strength.

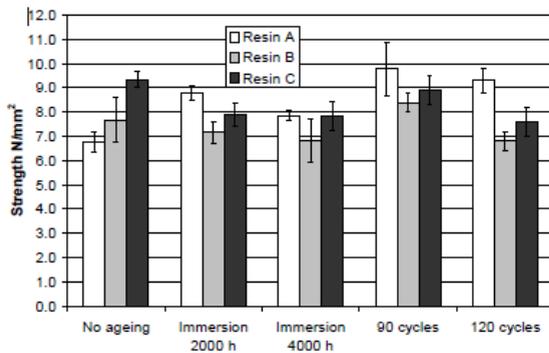


Fig 10. "Wet" and "Dry" repairs simulation results

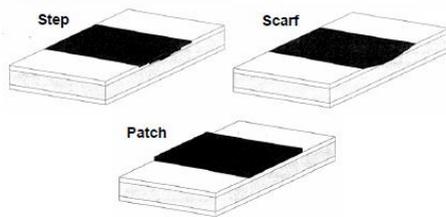


Fig 11: Sandwich Models generated from repair simulation

Conclusions:

Product Engineers can efficiently evaluate structural product performance under a wide range of physical scenarios using the powerful virtual testing environment of SOLIDWORKS Simulation Professional. Fully embedded with SOLIDWORKS 3D CAD, SOLIDWORKS Simulation Professional enables engineers to determine product mechanical resistance, product durability, natural frequencies, and test heat transfer and buckling instabilities. Pressure vessel analysis and complex loading is also supported. You can optimize products for weight, vibration, or instability based on a range of physical and geometrical parameters. With tight integration and a consistent user interface across SOLIDWORKS solutions, you can use the powerful capabilities of SOLIDWORKS Simulation Professional early in the design process to maximize product quality and reduce costs.

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The Influence of Willing– Motivations Characteristics of Students on Their School Achievements

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Abstract

The research on relationship between school achievements and intelligence show that only 50 % success in school achievement can be explained by intelectual development, whereas other 50% variance has been determined by non intelectual factors (social and emotional development, degree of motivation for learning, specific characterics, personal traits, social and financial status, cultural and educational status of the family) etc. The main objective of the research is to establish whats the structure of need, motives which students want to satisfy education in high school, their position and importance, that are characteristic for this social environment in present time, so that they are understood better and directed, so as to contribute to school achievements. The research was carried out in Montenegro. The sample consisted of the students from grammar and vocational schools in Budva, Podgorica and Niksic. Regarding content and methodology, interdisciplinary approach was used. It has been established that there is influence some willing – motivations characteristics on success in high school. There is a statistically significant corellation componente “Realiyation goals as a source of satisfifaction” and academic success. The students of grammar schools have more persistence in achieving their goals.

Keywords: school, student, motivation, school achievement.

Introduction

Education aimed at obtaining all the necessary skills for engaging in a certain profession is a long process which prepares young people for performing their vocation of choice. Vocation shapes personality, gives a sense and value to life, and determines our attitudes, perception and our conception.

Even back then, Terman emphasised that the non-intellectual factors play the main role in determining success of the very proficient people. Intellect and success are far from being in a perfect relationship. (B. Rakić, 1970).

Allport's opinion on the deeper relationship between the aforementioned variables is very encouraging. "The problem of motivation is the central problem in terms of psychological study of personality "(Allport, 1969, p.254).

Despite numerous reforms of school system, there is great gap between the fast-paced and big technological development on the one hand, and small alterations in the very process of education, which results in poor motivation of the youth in terms of acquisition of knowledge and studying for the profession of their choice.

Willing (conative) personality characteristics

Numerous researches aimed at studying the success in schools have shown that cognitive abilities are not the only ones the students' achievements rely on. Influence of the complete personality can reflect on the success in school because capabilities cannot be efficiently put to purpose if the person is not emotionally stable, socially adjusted and integrated.

The term willing (conative) characteristics (traits) marks an entire collection of traits a person's relationship towards oneself, others and the society in general, as well as the characteristic models of social behaviour is dependent on. This term covers a part of psychosomatic area which was earlier marked by expressions such as personality or a personal trait. At the beginning, the expression "conative "was only used (Eysenck) for character personality traits, while the affective traits

belonged to a separate category. However, affective personality traits are expressed in social contexts, which makes them inseparable from the so called "character" traits.

Bloom (Bloom B., 1976) emphasises the importance of the affective personality traits in terms of achievements at school. They are fit for changes, less "resistant" than the intellectual traits. His theory of successful school learning (mastery learning) is based on that possibility.

Motivational personality characteristics

Even though psychologists differ in terms of their understanding of the nature of human motivation, they all accept opinion that the adults set a very great range of different goals. Supporters of the concept that the human behaviour can be explained by a limited number of intrinsic motives think that people always set these various goals in order to satisfy a limited number of intrinsic motives. Supporters of the notion that an adult has a large number of motives think that the acquired motives become autonomous, that they become independent forces of behaviour. An adult strives towards fulfilling them for their own sake, and not for the sake of satisfying some other intrinsic motives.

Besides the primary biological motives, from the fifties onward, primary cognitive motives have also been a topic of discussion, through which the number of basic motives of human activity has been undoubtedly increasing. Terms: "intrinsic motivation", "development motives", "creative motivation", etc. are used for marking the latter notions.

Motivation in school learning

The proportion of motivation in explaining the achievements in school, in certain condition, is significantly greater than the proportion of the high-developed general or specific capabilities. That means that positive motivation, in synergy with other factors that contribute to successful learning, (highly developed capabilities, having certain personality traits, using a form of studying which is adapted to capabilities and traits of the students' personalities, taking care of the particularity of socio-economic conditions of development, etc.) can contribute to achieving excellent results in school work and studying. An everyday experience shows that, despite their good capabilities, many students do not achieve corresponding success in school learning, and that is mostly due to poor motivation to work. Just the same, some students who do not have such great capabilities, but who have strong motivation, show noteworthy results.

The motives which have a particularly important role in school learning are: curiosity motive, motive of manipulation and exploration, achievement motive and motive of self-actualisation.

Motives of curiosity, manipulation and exploration

Many researches in the area of psychology of motivation indicate that the motives of curiosity, manipulation and exploration (investigation) are present all the way since the earliest childhood. Their essence reflects in the person's need to be active, to seek for new things, explore and inspect the unknown, etc. Manifestation of the motives of curiosity, manipulation and exploration is very important for general development of personality, and especially for forming an active and creative relationship during the process of acquiring knowledge and learning. Emergence and directing the development of these motives is conditioned by the quality of family and situation in school, both of which significantly influence their incitement or hampering. Results of various researches show that the motives of curiosity, manipulation and exploration particularly emerge in situations when there are frequent changes, which are also characterised by ambiguity and incongruity of facts and data, and which often have some unforeseen and unexpected outcomes. In the process of teaching, those can be situations when, along with the designed pedagogical guidance, the students solve the set problems and tasks on their own in cases when they are given incomplete data and information, among which they have to make certain connections and relationships, or when they are brought into situation which demands them to apply the acquired knowledge and experience in a new and different way. Namely, creating such pedagogical conditions stimulates students to actively react to the new and unknown information, to express their desire for seeking and becoming more acquainted with the environment, to use the given facts and data as means of acquiring new experiences, as well as to adapt their behaviour to the factors which demand a different approach in perceiving and solving certain problems.

The motive of achievement

“According to Mc. Clelland, and the majority of his associates later on “the motive of achievement is a general tendency of an individual to compete with the standards of success he or she deems noteworthy and socially important (Mc. Clelland,1976.). The goals which are being set as the ones towards which we are striving in our pursuit of satisfying the motives of achievement are primarily material goals, whether we conceptualise them as a better economic position or greater social reputation. In essence, the motive of achievement is an acquired motive which can be developed to a different extent in all individuals, members of the same society and according to which members of different societies can be differentiated. According to Mc. Clelland, the source of this motive lies in certain actions towards children, i.e. it depends on the overall system of education and values that are set and cherished in a certain society.

The fact that the motive of achievement can be influenced by the designed influences in family and school indicates the possibility to shape it, i.e. the possibility to systematically and pedagogically act on its manifestation and development.

Measuring achievement motive

The most commonly used instruments for measuring in the area of motivation are questionnaires in the form of personality inventory, i.e. in the area of motivation for achievement GAM (General Achievement Motivation test). GAM is a revision of Hermans' PMT test from 1967, and it was standardised by Havelka and Lazarević (1980, 1981, 1982). This instrument was used in this research as well, thus its detailed description may be found in the following paragraphs.

The instrument is in the form of personality inventory and it measures:

- degree of prominence of the motive of achievement;
- degree of positive emotional engagement and emotional self-control in situations of achievement;
- degree of negative emotional engagement or emotional inhibition in situations of achievement;

School system is one of the most organised systems of actions through which the society influences development of the desirable personality traits. We can see the motive of achievement as a personality trait which is important for success of an individual in education, work and realisation of their potentials. Being present in the individuals to the high extent, the motive of achievement indicates that the actions and success of an individual are results of their personal efforts, interests and devotion. People who have higher motive of achievement strive towards being more self-confident, they love personal responsibility, value knowledge and results of their work.

Intrinsic and extrinsic motivation also influence the development of motive of achievement, as an important personality trait in terms of success of an individual in education, work and realisation of one's potential.

Motive of self-actualisation

An important characteristic of the human nature is the need for activity, creating and creativity, i.e. tendency towards actualisation and self-actualisation of one's potential capabilities.

In fact, self-actualisation relates to a person's need to activate his or her latent possibilities and to express what they potentially are through their own activities (K. Petrović, 1985).

Maslow (A. Maslow, 1982) thinks that people are motivated to realise their biological – psychological potentials, i.e. to become everything they can be.

Forming a socially positive and personally satisfied individual also highly depends on the nature of the relationship that individual has created in family, work, school or some other social environment.

Development of intrinsic motivation in teaching

Berlyne illustrates the possibility of introducing cognitive conflict in different teaching contents (courses) by means of surprise, doubt, perplexity, etc.

Piaget (Piaget, J. 1959, p. 47) also emphasises existence of cognitive conflict as the basic condition for an intrinsically motivated activity. Piaget thinks that students should be incited to think independently and to express their opinion freely. As it can also be read in the works of Constance Kamii (C. Kamii, 1970/1971), the role of the teacher would be to design the teaching situation so that it serves for causing a cognitive conflict in students, as well as for stimulating students to think and express their own opinions freely.

This also implies certain tolerance of the teacher towards the students' mistakes which can occur in the process of learning, through which the students are provided with information that greater significance is attributed to the very process of learning, i.e. thinking, than to the uniformly adopted correct answer.

According to Allport (Allport, 1969, p. 143), in order for one activity to be intrinsically motivated it demands more than mental and motoric engagement, it demands the deepest engagement of the "central" parts of personality or ego – engagement. According to Allport (Allport 1960), intrinsically motivated activities, enter the core, i.e. central areas of the "I" system.

Relationship between extrinsic and intrinsic motivation in teaching

When speaking about motivation of human activity, and school teaching as one form of that activity, that generally, have two types of motivation are mentioned and they differ in the ways they affect behaviour of an individual, especially in terms of learning: extrinsic and intrinsic motivation. The basic characteristic of extrinsic motivation reflects in the fact that the actions which are taken in order to achieve the wanted goal are seen as means, and not as a goal which serves as its own purpose (Petrović K. 1985).

In school work, that is the case when a student is learning a particular subject not because he or she loves it and finds pleasure in studying it, but primarily for a good grade, a promised award, or something similar. When it comes to intrinsic motivation, the activities performed are not only a means for reaching a certain goal, but their accomplishment brings intrinsic satisfaction, so thus, with time, performing these activities becomes the basic and principal goal.

In school practice, this means that a student does not only learn because an award is expected (a grade, praise, etc.) from someone else, but the very process of learning, i.e. acquiring knowledge is perceived as an award (goal) and it stimulates the student to engage in similar areas.

It is indubitable that intrinsic motivation in school work has more importance than the extrinsic motivation.

Bruner (1962) states that the feeling of pleasure cannot be experienced beyond the very act of learning, nor can it be found in praises, harsh words or teacher's grades. The use of external control, as he deems, turns learning into a means of obtaining an award (a praise, good grade), and not a goal which is valuable on its own.

Deci (Deci, E. L.1975.) states that extrinsic stimulation makes a person take up an activity he or she would not normally do, and then, while performing the activity, the person becomes aware of the intrinsic motivation towards the very activity.

Interests for certain subjects belong to the area of motivation, and thus they can be an important factor for achieving success in school. We can increase the degree or level of the interest in learning through pedagogical or other types of influence and thus improve success of the students in certain school subjects.

If we additionally assume that physical capabilities are relatively unchangeable, then a significant correlation between interest in certain school subjects and the indicative success achieved in the same subjects should be expected (T. Đurić, 1979).

Method

The goal of this research is to determine the structure of needs, i.e. motives which the students want to satisfy through their education in high school, as well as the specific structure of impacts they have on success in high school, their position and significance in education.

Based on the knowledge about the structure of motivation, the higher goal can be practical – it should be regularly analysed and the structure of motivation for achievement in school and professional development of the school youth should be kept track of. Also, they should be analysed from the aspect of reality and we should influence the change of relevant factors.

The goal of this research is to determine whether there is and what is the quality of connection between the motive of achievement and interest, as well as with success in school. This will allow us to establish whether interest in the existing education program in high school is stimulative for realisation of the motives of achievement.

Hypotheses

1. Students from different high schools which offer various fields of study differ in terms of willing - motivational characteristics.

Understanding the structure of intrinsic and extrinsic motivation among young boys and girls in high schools specialised in different fields of study will enable us to take actions aimed at developing motivation, as well as at eliminating the reasons which hinder the development of intrinsic and extrinsic motivation, analysing the reality and influencing a change of the relevant factors.

2. There is a connection between willing - motivational characteristics and success at school.

We are going to determine the connection between the development of the motives of achievement among students and the achieved success at school, i.e. whether the students who have better GPAs (excellent or very good) have a greater motive of achievement than the students with lower GPAs (good, insufficient and sufficient).

Sample and the research method

Sample of students systematically included one class from each grade of grammar school and tourism technicians in Budva, Podgorica and Nikšić. For the purpose of this research, we decided to include students from the coastal, central and north area of Montenegro so we would ensure representativeness of the research. Students from I, II, III and IV grade of high schools in Budva, Podgorica and Nikšić, who chose

grammar school or the department for tourism technicians, were included in the research. The schools that participated in the research were: Secondary combined high school "Danilo Kiš" from Budva, Grammar School "Slobodan Škerović" and Secondary Vocational School "Sergej Stanić" from Podgorica, as well as Grammar School "Slobodan Cerović" and Secondary School of Economics and Tourism from Nikšić.

The sample included 775 students, 15-19 years of age and there were 398 grammar school students, and 378 tourism technicians. The number of examinees from Budva was 258, from Nikšić 262, and from Podgorica 254. In terms of the sex, 305 examinees were male, while 470 were female. The significant discrepancy in terms of sex of the examinees, which goes in favour of the female examinees (39,4 % : 60,6 %) is not a consequence of this particular case, but it reflects the real condition in the surveyed schools.

The research was done in April and May, just before the end of the school year in high schools. All the surveys were carried out during the regular classes, because our previous experience in conducting research has shown that motivation and responsibility of the examinees is greater in this period than during their spare time. The survey was done in groups, and the size of groups was identical to the size of a class in school.

Instruments

We used the instrument: Test of General Achievement Motive - GAM

Motive of achievement will be measured by a new, modified version of the scale – MOP 2002, which is comprised of 55 items, and which was created by Mirjana Frančesko, Vladimir Mihić and Gustav Bala. During the process of making this new instrument for measuring the motive of general achievement, these authors started from the standpoint that the motive of achievement, as a primarily cognitive motivational factor, has a certain stability and that, as such, it can be seen as a personality trait. That additionally means that people can have mutual differences in terms of degree of development of this tendency. While creating and defining the items, their starting point was Mc Clelland's definitions of the motive of achievement, according to which two components of this motive stand out: making an effort to achieve what is deemed valuable and what will enable them to stand out among the others.

Instrument has the form of the Likert's five point scale.

GAM 2002 scale has a very high degree of reliability. This instrument belongs to the category of measurement instruments which have the highest degree of representativeness.

Also, through relative size of the variance of the first main component of the items transformed into the image forms the scale has the satisfactory degree of homogeneity. Based on the Scree criterion on the first level of factor analysis (the first main component) four factors which explain 36.80% of variation of the items were separated.

Table 2: Structure of the first factor

RB	ITEMS	R
10.	Being the best is a good life motto.	0.665
6.	I strive to be better than the others in everything.	0.662
25.	If someone is better than me, I want to reach their level.	0.641
21.	I strive to be the best in everything I do	0.637
9.	Competing with others represents the greatest stimulant to me.	0.632
30.	I have the need to show the others how successful I am.	0.632
31.	I put a lot of energy into standing out in front of other people.	0.588
24.	It is important to me that I stand out in what I do.	0.587
3.	It is important to me that I stand out with my success.	0.575
29.	I must achieve success in activities I do, at all costs.	0.542
8.	Success comes first in life.	0.532
53.	It is very important that my success is talked about.	0.493
43.	I think that I have a competitive spirit.	0.469
20.	I want to achieve success in each activity I take up.	0.398
38.	It is important to me how other people evaluate my work.	0.373
28.	I usually set high goals for myself.	0.364
34.	It is important to me what other people think about my achievements.	0.356
14.	I do not understand people who are going after success.	0.344
54.	When I like a person, I do not give up until I win them over.	0.267

The first isolated factor explains 18.61% of the total variance. The structure of the first promax factor, according to intensity of concentration in certain items of the scale, is shown in the Table No. 2. This factor is defined by items which clearly indicate the tendency of an individual to stand out and be more successful than the others. That is why this factor is called – *Competing with others* -.

Table 3: Structure of the second factor

RB	ITEMS	R
32.	I always finish the things I have started.	0.668
22.	If I am doing something hard, I am usually persistent.	0.611
1.	I am always persistent in achieving my goal.	0.578
4.	Even when things are not going easy for me, I finish what I have started.	0.575
41.	Even after several failed attempts, I do not give up.	0.501
37.	I am always trying to do better than I had on previous occasions.	0.491
19.	My parole is "Leave till tomorrow what you do not have to do today".	0.471
45.	I always realise most of the things I have planned.	0.460
18.	I usually postpone doing the things that demands a lot of effort.	0.445
40.	I am ready to take the responsibility for the tasks I perform.	0.426
2.	Each task is a new challenge for me.	0.390
5.	I know what I want to achieve in life.	0.381
36.	Other people see me as a person who "who knows what they want".	0.374
49.	I am often bored.	0.273
16.	I don't get too excited if I don't finish what I have started doing.	0.210

The second isolated factor explains 8.91 % of the total variance. The items that define the second isolated factor to the highest degree are shown in Table No. 3.

Content analysis of the items which define the second isolated factor indicates persistence as one personality trait.

This factor is called - *Perseverance in reaching a goal* - .

Third isolated factor explains 5.32 % of the total variance. The items that define the third promax factor to the greatest extent are shown in Table No. 4.

Considering the fact that the majority of the mentioned items are related to the tendency towards setting the goals the achievement of which is seen as an award, the third factor is called

-*Achieving goals as a source of satisfaction*-.

Table 4: Structure of the third factor

RB	ITEMS	R
42.	I appreciate people who are perseverant in achieving their goals.	0.624
12.	A job successfully done is the greatest award for me.	0.598
17.	I feel the best when I achieve good results.	0.587
13.	Perseverance is a trait I value greatly.	0.576
50.	The very thought of achieving a goal brings the positive feelings in me.	0.568
48.	Success cannot be achieved over night, but rather by meticulous planning and hard work.	0.527
44.	I feel great pleasure when I complete my daily plan.	0.494
26.	One should always have a clearly defined goal.	0.484
15.	I always learn lessons from my mistakes for the future.	0.472
23.	I always have a set goal which I want to achieve.	0.463
7.	I admire successful people.	0.459
46.	Once I achieve a goal, I find another one immediately because that makes me feel complete.	0.385
51.	In future, I see myself as a successful person.	0.344

The fourth factor explains 3.95 % of the variance. The items by which this factor is determined are shown in Table No. 5.

Table 5: Structure of the fourth factor

RB	ITEMS	R
33.	I plan each of my activities.	0.782
11.	I plan everything in advance in order to achieve better results.	0.719
35.	I plan my activities for the upcoming day.	0.705
27.	Each activity should be well planned in advance.	0.689
39.	When I do not have my day planned out I feel strange.	0.491
55.	I prefer being spontaneous to planning it all in advance.	0.490
47.	I think it makes no sense to plan many things in advance.	0.463
52.	My motto is "one should live from today until tomorrow, without any major plans".	0.397

The fourth factor is determined with items which indicate the tendency of a person to plan activities in order to achieve a certain goal. This factor is thus called

Orientation towards planning.

Among the isolated factors, there is a statistically significant correlation on the level 0.01. All the obtained correlation coefficients are positive, which indicates that the isolated factors have the same direction of "action".

Factor analysis of the second order has enabled us to separate a factor which explains 51.96 % of the total variance. Correlations of this factor with the primary factors are shown in Table No.7.

Table 7: Correlation coefficients factors of the first and second order

R.no.	PRIMARY FACTORS (first order)	General second order factor
3.	Achieving goal as a source of satisfaction	0.836
4.	Orientation towards planning	0.755
2.	Perseverance in achieving a goal	0.736
1.	Competing with other people	0.518

All factors of the first order are in a high positive correlation with the second order factors, which indicates that the MOP 2002 scale has a unique focus of measurement. Correlations between the first order factors, as well as coefficients of connection of the first and second order factors, indicate that four components are not independent in size and that together they make the motive of general achievement. The motive of achievement is a complex motivational disposition, which consists of the following components: competing with other people, perseverance in achieving a goal, achieving a goal as a source of satisfaction and orientation towards planning.

The obtained results confirm Mc Clelland's attitude towards two components of the motive of achievement: putting effort in achieving the things which are deemed valuable (setting goals) and which will allow them to stand out among the others (competing with others). Based on the content analysis of the other two components, the conclusion is made that these are instrumental traits and patterns of behaviours. Namely, a person who has tendencies towards competing and setting goals, develops traits such as perseverance and orientation towards planning, in order to be successful in competing with other people and/or in achieving their goals.

Information about the existence of one factor defined by the means of four mutually connected components which "act" in the same direction, indicates the conclusion that the individual differences in the motive of achievement can be primarily sought for in the degree prominence of this motivational disposition. In that way, it is possible to differentiate people whose motive of achievement is on a: low, moderate, high and very high level of development.

Starting from the obtained results, motive of achievement can be determined (according to M. Frančesko, V. Mihić, G. Bala) as a striving towards achieving success, whether that success is defined by achieving personal goals and/or standing out in front other people.

Results of the psychometric analysis have shown that the MOP 2002 scale is a good instrument for measuring the motive of achievement, and thus it was used in our research. Considering the fact that MOP 2002 is comprised of four factors, it cannot be treated as a unique result, but it will help us measure the development of some components of the internal motivation, i.e. the motive of achievement.

Statistic data processing

When it comes to the method of descriptive statistics the following actions were taken:

1. Illustration of frequency distribution, i.e. frequencies and percentages which relate to certain categoric variables (nominal level).
2. Illustration of average value, standard deviation and median in terms of scalar values which are assumed to be at the interval level of measurement.
3. Review of the value of average rankings.

The methods of inferential statistics were used:

- 1.1. Index of curvature, flatness index, their standard errors for testing normality.
- 1.2. Kolmogorov-Smirnov's Z-value for analysis of the normality of the breakdown.
- 1.3. Hi-square when differences among breakdowns of the frequencies according to certain categories of nominal variables with two, three or more categories as the values were tested (e.g. male and female).
- 1.4. Analysis of variance when the significance of differences, in terms of the values on scales which are assumed to potentially have the interval character, among two or more groups were tested
- 1.5. Leven's test which is used for testing the assumption of equality of variance within groups or variance of mistake within the subgroups.
- 1.6. Box's test of equality of the elements of the variance-covariance matrix for ANOVA (variance analysis).
- 1.7. Mann-Witney's U-test or the difference test for ranges between two sub-groups.
- 1.8. Kruskal-Wallis' difference test for ranges between three or more sub-groups.
- 1.9 Logistic regression where to test the correlation and power dichotomised dependent variables of school success based predictors which may be either continuous or dihotimni came in the case of this study.
- 1.10 Point-biserial correlation coefficient was used in situations when dichotomous variable correlated with one of the continuous variables.

Results

Analysing differences among students studying at different specialised high schools in terms of values on certain components of motivation for achievement (MOP).

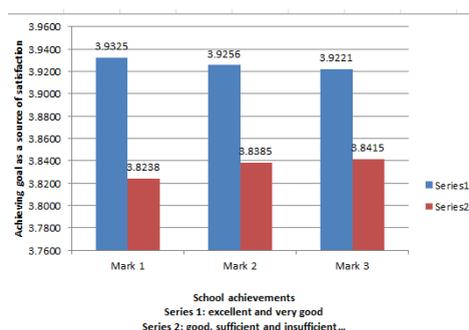


Chart 1. Average values of students on the variables "Achieving goals as a source of satisfaction" in three situations of evaluating success in school, on the basis of three situations of evaluating the success in school.

In terms of all three evaluations of school success, three evaluations of success in school, and as it can be seen from the chart, students who have better grades in school also have higher value on the component "Achieving goals as a source of satisfaction" and these differences are statistically different in all three situations. Considering the fact that there were no significant differences in the other three components, the H2 was thus only partially confirmed.

Conclusion

Bearing in mind the obtained results of the data analysis in the research that was conducted within the scopes of this paper, we can make certain conclusions.

1. Our hypothesis that *the students from different specialised schools differ in terms of willing - motivational characteristics is only confirmed in some components.*

Differences among students from different specialised schools have been determined only for some components of the motivation for achievement. It can be said that the grammar school students have a significantly more prominent component of motivation for achievement "Perseverance in achieving goals" when compared to the students studying at the department for tourism technician.

2. Our hypothesis that *there is connection between willing - motivational characteristic and school success* has been confirmed.

A significant difference among students who have different GPA's has been noted in only one component of motivation for achievement, and that is "Achieving goals as a source of satisfaction".

In average, the greater the values are on this component, the better the evaluation of school achievement is. Considering the fact that motivation for achievement also represents a reflection of certain conative personality factors of the examinee, we can derive the conclusion that these results favour the confirmation of the impact of the conative traits on the school success. These findings mostly confirm this hypothesis.

The more prominent factor "Perseverance in achieving goals", when it comes to the grammar school students, indicates perseverance as a personality trait. It is in positive correlation with the factor "Competing with other people" which indicated the tendency of a person to stand out and be more successful than the others.

There is a connection between some willing - motivational characteristics and success in school.

There is a statistically important connection between the component "Achieving goals as a source of satisfaction" and school success. In average, the greater the values are on this component, the better the evaluation of school success is.

It is necessary to develop and strengthen self-respect, i.e. the need for a lasting, solid, high grade-esteem of oneself and appreciation from the part of the others, which can be achieved by motivating students to be active in school and the society, to set higher goals, and by developing belief in their own abilities, and optimism.

For the purpose of strengthening the motivation of achievement, it is necessary to also use extrinsic motivation, which means that the following steps should be taken:

- 1) The students should be enabled to recognise their results. They should constantly and timely be informed about the achieved results, which will serve as a strong stimulating force for their further prosperity.
- 2) Competitions in comprehending and learning the lessons should be organised and conducted, which represents a form of motivation for self-affirmation and a strong stimulant for achieving success.
- 3) Students should be enabled to achieve success in order to avoid the feeling of failure, since success is the motive which motivates to work and raises the level of aspiration, while failure impedes progress and lowers the aspiration level.
- 4) Use praise and reproach which represent strong stimulants for achieving success, since praise causes satisfaction and pleasure, while reproach causes indignation and frustration.

In the end, apart from the important intrinsic and extrinsic factors, developing affiliative motive, i.e. the need to contact and cooperate with other people should also be incorporated into the programme for practicing the affiliative motive, which can also be an initiator of the activities for achieving success.

Singling out and strengthening the motive for acquisition depends on the extent to which acquiring knowledge is considered a significant area of competence in a certain environment, as well as on the nature of experience of the actual individual when it comes to the fact that knowledge and the process of acquiring knowledge enables experiencing the feeling of competency. Both the very activation (inclusion) of the capacities, skills and previous knowledge of the students in the process of school learning and all those conditions (contents and methods of work) which contribute to their improvement will have a motivational influence.

Independence and self-initiative of the students should be provoked, instead of orienting them towards the teacher as the central figure of the teaching process (as the only source of the demands, the only criterion of the truth, etc.). The students should be motivated to seek for intellectual challenges and overcome them on their own, and not the stand down when faced with a challenge, but the engage in overcoming it. This hypothesis about competence and self-determination suggests that, in cases when different reasons prevent students from becoming involved in solving important matters in the process of learning, the students should at least be provided with a clarification and explanation of the meaning of learning, so they could accept it as their "own", i.e. so they could get the feeling of self-determination from it. One of the pre-requisites for experiencing the feeling of competence in the process of learning is individualisation, primarily in terms of the degree of demands which are set before the students. However, that does not mean that the students should get tasks which too easy to solve, on the contrary, they should be given tasks in which they will be objectively successful, but also experience difficulties, mistakes and effort.

Thus, introducing individualised forms of pedagogic-education work in certain specialised high schools for should be considered, the forms that would create conditions for stimulating and directing the existing capacities of the students, and thus conditions for developing the motive of achievement.

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GAM

Name and surname _____

Please read carefully and answer to all questions.

Answer should be written in Answer sheet. There are no true or false answers. Sincere answers are the best ones. Results should be used only in scientific purposes.

CLAIMS
I am always persistent in achieving my goal.
Each task is a new challenge for me.
It is important to me that I stand out with my success
Even when things are not going easy for me, I finish what I have started.
I know what I want to achieve in life.
I strive to be better than the others in everything.
I admire successful people.
Success comes first in life.
Competing with others represents the greatest stimulant to me.
Being the best is a good life motto.
I plan everything in advance in order to achieve better results
A job successfully done is the greatest award for me.
Perseverance is a trait I value greatly.
14. I do not understand people who are going after success.
15. I always learn lessons from my mistakes for the future.
16. I don't get too excited if I don't finish what I have started doing.
17. I feel the best when I achieve good results.
18. I usually postpone doing the things that demands a lot of effort.
19. My parole is "Leave till tomorrow what you do not have to do today".
20. I think that I have a competitive spirit.
21. I strive to be the best in everything I do.
22. If I am doing something hard, I am usually persistent.
23. I always have a set goal which I want to achieve.
24. It is important to me that I stand out in what I do.
25. If someone is better than me, I want to reach their level.
26. One should always have a clearly defined goal.
27. Each activity should be well planned in advance.
28. I usually set high goals for myself.
29. I must achieve success in activities I do, at all costs
30. I have the need to show the others how successful I am.
31. I put a lot of energy into standing out in front of other people.
32. I always finish the things I have started.
33. I plan each of my activities.
34. It is important to me what other people think about my achievements.
35. I plan my activities for the upcoming day.
36. Other people see me as a person who "who knows what they want".
37. I am always trying to do better than I had on previous occasions.
38. It is important to me how other people evaluate my work.
39. When I do not have my day planned out I feel strange.
40. I am ready to take the responsibility for the tasks I perform.
41. Even after several failed attempts, I do not give up.
42. I appreciate people who are perseverant in achieving their goals.
43. I think that I have a competitive spirit.
44. I feel great pleasure when I complete my daily plan.

45. I always realise most of the things I have planned.
46. Once I achieve a goal, I find another one immediately because that makes me feel complete.
47. I think it makes no sense to plan many things in advance.
48. Success cannot be achieved over night, but rather by meticulous planning and hard work.
49. I am often bored.
50. The very thought of achieving a goal brings the positive feelings in me.
51. In future, I see myself as a successful person.
52. My motto is "one should live from today until tomorrow, without any major plans".
53. It is very important that my success is talked about.
54. When I like a person, I do not give up until I win them over.
55. I prefer being spontaneous to planning it all in advance.

Please make sure You answer every question!

Thank You for your cooperation

ANSWER SHEET

Name and surname _____

Gender: M F

Age: _____

Your school: _____

Your mother' s education: Your father' s education:

- a) primary school a) primary school
 b) secondary school b) secondary school
 c) college / university c) college / university
 d) master s and doctoral degree d) master s and doctoral degree

Instructions for filling in the questionnaire:

You have to answe to what extent these statements refer to you::

1. If the statement **refers to You completely** circle **totally correct (5)**.
2. If the statement **refers to You, but not completely**, circle **mostly correct (4)**.
3. If **You are not sure the statement refers to You**, circle **not sure (3)**.
4. If the statement **refers to You to a small extent**, circle **mostly incorrect (2)**.
5. If the statement **does not refer to You**, circle **totally incorrect (1)**.

Question No	Totally incorrect	Mostly incorrect	Not sure	Mostly correct	Totally correct
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5

17.	1	2	3	4	5
18.	1	2	3	4	5
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25.	1	2	3	4	5
26.	1	2	3	4	5
27.	1	2	3	4	5
28.	1	2	3	4	5
29.	1	2	3	4	5
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31.	1	2	3	4	5
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38.	1	2	3	4	5
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40.	1	2	3	4	5
41.	1	2	3	4	5
42.	1	2	3	4	5
43.	1	2	3	4	5
44.	1	2	3	4	5
45.	1	2	3	4	5
46.	1	2	3	4	5
47.	1	2	3	4	5
48.	1	2	3	4	5
49.	1	2	3	4	5
50.	1	2	3	4	5
51.	1	2	3	4	5
52.	1	2	3	4	5
53.	1	2	3	4	5
54.	1	2	3	4	5
55.	1	2	3	4	5

Professionalization, Insertion, Mobility and Professional Status. a Comparative Analysis in Populations of Doctors

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Abstract

This study is in line with the analyses of university and working career in their interaction in relation with conditioning factors, carried out by Dr. Aparicio for the past two decades with a variety of populations. The aim was to analyze the relation between working conditions and future working perspectives through social representations. There are three core variables: Professional Mobility, Professional Status and perspectives regarding the future of their careers at the personal development level and within the organizations, considering, on the one hand, insufficient Professionalization and the increasing market demands; and on the other the impact structural limits have on the identity level. The methodology used was quanti-qualitative (semi-structured questionnaires, interviews, and hierarchical evocations, out of which we will analyze one node: Labor Market). The population consisted of doctors (2005-2012) from the National University of Cuyo, in Argentina and the CNAM (France) of different courses of study. The analysis is done from a systemic sui generis perspective involving three interwoven levels (macro-meso-micro-macro), called The Theory of the Three-Dimensional Spiral of Sense (See Aparicio, 2015 c and d; also, 2005 2007a; 2007b, 2013a, 2014 b; 2015 c, 2015 d). The results show that it enters in the nucleus of such representations, which relates to the current issue of professional mobility, as regards different study courses and contexts; we can also observe the effect of professionalization on the insertion environment, and on the personal and organizational identity.

Keywords : Professional Mobility – Status Professional Careers – Professionalization – Social Representations – Labor Market

1. Brief Framework

This research work is part of the issue of Professionalization, (Lang, 1999; Bourdoncle 1993) associated to the issue of professional, personal, institutional and social identity (See. Part I. Introduction; Aparicio, 2015 c and d; 2014 b.)

This is part of a set of continuous works concerning professional performance of different populations (university graduates, drop-outs, students who take longer to complete their studies, teachers, etc.), covering 20 years of existence of different courses of study at Universidad Nacional de Cuyo (UNCuyo, Argentina).

We have worked on two core issues: Identity related to Professionalization in the field of Training and other humanistic sciences in institutions in both countries related to Professional Status / Professional Mobility / Professional Insertion and Satisfaction.

Why should we study these issues related to Professional Mobility and the Professional Status?

Doctors in Social and Humanistic Sciences, in general, are oriented towards two fields: research in scientific entities and teaching at the highest level, in Argentina but not in France, where the degree only enables them to hold a position of "Maitres de conférences", and only after 20 years of teaching practice can they reach the status of "Professeur des Universités", standing for the "*habilitation a diriger des recherches* - HDR. The latter status is reached by a small minority of practicing doctors.

The situation of scientific entities in Argentina, despite the progress and investment – is as follows:

a. On the one hand, the scientific system promotes Professionalization and Continuing Training by means of fellowship programs and exchanges overseas. However, since they are rigid national state systems – with hard regulation not always updated to the new demands and even to the same training programs offered by CONICET –, there are constraints regarding the time to be away from the country. This causes that, to mention but a case, scholarships that have been awarded for a year, due to ranking or legal reasons, should be somewhat wasted, using only 6 months within a six-year period for stays scientific entities overseas. There is an offer of training alternatives and a time limit to make it effective. Contradiction, then, causes uncertainty and it demands greater efforts from researchers in order to make progress within short times. There is overvaluation of Professionalization, on the one hand, and a true constraint, on the other.

b. The situation worsens as the professional status reached as researcher gets higher. In fact, Mobility does not rise easily in the hierarchical scale since the number of positions is limited (the higher the status in the scale, the fewer the positions). Once a high status is reached, to this we should add the number of demands in terms of original knowledge production, international transmission, transference to the corresponding system, among other aspects. In addition, there appear the problems of evaluations; always tinged with a possible subjectivity, despite the fact the scientific system intends to take the necessary precautions so that such evaluations can be most objective. Also, we are taking steps forward into standardization of grills which have many aspects in common with the ones used by other developed countries.

c. This higher status also demands more commitment to society in terms of training material for human resources (little demand when a researcher is placed in the lowest categories of the system due to a real impossibility). This requires extra time. Once more, the dimension “temporality” appears hampering Satisfaction or Well-being in those who research and should lead programs, projects, groups (of other researchers, professionals, and support personnel), to name but a few cases. (Aparicio, 2014 a, Fiedler, 1967; Andrews et al, 1979).

d. Back to regulations, there exists some over prescription of rules opposed to actual possibilities to come with the demands (Goffman, 1965).

Thus, there is a certain distance between what is expected – one of the issues of this work, expectations – and the actual possibilities of realization in daily occupational practice.

In general, considering the existing literature, it can be said that there is a certain tension between the area of work and the area of training, as well as between the expectations at the moment of vocational choice and the actual experience in the professional environment; also, between the “ideal” situation expected by the PhD students and the real one of the PhD graduates; between the representation of the doctors and their world experience.

Is there certain over prescription in the institutions to respond to the changes in the labor market along with under prescription in the means used to such response, as it is usually said? Within this framework, the links between the personal training experience and the professional life become a source of concern in the field of training and, especially, in the studies related to humanities and social sciences.

Besides, this issue involving institutional and even disciplinary identities, as well as the identity reconstruction processes, is accompanied, as it has just been said, by actual *insertion conditions*, duration and *professional mobility*; all of them will have an impact on professional performances (Dubar 1991, 2000 a, b and c; Sansaulieu, 1977; Silva & Aparicio, 2015 a and b).

e. Another contradiction shows up: there is social value through the media, more and more evident every day, affecting different age groups, including children. More and more we watch cartoons inviting children to become the researchers of the future. However, there is the other side of the coin: undervaluation of salaries. This even more evident and critical if we consider, on the one hand, the investment high status researchers have to make in order to keep their status and/or to try to go up the hierarchical scale. On the other hand, if we consider the natural desire regarding personal and professional achievement (particularly if they reached a high status in the scientific hierarchy)

There are many institutional efforts which have not always been accepted. In the specific field of training, the new professionals encounter various difficulties, in addition to lack of recognition. Some authors even speak of de-professionalization of those graduates on this field, and they are left behind into a process of “proletarianization” (Ozga & Lawn, 1981). There exist other problems: “semi-professional” status in a broad sense (Etzioni, 1969), the devaluation of

the graduate's image in the field of education (training) along with an ever growing weakening (burnout) (Tardiff & Lessard 1999; Maroy 2006; Aparicio, 2006a, 2006 b, 2007 a, 2007 b, 2009 a, 2009 b, 2009 c, 2013 a).

f. Finally, the higher the professional status, the more the demands in terms of not only disciplinary but also collective and social competences: management (of researchers and technicians), consensus, negotiation, leadership (Argyris & Shon, 1974, 1978, 1996a and b). The researcher who is the head of the team must try and harmonize the organizational climate, even though it may be a micro organization (Payne, 1973; Aparicio 2014 a). It does not seem easy, according to the results of our studies. In fact, the work published in the US in 2014 shows, in terms of statistics, that there is an only aspect of coincidence among those who belong to social and humanistic sciences (SHS) and to exact and natural sciences. This is, precisely, the widespread dissatisfaction/nonconformity of younger researchers regarding leadership capacities. In simpler words, there is lack of true leadership regarding innovation and keeping a climate of psychological well-being, of team high motivation. The doctors-researchers from both fields feel they are not satisfied with leadership in their teams (Fiedler, 1967; Knorr, Mittermeir, Aichholzer & Waller, 1979; Hollander, 1971; Andrews et al., 1979; Aparicio, 2002, a; 2014 a).

Our present reality poses other challenges: cultural diversity management (age, sex, ethnic group, (Dupray, 2005; Dupray & Moullet, 2005) and interculturality, a challenge for which not all of them have been prepared: competences to work with new technologies, to incorporate technology in business, to properly equip the work area (physical and psychological comfort and well-being. Excellence has a high price (Aubert & Gaulejac, 1991).

The professionalization of individuals (training on an existing field) or of the activities (construction and/or redefinition of new profiles of an existing profession) demands the implementation of new mechanisms. On the other hand, as regards this research, the conditions of professional practice in the working world have changed, and professional insertion as well as duration and promotion represent a complex problem with a variety of variables.

g. On the other hand, even though there are disciplinary and institutional differences, since these groups form "colleges invisibles", to quote, there is also dissimilarity shown by the a "self-sustained" interplay of macro social and political (organizational) of individuals and contexts. Dr. Aparicio's "Theory of the Three-Dimensional Spiral of Sense" (2015 c and d) clearly shows this interplay based on research on six disciplinary complementary fields during 30 years (National Council of Scientific Research (Argentina).

h. To close this brief framework, doctors in France – although they are globally better positioned than those who could not get their PhD degree –, are also aware of the degree devaluation and suffer the consequences of the so called "Queuing Theory" (Carabaña, 1987; García Rodriguez, 1993. See also Aparicio & Cros, 2015 a; Giret, 2003; Giret, Moullet, & Thomas, 2003).

To this chain of circumstances affecting doctors in relation to Mobility, professional status, expectations and effective achievement we add readiness to accept "the other" who was acquainted with rising geographical mobility – often times, as a result of the so called "delocalization", which is more expanded in developed countries. This mobility usually entails certain individual and group tensions. Thus, we can see in our own research works that rising status not always goes together with "lived satisfaction" (called "Subjective Satisfaction").

i. Such feeling of dissatisfaction impacts on personal/biographical and institutional identities, fragmenting them due to abrupt changes and the lack of competences to deal with them. We have found typologies of identity strategies, to which we have made reference above (Goffman, 1963, 1975).

Consequently, we find individuals who would prefer to change their occupation, to perform administrative or technological tasks within the academic system in its highest level, or in the scientific System rather than to put up with the increasing demands versus the material impossibility to comply, at least at the desired level, with the requirements for inadequate information of collective and social competences, according to what our actors' representations. In spite of this, virtually no one denies the value of a PhD degree as a certificate, nor of a university experience.

Some are still looking for different strategies to help them support the system; finally, others feel satisfied and happy, globally speaking (those who got a PhD in Management).

Briefly, we could say, on the one hand, that the effects of "overcrowding" in higher education (Bourdoncle & Demailly, 1998) has emphasized the need to consolidate certain competences and sets of knowledge essential for professional practice

and its corollary, social recognition of professional groups (Bourdoucle, 1993; Lang,1999). The issue of Professionalization is more and more important every day in all the contexts according to the corresponding demands.

The quick changes within the professional world demand innovative transformations in training institutions and consolidation of new competences valued by the market. All that could influence on professional and institutional identity updating.

On the other hand, the achievement, in this study, reminds us of the experience in the labor market of doctors in the framework of degree devaluation (Aparicio, 2005 a, 2007 a and b, Boudon, 1973; Lévy-Garboua, 1976, 1977; Dupray, 2005; Dupray & Moullet, 2004; Calmand & Haller, 2008; Giret, 2003; Giret, Moullet, & Thomas, 2003; Mansuy, 2004; Olivier et al., 2008). We should also add, on the one hand, the market demands new competences and, therefore, new mechanisms from the institutions, as well as the effort of the individuals to support the changes. On the other, this leads to identity transformations and the implementation of identity strategies to deal with the difficulties posed by the new contexts and, related to that, there appears the need for professional recognition. This problem does not seem to be different for those who reached the highest academic level (Dubar 1991, 2000 a, b and c).

2. Methodology

2.1. Material and Methods

The quantitative-qualitative method was applied. This study refers only to the qualitative method.

2.1.1. Participants: Consisting of doctors in education at Universidad Nacional de Cuyo (National University of Cuyo)(2005-2009) and doctors in social sciences; this study is still in progress) y Cnam PhD students/doctors of courses related to Education, Management/Administration and Sociology of Work ,(Conservatorio National des Arts et Métiers, Paris, France). Two research laboratories took part in this work: the Laboratorio de Investigaciones en Educación (Education Research Laboratory - Conicet/UNCuyo, Argentina) and Social Psychology Laboratory - CONICET, UNCuyo) en Argentina and three laboratories of the Cnam: Occupational Sociology Laboratory, Administration Laboratory and Center of Research on Training (CRF). It is expected to find different profiles according to the work/professional disciplinary areas in which they are situated together with the differences of the respective contexts with their strengths and weaknesses.

The samples of the groups included were significant, and also allow for a quantitative treatment of the data.

The core variables were Professional Mobility, Professional Status, Achievement *versus* Expectations, Professionalization and Identity which played an "objective" achievement conditioning role (Mobility / Status, Professional Placement level, Coutrot & Dubar,1992), and "subjective" (Feeling of Achievement: McClelland, 1961; Lévy-Leboyer, 1971, Aparicio 2015, a, c and d), Identity Fragmentation (Goffman, 1975).

These variables, according to our sui generis systemic approach, interact within a "self-sustained" movement (feedback) (Aparicio, 2005a, 2012a, 2014c). Analysis shows, on the one hand, the gap between the training provided by educational institutions and that demanded by the market (disarticulation between the education and productive systems). On the other hand, the differentiated conditions of the individuals received by each institution (self and institutional selection processes): variables which have an influence on the professional achievement levels, as far as the results of our studies are concerned.

These studies not only add inputs and outputs but also, and fundamentally, *human processes* that appear on the base of the figures of the systems, accounting not only for the factors have a significant impact on achievement, but also for the "*underlying*" reasons that make the figures in the national and, system meaningful and, more broadly, in the international framework. It is actually an integrating and holistic approach that helps analyze the mechanisms and/or factors anticipating achievement at the psycho individual level, and at the same time going through the meso-institutional/organizational level (university, labor market). Several research works done for 30 years have led to the development of the theory, which Dr. Aparicio has called The Three Dimensional Spiral of "Sense" Theory (2015 c, 2015 d).

The original approach joins explanation and comprehension; quantitative and qualitative methodology aiming at explaining and reveal conditions of achievement. As strategies, the macro-meso-micro-macro dimensions are gathered: processes and results; transversal and quasi-longitudinal (personal experiences or life, ...); diachronically and synchronically (Aparicio, 2005a, 2007a and b, 2012a).

2.1.2. Materials

Quantitative and qualitative techniques were applied. We also used the “hierarchical evocation” (Abric, 2001) and the lexicometric analysis techniques. Doctors/PhD students were also interviewed. The findings shown by the interviews will be approached in a strict and extended way in publication currently in progress. Here, we deal with some representations which showed, particularly, certain contradictions between the “objective” factors associated to Professional Satisfaction, Status, Training and Mobility and factors which could be called symbolic. They show, probably, what it means to doctors to have been part of this training program and reached such a degree, versus what is shown by the concrete current conditions. Therefore, they say they are satisfied with the training in some disciplines but in a deeper analysis of the interview, they speak very hard words to define the core variables of the study. This reveals certain “concealed” dissatisfaction. The latter allowed to show which representations are part of the “nucleus” of a doctoral training in each of the groups, and which are their most evident differences and the ways they experience their professional practice according to their expectations.

2.2. Core questions in the research work

Which positions do doctors in the market reach? Which professional structures are they inserted in? Have they become acquainted with Professional Mobility since they entered a PhD program? Does this Professional Mobility show differences according to different disciplinary fields and countries? Which are the aspects defining their actual insertion on terms of positioning achievement – objective/subjective – within the hierarchical scale? What are their expectations regarding their PhD training? Do they bear positive expectations for the future? Do they consider their positioning will improve as time passes by? Regarding the analysis on their work contexts, what are their representations of the work world? Are there any inter-institutional, inter-disciplinary and inter-country differences? Which are the most relevant aspects in those representations? Which aspects nowadays do they think have an impact on quality of life at work, work climate/atmosphere? What are their comments regarding their personal and professional identities? Do they feel fulfilled or do they primarily detect a gap between what they “dreamed” their professional life would be and their day-to-day reality? Which values are prioritized? Are they in search for stability, reality or the economic benefits associated to the PhD degree? How do they see their future? How do they see their role? Which are, in their own perspective, the factors prioritized by the market nowadays? Have they experienced any discrepancy between the training they received and the market requirements or not? Does hope or pessimism prevail? Do these doctors share specific “identities” or “interests”? How similar or different are these?

3. Results

They were presented in two sections: quantitative (descriptive plan, correlational and explanatory) and qualitative. Here, for the sake of brevity, we will deal more with qualitative considerations related to the aspects underlined within the theoretical framework of this issue and to the research questions.

As we could observe, differences are noticed between the different groups (disciplinary, national) In fact, there appear PhD training and its impact on labor positioning, professional promotion and mobility known by the individuals, extra-curricular development experiences which contributed to labor placement and continuity, correspondence (or lack of it) with professional expectations, the gaps between the dream world at entering a PhD training and actual everyday world, the difficulties at obtaining recognition due to the “plafond” effect, more and more evident in more developed countries (France, in our case) and in the conflict work world, in which education does not go parallel to the macro social and economic context development. This aspect to which authors warned us already in last century (Anderson, 1961; Halsey, Floud & Anderson, 1961; Coleman et al., 1969; Thurow, 1972; Boudon, 1973; Jencks, 1972; Jarousse, 1984; Lévy-Garvova, 1976, 1978; Eicher & Lévy-Garvova, 1979, just to mention some of the “founding fathers”) caused the so called “Education World Crisis”, and it became more evident as time passed by. Advances in technology come up sooner and are more abrupt every day; therefore, systems of education cannot manage to adapt to the training programs and thus prepare students to face the new demands. There exist disciplinary areas and/or problems people thought were solved and surprisingly become almost obsolete; there are many gaps to fill regarding training material which demand many competences from educational and organizational institutions (Market), for which, those who manage them (doctors, many times) do not feel are fit. On this line, however, it is necessary to point out that those who have reached the level of “cadres” (managers/higher bosses) look somewhat more satisfied (Aparicio & Cros, 2015 a; Chauvot, 1997).

The foregoing has an impact on the levels of “experiences” or “subjective” satisfaction in addition to the “extra” a rise at work may represent, causing uncertainty. Organizational well-being is affected by the impact of such changes. Besides, it also damages institutional identities and personal and professional lives. Many have very little or no future expectation at all, given the general situation in a globalized world.

Other doctors, with a more ideological view (especially those belonging to fields like Sociology), blame liberalism and capitalism for all this failure... The words found on their representations and core aspects show it very clearly: They define the node “work world” as follows: “demands”, “disadvantages”, “difficult”, “slavery”, “injustice”, “production”, “uncomfortable climate”, “market”, “just work”, “harsh”, “schedule”, “inflexibility”, “little flexibility”, “lack of true leadership”, “lack of compassionate bosses”, “complex world”. Also, “ideology”, “politics”, “alignment”, “individualism”, “selection with long and unfair recruitment processes”, “political game”, “internal bickering”, “power”, “crisis”, “deception”, “in egalitarian”, “demanding with no offers for training in return with respect to work hours”. Finally, “a world that focuses only of efficiency and effectiveness”, “man means nothing”, “submission”, “liberal rules”, “capital in operation”.

Those belonging to fields like Management have a more positive view even on the Work Market. They got trained to become part of it and expected more from the future, showing optimism regarding work environment, the climate or atmosphere in which they work, regarding their admission into this world (which is quite different from the admission received by those working in other studied areas). Their satisfaction is higher, globally speaking. Among the defining words we find: “Project”, “quality”, “motivation”, “important world”, “creation”, “professional journey”, “election”, “important mastering in life”, “career”, “future”.

At the *applied level*, this research provides those who have worked on it certain elements to be introduced there where there are gaps.

At the *theoretical level*, this research allowed: a) to produce knowledge regarding differences and similarities presented by the doctors recently incorporated into the professional world of different disciplinary fields and countries; b) to go deeper, from an interdisciplinary perspective, into the higher education/occupational world relationship, as well as into the professional world transformations and their impact on the level of identity. In fact, we discovered more fulfilled “identities”; others which are blocked, and others in search for transformation. Interrelations can be seen among other Core Variables: Professional Mobility, Professional Status /work placement, Satisfaction (objective and “subjective”), Expectations, Identity and Professionalization. This work reveals the interplay of macro social-contextual, organizational/work, institutional (university and continuing training programs), psychosocial and personal variables. In this research, we have intended to account for a quantitative “back movement” (conditions *versus* effects, measured statistically in the work area) and a comprehensive “forth movement” (qualitative which helps to grasp the “sense” the actors give this scenario, its core and peripheral aspects, according to the selected methodology: hierarchical evocation). This accounts for the spiral loops, on a positive or a negative sense on the base of this theory. Three levels – macro, meso and micro – interplay and are self-sustained. Only then can we go beyond the figures which indicate a diagnosis of situation but do not show the causes or the conditioning factors beneath those figures (effects of the system). The *comprehension* of the *conditions* aiming at improving micro-systems and, so in the medium term, global systems should be first added as an indicator of education systems quality and work indicators. Figures are not enough; if we want to know the problems, their basis must be revised and then, try to overcome them based on the transfer of scientific results founded on actual referents. However, business keep on considering “customer Satisfaction”, is we can call it that way, as a “subjective”.

In the end, the research showing the interplay between personal competences, institutional/organizational conditions, and the possibilities offered by the macro social context in relation with the different disciplinary areas (for example, for those graduated in education, the PhD degree represents a bonus in the labor market). Scrutinizing the shared representations is, thus, a way of going deeper into this issue, as we go beyond statistics and apart from linear analyses. There is no linear professional career. The three levels of Dr. Aparicio’s theory (Aparicio 2007 a and b, 2015 a and b, 2015 c and d) interplay in every case, and make an impact on the possibilities of fulfillment along with organizational growth.

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Religious Harmony, An Important Factor in the Political Unity of Albanians in Years 1912-1924

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Abstract

In the years 1912-1924, Albania was the place in which were four religions: Islam, Orthodox, Catholic and Bektashi. The ideological, political, cultural, educational movement known as the Albanian National Renaissance, (30 years of the XIX century until 1912 with the declaration of independence of Albania), it devoted an important attention of the political unity of Albanians face as chauvinistic platforms like Megallideja and Narcetania. present at the time and at high risk for Albanians. The objective of these platforms was as much territorial and assimilationist. The equality of nationality and religion was an idea which was becoming bigger; who was turk was a Muslim, who was catholic was Latino, who was greek was Orthodox. Endangered the existence of a nation. Albanian Renaissance before 1912 aimed to find ways and appropriate means that political unity of Albanians does not sullied in front of assimilating platforms. An important political act for albanians was the Declaration of Independence from the Ottoman Empire on 28 XI.1912. In such a decisive moment religious unity should be an important part for the benefit of political unity. The motto of the Renaissance was "The religion of Albanians is Albanianism", which resulted successfully. During these years albanians demonstrate unity and religious tolerance for political unification. Among the facts that demonstrated this thing mentioned: The government proposed by Ismail Qemal (primeminister) in the moments of the declaration of independence was not approved by the Albanian personalities in the assembly of Vlora. As part of its dominant elements of the Muslim faith, being rewritten after the elements of the four religions in Albania. Proof of this religious unity was the Regency, (Supreme Council), in 1920 the functions of Monarch with four personalities of four religious which functioned until 1924. This clearly demonstrates that the Albanians of all religious in front of national interests were unique. Respecting religious affiliations between them.

Keywords: religious beliefs, unity, politics, albanians, platforms, assimilation

Introduction

As it is known in the course of history, ongoing invasions of the Illyrian's descendants dictated, arbers and later to the Albanians, their religions, until the historical reality that we object to this statement, the years 1912 -1924, Albania was the place of four religious: Muslim, Orthodox, Catholic and *Bektashi*. Despite this fact the report between religious and national feelings, has been in favor of national feelings. The national idea in Albania prevails over everything, even over religion.¹ Since the beginning of XIX-th century (1809-1810 years), the political and literary english personality Hobhauz Xhon Kam, during a trip to the Balkan countries,concluded that albanias had a very strong national feeling, the love for their country. "*When the people of the other countries in Balkan asked who they are, - write Hobhouz, - they say, - we are mohammedan, or we are catholic, and the residents of this country (Albania) reply I am Albanian.*"² *Always common for the albania territory and the albanians remaind the language no the religion, remaind the idea that they had albanian blood,despite of the religion.*

¹ Gabriel Hanotaux, writer of the preface of the book of Gabriel Louis-Yaray, "Unknown Albanian, In the new Kingdom of Albania", Dituria 2006, pg.12-13.

² Academy of Science of Albania, "Albania Encyclopedic Dictionary", vol.II, Tiranë 2008, pg 949.

The major fact of our history is a very positive feature of our national development. *With prominent traditional religious tolerance among Albanians, it also constitutes one of his more precious spiritual treasures , originality with which he enters proud in family of civilized nations.*¹

Nation and religion were and are sacred for Albanians... A good religiosity was a good patriot, too. For Albanians the nation is and was before religion. *God gives Nationality, while the religion is an each own choice.* An Albanian of whatever religion, was a man who fought with spirit for national dignity, liberty and who fought that his country not to be hurt . The Pashko Vasa's idea , "*religion of Albanians is Albanianhood*"², was not a coincidence. "*It is the generalization of a historical reality that continues to survive to this day.*"³ This characteristic feature for Albanians is manifested from them in all stages of their historical development. Despite the Albanian religion, Albanianhood has united them throughout the course of history, has provided their political unity in all efforts for freedom and independence. *Albanians although located among several religions, arose on them and remained a single nation and undivided. We are dealing with an undisputable historical merit of our people, which rose above religious divisions, do not let them turn into political and religious divisions, as it has happened in other nations.... Today the obligation of Albania is to preserve this historic victory of their ancestors.*⁴ It appeared even rose to new levels especially during the period of the Albanian Renaissance, (it launched in the 30-40 th century. XIX until 1912 with the Proclamation of Independence) when national and religious unity of Albanians, so their unity and political union in national movement successfully withstood anti chauvinistic attempts of political platforms, Megal-idea and Narcetania, etc. that aimed at the occupation of Albanian lands. It was propagated too much, the reconciliation of nationality and religion: who was Muslim considered Turk, who was Catholic was considered latin, who was Orthodox was considered greek. Endangered the existence of a nation. Renaissance's man of Albania found the best ways that the political unity of Albania wasn't violated. This was expressed by the creation of the Albanian League of Prizren on June 10, 1878 which realized the unification of Albanians regardless of religion and submit their applications with political and national character. Mucise Unlu, an ottoman researcher, noted that: "*between Muslim, Catholic and Orthodox Albanians , (participants in LSHP-RM), there is no discussion, it is not religion that unites them, but before anything, they are Albanians.*"⁵ "*so Albanianhood , national feeling*"⁶ Renaissance motive was albanianism and nationalism. Expressions: "*Keep our love for the nation and freedom highest, that without freedom and nationality there is no homeland, and without homeland there is no religion.*" "Les Balkans", an Athine magazine of years 30, sympathetic of Albanian independent, wrote that the history of Albanians wars for independence , proves that: "*When they (Albanians-R.M.) had to battle for freedom, religious issues have passed into the background*". The author welcomes... *tolerant spirit of the Albanians, who loves his country indefinitely, when it comes to independence minimizes religious difference... Patriotism, nationality, is one of the most distinctive characteristics of their character at all times.*"⁷ The national historic events of 1912 that preceded the independence of Albania: the general uprising, the Assamble of Junik (May 1912), the assamble of Sinja and the memorandum of July 23, 1912 in whose the Albanians participated despite of religion, showed the unity of Albanians regardless of religion and region, to include Albania in the way of civilization. "*We, - said in one of the request that the insurgents addressed to the european states, - we go to war and death to this sacred ideal, regardless the religion: a hight religion, who passed all, makes us brothers, inspires us, moves us, leads us, the resurrection of our homeland, unity and freedom ...*"⁸ The Albanian National Renaissance Movement was finalized with the collection of the National Assembly of Vlorë and the Albanian declaration of independence on November 28, 1912. The assembly of Vlorë united all the Albanians of every religion. Interfaith Cooperation for the national cause is clearly evidenced in the act of "*Declaration of Independence regardless of religion, National Assembly composed of delegates of all Albanian territories, regardless of religion, gathered today in Vlorë proclaimed the independence of Albania*"⁹.... Not only the representation in Parliament but also the government created by him that had an inclusive national and religious character was an expression of political unity of all Albanians... The Primeminister was elected Ismail Qemali. And in the first government of the Albanian state were

¹ Gazmend Shpuza, "Albanianhood above all", Alenanca's Newspaper, date 22 september 1995, pg. 13.

² Beqir Haqi, Religion and Nationality, "Man", nr.11 (23), june, Tirane, 1944, pg. 2.)

³ Gazmend Shpuza, "Albanianhood above all", Alenanca's Newspaper, date 22 september 1995, pg. 13

⁴ Gazmend Shpuza, "Albanianhood above all", Alenanca's Newspaper, date 22 september 1995, pg. 13

⁵ Kujtim Nuro, Hight gate don't known Kosovo!, Albanian Newspaper, 13 december 2015.

⁶ Gabriel Louis-Yaray, "Unknown Albanian; In new kingdom of Albanians", Dituria 2006, pg.149..

⁷ Taken from Lord Broughton, 1851,

⁸ Isuf Bajrami "The declaration of independence can not be realized without national unity and territorial unity", Monday, 03 December 2012 09:15 (<http://2lonline.com/arkiva/opinion/8725-shpallja-e-pavaresise-nuk-mund-te-realizohej-pa-bashkim-kombetar-e-unitet-territorial.html>)

⁹ Institute of History, "Lef Nosi-Historic Documents 1912-1918", Tirane 2007, pg.107

represented all religious communities harmonized based on national interest. By creating it and by creating their own state, Albanians assured the leading center .. *"it will unite under the banner of Albania, the Albanian people"*¹ *"The principle of building state institutions on the basis of representation of all religions was implemented as the composition of Senate as well as in government (1912-1914.... Principles with entire national character and entire religious character... They will serve as a guide in the relations of the new state with religious institutions..."*² Vehbi Dibra chairman of the Senate that created the National Assembly of Vlorë was Muslim but in the declaration of Independence declared that .. *"Christian and Muslims are inseparable Albanian brothers"*³ Vlorë government failed to extend its authority and power throughout Albania, after the most of the Albanian territory was found occupied by the armies of neighboring states. In occupied territories the invaders was trying to sow the seeds of hatred and division to destroy the harmony between Albanians of different faiths in function of their policies, but without results. In connection with this quote: At the beginning of December 1912 the Serb commander in Elbasan, colonel Hadzic, gathered Orthodox men in the Metropolis church and told...: *"Listen men, Turk finished once and forever for the crimes, robberies, rapes that are committed by Turks on the Christian element, so against you..."* At the end one of the present man said: *"Christians in Elbasan have not had war or persecution by Muslims, but elements of Muslim and Christians religious together have declared the independence of Albania, distracting from the Turkish occupation."*⁴ Vlorë government remained in power from December 1912 until January 1914. Decisions of the Conference of Ambassadors in London not only halved the Albanian territory, but they decided at the top of Albania the German Prince V. Vidin and the protectorate of six Major Powers on the remaining territory. Prince Vidi came in Albania on March 7, 1914. The choice of Prince Wilhelm of the Protestant faith by the Great Powers, in a place like Albania with four religion, was not without purpose, because the arrival of the prince intended political stability and tranquility in the country, away from any religious influence and regional impact. The composition of the government was being on the basis of representatives of all religious faiths. Organic Status of Albania established the ICC adopted on April 10, 1914 designated as the Principality legislature the National Assembly with 36 members, where 21 were directly elected and 10 members were elected from the Prince. *"Because of the duty 4 members were representatives of religious communities, and the Albanian High Commissioner at the National Bank."*⁵ After the outbreak of World War I. Prince Vidi after a 6-month that he stayed at the top of the Albanian state, in September 3, 1914 left Albania. The place was engulfed by an anti-rebel insurgency of the Center Albania, promoted and organized by antialbanian foreign districts, directed by some Turkoman and esadist elements aimed at restoring under the Ottoman regime.

Against these elements arose Albanian religious patriots like Vehbi Dibra⁶, who in those difficult moments stressed addressing all Albanians : ... *" Our People small in number, that were enough contracted and bloody in wars with foreigners, had not neccesity to killed with each-other, neither the government, neither the people, neither the nation, had no interes that albanian blod be shaid for close one's interests: but the country, needed peace, to unite all for a purpose, for the progress of the Nation."*⁷

Beginning and development of anti-national uprising of 1914-1915 years in central Albania, followed by the introduction and invasion of Albania by the armies of two warring blocs of the First World War 1914-1918, which crumbled land in their occupation zones. In Albania there was no state institution survived. But even in those circumstances there were attempts of Albania religious patriots, and their requests sent to international institutions to defend the territorial integrity of the country. *"At Anton Harapi draft memorandum of 1918, towards the Great Powers signed by Christian and Muslim, Archbishop Serreqi wrote to the League of the Nations: " We are here because Kosovo and Cameria .. we are all one blood daughter of a land."* In December 1918 to precede decisions of the Conference of Peace in Paris, Albanian patriots tried by every means and at any cost to be represented at the conference. For this intention, convened the Durres' Congress in December 25, 1918, which created the Government with Turahan Pasha Permetin Priminister. The Government of Durres had the politicians from all the lands and of all of religions in Albania. The government announced in its program attempts to... *"to have an Albania of albanians" in boundaries that God has Faur, and where the albanian language is spoken,*

¹ A. Puto, "The albanian's independence and the diplomacy of Great Powers 1912-1914", Tirane 1978, pg.126-127, "The freedom of Albania", Sofje, 22.07.1913.

² Muin Çami "Albania through the History", Onufri 2007, pg. 28-29

³ <http://2lonline.com/arkiva/opinion/8725-shpallja-e-pavaresise-nuk-mund-te-realizohej-pa-bashkim-kombetar-e-unitet-territorial.html>

⁴ Shyqyri Demiri, "Brief history of the region of Elbasan", Tiranë 2006, pg. 125

⁵ Afrim Krasniqi "Political systems in Albania (1912-2008)", Tirane 2009, pg. 37-39.

⁶ In 1913, The Provisional Government of Vlorë task him the General Muftu of the Muslim Community through Albania

⁷ <https://sq-al.facebook.com/notes/peshkopi-diber-albania/haxhi-vehbi-dibra-1867-1937/342031142542562/>

Albanian seeds, the oldest in the Balkans, had been able to preserve their nationality, the spirit of liberty and independence of its."¹ Durres Government chose and sent an official delegation consisting of Turhan Pasha, Luigj Bumçi, Luigj Gurakuqi, Mihal Turtulli, Mehmet Konica, Gjergj Fishta, Mehdi Frasheri which will attend in the Conference of Peace in Paris. Mihal Turtulli, member of albanian delegation in Conference of Peace in Paris, in session of February 27, 1919 said that: "... *Albanians based their requirement in nationality and soul of population... It is known all around the world that in lands wich are called from greeks like the North Epir, while we called the south Albania there is no greek... they think that cristians , as i am, are greeks, but this is incorrect...*"² All the Albanian delegation members³ of Durresi Government in Paris, even those were from different faith, in the same unity, signed the Memorandum in wich define the proposals presented to the Peace Conference regarding Albania, by opposing the decisions of Conference of Ambassadors in London.⁴ AntiAlbanians and annexation plans being discused in the table of the Peace Conference for new territorial fractures in Albania, caused the reaction of all Albanians and Albania National movement. To oppose antialbanian plans and for protect Albanian state convend from 21 to 31 Janary 1920 National Congress of Lushnja. This Congress, by academic Arben Puto, was a *recovery of the national idea in a new dimension*.⁵ Lushnja National Congress became clear expression of political unity, unity and readiness of Albanians based on national interests, beyond any religious division, to protect the nation. Regency, with the functions of head of state, an organ created by Congress, composed from four members of four religions in Albania. In choising of these personalities was not only attended religious or politic criterion, but also regional expansion. "... They was choisen for their *patriotism, wisdom and experience, but also as representatives of four religions in the country: Mohammedan: Abdi Toptani, Orthodox, Sotir Peci; Bektashi: Akif Pasha Elbasani and Catholic, Bishop (Louis) Bumçi*"⁶ "*Never in its History,- said this day Akif Pasha Elbasani, - Albanian Nation wasn't united as it is today, with a desire to have their government , after the "Albania for Albanians" formula.*"⁷ Representation in National Council, Government and Hight Council (organs created by Lushnja Congress), the politicians of all the religions and politicians of the albanians lands, shows clearly that decisions and state organs created had a national character. During the 1920-th year, Albania attempted for membership in the League of Nations, where our state was presanted from Fan Noli, a vizionary politician, curchman by profession and orthodox faith. It was no coincidence that in a country with four religions and with overwhelming majority Muslim population, to attend an Orthodox as representatives of Albania in National League. This was a dignifying expression of a country aspiring for membership, with national unitary spirit despite religious divisions. In December 17, 1920 Albania and albanians become part of National League. An ipotant historical moment for albanians were the first parliamentary and pluralist ellection of April 1921. It was the first experience in the pluralist and parliamentary political life. Naturally that during the ellection will appear obstacles and difficulties. Foreign antialbanian circles tried to prevent the development of the electoral process in some regions of the country. Albania Government supported by all religious opopulation, reacted sharply to these attepts. The first parliamentary ellections in Albania lasted 2-3 month (february, march, april 1921) and ended in April 5, 1921. This ellections attested the strong national politic volition of albanians electors. Even a small attempt to confuse and organized conflicts between Muslims and Catholics failed. British resercher R. Hibert noting the Albanian national feelings and the fundamental role of their albanicism , at that time emphasize that their political succes in this event prove "*Albanianism - without changing religions. Patriotism victory in parliamentary elections marked another political success "on opponents of Albania State and on the opponents of its parliamentary democratic constitution, whose exactly during the parliamentary elections played very strong the letter of provincial, religious and territorial division, threatened to challenge one of the new European countries, one of the oldest nation in Europe..."*" (Reginald Hibert) cito?

During the period 1920-1924 the members of cabinet government were politicians of differents religions. In May 21, 1923 National Council put on the agenda the discussion for the draft law for the religious communities. The main discussions in this session focused about the nationality of the directors of religious communities in Albania. Fauf Fico proposed that the

¹ Kastriot Dervishi, "The History of the Albania State 1912-2005", Tirane 2006, pg. 90.

² The same, pg.92.

³ Luigj Bumçi, Mihal Turtulli, Mehmet Konica, Mehdi Frashëri, Luigj Gurakuqi.

⁴ Academy of Science Alb, Institute of Histori, General Directory of Archive, "The war of Albanians for national liberation 1918-1920", vol. I, Tirane 1975, pg. 498

⁵ [Newspaper "Shqip"](#), June 18, 2012, **Prof. Arben Puto** "Albania , state of national unity and inseparable"

⁶ Tajar Zavalani "History of Albania", Phoenixs 1998, pg. 259

⁷ M.Çami, "The war of Albanian people for national liberation (documentary)", Tirane, 1976, vol II-të doc.89 (Isuf Bajrami "[Declaration of Indipendence can not realize without national unity and territorial unity](#)", Monday, Dicember 03, 2012 09:15)

directors "of all the religions in all the instants, should be albanian citizen, and at least two generations, ethnic Albanians, and at least two generations, with Albanian nationality."¹ Fan Noli proposed that the clerics (directors) were Albanians and enjoy political rights² This discussion were done with the intention that realized the state unity, reconciliation and nationalize of religion. According to the legal status of religious communities, stated among other things that: "Senior Clergy should be Albanian citizen, to know albanian language, enjoy civil and politic rights, to be from Albanian race for at least three generations."³ Harmonization of the Albanian national consciousness with the religious consciousness was evidenced significantly during the 1920-1924 years. In consolidation of the Albanian state a very important role played the religious institutions. "on top of which came new elements...wich have battled for doing the church and mosque, institution with national spirit.

If at the time of the Declaration of Independence Albanian state declared itself separate from religion, what it was essentially an act of quite advanced for the time, the religion institutions in Albania were not divided from their leading religious centers abroad, which inspired not only religious dogma, but also dictate the policy. ⁴ But the albanian personalities in charge of religious institutions attempted to disconnect from centers abroad Albania. In January 17, 1921 albanian bektashi organized the First Bektashian Congress, wich declared the Albanian Autocephalous Bektashi Clergy.⁵ In 1923 The First Congress of Albania Muslim, proclaimed the independence (autocephaly) of Albanian mosque. ⁶ These were acts with national character, because represented subsidiary acts of independence and sovereignty of Albania state. ⁷

Even today religious harmony is one of the most notable virtues of the Albanian Nation. Its express in the good relations, in mutual respect between elements with different religions, even in recent years in Albania, these are strengthened not only in religious coexistence, but also in joint cooperation contributions, but also in cooperation for the establishment of building religious institutions. In Milot communes, of Malbardh village with 900 residents, are only 9 houses with residents of catholic faith, and the other residents are Muslim and all contributed and helped for the Catholic church building. Also the catholic people contributed for Mosque construction. The same happened in Derven village, no far Kruja city, where muslim people helped to construct the church and then catholic people helped to construct the mosque. Regardless of religion muslim and catholic are united for building this religious institutions and this holy places. Based on the tolerance values, citizens celebrate Christmas, Easters, Bajram, and the month of Ramadan etc. This religious harmony and the solidarity of human brotherhood is a special virtue for Albania and for all Albanians people, because all around the world only Albania has this attribute. This appreciated and noted Pope Rancesk "Albania,- said Pope,- is a model no only of the co-existence, but also brotherhood among different religions."⁸

¹ Kastriot Dervishi, "Albanian State History 1912-2005, Tirane 2006, pg.171.

² The same, pg. 172

³ The same, pg.172.

⁴ Muin Cami, "About the harmonization of the national and religious conscience in Albania 1921-1924", The Magazine Human Rights. 3(23)-2000 pg 65.

⁵ Science Academy, A. R., FESH. Vol. I pg. 203. In Berat Congress September 10-19, 1922 founded Albania Autocephalous Orthodox Church (KOASH-R.M.) pg. 1262.

⁶ Science Academy A. R., FESH, Vol. 2, Tirane 2008, pg 1260

⁷ Hasan Dosti, "Hasan Dosti for Fan Nolin. In book FLAMURTAR I KOMBIT. Study Seminar on the occasion of the Centennial of the Birth of Theofan S. Noli, pg 28. Published by PanAlbanian Federation of America Vatra 517 East Broadway Boston, MA.02127.

⁸ "Today" newspaper, dt. January 19, 2016

Vaccination Knowledge and Attitudes of Albanian Mothers

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Abstract

This study evaluates the knowledge and attitudes of mothers regarding the immunization in a random sample of 100 children from Tirana, Durrës, Pogradec and Korçë, Albania. The questionnaire collected data on person answering the questionnaire, parent's educational and occupational status, parental knowledge on vaccines and vaccination and type of vaccine administration. The questions about attitudes on the utility of vaccinations were scored on a 5-point Likert scale with options ranging from "1" to "5"). The behavior responses and the questions concerning mothers' responsibility on taking decisions regarding vaccination were in "yes/no" format and only two questions were open ones. Almost all the children were vaccinated with all the three doses of DTP and hepatitis B. In the meantime, for the optional vaccines, such as Influenza, HPV, only 2% of respondents stated that their children had been vaccinated. The results showed that the attitudes toward the utility of vaccinations for preventing infectious diseases were favorable. Most of the respondents felt extremely confident in receiving honest and complete information about vaccination from doctors/ pediatricians but also from the experience of other parents. The objective of this study was to investigate the influence of parental knowledge of vaccines and vaccination in Albania.

Keywords: Attitudes, knowledge, questionnaire, vaccination, influence.

Introduction

As Harris (2013, p.1056) states, the use of vaccines has significantly improved global public health, preventing hospitalizations and death of millions of children every year. World Health Organization (WHO) launched the Expanded Program of Immunization (EPI, Expanded Program on Immunization) in 1974, and, since then, the increase in the vaccination coverage has been associated with a significant reduction in morbidity and mortality for the diseases preventable by vaccines, bringing some of them to the nearest possible limits of elimination. The practice of vaccination is known as one of the highest efficient interferences in preventing the spread of infectious diseases. The vaccination applied on large-scale and in accordance with the appropriate strategies can lead not only to control but also to the elimination of special diseases (WHO, 2013). In the recent years a trend toward the use of combined vaccines is noticed with the purpose of increasing the practicality of application and minimizing logistical problems. As Nelaj (2013, p. 100) writes, during the years 1970s and 1980s, IPH (Institute of Public Health) in Albania, achieved remarkable improvements in the biotechnology of the components production of D (diphtheria), T (tetanus) and P (pertusis) for the trivalent vaccine DTP, vaccine DT and the Td one, which together with vaccine TT, consequently led to the increasing of their effectiveness and efficiency, being reflected in a further reduction of the disease occurrence.

In the year 2000, Rubella component (vaccine FR) was added to Measles vaccine, and in the year 2005, another component, that of Mumps (now FRP vaccine) was added to it; and in the year 2009 Hib component (Haemophilus influenza type b) was added to then separate vaccines DTP and HepB, thus avoiding an injection to children and enabling them to receive at one time five combined vaccine antigens DTP-HepB-Hib.

Though significant epidemiological results are achieved due to the efficacy of vaccines combinations, immunologists and microbiologists are still debating on the full equality of the immune response to the special antigens compared with those

combined (M&B 7 1998, p.461-463). Despite the potential for protection against a broad spectrum of pathogens, the increasing availability of the effective vaccines can lead to a significant reduction of vaccine coverage as a result of problems related to the applicability of new vaccines according to the existing protocols. To overcome these problems, the development of combined vaccines is promoted. Their use offers benefits such as, reduction in the number of patient visits, reduced complications associated with multiple intramuscular injections, reduces in cost and administration of special vaccines, and decrease in the risk of delayed or lost vaccine. Hexavalent vaccine includes antigens against diphtheria, tetanus, acellular pertussis (DTP), hepatitis B (HBsAg), polio (P1, P2, P3) and Haemophilus influenzae type B (Hib).

Materials and Methods

This study was an attempt to evaluate knowledge and attitudes of mothers regarding the immunization in a random sample of 100 children from Tirana, Durrës, Pogradec and Korçë, Albania. The questionnaire collected data on: person answering the questionnaire, parent's educational and occupational status, parental knowledge of vaccines and vaccination and type of vaccine administration. The questions about attitudes on the utility of vaccinations were scored on a 5-point Likert scale with options ranging from "1" to "5". The behavior responses and the questions concerning mothers' responsibility on taking decisions regarding vaccination were in "yes/no" format and only two questions were open ones.

Results

Mothers' demographic and socio-economic features were included in the questionnaire, such as mother's marital status, mother's education level, age of the mother when she gave birth to the study child etc. These data are presented in Table 1.

Table 1. Mothers' characteristics

Table 1. Mothers' characteristics	
Mothers' characteristics (n=100)	Number
Mothers' age (years)	
≤ 25	2
26 – 30	15
31 – 35	23
36 - 40	37
> 40	23
Mothers' status	
Single or divorced	3
Married	97
Mothers' education	
≤ 8 years	4
High school	6
University	90
Mothers' aged at child birth	
≤ 25	26
26 - 30	56
31- 35	17
36-40	1

Source: Author

The average age of these 100 mothers was 25 years, almost all were married (97 mothers) and had received University education. 56% of the interviewed mothers had given birth to the first child between the ages 26- 30.

Almost all the mothers questioned were responsible for the well-being of their child, including the protection of them from illness caused by diseases that are vaccine-preventable. Also, they agreed in more than 86% that feeding and sleeping schedules are important to help keep children healthy as well as vaccination schedule does.

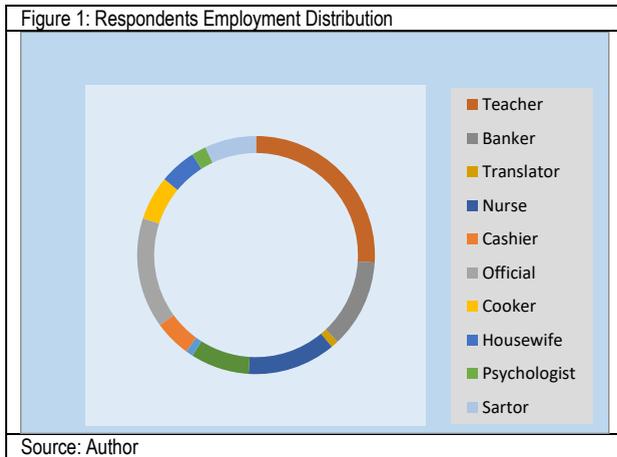


Figure 1 shows the distribution of questionnaires to respondents according to their employment. 26% reported to be self employment and 74% had professional full - time occupations (teacher, official (administrative worker), health worker etc.).

The results of this survey helped us to provide information about the knowledge, attitudes and behavior of the Albanian mothers regarding immunization. Since many factors may influence vaccination coverage, there are some important variables that should be taken into account, such as mothers' concern about vaccination which can be considered important information and in which the vaccination of infants depends.

The respondents were also asked if they had ever refused their child vaccination only for fear of the side effects and the result was that 6 parents out of 100 responded they had had this fear and consequently refused vaccination, going even further by specifying the type of vaccine they had avoided. While 92% of parents were of the opinion that information about the health benefits or risks of vaccines would be absolutely useful.

Table 2. Respondents' attitudes about vaccination

<i>Mothers' concerned about...</i>	<i>Somewhat concerned</i>	<i>Quite concerned</i>	<i>Totally concerned</i>	<i>I don't know</i>
Concerned that your child may contract a vaccine-preventable disease and suffer a serious reaction to the disease.	11	59	21	9
Concerned that your child may experience a bad reaction to a childhood vaccine.	6	17	72	5
Concerned that your child could <u>still</u> contract a disease for which has been vaccinated.	28	35	20	8

Source: Author

From Table 2, we can see that 72% of the subjects were totally concerned about the undesirable side-effect/ adverse event to a childhood vaccine. From the same table we noticed that 35% of the interviewed mothers were still concerned that their child would contract a disease even though he/she had been already vaccinated. For example, immunity provided by the pertussis (whooping cough) vaccine begins to wane after six to ten years, so if your child doesn't get a booster shot during his preteen years, he could contract the illness.

Table 3. Confidence in receiving correct information about vaccines from the sources in the list, ranked by level of confidence from 0 to 5 (5 point Likert scale)

Information sources	Level 1 (Not at all confident)	Level 2 (Quite confident)	Level 3 (Extremely Confident)	Level 4 (Don't know)
Vaccination child book	1	24	70	5
Parenting magazines	2	45	38	15
Public health nurse	0	33	65	2
Books/ Internet	8	68	14	10
TV/ Radio	13	62	16	9
Other parents	9	63	5	13
My doctor/ Pediatrician	0	18	82	0

Source: Author

Discussion

The benefits of childhood vaccination are well established (*Andre, Booy, Bock, Clemens, Datta & John 2008*). Vaccine uptake rates in most industrialized countries are generally high. However, two broad parental factors are associated with under-vaccination. The first relates to socioeconomic disadvantage where, despite some motivation to have their children vaccinated, parents lack access to adequate resources and support to overcome logistical barriers such as a lack of transport or childcare (*Samad, Butler, Peckham & Bedford 2006*). The second factor, which also was the focus of this paper, relates to parents' concerns about the safety or necessity of vaccines (*Gust, Darling, Kennedy & Schwartz 2008*).

A critical factor shaping parental attitudes to vaccination is the parents' interactions with health professionals. An effective interaction can address the concerns of vaccine supportive parents and motivate a hesitant parent towards vaccine acceptance (*Brown, Kroll, Hudson, Ramsay, Green, Long, Vincent, Fraser & Sevdalis 2010*). Conversely, poor communication can contribute to rejection of vaccinations or dissatisfaction with care (*Thomas, Kohli & King 2004*). Such poor communication often results from a belief established by the health professional that vaccine refusal arises from ignorance which can simply be addressed by persuading or providing more information. Such an approach is counter-productive because it fails to account for the complexity of reasons underpinning vaccine refusal and may even result in a backfire effect (*Jackson, Cheater & Reid 2008*). Parental vaccination decisions are based on an array of factors and parents integrate information according to their experiential and social contexts (*Poltorak, Leach, Fairhead & Cassell 2005*). A parent's trust in the source of information may be more important than what is in the information (*Kempe, Daley, McCauley, Crane, Suh, Kennedy, Basket, Stokley, Dong & Babbal 2011*).

Health professionals have a central role in maintaining public trust in vaccination; this includes addressing parents' vaccine concerns (*Betsch, Brewer, Brocard, Davies, Gaissmaier, Haase, Leask, Renkewitz, Renner & Reyna 2012*). These concerns will likely increase as vaccination schedules inevitably become more complex, and parents have increased access to varied information through the internet and social media.

Table 3, according to confidence levels in different information sources, revealed that 82% of the respondents extremely trusted in health professional figures such as pediatricians and family doctors and 30% in the mass media.

When asked to list their most important sources of information on vaccines, the most common response was a child's doctor or nurse.

Conclusions

The majority of the parents was either confident or very confident in vaccine safety and believed that vaccines are important to children's health. Similarly, they somewhat or strongly agreed that the benefits of vaccines outweighed the risks.

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Internationalization of Albanian Firms: Challenges and Opportunities

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Abstract

In this paper we examine how the level of internationalization, i.e. a firm's relative exposure to foreign sales, affects individual SMEs in Albania. Since it is conducted using a data sample with albanian SMEs, its applicability in other countries may vary. The purpose of this study is to increase the knowledge and provide insights on how internationalization affects SMEs in general and in Albania in particular. This empirical analysis aims to study if Albanian firms are internationalized or not, for a panel of 50 Albanian small and medium enterprises for the period 2014 to 2015. For the realization of this paper we were based on a rich contemporary literature but also in the analysis of data obtained from firms' balances and from a survey in Albanian firms for the last 2 years. Results of this work will help the work of managers and financial managers in Albanian companies, but also other persons interested in the field of international finance, at a time when the main reason for the financial crisis in the world nowadays is precisely the lack of liquidity which consequently leads to the reduction of exports to foreign international markets.

Keywords: internationalization, small and medium enterprises (SME), sales, Albania.

JEL classification: F3, F10, F20.

I. INTRODUCTION

From a historical perspective, the internationalization of businesses and firms with the ability of humanity began to travel across the seas and beyond borders. Anyway internationalization is essentially a version of the interaction between attitudes and actual behavior; empirical studies have focused on the observation of aspects of internationalization which are international¹. Certain research activities explain the "*internationalization*" as external movement of international operations of a firm (Johanson & Wiedersheim, 1975). This common feature is enhanced by considering more "*internationalization*" as "an orderly and sequential process of increasing international involvement and associated changes in the organization of a firm."² Increased trade in various forms of clean exchanges to make arrangements, connecting external growth performance of internal part which is shown more in the growth of international engagement through the ability of many companies to connect with international suppliers. Given the increased cooperation from within - outside, Welch & Luostarinen (1988) suggest a broader definition including both sides of the process, defining internationalization "*as the process of increasing involvement in international operations*".

Internationalization is an important issue in today's business environment, which varies constantly. It has become a constant for business organizations, which need to change in order to remain competitive in market. Internationalization is widespread in last decades, and the process of internationalization of a firm has attracted many academics. This process was initially originated from Johanson and Wiedersheim - Paul (1975) and Johanson and Vahlne (1977), and is reviving after the (Eriksson, Johanson, Majkgard and Sharma, 2000). Is hard to imagine functioning of an economy isolated from others, from the international market of goods, services and factors of the international produce. The importance takes a load even greater in terms economies in transition, due to isolation deep in the past. Foreign trade is among the most vital

¹ Johanson & Wiedersheim, 1975.

² Reid, 1981; Bilkey & Tesar, 1977; Johanson & Vahlne, 1977.

sectors of economic development of a country and is an inexhaustible wealth, as a source of income both locally, nationally and internationally.

Like other countries of Western Balkans, which are well on their way towards European Integration, internationalization remains a challenge for Albania. Most of these countries underwent liberalization and privatization process on a large scale, adding expanding sector of small and medium enterprises (SME). It is widely accepted that the SME sector can play a key role in the process of internationalization. It is well articulated in theory and practice that the contribution of SMEs to a new job, exports, innovation and regional development is vital to a country's national development. Also, small and medium firms could be an important factor to promote competition and market efficiency tool. If your reading of the events in Albania on issues of internationalization, which comes first, the state is relatively weak, and secondly, not only that but is somehow unable to enter the competition in the global market. However Albania even in this position is, is undergoing phenomena of globalization, internationalization and consequently, the best and the worst of it.

The object of this study, are a finite number of Albanian enterprises and small medium enterprises that operate in several different branches of industry, in several key districts of Albania, mainly in the districts of Elbasan as: Durrës, Tirana, Kavaja, Fier; to see if they are internationalized and in how their foreign sales will affect their performance. This paper has its values in theory and practice as well microeconomic and macroeconomic context, but at the same time restrictions. Size selection of businesses in the study is small (50) as a result of the limited time and opportunities for obtaining data from different firms. As a result, care should be taken in attempting to generalize the findings of this study. This paper is focused only on small and medium firms since they constitute an important part of economic development and dynamic not only for advanced countries of the industrialized, but also for developing economies like Albania. Results of this work will help the work of managers and financial managers in Albanian companies, but also other persons interested in the field of international finance, at a time when the main reason for the financial crisis in the world today is precisely the lack of liquidity which consequently leads to the reduction of exports to foreign international markets.

2. DATA AND METHODOLOGY

For the conception and development of this empirical work, after a preliminary selection was used a variety of information sources such as studies of domestic and foreign authors in this field as well as on a wide number of sources of information from official websites of relevant institutions, as with national and international character. Also for the realization of this empirical paper, we are supported in local literature, but in the case of our country, unlike world literature, are carried very little. Based on the techniques recommended by the literature on research methodology was conducted a questionnaire about internationalization Albanian firms, mainly in central Albania. Realization of a questionnaire about internationalization, was the best way to gather information directly from its administrators \ owners of the firm. The data collected and processed from the questionnaire used to prove the hypothesis about the lack of knowledge and awareness of firms and Albanian businessmen in their internationalization, unlike foreign firms. Information is collected in a panel of 50 firms for the last 2 years (2012-2013). The primary data collected through the survey are processed through the program SSPS 17.

3. LITERATURE REVIEW

3.1 Internationalization through exporting

Many in the international trade literature shows that export activity is the greatest activity in the business world. Traditionally, internationalization through export is considered one of the best ways to increase firms. Export is still important, but in recent decades, firms have been focused in various activities for the process of internationalization and exports have deemed important enough to create competitive advantages. Partnerships with foreign companies, foreign investment and international networks have become increasingly important to facilitate the exchange of technology and knowledge and enable SMEs to formulate solid business strategy. Globalism, technology, political and economic changes are the main factors for the growth of internationalization of SMEs nowadays.

Exporting is the most popular and fast way for small and medium enterprises to become international. The level of risk and liability is reduced when investments managerial and financial resources is not considered compared with other modes of enter of goods. Because different from foreign markets requires less commitment to organizational assets offering higher flexibility of managerial actions and commits less business risk. For some firms this is a very successful way for their internationalization. Some times exporting is viewed as the first step on the road to a deep commitment to

internationalization. Some firms, however, try to enter in foreign markets through exports but they fail. But failure in international markets can be costly in terms of financial resources and management and given opportunities. For these reasons, exporting as an entry strategy which should be followed carefully.

International expansion through wholly owned subsidiaries takes place within the MNE when the benefits of internalization (in terms of developing, deploying, exploiting and augmenting FSAs) outweigh both the costs of doing business abroad at both national and regional levels, and the resulting net benefits are higher than those associated with alternative entry modes (exporting, licensing, or joint ventures). Previous research on this topic have shown different results depending on the country to investigate and the nature of the study. In contrast, Burgman (1996) presents the results of his study which show that internationalization increases costs and reduces the transparency of the agency, causing a higher risk loan. Arslan and Karan conduct a similar study in Turkey in 2009, but the Turkish market was substantially different from other markets. The authors concluded that different variables affected the credit risk depending on the level of internationalization of the firm. While Rugman study (1981) shows that an SME should be based on theories of internationalization because they provide clear conditions for selecting the entry ways in international markets.

3.2 MOTIVES AND FACTORS AFFECTING THE PROCESS OF INTERNALIZATION

3.2.1 MOTIVES

There are several different reasons for the internationalization of SMEs indicating a diversified approach to internationalization. One of the most common reasons is to gain access to new markets and larger to achieve a greater economic growth. Firms expand their market for exporting products or creating subsidiaries or joint ventures established abroad. Many firms go abroad to have a wider access to knowledge and technology in order to remain competitive in market. The purpose of internationalization of a firm is influenced by foreign market opportunities. These opportunities are incentives only if the company has sufficient resources necessary to enter this market. There are two reasons to analyze why SMEs decide to become international. Firms can receive incentives of internal or external in deciding to start the export, both internal qualities and environmental factors play an important role.

3.2.2 FACTORS

Motivating factors. Export motivating factors are defined as "all those factors that affect a firm's decision to initiate, develop or support export operations"; and the factors that prevent it are "all those behavioral factors, structural, operational, and other restrictions that impede the ability of the firm to start, develop or support international operations. Motivating factors explain why some firms involved and continue exporting. Wiedersheim-Paul, et al. (1978) classifies as motivating factors: internal factors and external. Internal factors have their origins in the firm's concentration in unique products or unused resource capacity. On the other hand factors outside are associated with the external environment of firms (domestic or foreign environment), as exports related government incentives or foreign market opportunities. Often external motivating factors considered as reactive and proactive as internal ones.

Hindering factors. While hindering factors explain why some firms engaged in export not use their full potential in the path of internationalization. Different terms are used in literature refers to these factors including: incentives, and incentives for motivating factors, problems, barriers and restrictions hindering factors. Piercy (1981) classifies the motivational factors: reactive and proactive factors.

Reactive factors. Reactive factors explain the behavior of exporting firms as a response to changing conditions reflecting the passive behavior of firms looking for export opportunities. We also show how a firm reasons can act passively and respond to pressure as internal and external: the competition. Another factor that makes firms to operate in passive mode is when a firm is specialized in the marketing of it, after possessing specific knowledge will make them different to competitors. But marketing advantage can then serve as a barrier to foreign competition (Albaum, Strandkov & DUERR, 1998).

Proactive factors. On the other hand proactive factors are associated with unique powers or interests firms, taking advantage of market opportunities as well as competitive advantages or possession of information on foreign markets, showing aggressive behavior in search of export opportunities. Proactive factors indicate that the selection of a firm to internationalize affected by internal means: interest to exploit ideas and unique skills, as well as the opportunities offered

by foreign markets. The management team has the desire, motivation, enthusiasm and commitment to the market. Knowing the local and international market, and utilizing the competitive advantage that a firm has over another company; as quickly as possible, the host country and his management team will be able to act proactively and begin to plan a strategy to internationalize.

3.2.3 THEORIES OF INTERNATIONALIZATION

Going back through history we find many theories that talk about the process of internationalization of firms in different ways. But not all theories are applicable to any case of internationalization that happens in the business world, but they often complement each other and work as different tools to explain and understand the process of internationalization of firms. Some of the most important theories that influence this process are listed as follows:

Uppsala model of internationalization process (U-model)

According to Mitgwe (2006), the search firm's internationalization process in the U-Model, comes from the Nordic schools. The theoretical framework for this theory was first developed by Johansson and Wiedersheim-Paul (1975) in their study of four Swedish firms, in which they noted that when firms internationalize, they move together in a growing series of steps which they called as "chain establishment" or "step by step". The theory focuses on four aspects that a firm must face going abroad: market knowledge and commitment, and current activities which are divided into various phases and aspects of interacting with one another in what seems to be a cycle. State aspects are resources used in the overseas market, market knowledge and commitment decisions that will affect the chances of the firm and its risks. Market engagement has to do with those resources that will be used and the degree of involvement. Aspects of change are the results of the aspects of the state. Once the firm has obtained knowledge about the market, they can decide the way in which they engage in this market, and therefore they will then be able to plan and execute the actual activities necessary to complete the cycle of introduction a foreign market. The basic assumption is that knowledge Uppsala model and market commitments affect both the decisions of engagement and how the actual decisions are made. Most of the knowledge and operations of foreign markets affected by the amount of exploitation of resources in these markets, and vice versa. Continued growth also suggests that companies begin the process of internationalization in markets that have less physical distance.

Network Theory

Uppsala model has changed a lot recently by Network Theory where basic argument is that firms with a high and modern technology are not exposed to the process of growth, only if they do not follow a rapid internationalization process through experience and resources with partners which they will relate. All firms in a market seems to be involved in many networks through connections of bidders, subcontractors and other market factors. According to Emerson (1981), a network composed of two or more business connections, in which each exchange takes place between business firms which are conceived as joint actors in a market. Network Theory theorists see an internationalized firm as a natural development through network connections with individuals and foreign firms. Network communication viewed as an informational resource for the market and his knowledge, which often required long-term terms when they have no connection with the host country. However, the networks create a basic mechanism that affects a rapid internationalization of a firm and better communication with offers, or with other companies.

International Entrepreneurship Theory (EIT)

According to Zahra and George (2002), the term "International Entrepreneurship" is originally appeared in a short article by Morrow in 1988. Morrow suggests that developments in technology, removing cultural barriers and increasing cultural awareness have opened the foreign market to All kinds of companies; small firms, new enterprises as well as big companies. Years later, McDougall's empirical study (1989) by comparing new domestic enterprises and international ones, opened the way for academic studies in international entrepreneurship. International Entrepreneurship is the study "cross-border" entrepreneurial behavior that focuses on what market players discover, approve, analyze and exploit the opportunities in the creation of goods and services. McDougall and Oviatt's (2000, p. 903) determine their definition of international entrepreneurship as "a combination of innovation, and to risk behavior that crosses international boundaries and that aims to create value for the organization." International Entrepreneurship Theory implies that the behavior of individuals and entrepreneurial firms is the basis for entering a foreign market. Technological developments, roads free and

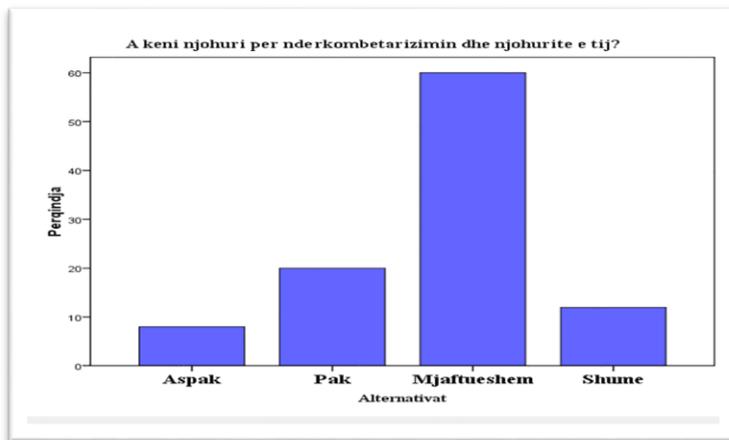
easy to access to information and better communication between the two countries have helped SMEs -to go to foreign markets. Nowadays they are being internationalise quickly, with the exception of newly created enterprises.

4. ANALYSIS AND RESULTS

Internationalization of Albanian firms

Albanian literature studies are primarily associated only with a particular business, such as banks or financial intermediaries, and never for trading firms, manufacturing or different types. Precisely for this reason, our study is focused on these firms to see how they act towards foreign sales that they realize, credit risk, as they devote appropriate importance of the internationalization process in such a time of global financial crisis . Based on the data collected for the first application of theoretical concepts in practice Albanian firms regarding internationalization and the main motives why Albanian firms go towards internationalization, Chart 4.1 present statistical results about the knowledge and theories that explain its operation

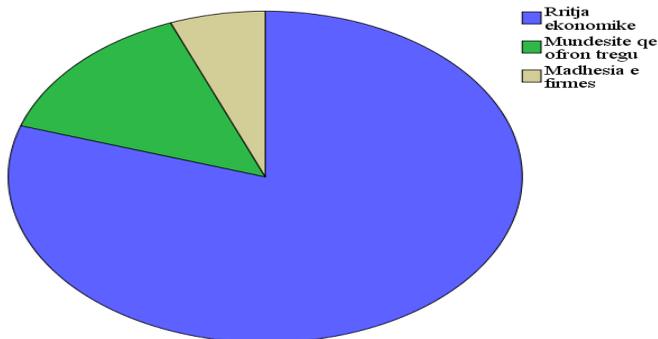
Chart 4.1: Do you know about internationalization and his theories?



Albanian firms, as seen above do not have numerous knowledge (100%) for the process of internationalization. Only 30 of them had sufficient knowledge about this process but were not familiar with the appropriate terms about, which affects later in making the right decisions by their managers to operate in foreign markets.

Chart 4.2: What are the main motivations for becoming involved in foreign financial markets?

Cilet jane motivet kryesore për t'u perfsihire ne tregjet e huaja financiare?

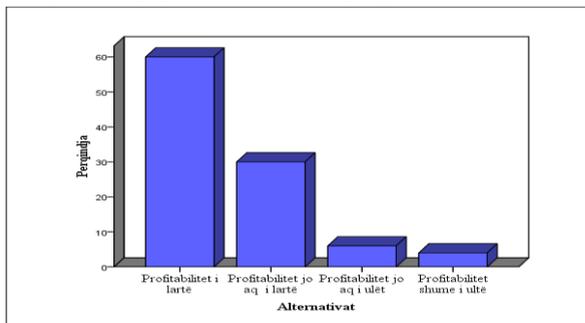


As we have discussed before, there are two factors that affect the internationalization of SMEs: proactive and reactive factors; they give reasons SMEs to internationalize. Chart 4.2 suggests that the majority of SMEs surveyed, move towards international markets due to market opportunities, economic growth and to increase the size of the firm.

80% of surveyed firms go towards internationalization to take advantage of economic growth, 14% for the opportunities that the market offers them and only a small percentage of them, or 6%, due to increasing the size of their firm.

Chart 4.3: What do you think about the profitability of firms as a result of internationalization?

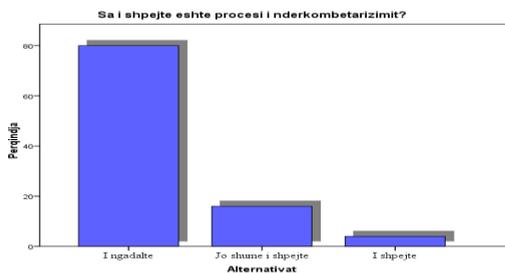
Çka mendoni për profitabilitetin e firmave si rrjedhoje e nderkombetarizimit?



We would like to see the findings of the questionnaire regarding the profitability of firms as a result of internationalization. Even browsing the literature noted that internationalization increases the profitability of a firm. In our case it is observed that 60% of firms think that internationalization brings a high profitability (30% a not so high profitability and 6% a not so low profitability), and only very few of them, 4% think that internationalization brings them a very low profitability for their firm.

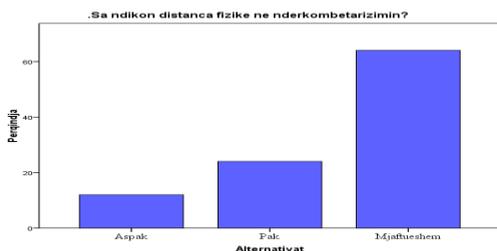
Very valuable are the results that are obtained from the following questions about the speed of the process to realize the internationalization of Albanian firms and how this affects the physical distance process. By seing chart 4.4, we note that 80% of surveyed thought the internationalization of their firms is slow and consequently the difficult financial situation they are experiencing in terms of a global economic crisis and only 2% of them are characterized by a rapid internationalization process. While 8% of them are involved not too fast in this process.

Chart 4.4: How fast is the process of internationalization?



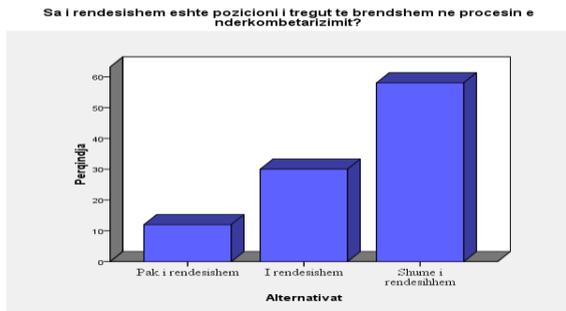
This once again shows that the process of internationalization of INV's is hard to explain the U-pattern; since most SMEs that we are discussing here are not very old enterprises (since their creation and until 2013) and Albanian firms seem to have a slow process, as it suggests and U model.

Chart 4.5: How much does the distance affect in internationalization?



As we have seen above, the physical distance is an important factor for these firms. It is noted that 64% of firms believe that physical distance affects many in their internationalization process. Therefore, they try to aim countries with lower physical distance market and businesses with similar culture (Chart 4.5). Areas that are needed to create this kind of business; in a sense reasons are related to the physical distance indirectly, rather than directly. Thus, these findings may very well look at Uppsala model.

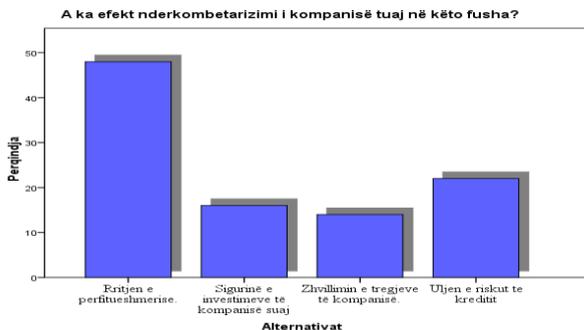
Chart 4.6: How important is the position of the internal market in the process of internationalization?



From new chart shows that Albanian firms (about 58%) of the estimate very important domestic market position in the process of internationalization. Even if further analysis, SMEs appear to be less concerned about their position in the domestic market. Some firms even considered to be a small firm in the market, do not consider their position in the domestic

market which is in the "surge"; to be important in all aspects of internationalization. But most of the SMEs with a strong and leading position in the domestic markets consider it as beneficial to their internationalization.

Chart 4.7: Does your company's internationalization effect in the following areas?



Graphically seen very clearly that internationalization effects on Albanian firms. Specifically 48% of firms think that internationalization has an important role in increasing the profitability of the firm, 16% of them think that internationalization affects the security of their investment company, also 12% think that internationalization brings the company's developing markets, and 24% think that internationalization brings reducing credit risk for their firm.

Some of the reasons that companies see as the most important, and that prevent them from realizing exports in foreign markets are: tariff barriers, lack of information on foreign markets but also high transport costs, respectively in these percentages 26%, 18% and 12%.

Chart 4.8: What are the main obstacles to export?

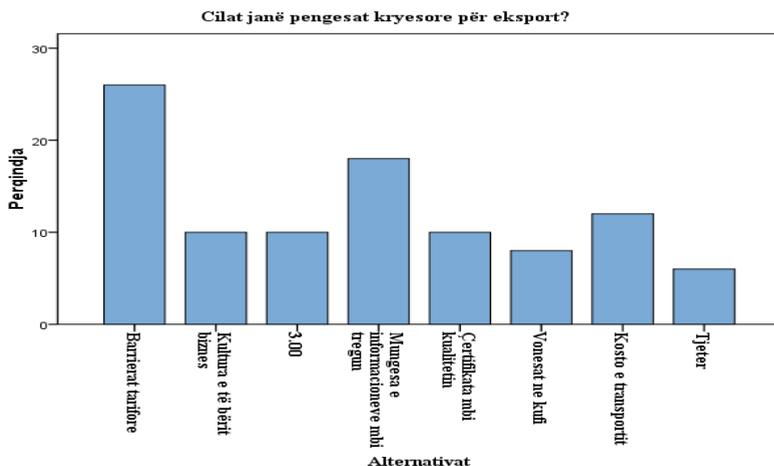
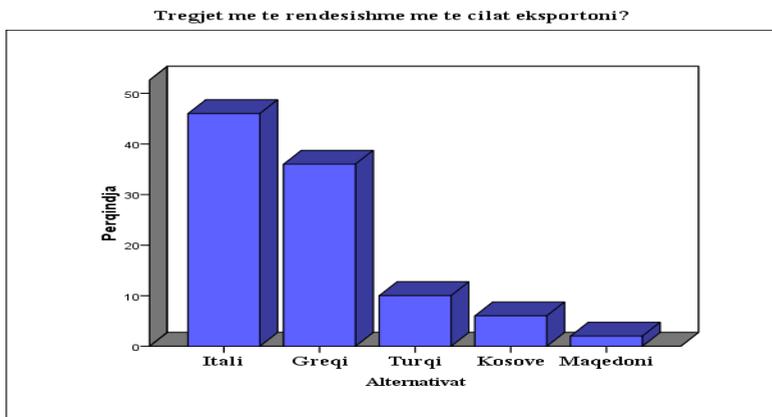
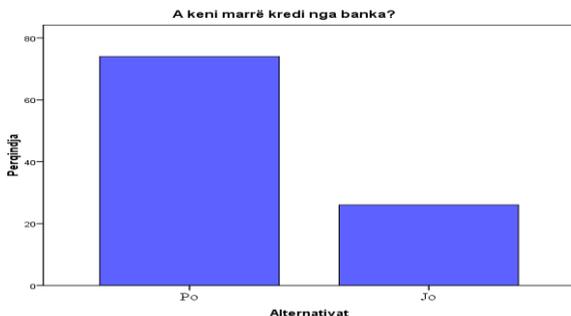


Chart 4.9: The most important markets that export?



As you can see above the studied firms have focused their exports in countries such as Italy and Greece, so 23 of them with Italy and 18 in Greece and the rest of Turkey, Kosovo and Macedonia. As a result of the financial crisis it is observed that the level of exports in monetary value has fallen in recent years mainly by these two countries.

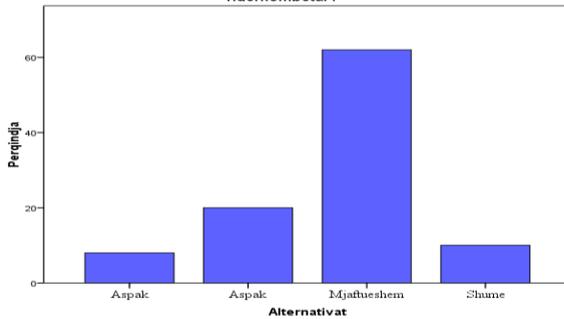
Chart 10.4: Do they get a loan from the bank?



It is noted that 74% of firms included in the study have applied for credit and been granted, then we say that they use it as a tool to settle numerous obligations that may have but also different ways of financing for the company . While 26% stated that they have not applied any time for obtaining a loan.

Chart 4.11: Does the manager previous experience affect to your firm in international business?

A ndikon eksperienca e mëparshme e manaxherit te firmes suaj ne biznesin ndërkombëtar?



Having prior knowledge about international business, helps SMEs in the process of internationalization. As chart 11.4 shows, 30 of the SMEs, or 60% of them sees as an important factor having a manager or the owner or founder with such experiences in international business, while others respectively 20 %, 16% and 4%. Previous management experience in international business will significantly help them to speed the process, but the leaders of the Albanian firms do not pay attention to the development of knowledge about this area, but prefer to run their activities more within the country.

CONCLUSIONS AND RECOMMENDATIONS

Despite that in Western countries there is a vast literature on internationalization and a series of studies on the various factors that influence its results, in our country this field of study is still new and uncharted. Therefore, the purpose of our paper was to analyze whether firms (businesses) Albanian or not internationalized. The most important economic benefit of internationalization is low cost and global growth in business and commerce. Looking at international markets and global customers to purchase products and creating global demand for local products, leading to increased internationalization of the activities of a business. In business performance internationalization provides a positive connection between commitment to an SME in international and high rates of turnover growth but higher growth rates of employment seizures inactive SMEs in their international activities.

Also, after analyzing the survey data, we find out that the internationalization of Albanian firms is a slow process. Managers or executives directors of Albanian firms see internationalization as a high-cost process for them, so they do not pay attention as the proper process, but also about his knowledge development, which will be magnified as helps them a lot in their profitability and a lower probability of failure. Executive Manager initially supports internationalization and should see it as "a desirable task for the firm" then deals with the preservation of its image and securing investment. The fact that they are less internationalized increases their chances of failure or bankruptcy.

Application of stimulus measures for exports by the government, as the simplification of bureaucratic procedures, reduction of customs duties, organization of information campaigns managers of businesses to regional and international markets, the government signed agreements on the free movement of goods with regional countries and the EU, improving road and rail infrastructure, incentives to increase the quality of local products will affect many in the internationalization process magnified as Albanian firms. Also recommended the strengthening of economic relations with other countries in the region, in order to create favorable conditions for the penetration of local products in regional markets and those of the European Union but also the creation of mitigation measures for foreign investors, including the simplification of administrative procedures; licensing of international companies which expressed interest to invest in our country.

Finally, there are many possibilities for further research in SMEs internationalization. Future study may consider investigating the relationship between SMEs demographic characteristics and the internationalization process. There could be some common factors that indicate why SMEs internationalized either in stage, through network or from its inception. Future study may also look at the internationalization process of SMEs in different industries, especially the service sector (including ICT and Primary Agriculture). Moreover, it would be a good idea to investigate the influences of government policy, culture and many other factors as a mediator or moderator variable during internationalization process.

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Major Differences Between the Set of Rules of Accounting and Fiscal Policies in Albania

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Abstract

Studying and interacting in dynamic and unstable economic environments of transitory post dictatorial economies makes every previous theory and previous study very often controversial. In this study we aim to bring a comparison between the set of accounting rules and fiscal policies. A specific focus will be on the most used and most practiced terms and voices, without making apart other parts that we rarely find in such economies. The importance of taxes and fiscal policies in non stable economies is a vital factor for the enhancement of the economy and the social development of the entire society. The information will be acquired through a mixed methodology: searching for information in literature, gathering of information from responsible authorities and interviewing key information specialists. This mixed methodology allows to obtain a deeper set of insights into this issue. Interviews were done with three auditors and other five chartered accountants, employed in private and public sector or were partners in large consulting practice

Keywords: Major differences between the set of rules of accounting and fiscal policies in Albania.

The general concern was toward the taxation and how the move toward IFRSs would change the calculation of taxable income.

Methodology

The information was gathered through a mixed methodology: searching for information in literature, gathering of information from responsible authorities and interviewing key information specialists. This mixed methodology allows to obtain a deeper set of insights into this issue.

Interviews were done with three auditors and other five chartered accountants, employed in private and public sector or were partners in large consulting practice.

The results of the findings are provided next:

The general concern was toward the taxation and how the move toward IFRSs would change the calculation of taxable income.

Summary of differences between two sets of rules

Assets- Property, plant and equipment

IFRSs: Must be estimated by reporting entity: Revaluation; Amortization, depreciation and depletion; Useful life.

Albanian tax rules: The rate of amortization, depreciation is determined by tax law.

Assets – Intangible assets.

IFRSs: Must be estimated by reporting entity; Useful life; Amortization; Revaluation

Albanian tax rules: The rate of amortization is 15 %, based on straight- line method. Revaluation not permitted for tax

purposes.

Goodwill

IFRSs: To be tested for impairment;

Albanian tax rules: Capitalized and amortized 15 % based on straight –line method.

Grants

IFRSs: Revenue based grants are deferred and matched as expense incurred. Capital grants are amortized as depreciation is recognized.

Albanian tax rules: Revenue is recognized when there is right to receive income upon the earlier of the income being due, paid and earned.

Impairments

IFRSs: IAS 16 and IAS 38 permit fixed assets and certain intangible assets to be carried at revalued amount.

Albanian tax rules: Impairment losses are not permitted for tax purposes.

Inventory

IFRSs: Valuation of inventories of goods could be: FIFO & Average cost; The inventory is stated at the lower cost or net realizable value LCM.

Albanian tax rules: Impairment losses are not permitted for tax purposes.

Profit tax

IFRSs: When certain conditions are met, a deferred tax is recognized and displayed as noncurrent in balance sheet.

Albanian tax rules: The amount reported is the tax payable to tax authorities. Some expenses may not be allowable for tax purposes.

Revenue from Construction Contracts

IFRSs: Use of method of percentage of completion is required. When the final outcome cannot be estimated reliably, a zero-profit method is utilized.

Albanian tax rules: Revenue is recognized when there is right to receive income upon the earlier of the income being due, paid or earned.

The judgment of main areas of differences between two sets of rules is due to the recognition and the measurement criteria. The calculation of taxable profit begins with the profit calculated according to financial reporting rules. The professional accountants believed that the move toward IFRSs will increase the number and the type of adjustments needed to move from calculating accounting profit to the taxable profit.

Because of the large number of adjustments needed to be done, and the niche spaces there can be subjective profits. Maybe that is the reason that accountants spend a lot of time dealing with tax officers to settle their tax liabilities.

Tax liabilities are not the only factor that will change due to the changes of the accounting principles, other changes that will happen in a considerable way are also the financial statements analysis figures such as debt/equity ratio, the return on assets ratio etc.

The changes of the information in financial ration raises other question that will be treated below during the study.

Accounting is a discipline that tries to set a static emphasis in the immense and unstoppable dynamism of economy.

One of the most difficult topics to deal with is fair value application and its acceptance with taxation. Mainly IFRSs principles are oriented toward the interest of reporting for investors, and the application of the fair value is applied almost to every principle.

The tax system constructed at a rule basis, because the tax administration and tax officers are there to guarantee the fiscal right of the State including so historic cost accounting, which is compared to fair value. The lack of adequate economic infrastructures in the country leads to difficulties in the application and measurement of fair value.

Theoretically, taxation depends on financial reporting, but at the actual state in Albania it is just the opposite. Because the noncompliance of tax regulations usually results in severe tax penalties and poor IFRSs monitoring mechanisms, most accountants choose to follow tax rules for reporting purposes. For example the valuation of assets is likely determined by taxation, leading to amounts reported on the balance sheet beneath the amounts according to IFRSs.

Accounting and taxation in Albania have come a long way, while experiencing most of the general and specific problems arising for transitional economies. The fact is that the requirements of the tax authorities for accounting information continue to predominate over those of other participants in market activities, such as creditors and investors.

Market operators are mainly concerned about the use of fair value accounting and about the subjectivity of profits under IFRSs reporting.

One of the biggest difficulties in Albania come form the fact that there is little knowledge from the tax authorities over fair value and their reporting and monitoring mechanisms are poor an inexperienced and they do not know how to deal with it.

From the interviews done it was stated that there exist different and sometime opponent opinions about the potential similarities and differences between accounting and taxation.

other aspects of IFRSs and taxation may be thought to be crucial to examine in order to make conclusions about this matter. The relationship between two sets of rules could be improved by:

- 1) clear guidelines on how to calculate income taxes, simple and explicit; 2) improved accounting disclosure requirements; and
- 3) continuous training of accountants and tax officials.

The aim of the examinations of the relationship between accounting and taxation is to provide insights for national regulators and policy makers to evaluate the feasibility of any (partial) alignment objective and to make better informed policy decisions. Although there have been major changes in tax accounting and other regulations, the researchers have not fully explored the outcomes and implications of these numerous regulatory and enforcement changes. This area offer interesting setting for future studies.

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Collaborative Learning through Literature Circles in EFL

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Abstract

This paper discusses how the introduction of 'literature circles' have led to the stimulation of social interaction among language learners. These social interactions happen because members of the literary circles are able to read and understand a book of choice, and assign participating student members their responsibility through structured time and assessment. They are primarily guided by students' insights and questions and they apply each other's learning, reading, writing, and speaking skills, making this approach to learning flexible and fluid, while initiating collaborative social interaction at the same time. This collaborative learning and social interactions have been applied in classrooms of 'English as a Foreign Language' learners. This paper looks into the need for literature circles that promote collaborative learning in the EFL classroom, in order to attain higher levels of language and literary skills. The research also shows that literature circles as reader-response centric have come to constitute a part of a balanced literacy program in learning foreign language in general and the English language in particular.

Keywords: English as a Foreign Language, Literature Circles, Social Interactions, Collaborations, Language and Literary Skills.

1. Background of the Study

1.1. Concept of Literature Circles and their historical evolution

In a 'book club', a group of people meet regularly to discuss specific ideas about the books they read, and express their opinions through discussions. Similarly, 'Literature Circles' involve students, discussing their academic books in the classroom. Such groups allow those with similar interests to come together, and encourage a 'love for reading' among young people. In DaLie's words, Literature Circles "*allow students to practice and develop the skills and strategies of good readers*" (DaLie, p. 85). This circle allows small groups of students to discuss piece of literature in depth, and the discussion is normally guided by students' response to what they read and understand. Literature circles thus form an independent reading, which is structured as collaborative small groups, and guided by the reader-response principles (DaLie; Daniels).

Historically speaking, the first recorded 'literature circle' started when the English colonizers were bound for American colonies (Daniels). It is stated that the noted Puritan figure, Anne Hutchinson was responsible for gathering a women's study group every Sunday on-board the ship during their voyage to America. Although most of the discussion was based on religion, it nevertheless set off the trend of literature circle groups. Researchers like Daniels explain that such literary circles have changed overtime, and it does not merely encompass home or parlour anymore, but that it has moved on to encompass even schools and other larger learning institutions. In his own words, "*what used to be quiet, home-grown activity in a few scattered classrooms has become a trend, a boom, almost a fad*" (Daniels, p. 1).

1.2. Necessity of Literature Circles in EFL

In today's learning atmosphere, English as a Foreign Language (EFL) course books aim to include up-to-date and interesting texts for the target group, which relates to their everyday lives. The fact is that studying English poems, short stories, or plays has no major role in developing the communicative competence of students in the English language; instead, it only helps those who are advanced learners. Many of the English learners have therefore come to think that studying pure literature may not be the best way to develop English language skills, and that there may be other forms of learning through the EFL course books.

It is therefore necessary that different approaches to teaching and learning a language are being adopted, with regard to possessing '*strong centered components*' like cooperative and collaborative learning for the learners. This strong centered student component is evident in the 'literature circles' of the EFL system, where small groups of five to six people come together to learn the English language. In this kind of learning environment, the activities include reading the same piece of literature and trying to accomplish their different learning tasks through preparing questions, reporting challenging vocabulary, making efforts to understand cultural items, and relating the language-words and literature-story to contemporary society. After understanding and discussing among themselves, the group will later come together in a classroom and discuss their learning under the supervision of their English teacher. Having such literature circles helps to improve the potential of the student by increasing their foreign language competence.

2. Aim and Objectives

The aim of this paper is to explore the way literature circles stimulate the social interaction among language learners

The objectives of this paper are:

- i. To critically review the way literature circles promote collaborative learning in the EFL classroom.
- ii. To understand the importance of literary discourse and literary texts for a comprehensive attainment of higher levels of language skills.

3. Literature review

3.1. Characteristic features of Literature circles: emphasis on collaborative learning in fostering foreign language classes and social interaction

Literature review mainly focuses on the language aspect of literature, wherein literature circles and their studies of a specific book or books help to enhance the quality of learning 'English as Foreign Language' in groups through collaboration and cooperation. Learning foreign language means that people are engaged in learning and studying all new words in terms of collocations, idioms, communications and interactions with others, and phrasal verbs among others. This requires tedious and powerful work and literature circles as the platform for learning a foreign language helps with such a learning process. Since literature circles allow the learning of language within a more realistic atmosphere through discussion and reading for pleasure in groups, the system gives marked improvement.

Literary Circles adapt to the learning process of EFL and offers potential to improve reading for pleasure as well as learning a foreign language as a success. Many researchers show how such literary circles can become collaboratively integrated into foreign language learning. To start with, in understanding the collaborative learning of foreign language among students, Showalter states that literature circles among students allows them to analyze, read, think, speak, and write the language better, and allows students to take a structured approach towards literary problems and learn literary methodology (Showalter). Macaro brings out in his research that 'collaborative learning' through literary circles allows learners to achieve common learning goals by working together. This makes them respect each other's insight into learning the language as well as in making the learners learn at a faster pace (Macaro). Teachers in this case only act as facilitators, while students are the main key towards achieving the goals of competence in learning and speaking the language. When there is collaborative learning through literature circles, there is some sharing of authority and an acceptance of responsibility among the students, that allows them to put in effort both in terms of individual as well as the group's benefits. Consensus opinion through cooperation therefore gets the better of learning than competitive studies among individuals. Researchers like Panitz stated that cooperative learning through literature circles in foreign language learning makes learning become more directive for the students to learn themselves, and the teacher's centrality is done away with (Panitz).

Literature circles as collaborative learning also makes EFL learning in the classroom become easier, and supports language learning in all levels of learning, from simple to difficult steps (Thaler). Learning EFL through literature circles includes all forms of skills and competencies like reading, thinking, speaking, and writing linguistic domains like grammar, lexis, pragmatics, and sentence construction, which amounts to the learners' 'language development'.

3.2. Efficacy of Literature Circles in EFL: An empirical investigation

Starting from the estimation on how 'literary circles' come to being, many researchers have been working on this concept, and the popularity of English language usage has made many schools and institutions look towards learning English as a 'Foreign Language', where the first language is not English.

Researchers like Daniels bring out how EFL started in literary circles for the first time. His assessment shows how from traditional books clubs which used to be popular only in public rooms became popular even in schools and the world at large in modern times. His research shows that millions of students are now involved in some kind of small interest group or peer group that wishes to discuss their learning and understanding, making literature circles very successful (Daniels). This work therefore shows transitioning of books clubs to literature circles as a natural transition that has brought immense benefits to EFL learning.

On the specific usage of literature circles (which Mark Furr termed as 'reading circles') in EFL, his research noted the effectiveness of the system as "the material [used in reading and learning] is both comprehensible and interesting to talk about, and it consists of a framework which makes having a real discussion in English an achievable goal for students" (Furr, p. 5). Other language learning researchers, like Carrison & Ernst-Slavit, discuss in their article the benefits and importance of using 'literature circles' while learning English as a foreign language. The fact is such groups not only improve language skills, but also learning skills and boost the confidence of the students. This makes literature circles a powerful strategy in enhancing language, literacy, and boosting confidence of the students, making learning fun and exciting. In their own words, literature circles, "*decreased anxiety about reading and participation, increased motivation on everyone's part, and improved reading accuracy and comprehension*" (Carrison & Ernst-Slavit, p. 111).

Day & Ainley in their research on 'literature circles' also highlight that the system is proving to be very valuable for young adolescents learning English. This is because 'literature circles' allow students the opportunity to talk about books through their insights and opinions, making them express themselves through the language requirement of the group. This makes foreign language learners understand the literary texts in the language they are learning. Christina Sanchez in particular also address how 'literature circles' helps EFL learners in their oral language development. Her analysis of fourth graders shows that 'literature circles' are very effective in making Second English Language Learners more adept in oral communication.

In the end, Kims shows that there are three steps through which literature circles have become effective in EFL learning. These include: pre-reading, discussion, and project evaluation. This comprehensive step-by-step procedure makes language learners achieve true personal encounters with texts learning, interpreting the texts, and appreciating the language they are learning (Kim). His suggestion is that if a language like 'English' is taught in a response-based manner, then EFL learners in literature circles will become more effective in nature (Kim). This reader-response theory provides specific direction to the learners for further growth and improvement.

4. CONCLUSIONS

In brief, the research shows that 'Literature Circles' as reader-response centric constitute a part of the balanced literacy program in learning foreign language in general and English as a Foreign language (EFL) in particular. Through literary circles, the member groups of EFL are able to read and understand a book of choice, and assign participating student members their responsibility through structured time and assessment. The group here is primarily guided by students' insights and questions and they apply each other's learning, reading, writing, and speaking skills, making this approach of learning flexible and fluid, while initiating in collaborative social interaction at the same time.

The fundamental need in researching the greater needs for improving EFL learning skills and development through literature circles can be well estimated in the modern day environment. Researchers therefore need to look into the matter of how literary materials based on present requirements can help simulate and boost students learning of the English language in the collaborative environment of literature circles. The research on this topic will help create better guidance and instructional materials that will helps students develop their foreign language competence. Additionally, studying and researching EFL as abbreviated scope in linguistics literature circles can also be given attention by future researchers.

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Returning and Re-Emigrating Gendered Trajectories of (Re)Integration from Greece

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Abstract

The aim of this research paper is three fold: (1) to shed some light on the struggles Albanian return migrants are facing in their psycho-social, cultural and labor market reintegration in the origin country, looking as well to the gendered trajectories of return and re-emigration(2) to highlight their gendered strategies in transferring back in their home country their financial, social and human capital;(3) to better understand the dynamic paths of their migration trajectories and finally (4) to push policy makers to put with high priority the returnees reintegration plan into the policy agenda. We base our analyze on 42 life stories of Albanian migrants, from which, 12 interviews with return migrants from Greece, 30 migrants that are actually in Greece (from which 50% have at least made an 1 attempt to return in Albania and 5 are circular migrants).The study found that: many Albanian migrants return to Albania to stay either temporary or permanently with the idea of investing in home country, though not all of them who return stay in Albania. Returnees and at a greater degree women, face lot struggles and difficulties in their psycho-social, cultural and economic reintegration upon their return, which make them mentally and psychologically vulnerable. Women experienced a sense of disempowerment, reconfiguration and re-traditionalisation of gender relationships upon their return. Labor market integration seem more problematic especially for returned women who faced a gendered gap in labor force participation¹. Moreover, despite migrant willingness to invest their financial and social remittances in Albania by bringing new ideas in the labor market trend, they experience a sense of disillusion. Therefore, having no support system back home, remaining jobless and in many cases failing in their investment endeavors, make returnees consider further re-emigration as a surviving strategy. This study suggest that it is time for policy makers to compile with high priority and with a gender lens analysis a new National Migration Strategy and Return Reintegration strategy, while developing concrete and coherent measures upon returnees successful reintegration in the home country. This policy research brings at the policy agenda an holistic and multidisciplinary approach to returnee reintegration through better multi- level/stakeholder collaboration and dialogue.

Key words: *return migrants, reintegration policies, gender, human, social and economic capital*

Introduction

Contextualizing Albanian migration

Albania is considered a country of massive emigration and by the end of last decade it was estimated that one million people or one quarter of the country's total population emigrated abroad mainly (Çaro at al. 2012) representing the largest outflow rate in relative to its population size (Castaldo et al,2005). Albanian migration was primarily constructed as a "male project" or a "male -led phenomenon", with men being the first to migrate and women coming latter as followers, unproductive and isolated dependents through family reunification(Zlotnik, 2003;Morokvasic, 1983), assuming in this way a "gender –blindness" in the pattern of migration (King and Zontini, 2000). The majority of Albanians migrated mostly in

¹ Gender gap refers to different opportunities and salary differences in labor market for men and women.

Greece (600,000) and Italy (250,000) (reference). Albanian migration is considered a unique case study for the fact that it has experienced quite a massive migration concentration within a short period of time. King sees Albanian as a 'laboratory for the study of migration and development' (King, 2005), while Carletto et al. use the term 'country on the move' (Vullnetari, 2012). Contemporary Albanian migration is divided into three stages: The first stage correspond to 1990-1993, which correspond with the massive exodus of Albanian after the collapse of communist regime. Such wave of migration was triggered mainly due to loss of jobs, unemployment, poverty and isolation of communist regime. The second episode has been the period of 97, triggered by the collapse of pyramid schemes in Albania. The third episode was triggered by the Kosovo's crises of 1999-2000 (Vullnetari, 2012). Though not yet labeled as a fourth wave of migration, the recent figures of Albanian migrants seeking asylum in the EU Member States in 2015 is estimated to be around 65 935, the fifth after Syrians, Afghanistan, Iraqi and Albanian from Kosovo (Eurostat, 2015). During May 2015, Albanian was the main country of origin among asylum applications in Germany with 4,743 first-time requests (Eurostat, 2015).

The Greek economic downturn coming as a result of economic crises affected Albanian migrants, who by 2013 were assumed to be 47 per cent (INSTAT 2014 p.9; Caro, 2016). However, the burden of the crisis has clearly produced different impacts on Albanian migrants and especially in relation to men and women's lives. Unemployment's rates for migrant men remained much higher than that of migrant women's and that because Albanian men were employed mostly in the construction sector, heavily influenced by the crises, whereas Albanian women were employed mostly in domestic sector, which was affected less from the crises. Left without a job in the host country, men were amongst the first to consider return migration in the origin country. At least in our study the major decision for returning in the migrant couples was that husband lost the job in the host country and the wife followed them again upon their return in the origin country. Albanian 2011 Census data revealed that a substantial number of Albanians residing in Greece, around 139.827 migrant workers have been returned to Albania in the time period 2001-2011 and the majority were males. Amongst the most prominent reason for returning was lack of employment in the destination country. The surprising facts is that in the time period 2009-2013, a total of 133.544 Albanian migrants of the age group 18 years old and above have returned to Albania, of whom 73.7 per cent were males and 26.3 per cent respectively were females (INSTAT 2014, p.9). Albania Strategy on Return Migrants and Reintegration, which has recently expired in December 2015, draws attention to the potential of return migrants and emphasize the involvement of various institutions in the reintegration process of return migrants.

The focus of our analysis are Albanian migrants who have been return as a result of the crises, those who have re-emigrated again in Greece and the ones who are making attempts to further migrate in other countries. We base our analyze on 42 life stories of Albanian migrants, from which, 12 interviews with return migrants from Greece, 30 migrants that are actually in Greece (from which 50% have at least made an 1 attempt to return in Albania and 5 are circular migrants). Duration of the interviews varied from 35 minutes to four hours after which they were transcript and analysed through MAXQDA- data analysis program. The interviews were transcribed preserving the original language, further the transcriptions were analysed using the qualitative data software MAXQDA.

Findings

1. Sense of power and bravery

Migration and return migration patterns are highly gendered and remarkably diverse for women and men. While in one hand, migration served as an empowerment story for many Albanian migrant women, in terms of changing oppressive gender relations and power dynamics within the household, more liberal gender division of labor within home, providing new opportunities, emancipation, more autonomy and social mobility through economic independence, on the other hand, Albanian men experienced a challenge to their traditional role and a threat to the masculinities performed back home were men are still men. It implies a fear of manliness men, which are now becoming voiceless and powerless as their women are gaining access to waged employment, which on the other hand implies they are gaining independence and becoming more powerful (Dushi, 2015; Xhaho and Caro, forthcoming). On the other hand, research on return migration has pinpoint

the fact that while migrant women experience an empowerment in their gender roles with men being threatened upon migration in the host country, the return migration change again the situation in favor of men who experience a re-gained sense of control, while women losing it. These are the experiences of two women who have been returned from Greece, following their husband (Khalid, 2011). In this rhetoric, one of the interviewee said : *"I had the idea I was more brave in Greece rather than in Albania. I could move upward there but not here"* (Dafina, 42, returnee, entrepreneur).. Another returned migrant admitted: *"If you are still a housewife, you don't have any opportunity to display your gained knowledge from Greece. I don't know how I could afford staying closed home like that. I am very pessimist"* (Anda, 33, Housewife, return migrant).

Our study found that at least 5 out of 6¹ women have been returned in order to follow their husbands who lost the job due to the crises. In the light of such situation, we found that the decision to return was not completely women's independent choice. They were constrained to follow their husband for the sake of not separating the family, showing again for the 2nd time² their role as passive followers. However, not all our migrant women decided to follow their husband upon return. The story of Meri, 30, who works as an esthetic in Greece, shows her decision to stay in Greece, while her jobless husband moved in Albania with his family.

"I wanted something more. I wanted to be independent from the first moment I came in Greece. There is nothing else better than being independent. The Greek men treat their wives differently, with respect. For the majority of Greek husbands, the wife is not the servant as it is in Albania. At least, in the country where I was raised, the wife was the servant for the majority. The wife was supposed to be exploited. ...Only when women stand by its own, she is the master of herself. She has always been in subordinate position compared to male. She has neither values, nor she feels accomplished...she can not move forward. I. . woman should stand on her own feet. It is only than she feels free. I want to move forward, to live alone, not be deepened by anyone, which means to achieve everything by myself, starting from zero. I feel I have better opportunities [here] to do a better life...I don't turn my head back any more. I have my new friendship here and in Albania I don't know anyone. I have my job here and I can't do anything in Albania"

Her life story shows how migration changed her attitudes, making more aware about her rights and gender role expectations of women and men and the same time compare it to the Greek norms. It shows again her strength, empowerment and a sense of "enlighten", in terms of independence and gender equity.

2.Psycho-social & cultural re-integration

Many migrants feel they are abandoned by the "old" friends and sometimes they feel alienated even by their cousins. A circular migrant said " I faced difficulties understanding Albania language in school. I tried to adapt to Albanian friends so they helped me a lot" (Jonida,22, circular student). There is a need for them to be socially reintegrated in the new life. In fact, many other return migrants have experienced the feelings of outsider twice: once when they were in Greece and again when they returned in Albania. Migrants thoughts and fears on return migration are interchanged with many factors that affects their ambiguity on whether they should return or should re-emigrate. Another migrant in Greece said "If I return in Albania after 20 years in Greece I am emigrant in my home country. You don't know anyone, all your friendship that you had.. you are like an owl" (Naim, 50, decorator in Greec). The return decision has been for some migrants a very difficult and painful transitory process. Inability to adapt to such major changes can lead sometimes to nervous breakdown, as Liljana , one of our interviews admits. Women experiencing more emotional problems or at least emphasizing such psychological problems more often than their husbands.

¹ The 6th women was single and in pension

² The first time relate to women's migration in Greece in order to reunite with their husbands, who came before, mainly through illegal ways.

You should know the situation, the people as it is quite difficult to be integrated. Here I feel being a migrant in my country. Though now many things have been changed...people have not changed.. they seems even worse. It jus their outer facade that have been changed. I couldn't manage to overcome my nervous breakdown without medications. The return is terrible. If you decide to go, just go and never return(Bela,38,returnee, entrepreneur of a hairdresser salon)

Cultural reintegration is seen as the process of reintegration of the returnee to the values, way of living, language, moral principles, and traditions of the country of origin's society. Many migrants have left Albania in 90s and now after return they experience enormous challenges in adapting to the new post-communist transformations. They find themselves struggling in inventing new surviving strategies such as relying in their family networks.

3. Labor Market Reintegration Dilemmas of Returnees

The study found that for many return migrants or the ones who want to return the most concerning issue have to do with their labor market integration. From the interviews of our migrants we understood that at least none of them have profited and received any direct support from the Migration services centers. The major needs concerning them were in regard to job placement support and no future perspective in Albania. Their major concerns were : What kind of job they will do? How to utilize the gained skills? Do the gained skills match with the labor market demands? (Elezi,2015).

When you first migrate to Greece, you have big ambitious, I will move up and find something better , a job and a wage but while you return, considering what you left in Greece you are not sure any more. It was very difficult I have to a find a job here .. may be open a business(Bela,38, returnee entrepreneur)

My perspective is to definitely return but we need to integrate here.. I am integrated but I am as a parasite here. I feel people need to be integrated with a job they can do better , and not finding something that you don't know how to do(Pandeli, 59,circular migrant, cheese processor in Greece)

Though, for some return migrants opening a business is seen as a process of reintegration, for others that's not the case as they are challenged by incompatible labor market trends and regimes. In terms of gender differences women are as well more predisposed to be affected by incompatible gender norms in the labor market. For example Anisa , a 37 years old women who worked with her husband in a bar in Greece, found it almost impossible to work again with her husband in a bar they both decided to open in Albania, upon their return. Though, the gender norms made it quite acceptable for women to work in bars in Greece, this was not the case of Albanian patriarchal mentality, were women are supposed to work in domains which are compatible with traditional gender role expectation (Caro at al., forthcoming; Xhaho, 2013; Caro at al 2012)).Left without an employment choice she decided to separate from her husband and her daughter for working again in Greece.

4.Entrepreneurship and investment pathways

Our study found that many Albanian migrants return in Albania to stay permanently with the idea of investing in home country. Both, women and men were most likely to see the perspective of entrepreneurship as the most common solution of economic reintegration. At least around 8 out of 11 returned migrant tried to open a small business. Moreover, around 15 out of 32 migrants in Greece tried to open a business in Albania. The study shows that many return migrants want to invest in Albania, either through financial capital but even their human capital such as skills and knowledge they have taken in the host countries marketplace. Studies have shown that the likelihood of being involved in one's own business is highest among migrants who return considering the emotional/social ties with the home country. Return migrants are considered more skillful and knowledge in terms of modern technology and work ethic, making them a real asset for investment in their home country. The same time the networks that such migrants have created abroad and their capacities to hold relationships across cultures and borders make the full in terms of social capital (Fetahu 2015; Kopliku 2015; Chaloff, 2008) and increase the chances of setting up transnational economic partnerships. Since 2005 almost 2/3 of small business

owners in Albania have a migration history and 70% considered their foreign experience as useful for their business (IMF, 2006). Strategies to navigate in the labor market are: gained skills, economic capital, family networks, prior business plan, adapting Greek culture, market studying (Caro, 2016).

However they experience lots of difficulties when trying to invest their financial capital in their home country. Some of them claim that they have money, but they do not have idea were to invest. Many of them have been living and working abroad for many years, which make their labor market integration a difficult process. Despite the home country ties and their emotional connection to Albania, with what we call "patriotic tourism", they are faced with many integration dilemmas and ambiguity of everyday life and work issues. Considering that the first wave of Albanian, returnees come with the idea to invest and bring some host -country-style in their business but, soon they realize that their master plan have failed, either because they had no previous information on possible investment sectors, step by step orientation or any other kind of support, facility and service tailored particularly to migrant investment in the home country. However, though they bring back elements of host country labor market they do not have any experience and training in investments and business plan management, beside the many problems they experience with institutional and administrative issues for setting their business. The cases below illustrate the ambiguity of migrants were to invest, regardless their eagerness to come back and invest : "We were discussing of opening or own business here, but we need money. Because all my savings were expended for bricks and mortar" (Alda, return migrants and entrepreneur of a bakery shop in Tirana and grill house shop in Himara). Marjola (54, domestic worker) returned from Greece with her partner, with an idea to open a business. Even though they constructed the building and brought all the modern swing machines from Greece and new model ideas (financial & human capital), they were obligated to close it shortly because they could not afford it due to high taxes. Naim, is one of the migrants in Greece who as many other migrants have failed in his attempt to continue the business he opened years ago in Albania. Unfortunately, due to problems he faced with the management of his retail shop, he decided to re-emigrate again in Greece.

Re-emigration

Though the role of returnees in the development of the country is widely confirmed, their potential gains are not so far utilized in the right way, nor are they provided with adequate reintegration programs. Studies on return migration have shown that there is a high percentage of return migrants who have intentions to re-emigrate again either because they have failed to meet their financial goals or (ETF, 2007) or because they are not satisfied with the services offered (INSTAT, 2014).

The same time studies have been shown than return migrants from Albania are more likely than non-migrants to be self-employed, that is a strong indicator for them to invest in a new enterprise (Naude, Siegel & March, 2015). The vast majority of return migrants have the tendency and would like to spend their remittances by business investment, though there is not any concrete study to measure the significance and success rate of business in which return migrants have invested their savings (ETF, 2007). However, the likelihood to start up an enterprise depends and can be enhanced by state policies. The recent figures, provided by the last Albanian CENSUS reveal the fact that the investment rate of returnees in Albania was only 8 per cent, focusing primarily in the retail trade, hotels and restaurant industry and agriculture. The main reason for not investing for around of 81.2 % of returnees from Greece a according to the survey conducted by INSTAT was lack of insufficient capital to start up a business. The fact that returnees relied mostly in their savings almost (99 per cent), and just few of them around 15 per cent on bank loans (INSTAT 2014, p.10), might be an indicator for the necessity of economic reintegration of returnees and special financial incentive packages, for the ones willing to invest. Further on, given the fact that almost 61.5%, from the ones who have invested had encountered problems in their business management, in forms of unfair competition, insufficient capital, administrative constrains and managerial challenges (p.46) highlights again the importance of measures that need to be taken to overcome such obstacles.

For some of migrants return in Albania has been a temporary project as they re-emigrate in the host society again within few months. Studies on return migration have shown that there is a high percentage of return migrants who have intentions to re-emigrate again either because they have failed to meet their financial goals or (ETF, 2007) or because they are not satisfied with the services offered (INSTAT, 2014). After accumulating enough financial and human capital, Eglja, (54) and her partner who has worked for several years as a wood specialist in Greece, decided to return in Albania and invest their savings in a wood processing factory. They constructed the building and bought all the materials but they failed to manage their business because of the uncomfortable business environment. They have to pay lot of taxes which they could not afford as a new business. So, they left everything and decided to re-emigrate again in Greece. Her cousin as well returned from Greece in the origin city, Divjaka, and invested all the money in building a marble factory, which resulted a total failure. He was then obligated to move again to Greece with his family, but now without any money left in pocket (Eglja, 54 re-emigrant in Greece)

Therefore, not all of them succeed in their endeavor, considering the varieties of challenges they have to face in opening and managing their business. Faced with such constrains and the same failing in their psychological, social and economical reintegration strategies , some of them decide to migrate in another country in order to escape such situation.

Lack of state policies on return migrants

The Ministry of Labour coordinates and implements the National Migration Strategy in Albania and Migration Action plan and Reintegration Strategy for Returning Albanian Citizens (2010-2015) and its Action Plan with other line ministries and dependent institutions which have their responsibilities. The emerging problem is that both strategies have already expired and there is no any other announced strategy yet. The monitoring *results of the National Action Plan implementation on the Migration, and of the National Strategy on the Migration, from European Institute of Tirana (2007)*, emphasize the fact that the strategy needs continues monitoring, as it is not a static document, but rather a dynamic one. Though, there was an explicit link between the development and migration policies, the strategy lack better coordination, institutional capacity and financial resources for implementation (EIT, 2007). Implementation of the NSM was hindered by ongoing institutional uncertainty regarding the coordination and fragility of commitments of various institutions involved in the implementation. The striking fact coming from monitoring result is that out of 15 Ministries and state institutions involved in the strategy implementation and in the action plan, 8 of them were not aware for the existence of such strategic documents, 64% of activities and 53% of planned measures in the strategy were not implemented. Moreover, as concerns to return migrants several measures in the strategy were partly or not implemented at all. For example, measure 8. Broaden the reintegration services, in order to guarantee permanent return. Activity 1. "Drafting and implementation of joint employment programmes with small businesses" was not implemented and 2. "Provision of career guidance, job placement and vocational training" was partially implemented. Moreover, in collaboration with the IOM, the Albania launched the Voluntary Assisted Return and Reintegration (VARRP) to encourage return of asylum seekers. The program offered a variety of services such as advice and information and assistance with travel expenses, schooling fees, job placement and training (IOM website). However, as it will be shown a considerable number of returnees have not profit from such services and the majority of them do not have the idea that such services even exist.

Invisibility of Migration Counters

Though the core element in the Reintegration Strategy for Returning Albanian Citizens (2010-2015) and its Action Plan, were the Migration Counters, located at 36 regional and local employment offices throughout, which offered public services, such as health, education employment. Data from the last study by INSTAT reveal the fact that few returnees were aware that such centers exists (INSTAT 2013, P.19). given that only 26.5 % of the interviewees have contacted such centers to receive support (p.52). Our study found that none of the returnees have had the chance to profit from such services. Moreover, such centers were almost invisible in the rural areas. The problem with returnees who return in their villages is

that they can not claim they are unemployed and profits from such service as they are considered as self-employed in agriculture in case they or their family owns a plot of land (INSTAT, 2014)

Conclusion

Although research on Albanian migration has a long been discussed by migration scholars (King and Vullnetari 2003; Carletto, Davis et al. 2006)few studies attempt to grasp in detail the return migration process and reintegration strategies of returnees, especially from a gender perspective. The contribution of this study was to look at the gendered trajectories or return, reintegration and remigration of Albanian returnees. We found that their migratory trajectories are quite diverse, gendered and dynamic, changing overtime depending on a set of structural and socio-economic factors in the host and origin country. Considering the fluidity of migrant pathways it is almost difficult to talk about permanent or temporary return. Migrant are continually moving back and forth, with a set of values, norms and ideas which are constantly shaped, transformed and challenged through their circulatory movements. The study found that returnees face difficulties in their psycho-social, cultural and economic reintegration upon their return. They experience a sense of alienation from the country of origin and find themselves “outsider “in both countries, which makes them, especially at a greater extend women mentally and psychologically vulnerable. Women experienced a sense of disempowerment, reassuming their traditional identity and gender role expectation, while at some degree felt less brave than in Greece. While experiencing a reconfiguration and re-traditionalisation of gender relationships, they were faced as well with incompatible labor market norms, which made them being excluded due to sexist workplace norms. Moreover, a great deal of literature already exists in the potential gain that returnees can bring for the development of their home countries and this not only in terms of sending remittances but through human, social and financial capital (Gibson and McKenzie, 2012). Similarly, both genders employed distinctive and similar coping mechanisms to deal with reintegration dilemmas. Though the majority of returnees came back with an idea of investing their financial capital in their country of origin and brining the same time their social and human capital, they are now facing lot of struggles. Having no support system back home, remaining jobless and in many cases failing in their investment endeavors, make returnees consider further re-emigration as a surviving strategy. This paper highlights the importance of government's officials in building an integrated policy framework that take in consideration with a gender lens analysis returnees' needs.

Policy Recommendations

Holistic gendered approach to reintegration of returnees

It should be developed a comprehensive multi-dimensional reintegration strategy encompassing social, psychological, economic and political reintegration strategies taking in consideration gender lens policies as women and men have different priorities and needs. Furthermore, language and cultural adaptation training should be taken into consideration by the Ministry of Education and Sports. Such services should be coherent and be advertised and made visible to returnees upon their arrival in their home country. Brochures holding information on reintegration plans should be advertised in corresponding embassies, airport info centre and halls, municipality and other institutional halls, different NGOs, health centers and other respective public and local institutions.

Enforce migratory centers

In terms of return migrants infrastructure, there is a need to establish information centers in the municipalities or to strengthen the capacity of Migration counters. The aim would be to disseminate information and guidance on the reintegration programs, work and business investment opportunities. Migration counters should be transformed and provided continuously with technical and financial resources, considering the Administrative Reforms.

Multi level/stakeholder collaboration and dialogue

International organizations, civil society and the government need to coordinate their efforts in order to create a multidisciplinary approach (Psychological, social, cultural, economical) to reintegrate migrants. It is not the role of the state to provide direct services for returnees, but it has the role to formulate politics that could promote and assist organizations working on return migrants and reintegration as well. Such organization might provide special assistance to returned women as well, who might be in a more vulnerable position.

Oriented business development plans- follow up

Making return migrants familiar with local regulations and legislations for starting a business, along with issues relating to local labour market and business practices. Specific trainings books in business managements plans should be provided by Job offices

Two way process in Vocational Educational Qualification

The National Employment Service should works towards capacity building programs, by offering and promoting Vocational training courses addressing the needs of migrants with different skill levels in local communities and the same time make use of returnee's human capital by placing experienced migrants as trainers for many of the VET courses that are provided to other interested persons.

Develop more effective cross-governmental, local and central coordination mechanisms

Increase institutional communication between the local and central level. It is important that services for returnees should not only be localized in the capital city but distributed accordingly to the distribution of migrants. Therefore, closer collaboration, intensified dialogue and flexibility should be considered between local and central power government

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Appendix 1.**Table.1 : Migrant Information**

Education	Years in Migration	Sector	Gender	Age groups	Return migrants
6 have primary school	18 have migrated from 91 to 94	14 domestic worker	19 men	20-30- 5 migrants	3 returned in the period 2000-2004,.
5 have secondary school	19 during 97-99	2construction	23 females	31-40-12 migrants	4 in the period 2005 - 2009
6 have university	5 during 2001-2004	3 hairdresser		41-50-11 migrants	4 other returnees in the period 2010-2014
24 have vocational educational training		2 work in agriculture		51-60-9 migrants	
1 have post graduation		1graphic designer		61-70-1 migrants	
		1 specialist in factory,			
		2 waiters			
		1 deliver,			
		2entrepreneur			
		1 seller			
		1 cooker,			
		1 baby sitter			
		11 unemployed			

Expressionism and the Face of Sorrow: Jesus the Christ in Nikolai Ge's Paintings

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Abstract

Depiction of Jesus the Christ in painting is a long journey throughout history. He was depicted with the ideal beauty in the Renaissance painting in spite of suffering from torture. Nikolai Nikolaevich Ge, a Russian artist living on the edge of several artistic tendencies as romanticism, realism and expressionism in 19th century, chose a new path in depicting Jesus with what he felt was actually told in Bible: a face of sorrow, unusual brush strokes and expression of complete despair, horror and sorrow in Christ's face and gestures. Anti-democratic movements and repressions from Nikolai the First and Alexander the Second led to his comparison between the torture from the government to his own citizens and the torture from Romans to Jesus. In this paper, it is aimed to disclose the connection Nikolai Ge made between the repression from the Russian tsars and historical interpretation of Christ's life in Bible.

Keywords: Jesus the Christ, 19th century, Russian painting, expressionism, Bible scenes in painting, Nikolai Ge.

Introduction

As it is well-known, visual arts in Christianity has served as Bible for illiterate people for centuries. Art historian Sergei Mihailovich Daniel quotes that "Byzantine theologian and author John of Damascus says that, as not everyone knows how to read and write, and not everyone has time for reading, God says that icons should be depicted for serving as short reminders" Daniel (1994, p. 5). According to another art historian, Tayfun Akkaya's definition, icons are portable depictions about religious themes on wooden panels in various dimensions. In his opinion, as this word contains any kind of religious depictions, all other depictions of religious topics in Byzantine art of painting could be called as icons (Akkaya, 2000). Between the 4th and 7th centuries, with the incentive of the church, depictions of Christian festivals, lives of saints, events from Christ's and Virgin Mary's life via icons prioritized Abstract symbols and creation of Christ's figures in reality. Thus, certain iconographic rules were formed and a direct connection between the Bible and visual arts was provided (Bobrov, 1995). Icon painters, when performing their art, had to adhere to strict rules in depicting scenes and figures in the Bible. Their source of reference was formerly painted icons and old inscriptions. Besides, according to Byzantine spirituality, two dimensionality in icons needed to be taken as a basis. No depth in the background, the source of the light is not clear. In the Renaissance, icons left their place to paintings, where more free interpretations were possible. Artists had more freedom on their paintings, adding their own interpretations to the scenes in the Bible and persons. They could add more depth to the space and give expressiveness to the scenes and figures with subtle light and shadow plays.

With the recognition of Christianity in Kievan Rus' at the end of the 10th century, wooden and stone churches were built; several attempts were made to spread Christianity. In line with this purpose, icons, frescoes and mosaics served as contact between the people and religion. The first Russian icon painter in Russian historical sources is Alympia (Ostrovsky, 1987). Taking education under Byzantine masters – Theophanes the Greek –, several other Russian icon painters as Andrei Rublev, Dionisij and S.F. Ushakov appear in the following centuries. The icons they produced were placed at any home, from the Tsars to the merchants and peasants. However, as mentioned before, the icons were painted with two dimensions and it was not important to draw the figures in the foreground to give more emphasis. The importance was not about where the figure or the object stood, but about the meaning associated with them.

In the 18th century, at the period of Catherine the Great, many changes in the empire came true to meet the European standards. Enlightened actions of the empress continued with more interest in architecture and painting. Numerous gifted Russian young people were sent to Europe to take education with the support of the empress in architecture and painting

(Inanir, 2008). Young Russian students took their educations in countries like France, Italy etc., learnt new techniques from masters here and created their works about mythological, landscape, Biblical and historical painting.

In the reign of Catherine the Great, The Imperial Academy of Arts gained much significance. The first curator of the academy, Ivan Shuvalov, brought in teachers from Europe, attracted first Russian students to be trained at the academy. Here, students took their educations from European teachers and started creating their works in classicism. The main themes were Biblical, mythological and historical; students had to adhere to specific strict rules of the academy when they were performing their arts. At the second half of the 18th century, among the painters, who created their works about Biblical scenes, comes A.P. Losenko. Being sent to Paris for enhancing his knowledge and skills, he created his historical painting on evangelist theme *Miraculous Catch* (1762). In this painting, he could combine the principles of classicism with a softened, humane interpretation of Christ's figure. At the beginning of the 19th century, Alexander Ivanov, seeing the renowned fresco *The Creation of Adam* of Michelangelo in Sistine Chapel and reading Bible at the time when he stayed in Italy, came closer to iconographic themes. The Painting he made at this period, *The Apparition of Christ Before the People* is seen as an icon, symbol, thus a mirror of history. Ivanov, in his Biblical sketches, examined the history of humanity deeply. The artist took the art to its spiritual beginning with his works, to the times of Christianity when painting served as Bible for those who did not know how to read and write (Daniel, 1994). Art historian A. Novitsky regards Ivanov as the pioneer of Russia in paintings on Biblical themes. Ivanov granted the simple and natural presence of religion that Russian people needed (Novitsky, 1897). Through this new tendency, the traditional Christian themes gained a new dimension. At the start of this new movement stands Nikolai Nikolaeovich Ge (Novitsky, 1897). Following Ivanov's tradition with his work *The Last Supper*, Ge took lessons from Strauss' works about Jesus as Ivanov did. As empiricism and individualism are two similar tendencies and both are depending on experiments, it may be regarded normal to depict the figures of Jesus with their faces for Italian painter Caravaggio's naturalism of baroque. Ge's art was not far from this tendency and he featured personal experiments in conveying Biblical themes, thus reached artistic realism (Daniel, 1994). From Leonardo Da Vinci to Ivanov, the figure of Jesus resembled the ideal and perfect for centuries when compared to human figure. Although 19th century painting is different from other centuries in reflecting the ideal beauty, painters strived to demonstrate the Biblical scenes as real as possible (Arbitman, 2007). We can see another example of empiricism, in one of the founders of *Revolt of Fourteen* (1), Ivan Kramskoi. In his work, *Christ in the Desert*, he depicted the Christ in a way specific to himself. The image of Christ here is not divine or supernatural. Giving the figure an earthly look, the artist shows that the realness of the face does not depend on the esthetic rules, but on the trueness of artist's faith. In the following years, empiricism merges with other tendencies and loses its typical characteristics. It gives place to newly flourishing individualism. In this context, Ilya Repin's works differ from others. Although Repin does not pay much attention to Biblical themes, his works as *Raising of Jairus Daughter* stand out (Daniel, 1994). Another specific example is Vasili Polenov, who dedicates a series of his works to Christ and the most important work of whom is *Jesus and the Sinner Woman*. Travelling in sacred lands as Syria and Palestine, the artist drew several sketches here. As D. Strauss' book was important to Ge and Ivanov, the book of Ernest Renan, *The Life of Jesus* was a great inspiration for Polenov as well (Daniel, 1994).

As for Nikolai Ge, studying as a student at Academy of Arts in St. Petersburg, he creates his works, as other students do, according to the academy's classical rules and strict doctrines. Here, Ge interprets Biblical themes not different from historical painting. In this period, as a result of this, he creates *The Witch of Endor Calling Up the Spirit of the Prophet Samuel* (1856) under the influence of the painter Karl Bryullov, in a romantic manner. He makes use of Bryullov's compositions and colouring techniques, along with typical medieval items. With this painting, he gains a gold medal and a scholarship abroad. He moves to Rome and here, after seeing Ivanov's *The Apparition of Christ Before the People*, he starts seeing iconographic themes as an important source for his creations. At the time when he was looking for new themes, he starts reading D. F. Strauss' *The Life of Jesus*. In this book, Christ comes forward as a founder of a new religion, as a leading character in regeneration of mankind. As a result, Ge starts seeing old scripts artistically with a modern way of thinking (Zograf, 1974). However, if one needs to define Ge's manner in his works, we need to say that his expressionist point of view, which he brought to the Biblical scenes is a turning point in the interpretation of such themes. As expressionism is a subjective approach, the artist aimed to distort the reality to evoke the emotions and affect the mood of the audience. The core of the tendency is to convey the emotional experience of the artist rather than physical reality. We will look more closely to the analyses of the most renowned paintings of the artist, where he aimed at disclosing the authoritarian suppression of the Russian government, church and critics by expressing Christ's suffering from Romans.

In the composition of the painting *The Last Supper* (1863) [Painting 1], Ge aims to highlight the main figure and he does not do this only with contrast. Christ's semi-lying position among other standing and sitting figures highlights him. Here, Ge

wants to associate the image of pain and death with the lying position of Christ. This situation is consolidated with the window that resembles a cross above the head of Christ. In the art of Russian painting, this sign has been a traditional symbol for an upcoming danger. Although many artists highlight the kindness and self-sacrifice of Christ in their depictions of the last supper, Ge here tries to feel the drama himself, he highlights not the betrayal of Judas, but his conflict with his teacher, Jesus (Panzhinskaia-Otkidach, 2010). Ge always added his own interpretations to the religious themes. For him, Judas was not a traitor; on the contrary, he was a human who lost his faith. In this scene everyone is suffering, both the person leaving and the remaining people (Panzhinskaia-Otkidach, 2010). When the painting first appeared, it affected everyone with its new and unexpected interpretation to the old legend. The room, the lighting, the table, the faces of the surrounding people; each one of them carries the characteristics of a thing that you see the first time and charms you with its originality. A small table stands in the middle of the room. In front of the table lies the main figure of the scene. His facial features, his state of mind show that Christ is in a deep grief. This situation affects you deeply; you cannot see anything that is familiar to you on this face. Judas in the foreground is not a bad character; he is a figure who is depicted with a pessimistic beauty. This person is not a little spy who betrays his teacher. If a traitor had only needed money, would he have decided to hang himself? Though, it is not clear yet whether the case is a suicide or not, it is obvious that Judas pays attention to why he decides to cut off ties in the last supper. Even though he is in deep grief about this separation as well, the reason to this lies inside him (Ahsharumov, 1978). Art historian M.M. Allenov supports this thought. According to him, this painting reflects Ge's distrust at this official legend; the artist stands against the notoriety of this figure and depicts him as a gloomy prophet. For Ge, it could not have reflected the reality that Judas betrayed Christ for thirty silver (Allenov, 1989). He highlighted Judas' essence with a deep psychology not by the appearance of betrayal, but by inner logic of his state of mind (Vereschagina, 1990). Another example of originality of the painting is that, Ge used Alexander Herzen's photograph for Christ, his wife A.P. Zabel for John and himself for Peter as models. Thus, the historical figures looked like familiar faces in the public. Dostoyevsky also remarks that the figures remind the audience of ordinary Russian peasants (Uzelli, 2002). This theme had been depicted around a table till that time (for example, Leonardo Da Vinci's Last Supper). However, in this painting, Christ lies down on a sofa and his students are around him. Especially, the church stood against this painting and prevented it from being reproduced. Focusing of the attention on the psychological content of the drama, the gift of demonstrating characters as if they were from real life in religious themes, the formal composition of the painting, internal composition, the naturalness of the tones, lighting and freedom in grouping the figures are all characteristics of realistic art of the new era (Zograf, 1974).

In the composition of the painting *Christ in the Garden of Gethsemane (1880)* [Painting 2], a roughly silhouette figure under the moonlight, sitting on his knees, thin faced, with his hair covering his face is depicted. His state of determination can be seen in his tense posture, movements of his hands and tightly sitting on his knees. There is not a teacher in front of us, but a warrior in pain, who submits to betrayal, trying to keep his moral strength alive when carrying out his duty. The sacrificing of Christ, his readiness at confronting his destiny with no fear is clearly demonstrated. There is not a smooth and thoughtful lyricism but a more dominant drama in the figure of Christ in this painting. Ge worked out the faces of his period on Christ's figure (Zograf, 1968). A criticism P. Gnedich brought to the painting is that you cannot see any love in Christ's praying. According to Strauss and Renan's historical point of view, this person cannot be a divine founder of a pure religion, because hatred cannot be a part of a human being even though he is so close to death (Gnedich, 2001).

In the composition of the painting *What is Truth? Christ and Pilate (1890)* [Painting 3], where the interrogation scene of Christ before Pontius Pilatus, the king of Judea takes place, two main figures draw attention. One of the figures facing back is well built and has a confident posture. The composition of the painting is based on the contradiction between Pilatus' well-built posture, his satisfactoriness and Christ's beaten appearance in rags (Dmitrenko and others, 1985). Public showed great reaction for this painting as Ge here depicted Christ with his hands tied behind, with a worn out cloak over his shoulders in a dark red dress, standing in front of the wall. As for Pilatus, he is depicted with a dress wrapped over his shoulders, turning impolitely at Christ and asking him 'What is truth?' in a mocking way. In this painting, the two figures depicted by Ge are not only two different people, but also two people of different worlds who have nothing in common. As the painting met many reactions, the collector Tretyakov does not purchase it as well. Leo Tolstoy, finding the painting realistic, explains the composition to Tretyakov in his letter: "The depiction of Christ has a long history. Being depicted as a God for centuries, Christ started to be seen as an historical personality later on. It is difficult to reflect him as an historical personality because it is not accepted to see a person in daily life, which is regarded as God. Arbitman (2007, p. 160-161)." This painting was removed from exhibition under a decree from the Russian government. After this banning, his works about religious topics were censored and not accepted for exhibitions (Panzhinskaia-Otkidach, 2010).

In the composition of the painting *The Crucifixion* (1892) [Painting 4], three crucified men stand out. The scene of crucifixion of Christ in the art of Christian painting first appeared in the 5th-6th centuries. Icon painters depicted this scene as if Christ was alive, his eyes opened more than a death scene. No signs of death or torture are visible. The aim here was to symbolize the victory of Christ against death (Barskaia, 1993). After being made twelve times, the final version of the painting turned out to be extraordinarily strong, exceeding the limits of expressionism, complexity and deep psychology. The wild atmosphere of despair makes a shocking effect on the audience. The painting was brought to St. Petersburg, where it was prohibited for exhibition due to censure. As for the comparison between the suppression of tsars and torture from Romans, Ge here reflects the current tragedy of the dark and relentless era of Alexander III, who was known for his executions and death sentences. In one of his letters, Tolstoy writes to Ge: "In this government, death penalty has turned into a civil right with no judgement. I cannot dare to talk about the horrible events, carried out by political reasons. Thousands of people are subject to a terrific torture and all of these are happening hidden from everyone (Zograf, 1968)." To disclose this secret situation, Ge creates this painting and regards it as the best of his works. *The Crucifixion* painting is seen as a complementary work of Ge's Biblical themed paintings because conflicts, tragedy, the feeling of being trapped are cruelly depicted and as the artist told, these feelings take the painting and his thoughts to such a level that it is impossible to go beyond (Arbitman, 2007).

In the composition of the painting *Golgotha* (1893) [Painting 5], more than one figure and a composition of colors draw attention. The figure in the middle is in pain and torment; he cups his head in his hands. All three figures are going through a terrifying moment with the reality of inevitable death. The young figure on the right, lowering his head, keeps silent. Completely losing self-control, he is not aware of what is happening around and he is in regret. The figure on the left, making a sour face is not in regret. He is in hatred and resembles an animal, which is scared and tired, most probably not looking like a human. The hand on the left side of the painting is piercing through the scene, probably pointing at the three figures to be executed. This is a commanding, hostile hand, the face of which is probably not demonstrated on purpose. In this work, the influential expression of suffering is in the foreground. Wide brush strokes and composition in parts contributes to the expressiveness of the painting (Dmitrenko and others, 1985). After seeing the painting, many people could not accept the figure of Christ. The image of Christ that people are used to see, has exaggerated beauty, tranquility and a divine dignity. In this painting, Ge discloses the humane features of the Son of God, like pain, torment and torture. The features of the suffering Jesus take place in this work. Golgotha is the name of the hill, where Jesus was sentenced to death with two more thieves. The artist here shows the last minutes before punishment. Jesus the Christ is depicted here, in total despair and between the two thieves, holding his head with his hands, wishing God to forgive his torturers and not leave him (Panzhinskaia-Otkidach, 2010). Although *Golgotha* is regarded as not finished, everything in it that the artist aimed to explain is complete. With this in mind, *Golgotha* was the final point of his creative adventure.

The church, government, most of his colleagues, critics and public did not accept Nikolai Ge's paintings, in which he depicts Jesus with humane features, tortured and suffering. Church, government and the public showed great reactions against such a distortion from the traditional image of Jesus. These five paintings, which Nikolai Ge dedicated to the scenes in the Bible, owing to different interpretations of the traditional themes, led to disputes both in Russia and worldwide. The interpretations and his point of view, which he brought to these scenes, drew the attention of a specific community, along with the writer Leo Tolstoy. Tolstoy, who aimed to educate the public with moral doctrines, felt the need to direct Ge's art and as a result, a series of paintings, in which the tortures that Jesus was exposed to and the authoritarian suppressions of the Russia in that period were compared and interpreted. Despite these reactions, Ge insisted on searching for a deep moral complication more than a feeling of mercy (Panzhinskaia-Otkidach, 2010). Thus, he is regarded as a reformer today in the history of Russian painting with his strong incentives to create what he deeply felt in the Bible and by comparing what he felt with the totalitarian and suppressive ruling of the country, we can say that he succeeded in being a voice of his era.

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Footnotes

(1) Revolt of Fourteen – Refusal of the best fourteen graduates of Imperial Academy of Arts to take part in a competition for a gold medal.

Tables



[Painting 1] – The Last Supper, The State Russian Museum, St. Petersburg, 1863, 283x382 cm., oil on canvas



[Painting 2] – Christ in the Garden of Gethsemane, Tretyakov State Gallery, Moscow, 1880, 258x198,5 cm., oil on canvas.



[Painting 3] – What is Truth? Christ and Pilate, Tretyakov State Gallery, Moscow, 1890, 233x171 cm., oil on canvas.



[Painting 4] – The Crucifixion, The State Russian Museum, St. Petersburg, 1892, 29,8x225 cm., oil on canvas.



[Painting 5] – Golgotha, Tretyakov State Gallery, Moscow, 1893, 222x191,8 cm., oil on canvas.

Strategic Management of Small Enterprises in Commune of Peja

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Abstract

This research is realized in city of Peja, a city in the western part of Republic of Kosovo. In this research are included 40 small enterprises (27 in the center of the city and 13 in the periphery). From them 37 enterprises were established from familiar-individual capital, whereas only three enterprises were corporations. This research is led from two correlation hypotheses. The first hypothesis of this research is: "Strategic management has a positive relation with the empowering of the short-term and long-term objectives of the small enterprises", is made correlative analysis and we have the statistical production [$r = .502^{**}$, $p < .001$], which supports the first hypothesis. Thus a genuine strategic management affects in the empowering and the reflection of the short-term and long-term objectives of small enterprises. The second hypothesis of this research was; "Business strategy affects in the rise of financial indicators", is made the correlative analysis and we have this statistical production [$r = -.220$, $p < .172$, a result that is not significant and it does not support the second hypothesis of this research.

Keywords: Strategic, Management, Small, Enterprises, Commune, Peja

Introduction

The idea and the concept of this research was to see if there is a positive relation of strategic management with short-term and long-term objectives of the small enterprises and to see if the business strategy affects the raise of financial indicators. In the analyzed part of literature is cited for the management and especially for the strategic management. After raising of hypothesis and realization of the research methodology is concluded that strategic management is interrelated with the empowering of short-term and long-term objectives in the enterprise whereas the results of this research it did not result that business strategy affects in the raising of the financial indicators.

Literature Reviews

The word management derives from the word "to manage". In some languages for ex. French, Swedish, Albanian, Serbo-Croatian there is not an adequate unique meaning, which in general will correspond to the meaning of the word "manage". In most of the cases in this context are used terms: "governance", leadership", "direction" and similar like that. Native speakers in these countries for these terms borrow the foreign word "management". In Spanish the similar term is called "manejér" which means you are taught to do it, leads and governs directs you etc. Management in general meaning has these synonyms: placement, regulation, planning, inspection, direction, achievement of goals, realization, and also domination, rigging incurrence and deception. If we analyze all these synonyms we can conclude that these include: regulation, planning, inspection, organization, direction or realization. All of these have the meaning of one way process, the manager says to his "inferior" employees what should they work. Manager decides what to work, whereas those "under" (inferiors) are equipments to achieve a certain goal. They often call the manager "boss" whereas his assistant "the right hand", because the right hand does exactly what the head says. Managers are called supervisors, because is presupposed that supervisors have excellent views in certain situations (Ramosaj, 2007).

Many authors have studied the similarities between management and placement. The well known theoretician, especially of placement theory H.A. Simon uses the term placement as a synonym for the management. In fact, the author starts from it that the process of placement equalizes itself with the phase of making decisions, something according to the opinion of

many authors is wrong, because the process of placement includes all the phases of placement and not just making decisions. We must have in mind that from the content that is understood with the term management, and also taking into consideration main functions of leadership is seen that it greatly fits with functions of management ,that means the terms management and leadership often are synonyms. So report between the management and placement is similar with the report between leadership and placement. Naturally we have to do with managerial placement and with managerial decisions. According to Akia Murrutiun making decisions respectively placement is the primary function of management .Whereas Yock Duncani states that if placement is not the only function of management, then it is surely its main function (Kuka, Shiroka-Pula & Krasniqi, 2006).

Management is a process to fulfill the objectives with and through other people. This means you should be able to plan what must be done, to organize the material, means and equipments and also you should organize and lead people to perfect these goals. In general, there two extreme styles of management. Majority are somewhere in the middle. One of the extremes is dictatorial one. They are considered, autocratic managers, who use their authority to make decisions and then they order the others how to do that. The other extreme is known as “non-intervention” where the employees don’t have the right to make decisions and to do their jobs, within determinations. Managing style depends from that how much you trust your employees and also from their abilities. Researchers have found that efficiency under the people leadership results from task combinations which must be done, type of employee, managers behaviors and from rewards structure (Mustafa, 2004).

Management shows a relatively universal activity because principles are applicable almost in all fields of economy and society: productivity, bank, trade, agriculture, sport, army, health religion, and international business etc. Also if we separate different organizations which are profitable or non-profit organizations or subjects and in the same time derives the question how to make them functional or how to govern and lead them, and then comes under consideration the request that what have in common and how are called all these people in these organizations from the different ones who deal with organizational work of these subjective. From this derives that these people are created with the name as managers, whereas their entire common activity is called management (Ramosaj, 2007).

What is strategic management? As an answer to the question submitted above, in the title of this text, we can say that after strategic management “hide” people who are obligated to plan the business in the highest level possible. Business–strategy as one of the highest functions in the enterprise is responsible to plan and to build a strong structure which will serve for overbuilding of business performances through additional activities (Biznesi.Info, 2012).

Strategic management initially has its origin from army strategies and as a process is transferred in the management of strategies in economy and then in non-profit organizations. The word “strategy” derives from the ancient Greek, in the years 507-508 before our era, where military council of Athens, consisted ten members which were called *Strategoï*, with great political and military power. In the semantic and origin aspect strategy is understood “ability to lead in the army” (Ancient Greek Encyclopedia “; mastery to direct something. Management of strategy in Western economy is used from 60s of the twentieth (XX) century. In the US, in 1970, companies have implemented strategic management only 25%, in the 80s 55%, in the 90s 85% and from the year 2000 100%.This is an indicator that in the economical enterprises in the Republic of Kosovo, by all means should start not only to think for strategy but also to use the newest technologies of management until to the software managing process. Every period has its own characteristics of the development and the way how company behaves in such conditions. The switch of company from the concept as “closed system” to the “open system” especially the impact of the of suburb –external factors have conditioned the evolution of the problematic of long-term program. Today is implemented the strategic management to forecast the future. Strategic management is as a consequence of internationalization of the trade as a new form of the world trade that has impacted in the shortening of lifecycle of the company and exploiting cycle of products, whereas related with this also in the profit lifecycle (Mustafa, Kotorri, Krasniqi dhe Shala, 2010).

In the strategic aspect, management refers to the role of developing of the main objectives of activity and formulation of long-term plans for realization of these objectives. With the purpose of realization of the firm, management identifies stocks or strategies which should be undertaken and evaluated (Mustafa, 2008).

According to the all authors, strategic management is the permanent process of adjustment of the enterprise-surroundings, also its impact process in the suburb, in harmony with the goals of the company. Can be given definitions of different authors, but perhaps more summarizing is:“The process in which the management of the highest level (strategic leader)

determines the direction of the long-term development of the company and its duties, by creating a strategy, its realization and permanent evaluation of realization, means that strategic management it is defined as a process which incorporates in years the goals of the company, formulation and the execution of the strategy and its control performance. According to Thompson and Striklend, in the process of the strategic management are foreseen five tasks: development (prosperity of strategic vision; determination of long-term goals; creation of the strategy and goals achievement; implementation and existence of strategy; the evolution of realization, review of new development and initiative of regulative corrections (Mustafa, Kotorri, Krasniqi dhe Shala, 2010).

The main characteristics of small enterprises are innovations .Small enterprise often is the source of new materials, of processes, ideas, services and products. Most of the products nowadays derive from small enterprises. Small enterprises have done more than the half of the inventions in the last 30 years. In the 80s and 90s small enterprises have made 80% of the employments of the new working places. The spreading of the small enterprises in Kosovo, by the dynamic can be seen in three phases: a) first phase from 1991 to 1993, b) second phase from 1994 to 2000 and c) third phase from the year 2001. The establishment of these enterprises hasn't been as a result of suitable environment of business, but it happened from the necessity to create new jobs for the people who were expelled from work. Small enterprises have characteristics which can be known easily: they are: flexibility-which means switching activities in the light of changes of the market conditions and the quick adjustment of the capacity of request; direct relationships during the work-the employer has intern relationships with his employees and customers: the possibility of employment; management from one person: independence during the management (Biznesi.Info, 2013).

Hypothesis

1."Strategic management has a positive connectivity with the strengthening of short-term and long-term objectives of the small enterprises.

2."Business strategy affects in the rise of financial indicators of small enterprises"

METHODOLOGY

Participants

This research is realized in city of Peja in the Republic of Kosovo, in this research are included 40 small enterprises (27 in the center) of the city and 13 in the periphery .From them 37 have been familiar-individual businesses whereas only 3 have been corporations. The meeting with the managers of these enterprises is realized in beginning of the June, in their objects where they do their business activity.

Instrument

From the type this research is quantitative and for the collection of the data is used a questionnaire with 27 questions which are mainly about goals, objectives and organization of the enterprise structure and managing strategies of the enterprises. The questionnaire has been simple and there were no open questions but only multiple questions and to each question the subjects have had the opportunity to circle only one from the offered alternatives.

Procedure

To realize this entire questionnaire it was necessary to collect quantitative data from field with the application of the questionnaires in enterprise. In each business object we have gone separately and it is contacted the manager of the enterprise and from him was required to fill in a questionnaire about the strategic management of enterprises. From the beginning are informed the managers that the questionnaire is anonymous and confidential, and then all of them have accepted to fill in the questionnaire .The data are elaborated with statistical program SPSS.

RESULTS

Table 1: Correlation between strategic management and short-term and long-term objectives of the enterprises.

Correlations		Strategic management of enterprises	Short -term and long-term objectives
Strategic management of enterprises	Pearson Correlation	1	.502**
	Sig. (2-tailed)		.001
	N	40	40
Short -term and long-term objectives	Pearson Correlation	.502**	1
	Sig. (2-tailed)	.001	
	N	40	40

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

To testify the first hypothesis of this research: *Strategic management has a positive relation with the empowering of the short-term and long-term objectives of the small enterprises* “

is made the correlative analysis and we have the statistical production. [$r = .502^{**}$, $p < .001$].

Table 2: Correlation between business strategies and financial indicators.

Correlations		Business strategy and work ethics	Financial indicators
Business strategy and work ethics	Pearson Correlation	1	-.220
	Sig. (2-tailed)		.172
	N	40	40
Financial indicators	Pearson Correlation	-.220	1
	Sig. (2-tailed)	.172	
	N	40	40

To testify the second hypothesis of this research; *“Business strategy affects in the rise of the financial indicators of the small enterprises”*, is made the correlative analysis and we have the statistical production. [$r = -.220$, $p < .172$].

Conclusions

In this research is discussed relevant literature about what is understood with the word management, is cited for the strategic management for the small enterprises and business organizations .It is concluded that management is an ability to direct, to lead and to achieve certain goals. Regarding to the strategic management is understood that is as a guiding, as a plan which helps in the realization of the short-term and long-term objectives. Therefore for every enterprise small, middle, or big one, good management and especially strategic management are important components that every business enterprise should possess. Then are raised two hypotheses which have led this research, so let's see if they are supported. The first hypothesis of this research was: *“Strategic management has a positive relation with the empowering of the short-term and long-term objectives of the small enterprises”*, is made correlative analysis and we have the statistical production [$r = .502^{**}$, $p < .001$], which supports the first hypothesis. Thus a genuine strategic management affects in the empowering and the reflection of the short-term and long-term objectives of small enterprises.

The second hypothesis of this research was: *“Business strategy affects in the rise of financial indicators”*, is made the correlative analysis and we have this statistical production [$r = -.220$, $p < .172$, a result that is not significant and does not support the second hypothesis of this research.

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Questionnaire

1. Your enterprise is:

- a)Familiar-individual business
- b)Corporation
- c)Business with limited responsibilities

2. In which area is your enterprise?

- a) center
- b) periphery

3. Which is your position in the organization where you work?

- a) Executive chef or member of the highest team management
- b)Financial manager
- c) Manager of Marketing and sales
- d)Manager of production
- e)Manager of human resources
- f) Manager of lower level or supervisor
- g)Other (please specify _____)

4.How is organized the structure in your enterprise? Manager of the company

- a) Yes
- b) No

5. How is organized the structure in your enterprise? Accounting

- a) Yes
- b) No

6. How is organized the structure in your enterprise? Purchasing manager

- a) Yes
- b) No

7. How is organized the structure in your enterprise? Sales manager

- a) Yes
- b) No

8. How is organized the structure in your enterprise? Human resources

- a) Yes
- b) No

9. Short-term and long-term objectives? Sale of production

- a) Yes
- b) No

10. Short-term and long-term objectives? Quality of the product

- a) Yes
- b) No

11. Short-term and long-term objectives? Profitability

- a) Yes
- b) No

12. Short-term and long-term objectives? Survival

- a) Yes
- b) No

13. Short-term and long-term objectives? Social generality

- a) Yes
- b) No

14. Short-term and long-term objectives: moral of employees, and good relationships between them

- a) Yes
- b) No

15. What factors have encouraged you enterprise to choose the customers:

- a) Demographic factors
- b) Socio-economic factors

- c) Psychological factors
- d) Perceptual factors

16. Strategy of the cost leadership: Levels of competition

- a) Not at all
- b) Very little
- c) Little
- d) Neutral
- e) Moderately
- f) Largely
- g) In a large extent

17. Strategy of the cost leadership: Reduction of the cost product

- a) Not at all
- b) Very little
- c) Little
- d) Neutral
- e) Moderately
- f) Largely
- g) In a large extent

18. Strategy of the cost leadership: Reduction of the additional costs

- a) Not at all
- b) Very little
- c) Little
- d) Neutral
- e) Moderately
- f) Largely
- g) In a large extent

19. Aims of enterprise objectives: Earning increase

- a) Very poorly
- b) Poorly
- c) Below average
- d) Over average
- e) Good
- f) Very Good

20. Aims of enterprise objectives: Income increase

- a) Very poorly
- b) Poorly
- c) Below average
- d) Over average
- e) Good
- f) Very Good

21. Aims of enterprise objectives: Return in investments

- a) Very poorly
- b) Poorly

- c) Below average
- d) Over average
- e) Good
- f) Very Good

22. Aims of enterprise objectives: Cost reduction

- a) Very poorly
- b) Poorly
- c) Below average
- d) Over average
- e) Good
- f) Very Good

23. Aims of enterprise objectives: Improvement of the quality

- a) Very poorly
- b) Poorly
- c) Below average
- d) Over average
- e) Good
- f) Very Good

24. Business strategy and work ethics

- a) The effect of the enterprise in your suburb
- b) Work ethics and interpersonal relationships in the enterprise
- c) The responsibility as base in the society in which we work

25. Financial indicators: Income

- a) Medium
- b) not important
- c) Important
- d) Very important

26. Financial indicators: Capital

- a) Medium
- b) Not important
- c) Important
- d) Very important

27. Financial indicators: Profit

- a) Medium
- b) Not important
- c) Important
- d) Very important

Tables

1. Your enterprise is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Familiar-individual business	37	92.5	92.5	92.5
	Corporation	3	7.5	7.5	7.5
	Total	40	100.0	100.0	100.0

2. In which area is your enterprise?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Center	27	67.5	67.5	67.5
	Periphery	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

3. Which is your position in the organization where you work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Executive chef or member of the highest team management	37	92.5	92.5	92.5
	Financial manager	3	7.5	7.5	
	Total	40	100.0	100.0	100.0

4. How is organized the structure in your enterprise? Manager of the company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	100.0	100.0	100.0

5. How is organized the structure in your enterprise? Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	95.0	95.0	95.0
	No	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

6. How is organized the structure in your enterprise? Purchasing manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	72.5	72.5	72.5
	No	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

7. How is organized the structure in your enterprise? Sales manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	87.5	87.5	87.5
	No	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

8. How is organized the structure in your enterprise? Human resources

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	19	47.5	47.5	47.5
Valid No	21	52.5	52.5	100.0
Total	40	100.0	100.0	

9. Short-term and long-term objectives? Sale of production

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	37	92.5	92.5	92.5
Valid No	3	7.5	7.5	100.0
Total	40	100.0	100.0	

10. Short-term and long-term objectives? Quality of the product

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	39	97.5	97.5	97.5
Valid No	1	2.5	2.5	100.0
Total	40	100.0	100.0	

11. Short-term and long-term objectives? Profitability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	40	100.0	100.0	100.0

12. Short-term and long-term objectives? Survival

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	24	60.0	60.0	60.0
Valid No	16	40.0	40.0	100.0
Total	40	100.0	100.0	

13. Short-term and long-term objectives? Social generality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	40	100.0	100.0	100.0

14. Short-term and long-term objectives: moral of employees, and good relationships between them

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	40	100.0	100.0	100.0

15. What factors have encouraged you enterprise to choose the customers:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Demographic factors	15	37.5	37.5
	Socio-economic factors	11	27.5	65.0
	Psychological factors	2	5.0	70.0
	Perceptual factors	2	5.0	72.5
Total	11			
Total	40	100.0	100.0	100.0

16. Strategy of the cost leadership: Levels of competition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	2.5	2.5	2.5
	Neutral	5	12.5	12.5	15.0
	Moderately	6	15.0	15.0	30.0
	Largely	13	32.5	32.5	62.5
	In a large extent	15	37.5	37.5	100.0
	Total	40	100.0	100.0	

17. Strategy of the cost leadership: Reduction of the cost product

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately	10	25.0	25.0	25.0
	Largely	10	25.0	25.0	50.0
	In a large extent	20	50.0	50.0	100.0
	Total	40	100.0	100.0	

18. Strategy of the cost leadership: Reduction of the additional costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	2.5	2.5	2.5
	Neutral	1	2.5	2.5	5.0
	Moderately	8	20.0	20.0	25.0
	Largely	14	35.0	35.0	60.0
	In a large extent	16	40.0	40.0	100.0
	Total	40	100.0	100.0	

19. Aims of enterprise objectives: Earning increase

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Over average	11	27.5	27.5	27.5
	Good	11	27.5	27.5	55.0
	Very good	18	45.0	45.0	100.0
	Total	40	100.0	100.0	

20. Aims of enterprise objectives: Income increase

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Over average	4	10.0	10.0	10.0
	Good	18	45.0	45.0	55.0
	Very good	18	45.0	45.0	100.0
	Total	40	100.0	100.0	

21. Aims of enterprise objectives: Return in investments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	2.5	2.5	2.5
	Over average	13	32.5	32.5	35.0
	Good	11	27.5	27.5	62.5
	Very good	15	37.5	37.5	100.0
	Total	40	100.0	100.0	

22. Aims of enterprise objectives: Cost reduction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poorly	1	2.5	2.5	2.5
Average	3	7.5	7.5	10.0
Over average	14	35.0	35.0	45.0
Good	5	12.5	12.5	57.5
Very good	17	42.5	42.5	100.0
Total	40	100.0	100.0	

23. Aims of enterprise objectives: Improvement of the quality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Over average	10	25.0	25.0	25.0
Good	11	27.5	27.5	52.5
Very good	19	47.5	47.5	100.0
Total	40	100.0	100.0	

24. Business strategy and work ethics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Work ethics and interpersonal relationships in the enterprise	3	7.5	7.5	7.5
The responsibility as base in the society in which we work	37	92.5	92.5	100.0
Total	40	100.0	100.0	100.0

25. Financial indicators: Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Important	16	40.0	40.0	40.0
Very important	24	60.0	60.0	100.0
Total	40	100.0	100.0	

26. Financial indicators: Capital

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Important	16	40.0	40.0	40.0
Very important	24	60.0	60.0	100.0
Total	40	100.0	100.0	

27. Financial indicators: Profit

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Important	22	55.0	55.0	55.0
Very important	18	45.0	45.0	100.0
Total	40	100.0	100.0	

The News as a Product of the Media Industry; Its Promotion Through Sexist Elements

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Abstract

Studies on the types of media ownership and financial models of its operation have increased the researchers' interest to further explore on the consequences arriving from these practices. Being considered as a business that should provide a quality product in order to benefit as many customers, practices show that media industry has failed in this kind of perception. Within this industry, where the competitive product would be "information-news" and the consumer "audience-public", a loss of equilibrium is noticed. "News" is not any longer the quality product demanded by the audiences. This is openly observed in the informative contents provided to the public. This study deepens the analysis of the product (news) promotion methods used by different Albanian newsrooms, which are often driven by sexist elements, mostly feminine in order to improve their product sells. The research raises the question: Does the promotion through sexist elements influences the traceability of informative product? The study will be conducted through scientific qualitative and quantitative methods. In conclusion, it is noticed that there is an approach of the news editorial boards to include sexist elements in the news promotion strategies, which however are not associated with the expected results. The profile of audiences driven by these promotion methods is basically a small percentage and not well educated readers.

Keywords: news promotion, sexism, female image.

1. Introduction

The news that the prestigious French Press Agency (AFP) published about the Albanian newsreader of *Zjari TV*, Greta Hoxhaj, became within a short time one of the most read and commented article and was translated in some different languages. Greta Hoxhaj is the news anchor of *Zjari TV*, which announces the news in this TV already topless, by declaring that this way of public showing has made her one of the most renowned local television persons within a short period of time.

"For 24-year-old presenter Greta Hoxhaj, working in a state of near undress has proved to be a shortcut to glory. 'I worked hard for five years in local television where I remained unnoticed. [...] I regret nothing - in the space of three months I became a star.'¹, she says, interviewed by the AFP journalist in Albania, Briseida Mema.

The prestigious British daily, *Daily Mail* published this case by using the title "News presenter who shot to global fame for her scantily-clad bulletins is set to take it one step further - and present completely NAKED in Australia".²

Beyond the critics she has for the news anchor, the columnist of the French newspaper "*Le Journal Des Femmes*", Caroline Perrin, points out that "This is a success that tends to lead into a bad slope and to denaturalize the information intended for

¹ Mema, Briseida. "Albanian TV newsreaders strip down to boost audience." *AFP* (AFP), February, 28 2016.

² Groom, Nelson. "News presenter who shot to global fame for her scantily-clad bulletins is set to take it one step further - and present completely NAKED in Australia." *Daily Mail*, February, 24 2016.

the public that is more focused at the girls' charms."¹ According to her, in order to increase the audience, the media often don't know on what 'breast' to lean on.

This study aims to analyze the reasons and consequences of the use of feminine images from the Albanian media, the sexist elements used to lure the audiences by adapting to the global techniques of marketing the media product, be these entertainment or informative shows.

2. Methodology

The study is mainly based in a qualitative and quantitative analysis. To support this analysis, we have used opinions of different authors on the topic of this discussion, as well we have collected five interviews from the editors-in-chief of online portals, a specialized researcher and the producer of a TV show. In addition to this research, an online survey is carried out with 508 participants, chosen randomly from Albanian speaking persons. The survey, realized previously with 15 persons, was open between March 14-20, 2016. To support this research, we have used also the data of a previous survey from the author of this paper himself with 307 Albanian journalists during March-April 2015.

3. Literature review

The use of the feminine elements in the media content is not a new phenomena, but it exists since a long time. Many researchers assess the feminine image in the media content as attractive and pleasure objects for the other gender. Patricia Holland² suggested that "women newsreaders were seen as an opportunity for jokes, pictures and suggestive comments' and further 'every detail of their dress and appearance was commented on their styles were compared, their sexuality stressed'"³

"In television – where spectacle counts – emphasis on the decorative value and even the sexualization of women journalists is overt. Women TV news presenters and correspondents continue to be subject to regular comments and complaints about their appearance."⁴ As Chambers, Steiner and Fleming say, this treatment comes from media's top management, in respond to audiences' curiosity.

The uncontrolled media contents, with a high nudity and sexuality level in uncontrolled timetables, represent a broad concern to the community, and that's a problem increasing in a time when the use of internet from youth is expanding every day the more. "Parents are complaining about the common use of sexuality and trying to prevent their children from being exposed to it; women associations are declaring their concerns by arguing that this kind of applications devalue women's place in a society; religious institutions are expressing their discomfort with the applications etc..."⁵. It is seen that "women are used as a marketing instrument by firms in a wide range of marketing practices. They are used as a material mostly in advertising."

But, nonetheless various critics and ethic disputes, the use of feminine images with the purpose of increasing and approaching the audiences and the visibility of the product, is a fact we come across every day. "Several reasons for employing sexually oriented themes are to gain product and brand attention, recognition, recall and sales."⁶

¹ Perrin, Caroline. *Le Journal Des Femmes*. March 03, 2016. http://www.journaldesfemmes.com/societe/actu/1523529-journaliste-albanie-seins/?een=cb753887ce7207ad287f3d7fe97cb612&utm_source=greenarrow&utm_medium=mail&utm_campaign=ml276_radarsquiflash e (accessed March 5, 2016).

² Holland, Patricia. "When a woman reads the news' im Helen Baehr and Gillian Dyer ." In *Women and television*, 137. London: Pandora, 1987.

³ Mitra, Barbara, Mike Webb, and Claire Wolfe. "Audience responses to the physical appearance of television newsreaders." *Journal of Audience & Reception Studies*, November 2014: 45.

⁴ Chambers, Deborah, Linda Steiner, and Carole Fleming. *Women and Journalism*. London and New Yourk: Routledge Taylar & Ffrancis Group, 2004. P.2

⁵ Bayraktar, Ahmet. "Is it ethical to use women as a marketing instrument?" *Global Conference on Business and Finance*. Las Vegas, Nevada: The Institute for Business and Finance Research, 2011. 250.

⁶ Wayne, Alexander M., and Ben Judd. "Do Nudes in Adds Enhance Brand Recall?" *Journal of Advertising Research*, 1978: 47.

So, "the media, and television in particular, play a powerful role in perpetuating myths and stereotypes about physical attractiveness. It tends to present a narrow image of femininity focusing on visual appearance, and indeed emphasizes appearance above other qualities."¹

4. Feminine images in Albania pre and post 1991

In the Albanian case, the way and intent how the feminine image is used varies significantly between two periods, prior and after the year 1991, when the country left behind the communist dictatorship. During the two systems, the Albanian media has experienced two diametrically opposing attitudes concerning the visual and message-conveying aspect of woman.

Seen from the media aspect, during the communist era, woman was hugely used in cinematography, but not only, as a more direct massive communicative mean. Within a clear ideological line, the communist propaganda paid a special importance to the reflection of the feminine image. A manly woman, combative, that at the same time breastfed and held the rifle in her arm, a woman that worked for the railroads, hydropower, widely engaged in the social and political life. A womanly mother with many children that strived for her emancipation and of all society's as well. A woman that apparently had lost everything from her femininity for the sake of the social equality. Behind this image projected in art there was the support of the Party–power, where, according to it, woman, as an image of the "socialist realism" should be the same the main imagine of the social progress of the socialist Albania, leaded with an iron fist by the communist dictator Enver Hoxha (1945-1985).

During the communism, due to the ideological program for women emancipation, a huge attention was given to the education of women through art and culture. In this period, the women artists augmented, as in the other fields; Even though they were a public voice, everything was under the strict control of the communist censure. Anyhow, we should admit the positive role these forms of propaganda have played in the education and emancipation of the Albanian society and especially of the Albanian woman, enclosed within a society mainly patriarchal.

The social status of woman that opposed the discriminating attitudes of the other part of society, became part of different forms of education, but also a constant and consistent line in the artistic and literary works of this period of soc-realism.

One of the most typical works of this time is the movie "*Kapedani*"² (The Captain), produced during the strengthening the peak of the ideological and political line of communist era, where the main character, *Uncle Sulo*, "a traditional old man, doesn't seem to accept the improved and heightened status of women, that's why he doesn't want to obey them"; he gets parodied and put in front of an imposing reality that conveys a clear and direct message: "Woman is equal to man in every work or task". According to the same vision, the best models of women shouldn't have been the "good" wives of the households which took care only for children and the welfare of the house, but were the women which worked for society, community, in cooperatives or other important sectors, imposing themselves as a worthy force in front of men, sometimes even as their bosses.

Another Albanian producer, Kristaq Dhamo, in the first Albanian motion picture, "*Tana*", 1958, deals with the Albanian social life, by setting all the characters around the image of woman as a positive character, very open-minded, that fights and succeeds over her time's prejudices.

Treating women as equal to men somehow imposed in them a kind of masculine attitude, which tended to be more present during the early '70s until the mid '80s, when the communist regime tied up with China and then cuts off the relations due to ideological reasons, as previously did with ex-Yugoslavia and the Soviet Union. The garments and style of women became more and more hermaphrodite, seen this as an attempt of Hoxha to use her image as an inherent part of the communist regime, being now without allies, with a declining economy, that no matter what, tried to show up his forces, not only locally, but internationally as well.

¹ Mitra, Barbara, Mike Webb, and Claire Wolfe. 2014: 46.

² "*Kapedani*" motion picture. Directed by: Muharrem Fejzo and Fehmi Oshafi; Screenplay: Skënder Plasari; Producer: Shqipëria e re; Music: Tahsim Hoshafi; 1972.

This was a woman propagated from the Hoxhist ideology that had a considerable space in culture and arts as a positive example and image, approaching to the Albanian people in cities, villages, suburbs, by entering through the TV screens as a part of his everyday life.

So, what we could notice during the communist era in Albania is that the education and emancipation of woman - nonetheless we are aware that it brought some positive social movement, mainly in education and schooling field - has been randomly used as a mean of the communist propaganda, as an ideological façade and within the isolating walls of a lack of democratic spaces, upon which a true gender equality is based.

The early '90s marked a new era in cinematography, letting the censure behind, and by this the production decrease of lots of motion pictures for propaganda reasons. (Even the finances were way too low, during the communist regime there were produced until 14 motion pictures per year for the propaganda reasons). Now there could be produced movies and motion pictures without the state's intrusion, but there was no money. Anyway, art had gained the lacking freedom to provide characters within the imposed limits from ideologies, but more emancipated. The women characters are more deliberated, free of schematics, they have their own life, not imposed from the society. The few movies of post-communist era rarely picture woman as an active element of society, combative or even in family environments.

Through the different means of communication, but also for other ways of product promotion, the feminine images were being used to breach many taboos, inherited from the communist regime. As a result, the progress of media changed the use of the feminine image by encouraging thus the ethic and deontological debates of her use in acquiring audiences.

There are merely some few TV and radio productions, or contents in the written and online media that don't include provocative elements by using the solicitation of the feminine image to draw audiences. This is more present, but not limited, especially in the new emerging media.

Even though they are investigative by nature, some shows, such as "Stop" in Klan TV, "Fiks Fare" in Top Channel TV or other similar shows, give special room to the dancing girls, which, with their charms - never mind if they have nothing to do with the content of the show - are targeted from the producers to be an attractive element as *velinas*.

Bledar Xhafa, producer of the investigative show "Stop", says that the engagement of two ballerinas in the show it's not a primary mission, but complementary. Asked about the reason of this engagement of two girls in the show, Xhafa says that: "Apart the main mission of this show, which is to denounce the problems and injustices of everyday life in our country, this show aims to entertain the spectator. The two girls, by dancing short dances, embellish better this TV show format."¹

Different magazines, from economic to culinary, nonetheless have nothing to do with the information they contain, have in their pages women pictures, cured to the minimal detail for their appeal.

Briseida Mema, known as a journalist, but also as an academic researcher, says that after you have a slight look at all the magazines and media supplements in Albania, one can very easily find out that at the spotlight of the main page there's the same feminine stereotype: an attractive woman or girl, curvy, slightly undressed. According to her, "there is a sexist stereotype that creates a fake image for women and that seems to impose violently to the Albanian society, by shaping in the young generation the mentality that, in order to become part of media, to find a place in its pages or to be a public or political figure, you should do your nose, lips, breast, face – and any other thing"².

Mema points out that today in the Albanian media is difficult to find the true beauty of that woman, mother or girl which gives life a meaning, faces it every day, to be part of pain, attempts and joys. "In the Albanian media it seems that we all play with ourselves in order to be that fake luster, fake model of our life"³ – Mema says.

An issue that still raises important ethic debates seems to emerge from the online news portals, be they extensions of traditional media, or further more independent ones - dedicated to information and that their incomes depend from the readers' views.

¹ Xhafa, Bledar, interview by Ramadan Çipuri. (March 24, 2016).

² Mema, Briseida, interview by Ramadan Çipuri. (March 16, 2016).

³ Mema, Briseida, interview by Ramadan Çipuri. (March 16, 2016).

Albanian journalists refer to this way of reporting as an important problem of the local media. As it may be seen from the table below, through a survey conducted in March 20015 with 307 Albanian journalists, over 80 % of them, or 249 out of 306 who answered this question, assess this manner of reporting as an important or very important problem for the media.

Table 1 How do you assess the "Celebrity Gossip News" as a media problem?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	10	3.3	3.3
	Not important	19	6.2	9.5
	I don't know	28	9.2	18.6
	Important	188	61.4	80.1
	Very important	61	19.9	100.0
	Total	306	100.0	100.0

Source: Survey by Ramadan Çipuri with Albanian journalists, March-April, 2015

Interviewed for the purpose of this research, some of the chiefs of the most visited informative online websites in Albania admit that the soft news tend to use the most attractive pictures, that in most cases don't match at all the content of the article along. According to them, the feminine visibility is an attractive element for audiences and especially for the younger ones.

Anila Basha, a well-known journalist, now administering an online informative website, *Newsbomb.al*, admits the fact that the feminine image is a promoting element to click the published news. Furthermore, according to her, the selection of the feminine images, at some point with visible sexist features, are purposely used to attract more page visitors. "Seen from this point, all the media is being restructured in order to profit the more from this market of viewers, which translates into financial incomes", - Anila Basha says. According to her, "this situation seems the same with the one of old restaurants, which even though might have outstanding chefs and traditional menus, at the end strive to fit to the new customers. They change the menu, quality and strategy, depending on their clients' requests."¹

The chief editor of one of the most visited Albanian websites, *Albeu.com*, Idaver Sherifi, says that his staff is always very attentive when it comes to the Celebrity Gossip news, staying loyal to the informative news and that has created an audience target group more interested about the actuality news. Interviewed for this research, Sherifi² says that the soft news are the best way to lure audiences of young ages. But nonetheless, Sherifi points out that when a soft news is published in *Albeu.com*, known as a conservative website, a special importance in this has the picture selected to be published, in order that it doesn't have strong elements of nudity.

Noa.al is another online news agency, mostly known for the actuality news and general information, rather than for the soft news with strong sexist and nudity elements. Its editor in chief, a well-known journalist and columnist, Edison Kurani, says that the agency he runs doesn't have as priority publishing mainly soft news accompanied with exaggerated feminine images. But, he continues, these last years we have intensified their publishing for the reason that, want it or not, they have a higher audience, especially among the young group of ages. "These news have increased for the fact that publicity or advertising is the only financial mean to afford the expenses of *NOA*, for the fact that advertisers request the audience data, from what depends the progress of advertising" .³

Panorama newspaper has the highest press run in Albania. Its vice editor in chief, Adi Shkëmbi, says that in the online version of the newspaper, even though it's not the newspaper's policy to concentrate to the Celebrity Gossip news, often it turns out that this kind of news are the most viewed and read than other articles, and this is thanks to the feminine visual elements they are published along with, but it doesn't limit to that. Asked about the proportion of views between this kind of news and the others, Shkëmbi says that "depending on the fame and popularity of the person who makes news, the accompanying photo or the title published, some soft news are read not only more than the other news of that category,

¹ Basha, Anila, interview by Ramadan Çipuri. (March 33, 2016).

² Sherifi, Idaver, interview by Ramadan Çipuri. (March 19, 2016).

³ Kurani, Edison, interview by Ramadan Çipuri. (March 18, 2016).

but even more than other news in all the other categories. At the same time, there are also news that have an average number or views.¹

Based on the statements the editors of online websites gave in their interviews, it turns out that there is a compatibility between what they say and what they post in their profiles in Facebook, being this the most used social network in Albania. Nonetheless, this research requires a more detailed approach when it comes to the users of such pages, on their education level and on the fact that we are dealing with a still unformatted market that, furthermore, is involved in a deep financial crisis that has affected media in general.

From the examination of the main Albanian media with the highest views in internet, it results that the number of soft news accompanied with feminine images is lower compared to the total of other news on actuality, world, technology, etc. But, if these would be classified in special categories, such as economy, sport, technology, etc., than this number would balance more or less at the same levels.

Table 2 The amount of news posted on Facebook during 24 hours from informative portals

Medium	General News	Celebrity Gossip – Accompanied by feminine images
Panorama Daily	59	11
Top Channel TV	34	5
NOA National Agency News	46	21
Albeu.com	32	7
Newsbomb.al	59	17
Balkanweb.com (News24 TV)	98	12

Source: Survey done by Ramadan Çipuri; March 21, 2016

As seen in Table 2 above, among the portals taken into consideration, in the time span of 24 hours, *NOA National Agency News* is the informative portal that publishes the most *Celebrity Gossip* in a day, followed by *Newsbomb.al*, the chief editors of which stated when interviewed, that they are faced with difficulties of obtaining ads. The increased level of such news seems to be an attempt to increase clicks/views in order to benefit as much incomes as possible.

From the quantitative data collected through a survey prepared in the framework of this study, with 508 participants, it results that showbiz news are more attractive than others for 16% of the total sample. When the analysis is done based on the age groups of the sample, it's noticed that the tendency on reaching the *Celebrity Gossip* news is highest among the young age group.

Table 3 What type of news attracts you the most?

	What type of news attracts you the most?						Total	
	Actuality (Politics, economy, actuality, etc.)	Sports	Celebrity gossip (Show Biz /Life tyle)	World News	Opinions	Missing		
Age group	16-21	60	18	41	20	19	0	158
	22-28	89	16	25	20	30	1	181
	29-35	47	4	7	7	20	0	85
	36-45	41	0	3	9	11	0	64
	+45	6	0	3	1	4	1	15
Total		243	38	79	57	84	2	503

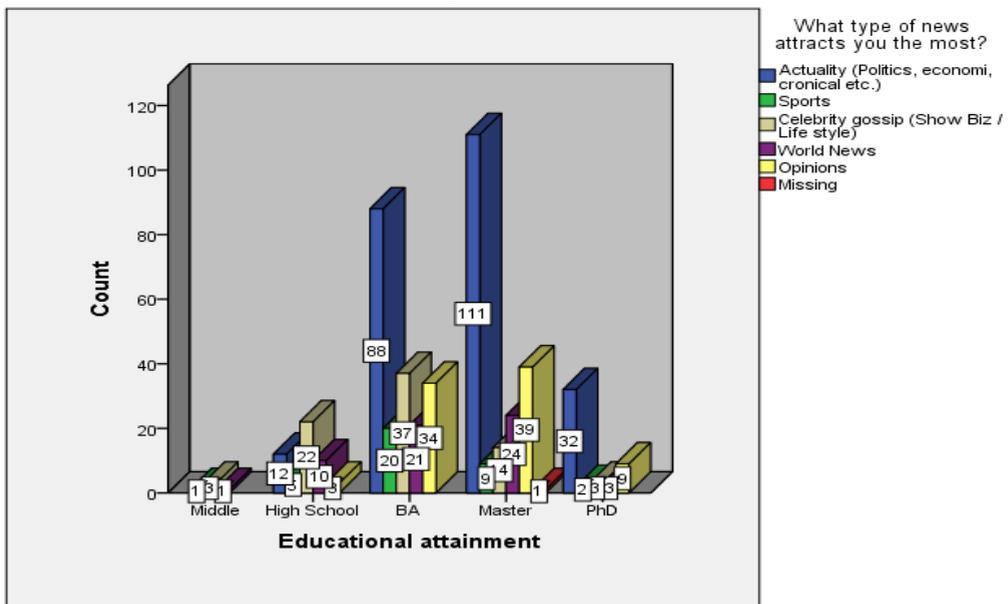
¹ Shkëmbi, Adi, interview by Ramadan Çipuri. (March 21, 2016).

Source : Survey by Ramadan Çipuri; March 14-20, 2016

As can be noticed in Table 3 above, out of 79 people which stated that showbiz news are the most attractive, 66 of them, i.e. 83.5% of this category belongs to the age group 16-28 years old. However, despite this age group is the most attracted to Celebrity Gossip news, the results of the survey/questionnaire show that the proportion of the young that are attracted to such news is not as large as it's expected by the managers/editors of the informative portals/websites. Respectively, only 26% of the age group 16-21 years old and about 14% of the age group 22-28 years old that dominate in preference, in the Celebrity Gossip news category.

From the results of the survey/questionnaire, can be noticed that the education level impacts considerably the attraction to Celebrity Gossip news.

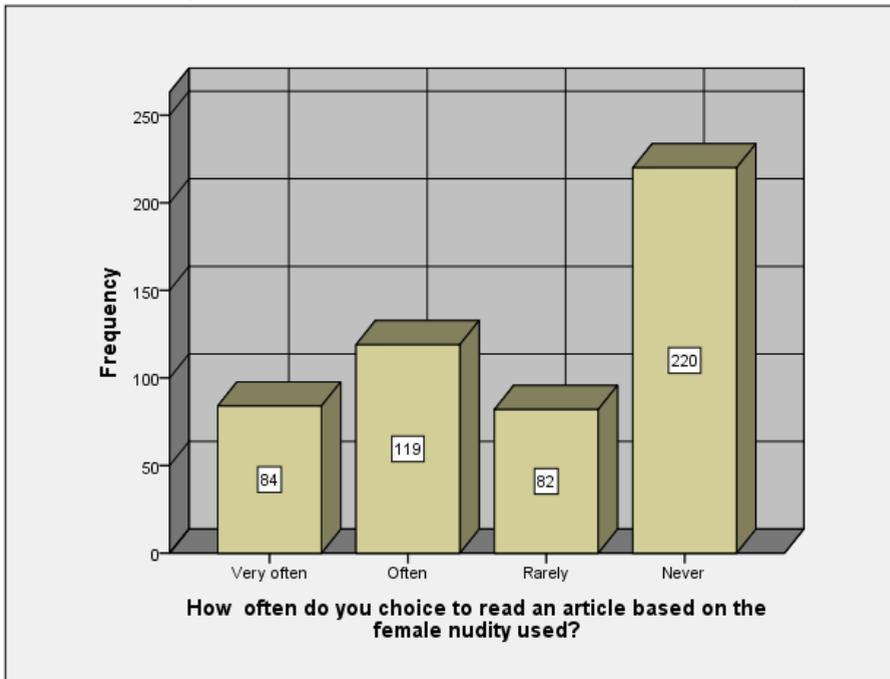
Figure 1: What type of news are you attracted to most?



Source : Survey by Ramadan Çipuri, March 14-20, 2016

As the graph shows (Fig.1), Celebrity Gossip news are mostly preferred by those that have secondary education, a level that decreases as the education level increases.

The nudity level of the female images serving is to consider as an attractive tool for the increased views.

Figure 2 How often do you choose to read an article based on the female nudity used?

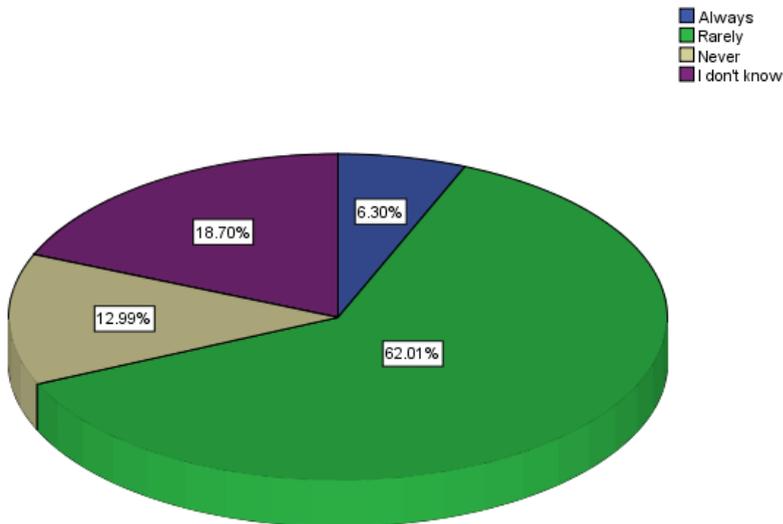
Source : Survey by Ramadan Çipuri; March 14-20, 2016

As the graph demonstrates, when asked "How often do you choose to read an article based on the female nudity used?" 16.5% of the surveyed answer "Very Often" and 23.4% as "Often". Therefore, 40% of the readers are attracted by the level of female nudity included in the news.

Meanwhile, when considering male nudity, this percentage results to be 7.1% belonging to "Very Often" and 17.1% to "Often", therefore a total of 24.2%.

However, an important issue which should lead to ethical professional debates, relates to the visual and content related aspect of the news, which most of the time doesn't not match with each-other. From a quite simple observation one can do, when accessing such news accompanied with feminine images portraying high levels of nudity, one can observe that such images are accompanied by very short written content, which is non-explanatory and that generally does not match with the news' photograph/image. Such new approach and phenomena of the online news seems to be considerably damaging journalism as a profession and the mission it should entail.

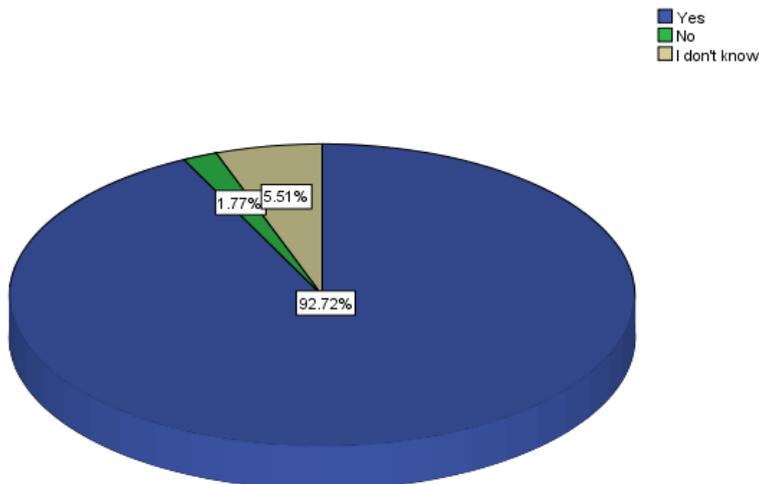
Based on the results of the survey, the public seems to be disappointed by this new way of making news/ reporting.

Figure 3 Do you think that the article content matches with the female image?

Source : Survey by Ramadan Çipuri; March 14-20, 2016

As can be seen from the above pie chart, 315 out of 507 surveyed individuals state that the news content "Rarely" matches the image used, whereas other 66 individuals think that it "Never" matches. So, 75% of the readers are skeptic on this topic, rendering journalism unethical (banal) and rude.

Almost unanimously, the Albanians think that feminine images are mainly used to attract audiences.

Figure 4 Do you think that female image is mostly used by the media aiming to attract its audience?

Source : Survey by Ramadan Çipuri; March 14-20, 2016

From the survey conducted, it results that 471 out of 507 participants, i.e. 93% of them, approve the fact that female images are intended mostly to attract the audiences to the news.

5. Conclusions:

Based on the qualitative and quantitative analysis done during this research, we come to the conclusion that the feminine image was utilized by the system's propaganda during the communist regime in Albania, whereas nowadays is being used by the media with the aim of attracting as much audience as possible.

From the analysis conducted, it's seen that the new reporting ways are considerably damaging the journalism. Professional ethics is being maltreated in the attempt of increasing audiences, which then materialize to financial profits.

From the survey conducted with the Albanian audience, it results that the idea that Celebrity Gossip news attracts large audiences it's not so correct/true and the participation is not as large as claimed by the newsroom managers, an outcome that is not justifying the sacrifice being done on the profession ethics aspect of journalism. The results demonstrate that a small percentage of readers are encouraged by female nudity to click on the relevant article.

When analyzed from the news point of view, the idea that "sex sells" results to be true for a small percentage of readers, being even those of a young age group, an outcome that cannot justify the damage that is being done to journalism as a profession.

Another conclusion relates to the fact that sensitivity towards seductive news is related to the education level of the audiences. An inverse relation prevails, where the lower the audiences' education level, the more vulnerable they are towards the attractive news elements.

The above findings show that the new reporting ways adopted are leading to a journalism that is rude and uncontrolled.

While chief editors claim that female images attract more audiences, the outcome of the survey shows that the audience is more attracted by the titles/headlines than the used images.

Also, in Albania, when it comes to these new reporting approaches, the reaction of the journalists association is absent, not to mention the lack of the civil society's reaction when dealing with gender issues.

The Albanian media market is a chaotic one, the new media especially and the media in general find themselves being in real financial difficulties and are trying to find new means of possibly sailing through this rough climate. One of these means, unfortunately, is the inappropriate use of feminine images.

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Determining the Best Self-Management Technique for the Classroom through Self-Developed Strategies and Experiences on Management

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Abstract

One of the key elements in having an effective teaching and learning atmosphere goes through classroom management which has been going through series of innovations throughout history as schooling can be traced back deep in history, where animal leathers were used to store data, cave walls used for talents and other purposes; nowadays, digital tablets, touchpads, smart boards, special schools with utmost utilities to serve both teachers and students are spreading all over the world, moreover, internet based schooling is widening the concept of school to anywhere, anytime, as the school walls started to tremble in front of internet schooling. On the other hand, different needs brought different approaches and strategies to solve the broad area of classroom management. The 21st century classroom managements require quite complex approaches. In today's world technological devices are part of everyday life as our needs brought us to overcome difficulties and make life easier. We started education on clay tablets, and had blackboards, then white boards, and now we are getting back to tablets, but this time digital ones. Text messaging, smart boards, labs, and multimedia rooms are now serving educational purposes. In this article, it is aimed to present some better ways that may help overcome today's challenges of classroom management.

Keywords: classroom management, internet schooling, multimedia, educational purposes

1. INTRODUCTION

Students facing the teacher in a class, waiting for instructions, and being taught new subjects is quite a burden on teacher's shoulders as each individual requires different approaches to their inner worlds of comprehension. There are no two people in the world that have exactly same values of interest, or sharing same characteristic traits. Thus, motivating different people around the same purposes or set goals is quite a difficult task for instructors, educators, especially the ones that are willing to educate students for a better future in terms of a better university, and a better or satisfying job which requires a long term plan of diligent hard work. *Literature, on the other hand, suggests that effective classroom managers take greater measures to prevent misbehavior from occurring (Emmer, Evertson, & Anderson, 1980) and that such measures should be emphasized before and during the first days of the school year (Wong & Wong, 2009), and (Broome, 2013).* Thus; if a measure is to be taken for classroom management it should be from the beginning and consistent in its application.

The followings are some of the headings that can be applied in order to reach a healthier classroom management: (1) Provide Appropriate Supervision, (2) Provide Appropriate Structure and Routines, (3) Model Appropriate Behavior, (4) Reinforce Appropriate Behavior, (5) Provide Predictable and Consistent Discipline, (6) Avoid Looking for Biological Causes of Behavior, (7) Be A Teacher, Not A Friend, (8) Let Students Know You Like Them & Are Interested In Their Interests, (9) Have Fun! (10) Be Consistent. Among the above mentioned techniques I would like to write in favor of the tenth approach as consistency would also cover the other techniques as it plays the most crucial role in classroom management.

2. PROVIDING APPROPRIATE SUPERVISION

Students being observed throughout the lesson may indicate better performance, however the ones that are supervised even in their daily lives would perform much better performances in terms of being planned in terms of what to do, when to do, and how to do. *"The students are secure in knowing what is going to happen every day."* (Wong, et. al, 2012) as to

make sure students have their days planned and sure of being supervised; *"There are procedures that help students organize their day."* (Wong, et. al, 2012)

3. PROVIDING APPROPRIATE STRUCTURE AND ROUTINES

On daily basis, students need to know the things they have to do in completing their daily learning or knowledge gaining process. Teacher should provide some principles and routines that will help students avoid distraction. For example daily assignment checks should be done via check lists in an orderly fashion which will also help the teacher to have a reliable collected data on student`s improvement. *"• Create four to six classroom rules that clearly specify appropriate behavior • Consider Involving the students in the generation of the rules. • Write the rules using positive language. • Post and refer to classroom rules as necessary. • Develop routines to provide direction about how different classroom tasks are accomplished. • Teach and demonstrate classroom rules and routines as specifically as you do academic content."* (Garrett, 2013)

4. MODELING APPROPRIATE BEHAVIOR

Role modeling is also essential in having students reflect the expected behavior as their personality and characters get shaped by what they observe from their parents and teachers. Children turn into what we put in front of them; if they have good role models in front of them, and then they can manage to build strong characteristic traits. *"Two independent characteristics of teacher behaviour can be used to map the teacher–student relationship: control and affiliation. As described in Wubbels, Brekelmans, den Brok and van Tartwijk (2006a)"* (Wubbels, 2011).

5. REINFORCING APPROPRIATE BEHAVIOR

Reinforcing positive behavior is also an essential element in canalizing students` behavior into the positive learning. Students should see that their positive behavior is valued by the teacher so that he/she can reflect the same behavior when needed; otherwise the behavior would diminish throughout time. *"One new direction gaining momentum is the application of a Positive Behavior Supports model in a multitier system of intervention (Ihlo & Nantais, 2010). Promoting a prevention oriented positive environment involves universal supports found successful in the past.* (Roskos, et. al, 2012)

6. PROVIDING PREDICTABLE AND CONSISTENT DISCIPLINE

Teachers should provide predictable and consistent discipline. In order to gain trust and fairness among students, the rules and guidelines should be clear and perceivable. Once the rules are explained though rational reasons their consequences should also be given as to avoid misunderstandings on both student and teacher side.

7. AVOID LOOKING FOR BIOLOGICAL CAUSES OF BEHAVIOR

When encountered with unwanted behavior, biological reasons such as tantrums behind the behavior shouldn't veil the real reason behind it. A good teacher should be able to see beyond the matters when needed. Sometimes normally well-mannered students may reflect negative behavior which could be given a logical explanation by the student when given the chance of expressing himself/herself.

8. BEING A TEACHER, NOT A FRIEND

The relation between teacher and students shouldn't trespass the red lines which is quite vital in keeping the balance as it may cause loss of control and make the whole process of hard work going astray. On the other hand, it is important that a teacher keeps a good relation with his/her students.

9. LETTING STUDENTS KNOW YOU LIKE THEM AND THAT YOU ARE INTERESTED IN THEIR INTERESTS

While being able to keep the distance between the teacher and student, teacher should also be able to show his/her interest in students` hobbies or areas of fun. They might be able to make some little jokes to each other, and talk about things out of lesson. On the other hand, students` being in the same class with different backgrounds is itself a mixture as no two students are alike. Each individual has his/her own traits, especially when it comes to teaching where differences are to lessened or at least blurred in order to emphasis unity and reach every person in the class. Thus, differences are to be reflected as variety of values.

10. HAVING FUN!

While trying on heavy burdens of teaching and learning processes both teachers and students may spare some time for fun, more importantly the lesson shouldn't be given in a very serious, mundane way as it would cause boredom. There can be little breaks of entertainment and lesson process should be provided together with fun, in other words, students should learn through funny activities.

11. BEING CONSISTENT

Among above mentioned techniques the most inclusive one that also covers the other techniques in a way is being consistent in whatever discipline, rules, or guidelines are being followed. If students are well aware of the fact that their teachers are following some principles persistently they will eventually start to indicate positive behavior no matter what obstacles they face during the process of educational year. *"Management procedures and routines that have been deliberately established in the first few weeks of school stabilize when teachers adhere to a small set of well-defined expectations (e.g., "Be respectful; be responsible; be a problem solver"), provide reinforcement when expectations are met, and swiftly apply stated consequences when they are not (Lewis, Powers, Kelk, & Newcomer, 2002)."* (Roskos, et. al, 2012)

12. CONCLUSION

The search for unknown throughout history brought us to the interrelation between school, teacher, and students; as it has always been a need for human beings to quench their thirst for learning more and more. However, environmental issues, different talents, variety of the goals, methodologies used in teaching or learning, and most importantly technology are some of the factors that determine the level of teaching and learning on each individual. Thus providing sustainable, maintainable principles and following them in order to achieve success is quite vital on both teacher and student side.

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The Role of the Judge in the Interpretation of Contracts

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Abstract

This article analysis the historical perspectives of interpretation all types of contracts: The first part gives , the interpretation of contracts by fundamental human rights. The interpretation of contracts we overview of fundamental human rights. The second part is concentrated, the concept of influence legal dictation by the european judge. The influence of legal mediation of Fundamental Rights on the interpretation. The immediate legal effect of fundamental rights on the interpretation. The third part, improvement in the influence of fundamental rights in the interpretation of contract by the judge. The influence legal dictation by the european judge and the influence legal réceptionnée by internal justice - The Fourth part treats improvement in the influence of rights fundamentals in the interpretation of the contract. The need for upgrading of contractors and the need improvement the decision-making process. The overview provided in this article has revealed the fundamental rights, although they affect the assessment of the validity of the contract, can not justify pourautant some observed shortcomings and inconsistencies. From jurisprudence have already taken courses on the interpretation of the contract through the Medes took fundamental rights, it seemed necessary to highlight some pointsperfectibles and consider for thought, without that they do not even constituentelle a continuum which take account of one of these hypothèsesdevrait necessarily justify the other. Rather proposals drizzle point necessarily linked with each other, put that nevertheless part of a general approach. These are intended for the idea that a more consistent protectioncontractors, Regulation of private matters, including interpretation disputes etl'appréhension of fundamental rights in this context should be encouraged internally. The European Court has demonstrated that it could intervene in this context - and notmay augur a result it will give to its action - it was necessary to engage for thought in terms of judgments, so that the interests of the contractors are the best preserved, and intervention in the interpretation most consistent. Ignore influencejouée by the European judge should barren since it exists concretely and sansdoute will tend to grow in terms of the real authority of the European Court in domestic law. Pourautant, the question of contract interpretation - even the rights of prism . to the fundamental - normally and logically falls within the jurisdiction of domestic courts, which should be encouraged, not excluding taking into account the European influence.

Keywords: copyright, comparative law, development of copyright, Stabilisation, lEuropean union concept of copyright

Professional Development of Teachers

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Abstract

This paper is about the skills in the communication of teachers with parents, students, superiors important condition for a successful learning and one of the main points necessary for professional development. **The purpose** of this paper is to identify the educational needs of employees for their continuous professional in communications and improve the climate in educational institutions. Finding appropriate strategies to improve this process. **The methodology** is based on quantitative and qualitative analysis, the data obtained during the identification of the needs of the educational employees in their professional development, through questionnaires, interviews, results of training and testing of the company in which I practiced as trainer education. The study plays an important role in identifying the needs for designing realistic strategies and efficient fulfillment of these needs. The results of this study relate to the needs of teachers in communication skills with students, parents, colleagues. According to statistical studies, the resulting deficiency in finding bridges of cooperation and appropriate strategies to involve parents as active participants in school, communication, in observance of the code of ethics, in 65 % of students surveyed noted that pupils were missing motivation of the teachers, 90 % of students in private schools compared with 57 % of public school students say that they are subject to daily insults and insults at school by teachers without bypassing the shocks. Principles of the code of ethics of teachers 'commitment to students and the profession" here appear as a major problem in the questionnaire addressed to students shows that students will attend a private course after developing a lesson in 80 % of cases surveyed. Parents ' satisfaction towards the institution is 95 % in non-public education compared with 70 % in public education etc.. The successful completion of the study, the definition of strategies and implementation of the consequent right profile will significantly increase their professional development of teachers as a result of the proper orientation of students in the education process.

Keywords: identification of needs, professional development, motivation, code of ethics, legislation, strategies, training, commitment to the principle of community and profession, the principle of commitment to students, the principle of commitment to the profession, ethics, communication etc.

A Gender Comparative Study on Psycho-Social Consequences of Minors in the Labor Market in Albania

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Abstract

The aim of this research paper is to identify from a gender perspective the psycho-social consequences of minors in the forced labor market in Albania. This research will shed more lights on the supporting mechanisms that instigate to what extent the role of social worker and community centers help improve the social wellbeing of such vulnerable children. A growing body of research on child labor in Albania have particularly investigated the general causes of child forced labor, statistics, while others have monitored the system of children's labor market. Nevertheless, none of these studies have particularly researched the effects of forced labor from a minor's perspective. Yet, there are not yet studies in Albania regarding the effects that social workers play in the improvements of psycho-social health and quality of life for these children. The exact number of children working in Albania is still unknown, however a recent study made from INSTAT, shows that around 40.000 children in Albania face forced labor. The methodology used in this paper is based on 36 open-ended semi-structured interviews with minor children and semi-structured interviews with the key decision-makers, actors of community, representations from local power, NGOs, UN such as ILO, UNICEF that work on children labor. Secondary data of academics on existing work on child labor will be used as part of the literature review. The study found that child forced labor negatively contribute to their physical, psychological and social health, and such effects were depended on child age cohort and development milestones. However, boys and girls experience in different ways the impact of forced labor at a younger age as it is known that gender roles expectations and gendered division of labor shape their personalities and behaviors since earlier on. This study provides some policy highlights on the importance of state interventional and supportive programs on child forced labor in Albania and especially in regard to the social supporting mechanisms such as social worker.

Keywords: Minors, forced labor, gender, psycho social consequences, social worker

Study of Economic Assistance Service from the Perspective of Gender in the Municipality of Elbasan

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Abstract

The study aims to evaluate social service delivery of economic aid under the gender perspective in Elbasan Municipality. It describes and analyzes the situation by assessing needs and highlights the problems that exist. It also studies the effects of the achievement of gender equality at the local level as it has practicability and economic aid law as it is involved in gender element. This study is based on an explanatory hypothesis. Search nature includes a mixed methodology that includes data of interpretative and narrative methods but also to address the findings in quantitative terms. Sampling units (Office of N.E.) is intentional because the very topic of research aims to assess the services provided by public bodies. Besides, research survey is used as one of the best methods to provide information directly from individuals who are benefiting from the scheme N.E. Elbasan Municipality and specialists working in the sector and services and found. The selection of respondents is done randomly but semi-oriented. The survey was completed by the face to face method. To achieve a gender balance in economic aid programs, it is important to strengthen government mechanisms at the local level in the context of addressing the practical and strategic needs of women and men.

Keywords: Economic assistance, Integration, Access, Control, , Gender discrimination.

