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Functionality of Family and Children in Relation to Gender, Age and Emotional Abilities of Children and Family Structure

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Abstract

The subject of this empirical research is a comprehensive view of the impact of functionality and dysfunctionality of the family on the emotional skills of children in relation to sex, age of children and the family structure. The main objective of the research is to determine whether there is a link between functionality and dysfunctionality of family and emotional skills of children in relation to sex, age of children and the family structure. The study used the basic, general, and data collection methods (test method). Test method, scaling technique was used in the empirical part of the research for data collection using instrument questionnaire of emotional competence. In accordance with the hypothesis of research we were examined whether there is a statistically significant difference in the level of development of emotional abilities between the functional groups of children from families and groups of children from dysfunctional families in relation to age (12-13, 14, 15 and 16 years), in relation to gender (male and female) in relation to family structure (complete and incomplete). The results showed that the statistically significant difference and clearly defined border between the groups in relation to: emotional abilities and age (12-13 years) - Analysis MANOVA $p = .011$ and discriminant analysis $p = .011$; emotional skills and gender (male) - Analysis MANOVA $p = .042$ and discriminant analysis $p = .046$; and emotional skills, and family structure (incomplete) - Analysis MANOVA $p = .138$ and discriminant analysis $p = .069$. The results showed that it was possible to define the characteristics, the homogeneity of the group and the distance between them, which confirmed that children from functioning families in relation to these variables have developed skills of emotional intelligence of children from dysfunctional families.

Keywords: functional family, dysfunctional family, emotional skills, children, gender, age, family structure

Introduction

In this study, which examines the influence of functionality and dysfunctionality of families in emotional skills of children, it was presumed the existence of differences in emotional abilities of children growing up in functional families and children growing up in dysfunctional families in relation to sex, age of children and family structure. Starting from the fact that the role of the family in the development of primary personality, the research is aimed at studying the important aspect of family relations, referring to the inadequate performance of parental roles, parental neglect or abuse of parental responsibilities and rights and their impact on the children's abilities. Accordingly, a sample of research are the children from the functional families and children from dysfunctional families which are supervised by the center of social work and in which children are mainly been neglected, and often abused. Numerous theoretical findings and the results of research shows that the lack of a good atmosphere in the family increases the emotional instability of the child, family relationships affect the emotional development, and that the child is developing in unfavorable family conditions, which is not loved, that does not feel protected, safe and happy, which is deprived of adequate incentives and exposed to stress and trauma, show serious difficulties in emotional development.

Functional and dysfunctional families

The term functional family indicate to a family where there is a relationship characterized by consistent mutual relations of its members, which is successful in carrying out its core functions and providing protection and existential security of its members. Functional families an integrated and stable group of people with appropriate understanding of values, open communication between members with mutual acceptance and encouragement, mutual care and support, which should provide interpersonal atmosphere that enhances the individuality of its members. In these families thereis respect for individual differences and autonomy, mutual care and support, which should provide interpersonal atmosphere that

enhances the individuality of its members. In this conditions there is respect for the individual differences and autonomy. In functional families in their mutual family relations prevailing positive feelings of warmth, love and emotional security. The family as an emotional community includes interpersonal communication, which means not only information sharing, but also sharing feelings. Functional families have successfully adapted to the changes, has the adaptability and flexibility in relation to internal and external demands for change and effectively overcoming stress.

Unlike functional, dysfunctional family, do not fulfill the basic tasks and functions, do not meet the development needs of their members and do not provide conditions for the development of family members. The main feature of dysfunctional families were marred relations between family members, disrupted partner relations, disturbed relations between parents and children, the constant presence of conflict, bad behavior, neglect and abuse. Dysfunctional families are expressing emotional disconnection, the lack of mutual support, confusing and contradictory communication, non-compliance with the needs of others, the lack of co-operation and connection. Dysfunctional family, their relationships, poor parenting which includes child neglect, emotional unavailability and lack of support, adversely affect the child's development. Good family relationships usually correlated with better cognitive and social development of children, a higher level of confidence, developed social and emotional competence. Shape, structure or relations between family members in dysfunctional families adversely affect the development of children, Families that mutual relations members and attitude towards children create emotional climate that adversely affect the development of children are also dysfunctional. (Čudina - Obradović i Čudina, 2006: 297) .

The main feature of dysfunctional families are disrupted family relations. Their impact on the ability of children which are disrupted to the extent that inconsistent, irresponsible and neglecting to the rejection and the crude to violence, is the main subject of this research. In relationships with parents and other family members, children learn to recognize their own and others' emotions, feelings that are taught appropriate for certain situations that can express emotions and to what extent, and how to manage their emotions with the emotions of other people.

Capabilities of emotional intelligence

As founders of the Scientific concept of emotional intelligence are considered Peter Salovey and John D. Mayer who introduced the term in 1990 in their works on emotional intelligence. In 1995 Daniel Goleman published the book Emotional Intelligence, after which he published a number of books and articles on emotional intelligence.

The first definition of emotional intelligence is given by Salovey and Mayer in 1990. They defined the concept of emotional intelligence as the ability to monitor and distinction of their own and others' emotions and feelings and using it as a guide in thinking and actions (Mayer and Salovey, 1999: 28).

In the opinion of the authors, thinking about feelings was dropped, they later proposed a new definition by which emotional intelligence involves the ability precise spotting, and express emotions, the ability to access and/or feelings that facilitate thinking, understanding emotions, emotional knowledge and the ability to regulate emotions in order to help the emotional and intellectual growth (Mayer and Salovey, 1999: 28). Later on, authors re-audited model and have defined emotional intelligence as the ability of perception, assimilation, understanding and managing emotions (Mayer, Caruso and Salovey, 1999). As a theoretical basis for emotional intelligence they took subspecies social intelligence (intra and interpersonal intelligence) from the Gardner theory of multiple intelligences (Gardner, 1993), as well as practical intelligence from Sternberg triarchic theory of intelligence (Sternberg, 1999).

In accordance with scientific methodology Mayer and Salovey checked and develop emotional intelligence, systematically developing models and tools for assessing emotional intelligence. In the field of measurement of emotional intelligence the most mentioned approaches tests for emotional intelligence is directly self-test for measurement of effect emotional intelligence. Mayer and Salovey (1999) on the basis of its model constructed the first known test emotional intelligence - multifactor scale for emotional intelligence (Multifactor Emotional Intelligence Scale - MEIS) consisting of 12 sub-scales divided into four classes of capabilities that include perception, assimilation, understanding, and regulation of emotion. MEIS scale showed satisfactory metric characteristics.

It is also established the connection of measured emotional intelligence with intelligence, empathy, life satisfaction and parental warmth. Factor analysis showed that the model can be reduced to three latent dimensions: perception and evaluation of emotions, understanding emotions and managing emotions, as well as the general factor of emotional intelligence. It is believed that this scale so far covered the broadest aspects of emotional intelligence. After that, Mayer,

Caruso and Salovey have created a new test called MSCEIT as an attempt to improve the psychometric properties of MEIS. Several tests of the ability of emotional intelligence model has published in Croatia: Perceptions of emotional content test - TOES and Dictionaries emotions Test tTRE (Takšić, Harambašić and Velemir 2004 (according Takšić, Mohororić and Munjas, 2006). Kulenovic et al. constructed Emotion analysis test TAE (Arar, Takšić and Molander, 2000, according to Takšić, Mohororić and Munjas, 2006). On a sample of Croatian respondents Takšić checked empirically concept of Mayer and Salovey, in order to verify the merits, justification and usefulness of the construct, its relationship to other existing constructs and to predict certain criteria. Takšić created a self-assessment scale - UEK 136 (Questionnaire emotional competence) based on the extended model Mayer and Salovey and, later, the edited version UEK 45 (Takšić, 2002), which measures the emotional intelligence as personality traits, but, due to frequent complaint that the intelligence can be measured only with ability test, he decided for the phrase emotional competence, in which is influenced by the recommendations of McClelland (1973), we should examine the competence of personality, not only the level of her intelligence.

Methodology

Subject of research

The subject of this empirical research is to assess the influence of functionality and dysfunctionality of families in emotional skills of children in relation to sex, age of children and family structure.

The research topic is operationally focused on:

questioning of ability to identify and understand emotions in relation to sex, age of children and the family structure,

questioning of ability to express emotions and appointments in relation to sex, age of children and the family structure,

questioning of ability to control and manage emotions in relation to sex, age of children and family structure.

The aim and objectives of research

The main objective of the research is to determine whether there is a link between functionality and dysfunctionality of family and emotional skills of children.

The scientific goal of this research is to present work that examines the impact of family life, the impact of the quality of family life in the emotional skills of children, in the scientific and professional community and to give them the importance they should have in modern society.

Social research goal is to get to comprehensive and purposeful treatment and care of children who grow up in dysfunctional families.

Hypothetically framework

The general hypothesis:

Among children who grow up in functional families and children growing up in dysfunctional families, there is significant difference in emotional abilities in relation to sex, age of the child and the family structure.

Specific hypotheses:

1. There is a statistically significant difference between children who grow up in dysfunctional families and children growing up in families in the functional level of development capabilities to identify and understand emotions in relation to sex, age of children and families struktururu.
2. There is statistically significant difference between children who grow up in dysfunctional families and children growing up in functional families in the level of development of skills of expression and naming of emotions in relation to age, gender of the child and the family structure.
3. There is statistically significant difference between children who grow up in dysfunctional families and children growing up in families in the degree of functional skills development regulation and management of emotions in relation to sex, age of the child and the family structure.

Research methods

To conduct the study we have used basic, general, and methods of data collection.

Basic methods of scientific and logical thinking and knowledge used in the study are analysis, synthesis, abstraction, concretization, specialization, induction, deduction and generalization.

In accordance with the type of research that has been applied we used hypothetical-deductive method, analysis, deduction, comparative and statistical method.

The choice of data collection methods have influenced the subject and objectives, the type and interdisciplinarity research. The way research is required to use the method of content analysis and test methods.

Methods of testing

Method of testing: For empirical part of the research technique used to collect data is scaling by means of instrument Emotional competence Questionnaire (Takšić, 2002) which is consists of three subscales that measure the ability of emotional intelligence: ability scale for identify and understand emotions, ability scale to express and appointments of emotions and ability scale for regulate and control emotions.

The research sample

The study was conducted on a total sample of 114 children, divided in two groups of children aged 12 to 16 years. The first group consisted of 57 children from dysfunctional families, while the second group consisted of 57 children who grow up in functional families. Subsample of research were children from dysfunctional families selected from the population of families in which the social welfare center shall supervise the exercise of parental rights. Sub-sample surveys that are children of the functional family was selected from was the population of students in primary and secondary schools. It can be said that the sample is representative, or to reflect the structure of the population and it is adequate, which means that its size makes it possible to achieve goals and objectives of the research. Although modest in size for significant generalization, but it is a pattern that will give incentives results.

The research sample was also shown graphically, as follows: according to the age (Figure 1.), by structure (Figure 2) and according to the architecture of the family (Figure 3).

Figure 1. The sample of respondents in relation to age

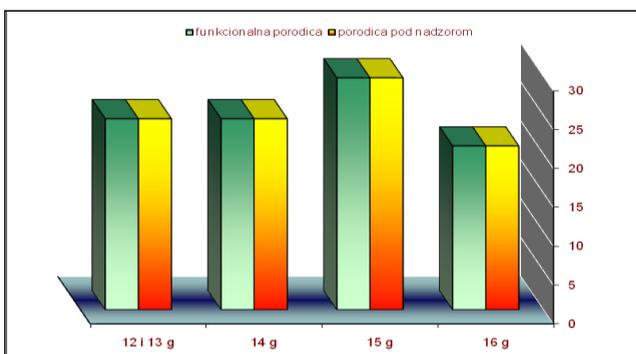


Figure 2. The sample of respondents in relation to gender

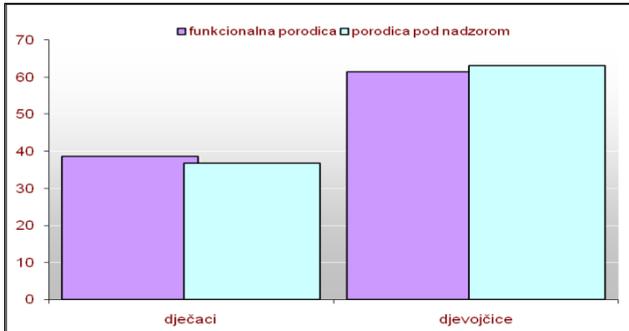
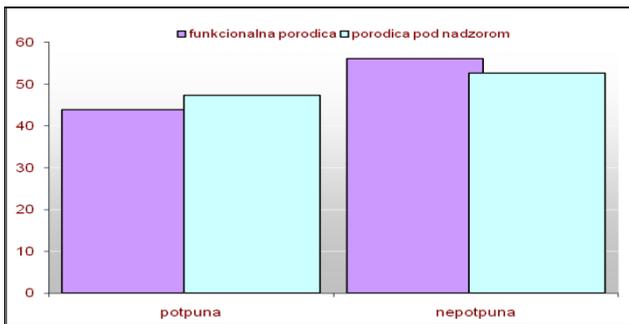


Figure 3.

The sample of respondents in relation to family structure



Viewing the number and the percentage of the modalities of the analyzed parameters in relation to the group, the results of the analysis of differences showing that no significant differences, and clearly defined by the boundaries of the obtained data with respect to the general data pertaining to age, gender, place of residence, family structure, and school success, confirm that the group, that in this study is composed of two independent sub-samples, rather uniform, which will enable us produce real results (table 1).

Table 1.

The significance of differences between groups of of respondents compared to general information

	χ	R	F	p
age	.000	.000	.000	.999
gender	.018	.018	.036	.849
living place	.037	.037	.148	.701
family	.035	.035	.138	.711
success	.000	.000	.000	.999

It is important to note that the data in this study were collected in accordance with the Code of Ethics of Research on Children (2006).

Acquired data were processed by appropriate mathematical-statistical methods. Applying the multivariate and univariate methods. Of univariate methods was applied Roy's test, Pearson correlation of contingency coefficient (c) and the multiple correlation coefficient (R), a procedure as multivariate discriminant analysis and MANOVA. The analysis is performed by the first displayed numeric and percentage values of the analyzed parameters is a distinguished difference which exists between the groups. Then was determined the statistical significance of differences between groups with respect to gender and age of of respondents, and family structure, which is not directed to the detection or rejection of the hypothesis, whereupon, as where it became to the conditions defined by characteristics of each group a certain distance and homogeneity characteristics and contribute to the characteristics of each group.

Research results

1. Capabilities to identify and understand the emotion, expression and appointment of emotions and emotion regulation and management.

In tables 2, 3 and 4. are shown number and the percentage values of emotional ability: the identification and understanding of the emotion, expression, and the designation of emotion regulation and control and emotions, by the groups of respondents.

Table 2. Capabilities to identify and understand emotions

	poorly developed		moderately developed		highly developed	
	n	%	n	%	n	%
functional family	18.	31.6	20.	35.1	19.	33.3
dysfunctional family	23.	40.4	16.	28.1	18.	31.6

The table analysis reveals that most of the subjects in the group of children from a functional family has a moderately developed capacity to identify and understand emotions (20 respondents 35.1%), while in the group of children from dysfunctional families, most respondents have poorly developed skills (23 respondents 40.4%). Due to the fact that $p = .582$ c2 - test, it can be said that there is no connection between the group and the ability to identify and understand emotions, and the value of $c = .097$ indicates that the correlation is very low.

According to the obtained data shown in Table 3, in the group of children from the functional family most individuals have a highly developed capability of expression and appointment emotion (22 subjects 38.6%), while in the group of children from dysfunctional families, the majority of subjects have a poorly developed abilities (22 subjects 38.6%). There is no connection between the group and the ability to express emotions and appointment, because the $p = .209$ c2 - test, and $c = .163$ shows that the correlation is very low.

Table 3. Ability to express and appointment emotions

	poorly developed		moderately developed		highly developed	
	n	%	n	%	n	%
functional family	15.	26.3	20.	35.1	22.	38.6
dysfunctional family	22.	38.6	21.	36.8	14.	24.6

Table 4. Ability to regulate and control emotions

	poorly developed		moderately developed		highly developed	
	n	%	n	%	n	%
functional family	16.	28.1	23.	40.4	18.	31.6
dysfunctional family	22.	38.6	17.	29.8	18.	31.6

Table 4 shows that the majority of respondents in the group of children from a functional family has a moderately developed capacity for emotion regulation and management (23 respondents 40.4%). In the group of children from families under the supervision the largest number of respondents have poorly developed skills (22 respondents 38.6%). Statistically, as $p = .397$ c2 - test, one can say that there is no connection between the group and the ability to control and manage emotions, and given the fact that $c = .126$, correlation is very low.

2. Differences between groups in emotional abilities in relation to: age (12-13 years, sex (male) and family structure (incomplete)

In accordance with set hypothesis it has been examined whether there is a statistically significant difference in the level of emotional ability between the groups of children from functional families and groups of children from dysfunctional families in relation to age (12-13, 14, 15 and 16), in relation to gender (male and female) in relation to family structure (complete and incomplete). The results showed that the difference is determined and clearly defined boundaries between the groups in relation to the emotional skills and age (12-13 years), emotional skills and gender (male) and emotional skills, and family structure (incomplete).

Emotional skills and age (12-13 years)

Statistically significant differences between groups of respondents it was confirmed, in relation to the level of development of emotional ability, for the age (12-13 years). Using the analysis values of which are $p = .011$ (MANOVA analysis) and $p = .011$ (discriminant analysis), has shown that there is a difference and clearly defined boundaries between groups of respondents. Also, the value of $p < .1$ which are shown in Table 5, show that there is significant difference between the group of subjects with the ability to identify and understand emotions (.005), and ability to express and appointment emotion (.001) as well as and the ability to regulate and control emotions (.027).

Table 5. Significance of differences among groups in relation to emotional ability (12-13 year old)

	χ	R	F	p	k.dsk
identify and understand emotions	462	.521	9.665	.005	.081
express and appointment emotion	497	.572	12.660	.001	.174
regulate and control emotions	385	.417	5.472	.027	.000

Based on the discriminant analysis results $p = .011$, which indicates that there is no clearly defined boundary between the groups of respondents were determined by characteristics of each group in relation to emotional ability (age 12-13), and the homogeneity of groups distance.

Table 6. Characteristics and homogeneity of the groups in relation to emotional ability (age 12-13)

	functional family	dysfunctional family	dpr %
express and appointment emotion	highly developed *	poorly developed *	68.235
identify and understand emotions		poorly developed *	31.765

regulate and control emotions	-	poorly developed *	.000
n/m	12/14	8/14	
%	85.71	57.14	

As presented in table 6, the status of each group sub-samples is mostly determined by the ability of expressing emotions and appointments, because the contribution of the characteristics are 68.24%, followed by the ability to see and understand emotions (31.76%). The homogeneity of the group of children from a functional family is 85.71%, and the homogeneity of the group of children from families under the supervision are 57.14%. Based on these results which are related to emotional ability (age 12-13), it was possible to determine the properties of each group. Group - children from functional family has the ability to express themselves and appoint emotions has the status - highly developed, while the group - children from dysfunctional families, have the following characteristics: the ability to express themselves and naming emotions has the status - poorly developed, the ability to identify and understand emotions has the status - poor developed, and the ability to regulate and control emotions has the status - poorly developed.

Distance (Mahalanobis) between the groups subjects (1.46) compared to the emotional ability (age 12-13) showed that there are differences that there is a distance between the groups of respondents.

Emotional skills and gender (male)

There is statistically significant differences between groups of respondents, in comparison to the emotional ability. It was confirmed for the variable gender (male) on the basis of the value $p = .042$ (MANOVA analysis) and $p = .046$ (discriminant analysis), which showed that there is a difference and clearly-defined boundary between the groups of respondents. In Table 7. it is shown that the value of $p < .1$ confirmed that there is a significant difference between the group of subjects with the ability to regulate and control emotions (.006).

Table 7:

Significance of differences between groups of respondents in relation to emotional ability (half male)

	χ	R	F	p	k.dsk
identify and understand emotions	.174	.176	1.315	.258	.025
express and appointment emotion	.135	.136	.770	.385	.000
regulate and control emotions	.382	.414	8.468	.006	.173

After determining the difference between the measured groups were determined by the characteristics and the homogeneity of each group of respondents, as well as the distance between them (Table 8).

Table 8. Characteristics and homogeneity of the groups in relation to emotional capacity (gender-male)

	Functional family	Dysfunctional family	dpr %
identify and understand emotions	moderately developed *	poorly developed *	87.374
regulate and control emotions	-	-	12.626
express and appointment emotion	-	-	.000
n/m	13/22	17/21	
%	59.09	80.95	

The characteristic of each subsample groups is mostly defined by ability to regulate and control emotions, because the contribution of the characteristics are 87.37%, followed by the ability to identify and understand emotions (12.63%). The homogeneity of the group of children from a functional family is 59.09%, and the homogeneity of the group of children from families under the supervision of 80.95%.

Based on the results for emotional skills (gender - male), it can be said that the group - children from functional family has the ability to regulate and control emotions property - moderately developed, a group - children from families under the supervision of the ability to regulate and control emotion has the status of - poorly developed.

Distance (Mahalanobis) of the obtained (0.94) showed that there is a difference, and that the distance of the obtained moderately.

Emotional skills and family structure(incomplete family)

Statistically significant differences between groups of respondents in comparison to the degree of development of emotional ability, and it was confirmed for the structure of the variable family (incomplete), by using the values $p = .138$ (MANOVA analysis) and $p = .069$ (discriminant analysis). Analysis showed that there is no difference, but that is no clearly defined boundary between the groups, which is indicative that there are probably latent attributes which in interaction with other features (synthesized) contribute to the discrimination of the group. A starting unit, therefore a system of three features is reduced system of two features, where it was found that there is a difference and the boundary exists between groups.

Table 9: Significance of differences between the groups in accordance with an emotion. capabilities

(structures of the incomplete)

	χ^2	R	F	p	k.dsk
identify and understand emotions	.161	.163	1.636	.206	
express and appointment emotion	.239	.246	3.855	.054	.023
regulate and control emotions	.254	.262	4.431	.039	.032

As presented in Table 9. the $p < .1$, which means that there is a significant difference between the group of subjects with the ability of expressing emotions and appointments (.054) and the ability of emotion regulation and control system (.039), and that $p > .1$. This means that no significant differences were observed between the group of subjects with the ability to identify and understand emotions (.206). Discrimination coefficient indicates that the largest contribution to the group of respondents discrimination in relation to the emotional skills (family structure is incomplete), with the ability to control and manage emotions (.032), and then with the ability to express emotions and appointments (.023). After determining the difference between the measured, groups were determined by the characteristics and the homogeneity of each group of subjects, as well as the distance between them, because with $p = .069$, discriminant analysis, demonstrated that no clearly defined boundary between the groups of respondents, and it is possible to determine the characteristics of each - in relation to the emotional ability (the family structure is incomplete).

Table 10. Characteristics and homogeneity of the groups in relation to emotional ability

(the structure of the family - incomplete).

	Functional family	Dysfunctional family	dpr %
regulate and control emotions	-	poorly developed*	58.182
express and appointment emotion	-	poorly developed*	41.818
identify and understand emotions	-	poorly developed*	.000

n/m	22/32	17/30	
%	68.75	56.67	

As can be seen from Table 10, each subsample of groups is most defining by level of ability to regulate and control emotions, because the contribution of the characteristics are 58.18%, followed by the ability to express emotions and appointments (41.82%). The homogeneity of the group of children from a functional family is 68.75%, while a group of children from families under the supervision are 56.67%.

Based on the results for emotional skills (family structure is incomplete), it is possible only for a group of children from families under the supervision allocate the following properties: the ability to control and manage emotions - poorly developed, the ability to express themselves and appointment emotions - underdeveloped and the ability to control and management of emotions - poorly developed.

Mahalanobis distance (0.61) indicates that there is a difference and that there is a moderate distance between groups of respondents of children from functional families and children from families under supervision.

Discussion

Based on the results obtained by a descriptive method, related to determining the difference between the groups of children who grow up in functional families and children growing up in dysfunctional families was possible to extract the characteristics of each group, which is in fact the aim of the research.

In relation to the ability of expression and appointment emotions, group - children from functional family has a badly expressed trait - highly developed skills, a group - children from dysfunctional families, have poor expressed trait - poorly developed skills, as well as in relation to the ability of regulation and control of emotions. Group - children from poor functional family has expressed trait - moderately developed skills, a group - children from dysfunctional families, have expressed weak property - poorly developed skills. In relation to the ability to identify and understand emotions group of children from functional family has a moderately developed abilities to identify and appointment emotions, while a group of children from dysfunctional families, have these skills poorly developed.

According to the proposed hypotheses, as can be seen from the results, it is determine the presence of statistically significant difference in the level of emotional ability between the groups of children from the functional families and children from dysfunctional family, in relation to the age (12-13 years old, 14 years 15 years and 16 years), family structure (complete and incomplete), and gender (male and female). Starting from interpretations give by JD Mayer and P. Salovey (1999), as well as obtained results of their research that emotional skills begin to develop in the parental home to good relations between parents and children, that parents help children identify emotions, that students who need emotional education mostly come from families in which emotional communication in some way distorted, because they have already adopted maladaptive emotional reactions to humiliation, that children from families with disturbed family relationships often experience can be an obstacle to the development of emotional competencies. There are matching control styles of parents and their children. This study are based on the assumption that children from families that are considered functional and children from families with disturbed family relationships differ in the level of development of emotional skills in relation to sex, age of children and family structure.

The results showed that the is determined difference and clearly defined boundaries between the groups in relation to the emotional skills and age (12-13 years), emotional skills and gender (male), emotional skills and family structure (incomplete). It was possible to define characteristics, homogeneity of the group and the distance between them.

Based on the results conducted for emotional abilities (age 12-13 years), it can be concluded that it is possible to determine the properties of the group. It is also possible to determine that group - children from functional family has the ability to express emotions and appointment feature - a highly developed capabilities, while a group of children from families under supervision has the following properties: the ability to express emotions and appointment has the status of - poorly developed, the ability to identify and understand emotions - underdeveloped and the ability to control and manage emotions, has the status of - poorly developed.

For variable family structure (incomplete) in relation to emotional ability allocate properties was only possible for the group - children from families under the supervision for: the ability to regulate and control emotions - poorly developed, the ability to express themselves and appointment emotions - underdeveloped and the ability to control and management of emotions - poorly developed.

Ability to regulate and control the emotions related to the ability to consciously control our own emotions, and the ability to adequately reign feelings and impulses that interfere, as well as positive guidance of self conduct. Self-regulation includes the ability to adjust the internal states and control their own behavior arising from the internal state. Managing emotions means the impact on their own feelings and their expression, as well as compliance with the requirements of expression environment. Emotional regulation refers to this kind of emotional control, how intense or calm an individual show his emotion, self-mastery, managing emotions, etc. It is believed that the individual differences in emotionality, and in particular the ability to regulate and control the emotions associated with the quality of social functioning children, and that the child has developed self-control is likely to behave non-aggressive and will not have problems with their peers. The assumption of the existence of differences in emotional abilities between children who grow up in functional families and children growing up in dysfunctional families, based on the interpretation that the children can learn maladaptive strategies for regulating emotions watching parents who are angry, depressed or constantly arguing, as it can learn custom ways to regulate emotions by observing parents who communicate in a positive and qualitative way, and the fact that children who are exposed to scenes of violence, or who are direct victims of violence can develop maladaptive control strategy, precisely because they can not understand such experiences without the help of adult person. It is also taken into account that the ability to control their own emotions has adaptive function, and that extremely adverse conditions of socialization which exist number of stressful life events, as the result often have an emotional regulation and control, which may be non-adaptive. For regulation and control, Mayer and Salovey (1999) suggest that the highest level of structural segments of the model of emotional intelligence, and Takšić (2004), who is the author of the instrument which is used in this study, the expression emotion regulation and control means effects the emotions have the thinking, memory and behavior of individuals, and the ability to control emotions.

The obtained results showed that, relative to those of emotion regulation and control groups of subjects from the functional and from dysfunctional families differ in the level of regulation and control capabilities emotions in accordance to variable gender (male) and the variable age (12-13 years) in relation to family structure (incomplete). The question that often arises when considering the abilities of emotional intelligence is not only whether there are differences in the level of development of emotional skills in relation to gender, but also the question of whether men and women differ with the ability to control and manage emotions, because they imply conscious ability to manage their own emotions and the ability of adequate feelings control and impulses that interrupt, which are believed to be characteristic for the male gender. Results of obtained research by Brody (1985), on the basis of the research results, which deals with the difference in half in the expression and recognizing emotion, indicating the existence of differences between genders in several areas of emotional functioning, relating to the non-verbal sensitivity, expression and own reports the fear, anger, sadness. Chaplin and Aldo (2013), in their very extensive research, which is engaged in establishing the differences between the sexes in the emotional expression, confirming the existence of significant differences in the emotional expression in boys and girls. The results showed that girls express more positive feelings and emotions such as sadness and anxiety, while boys show more external emotions like anger.

Results of this study showed differences between the sexes in the ability to regulate and control emotions. It is important to note that the results show that the group of children from a functional family has developed the ability to regulate and control emotions, according to the interpretation of that self-control is associated with the quality of social functioning children, and that development is largely determined by family relationships.

Parke (1994, according to Mayer, Salovey, 1999), analyzes the impact of parents and their behavior on the emotional skills of children. He believed that parents socialize emotions in their children as indirect observation of parental and family relations, and teaching by parents and regulation opportunities for practicing life (exposing to situations), which also supports the proposition that there are differences in emotional skills of the groups of children who grow up in functional families and groups of children growing up in dysfunctional families. These differences are observed in the respondents from families which are incomplete because one parent does not live with the children in a family community, and that these differences were observed at the lowest age group (12-13 years), during the period when the influence of parents is still predominant.

Research results confirmed (Davies, Harold, Goeke-Morey and Cummings 2002, Almeida, Wethington, and Chandler, 1999) that a significant impact of the child's sense of insecurity and creating adverse family atmosphere are: disturbed partnerships, conflicts among parents, poor quality parenting, emotional lack of adjustment, emotional development, and the emergence of emotional problems. Research conducted by Einsberg et al. (2005) showed that the most neglected and abused children exhibit reduced or excessive control behaviors, and social-emotional maladjustment. Izard (2002) discusses the importance of quality commitment in the first year of life the child to develop positive emotions and self-regulation as significant factors in addition to attachment points out the absence of maternal depression, maternal stress and positive expression. Izard speaks of the need for a child to grow up in a favorable family atmosphere in which acquires a sense of security, emphasizes the importance of establishing good emotional relationship with their parents, warm relationship with his mother and those that meet the needs of the child, but also the need to ensure the child the opportunity to learn appropriate emotional expression for the acquisition of emotional skills, which includes the identification, recognition, understanding and appointment their own and others' emotions, as well as opportunities to learn empathy and prosocially response.

The opinions of these and other authors, as well as the results of their research, confirms that this is how children express their emotions and what control abilities have related to their functioning in the family and that parental emotional expression affects indirectly the emotional competence of children. This was certainly taken into mind when we assumed that in relation to the emotional ability to distinguish children from functional families and children from dysfunctional families. Earlier we already mentioned the view according to which the children's emotions and expressing emotions associated with the quality of parent-child relationships, located in modern conceptualizations of attachment between parents and children. The results showed that in relation to the ability to appointments and express emotion, from groups of functional and from dysfunctional families differ in relation to these variables: family structure (incomplete) and age (12-13 years old) which confirms that the reduced influence on the development of parent emotional skills, due to the absence of one parent or the other parent due to the inability to fully devote needs of the child and its development. These differences are present at a younger age when the influence of parents is still predominant influence of other factors of socialization. The results showed that the group of children from a functional family has developed the ability to express and appointments emotions, in line with the assumption of this research that is based on the fact that the ability of expression and appointments of emotions includes the ability to recognize their emotions and the ability to perceive the emotions of others. This is because parents can teach their children how and when to express their emotions, how to interpret the outpouring of emotions and emotional behavior, as well as how to manage their emotions in order to be able to act appropriately. On this basis, it can be assumed that parental actions associated with emotions affect the way on children express their emotions and their ability to adequately regulate emotions and emotions fueled behavior. What should be noted is that, no matter what number of empirical studies dealing with the role of parents in the child's expression of emotion is limited, however, is certain that there is an impact, and that it is important for the expression of children's emotions, which was confirmed with results of this study relating to the appointment and the ability to express emotion. Ability to identify and understand the emotions related to the ability to see and understand the emotions and the ability to apply emotionally knowledge. The obtained study results showed that in relation to the ability to identify and understand emotions from the functional and from dysfunctional families differ only in variable - age (12-13 years). Understanding their emotions and other people is an important form of emotional development and identified as emotional literacy. Claude Steiner says that when we are emotionally literate means that we feel emotions that are in us, to know who and how many are strong, and that we know what causes them in us and in others. We then learn how, when and where to express and control (Steiner, 1996: 33). Empathy presents basis of pro-social behavior, meaning awareness of the feelings of other people, understanding the emotions of other people and showing others to understand their emotions. As with self-control, a major role in the development of empathy, except cognition and speech has the behavior of the parents. Cook, Greenberg, Kusche (1994) in their research came to the results that show that children who have behavioral problems, while a deficit in understanding the emotions that there is a negative correlation between intellectual functioning and behavioral problems and intellectual capacities reduce the effects of behavioral problems in the understanding of emotions. Longitudinal studies by Zou, Eisenberg, bad, Fejbs, Riser et al. (Zhou, Eisenberg, Losoya, Fabes, Reiser et al., 2002, cited in Collins, A. and Obradović, 2006: 336) showed that the most affected on child empathy is gentle and mother with positive emotions.

Conclusion

Due to the specificity of emotional intelligence that contributes to great interest in this construct, is reflected in the assumption that emotional intelligence can be developed, and affecting the development of emotional intelligence as a

significant factor. Many authors point out just family and family relations, the premise of this study was that there are differences in emotional abilities of children growing up in functional families and children growing up in dysfunctional families. Almost all the authors who have dealt with emotional intelligence confirmed that this is how children express their emotions and what control capabilities are related to their functioning in the family, and that parental emotional expression affects the emotional competence of children, which certainly we have to had in mind when assumed to be in relation to the emotional ability to distinguish children from functional families and children from dysfunctional families.

The results showed that the difference is determined and clearly defined boundaries between the groups in relation to emotional abilities and variables: age (12-13 years), gender (male) and family structure (complete), and that it was possible to define the characteristics, homogeneity of group and the distance between them, which confirms that children from functional families in relation to these variables have developed skills of emotional intelligence.

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The Role of Knowledge in Computer Collaborative Learning Research

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Abstract

The aim of this paper is to describe the most significant theoretical frameworks concerning Computer Collaborative Learning Research (CSCL) on the light of Web 2.0 supports. The term Web 2.0 embraces a range of 'social' technologies and tools that enable users to create, publish and share digital contents within both new and existing social networks. Technologies such as blogs, wikis, podcasts and file sharing services are increasingly being used to support learning and teaching within the higher education sector (see Hughes, 2009; Kennedy et al., 2009). The implications of collaborative interactions within the socio-constructivism approach are examined. Harasim (2012) defines online collaborative learning as characterized by interactive group knowledge-building processes. This aspect implies that students participate actively by monitoring different levels of learning while they are collaborating with teacher and pairs. The computer supported collaborative learning research (CSCL) community focus on the role of technology considered as a tool through which students and teacher make sense of the world and negotiate meaning. Many researches about CSCL environments concerns the role of teacher in allowing social and significant interactions among all group members. Three factors drive the change from teacher-centered to centered learning approach, the shift from individual to group learning and from contiguous to asynchronous distributed learning groups. All of these aspects imply changes in educational institutions based on social construction of knowledge and competence-based learning. Through the years of competence based approaches have proved to be a critical tool in human resources management and computer collaborative research.

Keywords: social- interaction, Collaborative Learning Research, constructivism.

Introduction

1. Literature review: from cognitive to constructivist perspectives

Using technology tools can reinforce the acquisition of information through multiple modes of knowledge representation and comprehension. This improves learning outcomes by contributing to intellectual growth and critical thinking (Pena-Shaff and Nicholls, 2004). There are various reasons for emerging interest in collaborative learning. The first reason is that it is a general trend in the area of Human Computer Interaction (HCI) in which computer supported work and learning is situated. The new area, referred as "ubiquitous" or "pervasive" computing, is a logical extension of HCI research. Research in this area is derived from recent advancements in three interrelated field:

- a. tangible user interfaces which involves direct contact of hand and body
- b. ubiquitous computing in which the person has multiple devices available in the environment and computational power is available everywhere and augmented reality is the result of overlapping and adding digital information to real objects.

In these complex learning environments, the attainment of task is based on active construction of knowledge: students are encouraged to exchange ideas, share perspective and use previous knowledge experiences to solve authentic problems (Kaplan et al. 2008, Dillenbourgh, 2010). Researchers working on collaborative learning have recently turned their attention to the interdisciplinary study of the dynamics of communicative interactions (Resnick et al. 1997). This shift of emphasis is linked to the recognition that, without powerful theories and specific modes of cooperative learning, the ecognition of interactive learning mechanisms will be essentially blind.

Research on computer collaborative learning emerged as a field from the 1980s onwards, from two related research trends. Firstly, researchers working in 'mainstream' cognitive psychology and information-processing models of individual reasoning, problem solving and learning, began to turn their attention to learning in groups, largely motivated by the possibility and necessity of understanding how students worked together with and around computers (Dillenbourg et alr 2009).

A second strand concerned the attempt to extend Piaget's theories of development focused on the individual to learning in social interaction.) Across these approaches, the development of knowledge and learning is viewed as cognitive action involving construction of mental representation of reality. The constructivist approach views knowledge as an entity mentally constructed through actions and experiences. Knowledge is actively constructed by the interaction between the learner and external objects through adaptation of and experiential world. Consequently, through the establishment of flexible mental constructs (Glaserfeld, 2013; Wheatley, 1993) learning occurs. The meaning of the external world according to constructivism is socially negotiated. Thus, external reality is likely to be perceived differently by different learners, and it is through social negotiation that common meaning is constructed. To enhance learning, the environment should be constructed in a manner that enhances a recurrent process of adaptation to learner's mental schema through significant interactions in a social contest. Constructivism implies situated cognition in authentic activities (Brown, Collins, & Duguid, 2000). In such situations, learners are given opportunities to draw from their own experiences interpretations and situational relevance. Reflection in online environments encourages learners to shift beyond perception to deeper and more insightful meaning making. Meaning making, according to constructivism, is the goal of learning processes; it requires articulation and reflection on what we know. Individual reflection is an important strategy that may enhance the development of insight, cognitive awareness and critical thinking.

2. Theoretical framework of Computer–Supported Collaborative Learning and related research field

The field of Computer- Supported Collaborative Learning (CSCL) appears as a specialized direction in the area of communication mediated by technologies. The principal focus of CSCL research is on ways in which collaborative learning supported by the technology can enhance peer interaction in groups and ways in which collaboration and technologies facilitates sharing of knowledge and expertise among different members of community.

The socio-constructivist perspective focuses primarily on human action and interaction in order to understand pedagogical practices: the actions considered as socio-biological dynamic are triggered by physical and symbolic exchanges. Biological functions or neural structures subjacent to all human behavior, including learning and configurations of meaning work together. The structural-biological dimensions of knower take into account the social-cultural environment the technologies are embodied. This aspect recursively shapes the structure of CSCL environments. The approach of socio-cognition goes beyond the idea that knowledge acquisition is a only a treatment of representational information' symbols. Cognition is productive action that promotes structural changes in a Knowledge system by creating new developments and enrichments.

A promising axis of work within CSCL is the scaffolding of productive interactions between learners by specifying in detail the collaboration in scenario scripts considered as set of instructions specifying how the members of the group should interact and collaborate to solve a particular problem.

It's been suggested that to understand the essence of interactivity, one might look back in history to a time before computers and technology in a time when interactive learning was exemplified by the Socratic dialogue between tutors and students. These interactions are dynamics, reciprocal because during a communicative event each part could adapt to the others. Understanding action holistically implies the consideration of logic as the procedures subjacent to meanings and the contents that are the meanings underlining procedures. The study of the dynamics of behaviors depend on the variability of human psychogenetic traits. The cognitive structures that result from the organic brain processes are necessary but not sufficient to explain the emergence of the action in a situation characterized as pedagogical communication. It is through the creative paths of language that cognition unfolds because human actions are not mechanisms that can isolated from the living contexts of the knowing. The interaction with the world implies dynamic symbolic flexibilities that constitute the logical dimensions as well as the semiotic dimensions of knowledge : neuronal system results from the interaction between the subject and the world is an intentional process in which subject all attempts to make sense to content to solve both well and ill- defined problems that require the use of procedures at semiotic levels of meanings.

3. Success of computer collaborative learning research

Success of collaborative learning activities requires generation, transfert and understanding of knowledge that makes collaboration as an essential and highly valued process. Interaction is constructive if it leads to the co- construction or building of meaning, understanding the solution of a problem. An interaction can be constructive to the extent that it contributes to cooperative goal-oriented activities.

Research focused on the analysis of collaborative activities in task-oriented situations (Olson et al, 2008; Carter & Storosten, 1992; Badke-Schaub et, 2007; Burkhardt, Détienne, Moutsingua-Mpaga, Perron, Leclercq & Safin, 2008; Détienne, Burkhardt, Hébert & Perron, 2008) has highlighted collaborative processes along different dimensions. They can be classified according to their orientation toward design-task processes, group processes or communication processes. Firstly, collaboration concerns the activities related to design activities that imply the elaboration or the search of new solutions and evaluation activities, supported by argumentation and negotiation mechanisms.

These content-oriented activities reveal how the group attain the tasks by sharing and co-elaborating knowledge through the comparison of participants' different perspectives and negotiation of knowledge.

Secondly, collaboration concerns group management activities such as project management and coordination activities that allow the processes of planning an monitoring of tasks.

Thirdly, communication processes are highly important to ensure the construction of a common reference by the groups. The establishment of common ground is a collaborative process (Clark & Brennan, 1991) by which the participants mutually establish what they know, so that task-oriented activities can proceed. Grounding is linked to sharing of information through the representation of the environment, artefacts, the interaction and supposed "pre-existing" shared knowledge. Finally, research on collaboration processes (Baker, Détienne, Lund & Séjourné, 2003; Barcellini, Détienne, Burkhardt & Sack, 2008) considers the roles of participants according to communication, group management and task management and the balance between these roles and learner-centered collaborative approaches. Learner-centered collaborative learning enhance reflexive awareness that facilitate knowledge construction.

4. Social computing application for learning

Social computing applications allow users to communicate and collaborate in diverse ways and in a variety of media, which also helps learners to act together and to build knowledge bases that fit the specific needs. The most common social computing applications relevant for learning will be presented, indicating their potential for enhancing education and training and outlining some obstacles and threats to the implementation in learning settings.

Social computing applications lend themselves to being used as research and knowledge management tools. Tagging and bookmarking services in particular allow teachers and learners to build individual or collective collections of resources, share personally classified bookmarks, recommend, comment and rate sources, and set up reading and resource lists. Tools such as blogs can be used among a group of learners, using their individual blogs, to build up a corpus of interrelated knowledge via posts and comments.

In these and many further cases, social computing tools are used to gather the collective work of a group of students or teachers, empowering the individual participants to become authors of content, but at the same time integrating them into a network of peer reflection and support.

The students appreciate the ease of building up a substantial knowledge base and the collaborative mode of operation. Research indicates furthermore that university students are embracing social computing tools on their own account to support their research network building, personalizing their knowledge and resource management.

In all of these cases, social computing tools are used primarily to replicate reality, tying learning experiences and procedures back to the nature of the subject at study and professional reality. Thus, social computing can on the one hand contribute to overcoming the discrepancies between theoretical training and professional practice by supplying innovative ways of integrating practice into training.

Social computing tools are often employed to make learning material more readily available to students by promoting individual knowledge management strategies, by supplying new research network building tools and allowing for the establishment of personalised knowledge repositories. Research findings indicate that these Learning 2.0 strategies can also contribute to improving learning outcomes.

5. Conclusion

The relationship to the everyday technologies is constantly evolving. The present study is significant in its attempts to draw on different theories to investigate the theoretical framework of Computer Collaborative Learning. The findings indicate that facilitating discourse, reflective thinking, assessment and connectedness contribute to interactions. From the practical perspective, the present study suggests that using multiple medium of instruction enriches the communication context and leads to enhanced learning.

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The Influencing Factors on Unemployment Level - The Case of Albania

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Abstract

Research background: The empirical studies in labor market indicated that there are many factors that affect unemployment. These studies have analyzed these factors and concluded that exist a mutual relationship between them and unemployment. The relation between employment and FDI were studied by Craigwell (2006) and Karlsson et al. (2009). The effects of minimal wage on employment were studied by Katz and Kruger (1992) and Card (1992a) as well as Stephen Machin and Alan Manning (1994). Card, D. and Krueger, B. (1994) analyzed the effects of minimum wage raise, on fast-food restaurants in New Jersey and Pennsylvania. On the other hand, Neumark and Wascher (2000) in their findings explained that raising the minimal wage by 10% reduced the teenager employment rate with 1-2% and brought the reduction of total employment by 1.5-2%. Meanwhile, Grossberg and Sicilian (2004), found mixed results in their estimations of the minimal wage effects on employment duration period. Krugman, P(2015) one of the economy nobelist defends the theory of raising the minimal wage as a condition for improving the wellbeing. W. Phillips, (1958) studied a negative inverse relation between unemployment and inflation. Barro (1995), De Gregorio (1994), Bruno (1994) concluded that low inflation is accompanied by economic growth and higher employment level. **Purpose of the article:** The main aim of this article is to study and analyse factors affecting unemployment levels, because the unemployment is a critical problem in our country. We have analyzed the mutual effect of selected factors on unemployment level. The selected factors are FDI, domestic investments, inflation and minimal wage. **Methodology/methods:** To calculate the impact of this factors on the unemploymentlevel was used time series data for the period 1995 – 2013. Relying on time series data was made regression analysis using SPPS-21 program. **Findings:** Based on the testing results, we conclude that FDI, domestic investments and inflation affect negatively the unemployment level and this effect is statistically important, whereas the minimal wage has a low positive effect but such effect is not important.

Keywords: *unemployment; FDI; domestic investments; inflation; minimal wage.*

JEL Classification: *J00*

1. Introduction

Purpose of the Article

Before 90s, the structural economic orientation toward agricultural products and light and heavy industry, lying in every corner of the country, made possible the achievement of complete employment in both rural and urban areas.

After the 90s, as a result of the macroeconomic reforms and the restructuring economy, like all other countries in economic transition, Albania experienced a decrease of the participating rate to the labour force. This decrease for the period 1995-2005 was in the mass of 17.8% (from 71.9% in 1995 to 54.1% in 2005)¹. The fall continued for 2006 in the amount of 0.4%, followed by a significant rise in 2007 at the rate 13.6%, compared to the previous year. The lowest levels were registered after 2000, where less than 2/3 of the working age population were active in the labour market. The year 2008 was followed by a decrease in labour force participation from 65% in 2007 to 61%. Then the fall continued year after year, reaching the level of 59% in 2013. The purpose of this article is to study and analyse factors affecting unemployment levels.

¹ Statistical Year Books 1995- 2005

Unemployment is a critical problem in our country. For this reason, the study of this indicator is a problem that needs to be solved. Indicator statistics over years support this conclusion. According to statistics, the unemployment in 90 increased rapidly.

In the end of 1995 the unemployment rate was 13 %. During the 1997, due to the damages that labour market suffered, the unemployment rate increased again at the level of 14.9 %. Afterward, in the coming period (1999-2008), unemployment values were decreased. According to the statistics, the unemployment rate was 13.2 % in 2008. Unemployment has undergone an upward trend since 2009, with 13.8%, followed by 14.2% in 2010.

In the coming year, unemployment suffered a slight increase with 0.1 %, going up to 14.3 %.

While for the 2013, the unemployment rate was 16.1 %, which remained in evaluation terms. (see Appendix, graph.1)

2. Literature Background

The empirical studies in labor market showed that there are many factors that affect unemployment. These studies have analyzed these factors and concluded that exist a mutual relationship between them and unemployment. Some of the factors that these studies have analyzed are inflation, FDI, investments and minimal wage.

Previous empirical studies that we are presenting, show that net investments expand production activities in economy, affecting positively the increase of production and consequently the employment.

In other words, production oriented investments generate vacancies directly in the area where investments have been done and indirectly other areas related to the investments. Also, investments in production sectors where labor is a dominant factor have an important quantitative effect on employment, related to creating new jobs and reducing the unemployment level.

Researchers Stephen Bond and John V. Reenen (2007) in their study made econometric researches about the relationship of investments and changes of demand for designer brands based on the analysis of individual domestic companies and multinational companies. They pointed out the importance in multinational companies' growth by concluding that: "Multinational corporations are a considerable part of domestic investments and employment in many countries";

Bande, R. and Karranasou, M. (2010) in their study assessed the regional unemployment in Spain related to the stock capital during 1980-2000. Their empirical findings showed that capital accumulation is a determining force for the unemployment level showing that there exist a negative relation between the capital accumulation and the regional unemployment level.

In the event of foreign direct investments (FDI), the economic and social effects are also depending on investors' motivation and the business strategy where it is invested.

The analysis of FDI attracted to economy, mainly the aspect of their volume and foreign investors' motivation is also important in determining the effects of FDI on employment. Craigwell (2006) studied the relation between employment and FDI for the period 1990-2000 for 20 countries that speak English and German in the Caribbean countries. The conclusion was that FDI increase is accompanied with employment in these countries. The same conclusion reached Karlsson et al. (2009). They tested the relationship between FDI and employment in the production sector in China for the period 1998-2004 concluding that FDI have a positive impact on the employment level. Also, their achievements show that FDI have a positive indirect impact on the employment level for the Chinese domestic private companies.

There are empirical studies that are mainly focused on treating the minimal wage effect on employment. Data show that minimal wage effects on employment are very sensitive to small changes in specifying the empirical model.

Katz and Kruger (1992) and Card (1992a) in their analysis of minimal wage effects on employment for the period 1990-1991 and the early study on minimal wage in California – Card (1992b) showed that raising of the minimal wage does not affect negatively the employment.

Stephen Machin and Alan Manning (1994) as well in their study about minimal wage effects in Great Britain reached the same conclusion.

Card, D. and Krueger, B. (1994) looked at the effects on fast-food restaurants in New Jersey and Pennsylvania of raising the minimum wage in 1992. In their study, they found out that raising of minimal wage has no effect or an unimportant positive one on employment. On the other hand, Neumark and Wascher (2000) with their findings showed that raising the minimal wage by 10% reduced by 1-2% the employment of the teenagers and another reduction by 1.5-2% in employing the young adults. Meanwhile, Grossberg and Sicilian (2004), found mixed results in their estimations of the minimal wage effects on employment duration period. Their findings suggest that an increase of the minimal wages for people with low wages reduces the movements (circulation in the labor market). On the other hand, increases of the minimal wage for those people who have high salaries are related positively with the circulation increase.

Krugman, P. (2015) one of the economy's nobelists defends the theory of raising the minimal wage as a condition for improving the wellbeing. He argues that today's workforce is being more qualitative and productive therefore the increase of wage will have petty effects on the unemployment levels but large ones on employees' incomes.

In analyzing differently studies related to minimal wage effects on employment, Neumark and Wascher (2007) divide these studies into two groups: studies that have a positive effect on employment are those studies that focus on wider groups where the competitive model predicts decreasing effects on employment. Secondly, there are studies which are focused on least-skilled groups by showing a decrease of employment for these groups.

W. Phillips, (1958) found out an inverse relation between unemployment and inflation. The course of his basic ideas is as follows: the more people work, the more the national production will grow, giving higher wages. Therefore, the consumers will have more money and will spend more asking for more goods and services and as result affecting the process of goods and services as well. In other words, Phillips demonstrated that unemployment and inflation have a reciprocal relation: if inflation goes up, unemployment goes down, and if inflation goes down, unemployment goes up.

Meanwhile the Phillips curb is theoretically useful, practically it is less useful. The reciprocal relation exists only during the short-term period. The reciprocal relation exists only during the short-term period. In a long-term period, unemployment always turns into its natural form by zeroing the cyclic unemployment and equal inflation with expected inflation.

In the end of the 80s, academic and professional thinking supports the idea that low inflation is accompanied by economic growth and higher employment level. "(Barro 1995, De Gregorio 1994, Bruno 1994)". Such a conclusion is in objection with the theoretical analysis as discussed earlier here.

In the meantime, Karanassou, M. et al. (2010), in their study brought a new evidence in the long-term relationship between inflation and unemployment. According to them, the inclination of US Phillips curve is not vertical in the long-term period therefore the policy makers must consider classical dichotomy thesis.

3. Theoretical Framework

In our paper, we have analyzed the influencing factors on unemployment levels. Referring to the conditions in our own country, we think that the factors which affected the unemployment levels are:

- a. Inflation rate (INF)
- b. Domestic Investment (DI/GDP)
- c. Foreign Direct Investment (FDI/GDP)
- d. Minimum wage rate (WM)

Let us analyze theoretically each of the these factors.

Unemployment is an important macro-economic indicator of a country. Unemployment is a labor market indicator. It also is an apparent indicator if the living standards in a country. It is closely related to economic growth. When a country keeps its

1 -Barro, J. R. (1995), "Inflation and Economic Growth" NBER Working Paper Nr. 5326

-Bruno, M. and Easterly, W. (1994), "Inflation and Growth: In Search of a Stable Relationship"

-De Gregorio, J (1994) "How does the Foreign Direct Investment Affect The Economic Growth " NBER Working Paper Nr 5057

employees employed longer, it reaches a higher GDP level. In the current study, unemployment level is chosen to be a dependent variable. Inflation is a macroeconomic indicator that shows the change in the average level of prices in a country. Inflation shows the alternations in living costs. In other words, inflation shows how much need the income to increase in order to maintain an unchanging living standard.

Inflation could not be eliminated without increasing unemployment for at least a given period of time and unemployment could not be reduced without risking the inflation increase. This is the basic inverse relation and the problem of stability policy.

Domestic investment is that part of national production which goes for creating capitals (buildings, equipments and public assets such as roads) and is considered to be an important determiner of the economic growth affecting positively the reduction of unemployment level.

FDI and domestic investments as well are also important indicators affecting the unemployment level. In the case of Foreign Direct Investments (FDI), the economic and social effects also depend on the motivation of investors and the investing business strategy. The higher FDI, the lower the unemployment level.

Minimum wage is part of the labor cost. Labor costs represent the main component of the total costs. The guiding principle is that a company will supply a product whose price will cover at least its costs. Prices increase as costs increase. If we get closer to full employment levels, prices increase as the products increase. This is an image of adaption with the labor market, where higher employment levels increase the wages. There are two impacts affecting employment: replacing impact where increase of wages increase the employment; and income impact which gives the opposite effect, thus, increase of wages reduces employment, and unemployment levels go up.

In our study, inflation, domestic investments, FDI and minimum wage are selected as independent variables

4. Research Methodology

4.1 Test of normality

Before we create the model, we have tested the depended variable if it has normal spread. Below we have represented the results of the test.

Table no. 1 Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unemployment	.174	18	.155	.912	18	.095

Since the coefficient of test significance, Kolmogorov-Smirnov^a is 0.155 and coefficient of test significance Shapiro-Wilk is 0.095, so are higher values than 0.05, then the dependent variable (unemployment level) has a normal distribution. Based on this result, we will use the multiple linear regression model in order to determine the effect of selected factors on unemployment level.

4.2. Model Specification

The functional appearance of the model will be:

$$UN = f (INF, DI/GDP, FDI/GDP, WM)$$

Linear equation that expresses the relationship between the explanatory variables has the form:

$$UN = \beta_0 + \beta_1 INF + \beta_2 DI/GDP + \beta_3 FDI/GDP + \beta_4 MW + \mu_t$$

Expected signs of variables is:

$$\beta_1, \beta_2, \beta_3, \beta_4, < 0$$

Table no. 2 Variables Description

Variables	Priori hypothesis	Definition	Units
Inflation	Negative sign	Indicator of economic development of the country	%
Domestic Investment / GDP	Negative sign	Indicator of economic development of the country	%
Foreign Direct Investment / GDP	Negative sign	Indicator of current transfers	%
Rate of minimum Wage	Positive/ Negative sign	Indicator of labour trade	%

For all the variables have the same measurement unit (%), the variables DI and FDI are estimated as compared to GDP.

4.3. Hypothesis

This research is based on the following hypothesis which will be tested for above mentioned regression model.

H₀: Inflation, Domestic Investment, FDI, Minimum wage have not any effect on unemployment level

H₁: Inflation, Domestic Investment, FDI, Minimum wage have effect on unemployment level

4.4 Empirical Results

To calculate the impact of the variables on the level of unemployment was used time series data for the period 1995 – 2013. Relying on time series data was made regression analysis using SPSS-21 program. The test results are shown in the table below:

Table no.3 Summary of multiple regression results

Variables	Coefficient β	Significance
INF	-.090	.049
DI/GDP	-.141	.014
FDI/GDP	-.603	.000
MW	.002	.959

$$UN = 22.605 - 0.090 \text{ INF} - 0.141 \text{ DI/GDP} - 0.603 \text{ FDI/GDP} + 0.002 \text{ MW} + \mu_t$$

The testing results show that there is a strong linear relation between independent variables and the dependent one in the model R = 0.855 (see appendix: Regression 1).

The model has explanatory power which is relatively high: R² = 0.642. Through F test, we can see the importance of the model. Since sig. = 0.002 < 0.05 the independent variables in the model explain the dependent variable. This means that the hypothesis (H₀) which argues that all independent variables have no effect on dependent variable is turned down, confirming thus the hypothesis H₁ of the study. AS a conclusion, independent variables affect the dependent variable. The effect of variables INF, DI/GDP and FDI/GDP is negative which means that if these variables will increase, unemployment will be reduced. According the regression equation we see that variables DI/GDP and FDI/GDP have greater effects. Meanwhile, minimal wage effect is positive showing that if minimal wage level goes up, unemployment level goes up too, but according the regression equation, such effect is relatively inconsiderable.

On the other hand, variable of minimal wage even though has little effect on unemployment level, it is statistically unimportant (sig.=0.959). A reason why we think it could have affected the result could be the correlation between independent variables. Proceeding with the analysis, we tested the correlation between independent variables. (See the

table of results in the appendix). The minimal wage turns out to have a strong correlation with DI/GDP and this correlation is statistically important. In order to avoid the correlation for confirming the above results, we replaced the variable of minimal wage by introducing to the model another representing variable: average wage. The testing results are shown on table no.4

Table no.4 Summary of multiple regression results

Variables	Coefficient β	Significance
INF	-0.081	0.036
DI/GDP	-0.112	0.021
FDI/GDP	-0.406	0.008
AW	0.136	0.038

$$UN = 19.055 - 0.081 INF - 0.112 DI/GDP - 0.406 FDI/GDP + 0.136 MW + \mu_t$$

From the results we see that the effect of all variables on unemployment level is statistically important. The model has high explanatory power $R^2 = 0.753$ and $\text{sig.} = 0.000^b$. (See appendix: Regression 2). The effect of variables INF, DI/GDP and FDI/GDP is negative as in the previous testing (Table no.4). Whereas the average wage effect is a positive effect (it has the same tendency as the minimal wage) and statistically important, showing therefore the effect of incomes on unemployment level. Therefore, the results of our study match the previous empirical studies about the labor market by proving that FDI are an important factor in increasing employment, whereas the increase of minimal wage has an insignificant effect on today's labor markets.

5. Summary and Conclusions

Unemployment is a major problem for a specific country for as long as it is constant in high levels. In our country, high unemployment levels appeared after the 90s as a result of massive privatizations of underproductive state enterprises. Since that period, unemployment is present undergoing variations in different periods of time by 13-16%. Change in time of unemployment level came as result of effects of several factors. We have been analyzing the effect of some factors we think have affected the unemployment levels. These factors are: domestic investments, FDI, inflation and minimal wage. Empirical analysis showed that these factors affect the unemployment levels. Domestic investments, FDI, inflation affect negatively and are statistically important which means that if these indicators go up, unemployment levels go down, whereas minimal wage has positively low effects. From this point of view, one should not aim the increase of the minimal wage since it would worsen the employment level by increasing unemployment. These results agree with other previous empirical studies. Of the above mentioned factors, it is domestic investments and FDI which have greater effects on unemployment levels. Based on these results, we would recommend stimulation of domestic investments and FDI as factors which improve the economic situation in the country increasing employment and economic growth further. In order to stimulate FDI, among other factors such as political stability, interest rates, etc, policy makers should improve the fiscal package by reducing those taxes which are higher as compared with the rest of the Region in order to make our county a competitive one.

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Appendix

1. List of tables

Table No.1 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unemployment	.174	18	.155	.912	18	.095

a. Lilliefors Significance Correction



Regression 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.855 ^a	.732	.642	1.02584

a. Predictors: (Constant), MW, Inv/GDP, FDI/GDP, Inflation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.407	4	8.602	8.174	.002 ^b
	Residual	12.628	12	1.052		
	Total	47.035	16			

a. Dependent Variable: Unemployment

b. Predictors: (Constant), MW, Inv/GDP, FDI/GDP, Inflation

Coefficients^a

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22.605	2.101		10.759	.000
1 FDI/GDP	-.603	.128	-.887	-4.731	.000
DI/GDP	-.141	.049	-.536	-2.873	.014
Inflation	-.090	.041	-.449	-2.190	.049
MW	.002	.040	.009	.052	.959

a. Dependent Variable: Unemployment

Regression 2

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	AW, Inv/GDP, Inflation, FDI/GDP ^b	.	Enter

a. Dependent Variable: Unemployment

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 ^a	.815	.753	.85145

a. Predictors: (Constant), AW, Inv/GDP, Inflation, FDI/GDP

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.336	4	9.584	13.220	.000 ^b
	Residual	8.700	12	.725		
	Total	47.035	16			

a. Dependent Variable: Unemployment

b. Predictors: (Constant), AW, Inv/GDP, Inflation, FDI/GDP

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.055	2.227		8.558	.000
	Inflation	-.081	.034	-.402	-2.367	.036
	Inv/GDP	-.112	.042	-.428	-2.655	.021
	FDI/GDP	-.406	.128	-.597	-3.159	.008
	AW	.136	.058	.413	2.329	.038

a. Dependent Variable: Unemployment

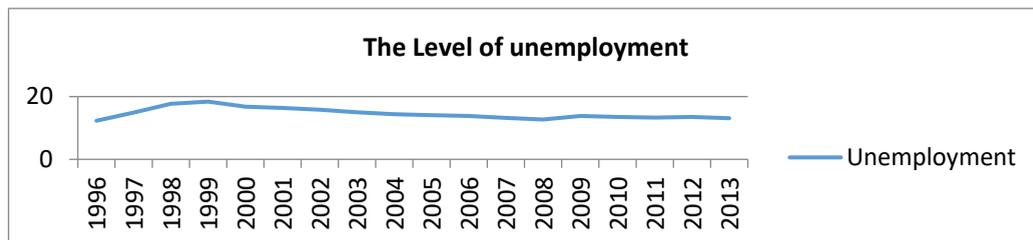
Correlations

		Inflacion	W.min	InvGDP	FDIGDP
Inflacion	Pearson Correlation	1	.052	-.558*	-.433
	Sig. (2-tailed)		.860	.020	.073
	N	18	14	17	18
W.min	Pearson Correlation	.052	1	-.725**	.823**
	Sig. (2-tailed)	.860		.002	.000
	N	14	15	15	14
Inv/GDP	Pearson Correlation	-.558*	-.725**	1	.045
	Sig. (2-tailed)	.020	.002		.863
	N	17	15	18	17
FDI/GDP	Pearson Correlation	-.433	.823**	.045	1
	Sig. (2-tailed)	.073	.000	.863	
	N	18	14	17	18

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

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

Graph.1 The level of unemployment during the years, Source: INSTAT 1996-2013



Developing Module for Ethnic Interaction in Secondary School in Malaysia

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Abstract

This paper is on developing the module for interethnic interaction in Malaysian secondary schools. The research found that students in Malaysian secondary schools have some difficulties to interact with other students from different ethnic groups. This mainly because they had attended different types of schools and culture in primary level. The formal education has separated them by the type of schools. They also practice daily activities within their own culture. Both factors have formed and strengthened their habitus of ethnicity. Hence there is a need to overcome the interethnic interaction issue in secondary schools. A research was carried out to identify the important aspects of Malaysia culture that should be understood by all students. Interview and observation were carried out to gain data from participants. The interaction module was designed accordingly with the themes. The presentation will conclude the themes that considered to be covered in the module.

Keywords: ethnicity, habitus, school, module, Malaysia

Introduction

As a country with a multi-ethnic population, the issue of inter-ethnic relations is often given attention. Indeed, it has been recognized that education in Malaysia since independence has always emphasized the aim of achieving unity among the multi-ethnic population. Education policy has developed a number of strategies to foster unity, especially in schools. However, there are many challenges in improving inter-ethnic interaction in schools. One major challenge is the existence of schools by ethnicity. The situation in Malaysia is that every individual is given the freedom of choice of schools according to their requirements. Hence there is a high likelihood that the choice of primary schools by ethnicity. There are three types of primary schools that are recognized in the national education system. These schools are generally distinguished by the medium of the language used. The schools are National School, National Chinese School and National Tamil School. Although the vernacular school system has its own advantages, there are issues behind it which in the long term can affect inter-ethnic understanding.

Background

There are three types of schools based on the language of instruction in primary schools in Malaysia. The types of schools are National School (SK), National Chinese School (SJKC) and National Tamil School (SJKT). These schools have become the first choice of every ethnic group based on the language of instruction used in the schools. To summarize, the majority ethnic Malays are in National Schools, Chinese in National Chinese Schools and Indians chose National Tamil Schools. Trends choosing schools based on ethnicity are found growing. The negative implications of this situation are the lack of effective interaction between ethnic groups when pupils are in primary schools.

Pupils who are in primary school has continued in groups of their respective ethnic communities. In these schools, habitus of ethnicity have been strengthened, either directly or indirectly. This situation is something that is actually designed by the community. Previous studies have found that the existence and continuation of SJKC and SJKT in particular are on the

needs of the community itself. It was found that the existence of SJKC and SJKT are due to ethnic Chinese and Tamil need that type of school to guarantee the survival of their culture and mother tongue languages. In a sense, this unique situation has positive implications in terms of those ethnic communities, particularly the Chinese and Indian. But this too often raises the issue of where in the long run will affect the unity between the ethnic groups.

Pupils in primary schools are in the age range of seven to twelve years. They were separated and were in their ethnic groups themselves due to the existence of schools by ethnicity. Communication between the ethnic groups is very limited. Each ethnic group strengthens their habitus. This makes it difficult for them to interact with other ethnic communities when they are in secondary school. They brought the habits in primary school to secondary school. At the secondary school level in Malaysia, mainstream schools are National Secondary School. All students of different ethnic groups will continue their studies at National Secondary School. National Secondary School use Malay as the medium of instruction. Malay is the national language in Malaysia. Issues arise when students of different types of primary schools continue their education in secondary schools. Habitus and trajectory of ethnicity have made it difficult for them to interact with students from other ethnic groups. Generally, there are various issues between ethnic groups in secondary schools as a result of the situation prevailing in the primary.

Table 1: Compulsory Education and Type of Schools in Malaysia

	Type of School	Medium (language) of Instruction	Expected Students	Aims
Primary School (Age 7 to 12 years)	National School (SK)	National Language	All ethnic groups	Integration of all ethnic
	National Chinese School (SJKC)	Chinese	Chinese	Language and cultural heritage of the Chinese
	National Tamil School (SJKT)	Tamil	Indian	Language and cultural heritage of the Indian
Secondary School (Age 13 to 17 years)	National Secondary School	National Language	All ethnic groups	Integration of all ethnic

Table 1 shows the school system in Malaysia. Compulsory schooling started at the age of seven to twelve in the primary, and thirteen to seventeen in secondary level. As shown in the table, students have an alternative to choose between the three types of school in primary education. The different medium of instruction and cultural practices in primary school created a hurdle for them to communicate better with other ethnic when at the secondary level. Following Bourdieu's framework, the process of socialization in primary level has strengthened the habitus of ethnicity and later sharpen their trajectory of ethnicity in secondary school.

Problem Statement

Ethnic stratification in recent years seems more obvious when there is a tendency of choosing schools by ethnicity. The government's official report states:

In recent years, ethnic stratification in schools has increased. The proportion of Chinese students enrolled in SJKCs has increased from 92% in 2000 to 96% in 2011. Indian students enrolled in SJKTs have also increased from 47% to 56% of SJKT enrolment for the same period. In SKs, 97% of students are ethnically Bumiputera (mainly Malays). As student environments become more homogenous, there is a growing need for the Ministry to create avenues for students from different school-types to interact.

Malaysia Education Blueprint 2013-2025 (2013)

Previously, studies have pointed out that efforts to improve inter-ethnic unity must be intensified in secondary schools because the majority of students will attend National Secondary School (Amir Hasan Dawi, Ikhsan Othman and Mohammad Sidik Ariffin, 2012). However, opportunities for inter-ethnic interaction in reality is not the case in most schools because not all schools have students from different ethnic composition. Thus, this study is a proactive plan to suggest methods of interaction for unity in the Malaysian secondary school. This is in line with current needs. In short inter-ethnic integration efforts must be intensified by introducing a model of interaction at the secondary school level. In developing a comprehensive module, the study will first identify inter-ethnic issues that occur when students are in secondary school.

Objectives of the study

Based on the above background, the objectives of the study are:

- To identify issues of ethnicity when students from different ethnic groups continue schooling to secondary school.
- To identify activities that can be done to improve inter-ethnic interaction at the secondary schools.
- To propose strategies to improve the interaction between different ethnic students in secondary schools.

Research questions

- What are the issues of ethnicity when students from different ethnic groups continue schooling to secondary school?
- What are the activities that can be done to improve inter-ethnic interaction at the secondary schools?
- How does the strategy to improve the interaction between different ethnic students in secondary schools?

For the purposes of this paper, the focus is on the themes in the module.

Conceptual framework

This study is a micro perspective. It is a step in the construction of activities for micro-ethnic interaction in secondary schools. The need now is to build a module that can be implemented in schools without a change in macro policy. Prior to this study, there has been no ethnic interaction module that specifically can be used in secondary schools in Malaysia. Hence, this study is an effort that gave new ideas in promoting inter-ethnic interaction for unity in secondary school.

In-depth study about the interaction between ethnic groups in national secondary schools was based on the perspective of symbolic interactionism (Mead, 1934). Social interaction begins from an individual attempts to analyse the words and actions of others against him and how he should respond to others (Blumer 1969). The micro perspective is to explain the fundamental phenomenon in society. The concept of micro sociological theory examines how a person behaves in a social setting (Stryker, 1990). Individual behaviour or actions will be interpreted and subjective behaviour will be clarified (Denzin, 1992). This perspective has two basic observations; firstly, to study the symbolic meaning or the implied meaning subjectively, and second, to see how the symbolic meaning used in human interaction. Humans do not react directly with the world around him but react to the meaning associated with it (Jenkins, 2008).

The interaction between ethnic groups at the micro level are influenced by socialization processes that have been experienced by an individual. There are three stages of the socialization process; namely the initial stage, the secondary stage, and resocialization. According to Bourdieu's habitus theory, one has the habits due to an early socialization process which is then modified by secondary socialization (Bourdieu 1998; Grenfell 2008, 2011). In the context of the interaction of primary school students in Malaysia, early socialization influenced the identity of the individual, especially when parents are empowered to determine the type of school to select at the primary level. Factors of ethnicity, culture and religion have become the determinant in choosing schools. Such early socialization has caused a rift between ethnic groups. As a result, there was the problem of interaction between ethnic groups in certain secondary school.

In terms of the theory of habitus, the interaction between ethnicity will continue to be an issue as ethnic habitus that has been embedded in the individual cannot be avoided. Bourdieu's theory can be applied to the situation prevailing in Malaysia's national secondary school when the relationship between different ethnic students said to be less satisfactory, which in turn extend into society when they complete their schooling. However, researchers believe socialization in the context of inter-ethnic interaction can be modified by performing secondary socialization and resocialization at the

secondary school level. Therefore, this study theoretically sees the resocialization process in the inter-ethnic interaction that will give birth to ideas and concepts that help the formation of the nation of Malaysian.

Overall, the study is based on understanding secondary socialization and resocialization which is fundamental to develop the interaction module. The goal is to help students to understand the importance of inter-ethnic interaction, to foster unity, to realize the negative implications of the conflict between ethnic groups as something serious and unacceptable, nurture and cultivate the love of each other, accept and respect diversity in society, to learn the skills to interact, and to stop the conflict caused by ethnic differences. The module has been constructed in accordance with the procedures as suggested by the experts (Dick, Carey & Carey 2002). The construction of the module begins by defining goals, detailing step-by-step what students should learn, analyse existing knowledge of students, write learning objectives, and develop instructional strategies systematically.

Methodology

This study was conducted through a case study approach. This case studies involving secondary school environments which have a different ethnic composition. Instruments are interviews protocol, observations, document analysis, module construction methods and checklists. Respondents were students, teachers and administrators in the schools. The findings were used to develop a module that contains the activities involving inter-ethnic interaction. The interaction module is developed for use in secondary schools.

Case study method used in obtaining in-depth data and resolve issues through involvement in the field. This method is suitable when use in extracting real situation, thus giving birth to the new reality and the truth about the phenomena studied. Previous studies showed case studies suitable and often used in the study of ethnic relations. The researchers have already used grounded methods including ethnography and case studies in a number of studies related to social interaction. Similarly, studies of ethnic interaction in schools in developed countries such as the United Kingdom, the United States and Australia show observation and in-depth interviews have become the main method to get the data, which in turn generate new ideas to solve problems. Among the studies of the interaction between ethnic groups in the school referred to include Gillborn (1995), Tileston (2004), Portes et al (2005), Caballero et al (2007), Hall & Hall (2008), Harris (2008), Hawley & Nieto (2010) and Howard (2010). In summary, the findings of case studies can give an idea to solve the problem or issue being studied.

For the purposes of this paper, the analysis is based on data from the interview. Interviews were conducted with students and teachers. Information from the students is mainly related to matters that affect the interaction between different ethnic groups when they are in school. Teachers and students were also asked about information regarding the existing of interaction programs, activities, strengths, weaknesses and recommendations. Interviews with students investigate directly the causes or issues that form the pattern of interaction. Interviews with teachers and administrators identified measures that have been taken and are to be carried out for the purpose of unity.

Results and discussion

The issue of interaction between students

To discuss the issue of inter-ethnic interaction, the analysis is based on case studies in a secondary school. The population of this school is 1,613 students from various ethnic groups. The breakdown of the population by ethnic group consisted of 662 (41%) of ethnic Malays, 472 (29%) of ethnic Chinese, 361 (22%) of ethnic Indians, and 118 (8%) of other ethnic groups. Data compiled and discussed are applicable only to groups of ethnic Malays, Chinese and Indians. In-depth interviews were conducted with 10 students of the Malay, 8 Chinese, and 8 Indians. These students are in the age range of 13 and 14 years old. They have been selected based on the type of primary schools before entering secondary schools. This finding was later revised and matched with findings from interviews with school teachers. Based on the data obtained, the causes that prevent the interaction between ethnic groups in secondary schools are listed below.

- There is the issue of national language proficiency among students that affect the interaction with other ethnic groups. This is clearly among students who come from Chinese schools.
- There are students found to be very weak in the national language. Even after six years in Chinese schools, they still cannot speak the national language.

- Students who are weak in the national language will be in the same ethnic groups who speak the same native language. They will ask a friend of the same ethnicity to determine the meaning of words in the national language they do not understand.
- Some consider the national language and English is difficult to understand because they use Chinese.
- For some students, they just meet students from other ethnic during recess. They do not have close friends from other ethnic groups.
- Students do not have friends from other ethnic because they do not get along and do not know what to talk about when they get together with other ethnic.
- Outside the school environment, which is in a residential area, the interaction between the different ethnic groups are rare.
- Students who are weak in the national language also cannot understand the students or teachers who speak fast, they like students or teachers who speak in slow tempo.
- Interaction, such a visit to a friend's house during the celebration of different ethnic festival is limited.
- Students have an interest in other cultures; such as weddings, dances, religion and so on.
- Students lack of knowledge about the comparison between cultures and religions. There was confusion about the culture, including their own ethnic culture.
- Among the causes of fights with other ethnic groups is due to using of dirty or bad words, action and name calling.

The need for knowledge about other ethnic

At this stage, observations and interviews were conducted at eight schools. A team of 32 interviewers carries out field work at the schools involved. The main objective is to identify the things that need to be known by the students in the understanding of other ethnic. Based on interviews, the information obtained from the respondents of students, teachers and school administrators have identified themes that need to be understood in improving interaction. The result of this focused activity provides insight into the understanding of the school community on the issue of ethnic interaction.

Analysis of the data shows school teachers believe that government policies and programs in schools are helping to foster unity. Education policies and plans as well as national policies are accepted as playing an important role in promoting inter-ethnic interaction. National education policy is the foundation of unity through education. At school, the Malay language has a role as the national language, the language of unity and the language of instruction. The use of the national language by all ethnic groups is to help the interaction between ethnic and thus can form a unity.

There are a variety of programs and activities conducted in schools to create inter-ethnic interaction. However, the implementation is not encouraging, especially due to lack of consistency. Some examples of the programs are such as camping, field trips, motivational courses, cultural celebrations, festive celebrations, and community services. Sports activities are a common way in shaping the interaction between students. The annual sports activities in schools considered to be mandatory in creating interaction and harmony among students.

The curriculum also has to do with solidarity. The application of moral values in teaching is an important aspect in the success of the curriculum for unity. It is related to the awareness and capability of teachers in implementing the curriculum for interaction and unity. Implementation of good values in the syllabus should be structured according to the value of the families, communities and society. It will help the students to respect each other and understand the different ethnic groups. Understanding ethnic differences will help the interaction between ethnicity.

The data also showed an unfavourable atmosphere for interactions at schools. The situation in which students rarely get along with other ethnic is not something unusual. There was a breakdown by ethnicity. The main factors that cause the lack of interaction are due to language and cultural differences, the feeling of belonging to own ethnic groups, lack of knowledge about other ethnic, not trusting friend from other ethnic, worry in case of misunderstanding, and interests are not the same. Many respondents said that the cause of the lack of interaction between ethnicity is related to attitudes. This is because if the students themselves refuse to change, programs and activities in schools will not bring any results.

Theme of the module

The analysis concluded that the main cause of the present problems is due to language and cultural misunderstandings. Language as an important tool to communicate has become an issue when students cannot be effective in their relation with other ethnic. The language issue is in line with the failure to understand about the culture of other ethnic groups. It has caused negative attitudes, including bias and prejudice. Three themes were proposed for the ethnic interaction module, namely, culture, language and community activities. The theme of culture is seen more comprehensive and covers most of the cause of disagreements between students of different ethnicities. Cultural themes include topics such as costumes, dancing, singing, cooking, taboos, daily activities, marriage, customs, games and religion. The theme of language covers the use of language in everyday interaction and the use of polite language. Meanwhile, the theme of community programs includes family, neighbourhood and social services.

Conclusion

The school has a very important role in the formation of unity in Malaysia. But there is the issue of inter-ethnic interaction caused by different types of schools. Malaysian compulsory primary education lasts for six years, from age seven to twelve years. This six-year period is an important time of a child's development, including in terms of inter-ethnic interaction. This is followed by secondary education for five years. The question is whether schools can provide spaces for interethnic interaction? It was obvious that inter-ethnic interaction is difficult or not possible in the circumstances there were no different ethnic groups in the respective environment. This situation is contrary to the principle of nation-building in which the partnership between the ethnic groups should be the focus.

It is undeniably a specific strategy needs to be done in order to improve the interaction between ethnic groups in the schools. Strategies to improve inter-ethnic interaction is urgent in Malaysia's multi-ethnic society. However, the situation in which different ethnic students received their early education in different educational settings has affected their abilities to interact with other ethnic at the later stages. The situation in Malaysia is unique when compared with other nation states of the world where the vernacular schools only exist in Malaysia. The vernacular school system raises the issue of the selection of schools by ethnicity. But the absence of inter-ethnic interaction spaces in schools has led to a debate about the need for a vernacular school in Malaysia education system.

The issue of inter-ethnic interaction in secondary school is very important in the context of preparing future generations of Malaysia. Interaction between ethnic groups would strengthen ethnic relations (Nelson, 2005). Normally the interaction between ethnic just be easier if they share the same cultural background (Hurtado, Carter & Sharp, 1995). The problem is the background of secondary school students who come from different types of primary schools, namely SK, SJKC and SJKT. Different schools had established strong ethnic identity. In line with the views of Hall & Hall (2005), students of the respective ethnic feel no need for them to know colleagues from other ethnic because they have a unique identity that is able to be shared with friends of the same ethnicity.

This paper has been analysing the issue of inter-ethnic interaction that occurs in school. Different types of primary schools by ethnicity has caused difficulties for the students to interact when they are in secondary school. Interviews have identified actions that need to be done in promoting inter-ethnic interaction in secondary school. It was found that students do not have knowledge about other ethnic groups. They need information. Based on the themes, the study suggests ethnic interaction module should be introduced in secondary schools. Module produced should contain the following elements:

- Providing opportunities for students to interact and foster understanding, appreciation rights of ethnic diversity, and practice living in harmony
- Contains a variety of activities that promote communication and interaction between ethnic
- Introducing a variety of cultures and customs of other ethnic
- Applying positive values, integration and patriotism

The implementation of inter-ethnic interaction module is an intervention strategy to solve the problem of inter-ethnic relations among students. As described in this paper, each student has been confirmed by habitus of their ethnicity since in primary school. Habitus by ethnicity was then brought to national secondary schools. This situation has affected relations with other ethnic groups. Thus the activities implemented through the proposed module can also be considered as a resocialization process. In conclusion, this module will be able to enhance interaction and fostering inter-ethnic harmony.

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Living, Narrating and Enhancing the Landscape Through the Ethics of Responsibility

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Abstract

This study aims to provide some answers to the following problems regarding the landscape: 1. What does enhancing the landscape mean? 2. Upon which theoretical and operative bases is it possible to intervene in the landscape in order to enhance it? 3. How is it possible to build in a way which promotes good living while respecting the landscape and its environmental equilibrium? I intend to discuss these issues from the perspective of some considerations regarding the narrative of the landscape. Man has always provided accounts about his environment and territory thereby forming a complex idea of the landscape over time. The narrative of the landscape constitutes a sort of collective memory making the landscape a "quasi persona" that interacts with man's different actions. The basic thesis of this study is to demonstrate that each intervention in the landscape – with the intention of its enhancement and good living – should be inspired by the ethics of responsibility and, thereby, be guided by the narrative of the landscape which conveys its specific and characteristic traits.

Keywords: Landscape; Living; Responsibility; Well-being; Narrative.

Introduction

In this study I will put forward some reflections regarding the landscape to outline some theoretical and practical features which I consider necessary in order to enhance and improve the quality of living. To this end, once the concepts of landscape, territory and environment have been clarified, I will move on to the narratives of the territory and the ethical perspective of the principle of responsibility as fundamental prerequisites to shed light on all forms of intervention in the landscape and the way of living.

On this basis I will outline the theoretical and ethical aspects which should animate the different types of intervention in the landscape. Such aspects, which have been identified and conceived to enable the application of the universal principle of responsibility in the single and specific concrete cases, will be indicated in the following: interpreting to understand the historical and typical cultural characteristics of a certain landscape starting from its narratives using our understanding of the landscape to realize ethical actions able to restore and reactivate the resources of the landscape which have been interrupted by short-sighted and irresponsible intrusions; restoring any of the landscape's cultural features of historical importance in order to contribute to the creation of a landscape that can offer the best living conditions, thereby creating psycho-physical well-being and healthy relationships; implementing initiatives which can materialise in constructions that protect the future generations from known or identifiable risks and dangers.

In the light of these traits I will try to promote the enhancement of the landscape not only from an aesthetic point of view but, more collectively, according to the ethical perspective of the good life, which can be defined as life with and for others in the context of an inhabitable landscape for us and for future generations.

Landscape, environment and territory

What is meant by landscape? What is do we call landscape? In order answer these questions, it is necessary to clarify its meaning in relation to what we mean by environment and territory. These terms, despite being referred to reciprocally, have their own specific meaning. By "territory" we refer to the extension of the earth's surface with its geographical and morphological characteristics. To learn about the territory we refer to the Geography of the area which indicates the morphology of places and their transformation brought about by man's intervention.

The term "environment" essentially has both a biological and a historical-cultural meaning. In its biological sense, the environment refers to the conditions of life present in a certain place for living beings such as the geological soil

conformation, the hydrography, climate, altitude above sea-level, precipitation, latitude and longitude. The latter meaning refers to the environment in the context of human presence and activities such as agriculture, live-stock farming, industry, urban centres with varying degrees of density and extension, cultural events, artistic records and traces of past and present populations. In both meanings the environment includes the territory, but the territory can do without the environment considered in both the biological and historical-cultural sense. Indeed, the environment moulds the territory.

The landscape, in turn, includes the territory and the environment to which can be added man's vision and considerations regarding the biological, historical and cultural environment of a certain territory.

The landscape is the work of man's transforming actions over time and the distinctive historical and cultural features of the populations that have shaped it are recognisable. The landscape is the result of long, and often, contradictory works of transformation of the territory and environment in response to necessity, needs, desires, goals and projects, alongside economic, religious, political, artistic, aesthetic, scientific and ideological expectations.

The landscape can be considered a text which lends itself to different forms of interpretation and as a result of interpretations that have materialised over time into many types of transformations which have often turned out to be disastrous for both man and the environment. Bad or mistaken interpretations of the landscape, generated by the logic of power and domination of the territory and the environment, and/or by market and profit-making forces, have produced environmental disasters which will also affect future generations.

In view of this situation, in this study it is of fundamental importance to highlight the importance of elaborating interpretations, unspoilt by the above-mentioned reasoning, which lead to the emergence of the characteristic features of a particular landscape. My objective is also to suggest interventions aimed at enhancing and improving man's living-inhabiting according to an ethical perspective. On this basis I believe it is necessary to adopt the ethics of responsibility as the principle guideline in interpreting and intervening in the landscape. In particular, I will take into consideration H. Jonas' principle of responsibility formulated in the following terms: intervene in a way that the consequences of our actions are compatible with the permanence of authentic human life on earth (Jonas 1980).

The landscape narratives

If the cultural, historical and aesthetic dimensions together with geographical and environmental factors are considered in isolation, they both reveal and hide important aspects of the landscape. It is therefore necessary to try to consider the territory and landscape's multiple and varied distinctive features as a whole and in relation to one another. The human practice of narrating best fulfils this need. Through this form of narrative, man has always described his environment and territory thus configuring his idea of the landscape over time. In the narrative numerous elements and dimensions of the landscape are linked thereby constituting a sort of collective memory made up of aspects relating to geology, biology, the actions and endeavours of different inhabitants who have contributed over time to the generation of an environment and a landscape. From these narratives the landscape emerges as a "quasi-persona" that interacts with people by forming a context for the facts, events, actions and protagonists of a story. As stated by E. Turri, in the imaginary landscape the dynamic stories of life occur in the places which act as a "theatre" and in this sense it forms an integral part of the collective memory (Turri 1998).

There are also narratives relating to geographical and geological aspects together with different types of measurable and quantifiable physical events such as rainfall, flooding, earthquakes and avalanches etc. These narratives constitute a historical memory of a scientific nature which, alongside the humanistic accounts, contribute to the creation of what we mean by landscape. From this perspective, landscape can not be given without memory and memory can not be given without a narrative. In actual fact, the narrative dynamically unites heterogeneous aspects and elements of varying periods of time, so, in this way the landscape acts as a "quasi persona", or as a sort of protagonist and actor in the story.

Two different kinds of landscape narrative

From the landscape narrative there emerge continuous interventions by man in the territory and environment. Man has contributed to creating his environment together with other physical and biological agents. The landscape narrative, therefore, also conveys the different kinds of wounds that have been afflicted upon the territory and environment over time. In relation to the two notions of landscape outlined above we can identify two sorts of narrative and memories which each responsible intervention in the landscape ought to take into consideration. Firstly, consideration of the landscape from a geo-morphological perspective. Such narrative emerging from this perspective is mainly founded on empirical data which

is often illustrated on geographical maps regarding the territorial lay of the land, the type of vegetation, the presence of waterways, ancient and recent urban settlements. Empirical data is also present on geological maps and graphs showing climate variations and precipitation throughout the year etc. The narrative also communicates man's interventions, above all, those which have had a negative impact on the territory and the environment. In this type of narrative, the human settlements form the transitional feature connecting it with the other kind of narrative based on the consideration of the landscape according to a historical, cultural and therefore aesthetical perspective. This narrative encompasses human activities which have appeared, developed and disappeared over time; places inhabited by or "marked" by the actions of prominent figures; historical events and works of art with their symbolic significance etc.

Often political reasoning and the logic of profit do not take into consideration any form of narrative resulting in the construction of urban areas which may be vulnerable to natural disasters such as flooding, hydro-geological instability, landslides and avalanches etc. Furthermore, in many cases these elements of risk for living are accompanied by constructions and urban planning which also ignore the historical, cultural and artistic aspects represented in the narrative. When this happens a landscape of "non-places" is produced, in other words, a landscape comprising spaces which annihilate from the outset any possible form of activity in which man interacts with his peers, with the environment and the territory thereby leading to a devaluation of the landscape and a worsening of the quality of life.

Responsible interventions and good living

Each intervention on the landscape must emerge from the different types of narrative and from a semi-narrative providing the possibility to position the different narratives in relation to and in communication with one another. As mentioned above, these narratives provide us with objective, physical, measurable and quantifiable elements. Besides, they also give us cultural and aesthetical aspects. We believe that any intervention should be enlightened by responsibility in consideration of these narratives since they embody the integral and fundamental elements of a certain landscape expressed by man. Through them it is possible to understand what can be done to improve the landscape and the quality of life for future generations. Therefore, this does not mean that each type of intervention need be rejected from the outset seeing it as a danger to the conservation of the landscape. Indeed, the landscape is not best conserved by eliminating all forms of intervention or construction. It involves modifying the landscape by attempting to exploit its hidden or partly-known potential in order to enhance the characteristic features emerging from its narrative.

Responsible and far-sighted interventions are those which know how to use and make the most of these characteristic features. Such interventions are therefore undertaken responsibly with regard to the past, the present and the future. Responsibility with regard to the past involves the awareness that the intervention should consider what the territory and the environment have presented on an objective and quantitative level for centuries including the geological conformation of land and subsoil, the hydrography and climate etc., but also the settlements and the cultural works and activities. Responsibility with regard to the present means that the intervention is undertaken following a close examination of the new and current needs of a cultural, environmental, economic and commercial nature which can not be accepted and translated into interventions in the light of what the old and new landscape narratives communicate and transmit. Responsibility with regard to future generations involves not promoting interventions which may compromise the characteristic traits of a certain landscape, but rather, exploiting and enhancing its potential to promote and improve the quality of life. Such dimensions of responsibility are linked to the recognition of the memories transmitted by the different kinds of narrative.

Living and enhancing the landscape

The landscape is enhanced if accompanied by responsible transformations for future generations. From this viewpoint responsible enhancement involves improving the quality of living in close relation to the quality of the environment. But what do we mean by "enhancement of the landscape"? There is no unequivocal answer, if anything, it is provided by a set of different enhancements.

The aesthetic enhancement of the landscape, beyond its romantic and idealistic acceptance, originates from the enhancement of the environment and living. Enhancing the environment means adopting codes of behaviour together with respectful and pondered techniques regarding the management of resources, the transformation of raw materials, the production and transportation of goods, waste disposal and biodiversity. The enhancement of living means urbanisation and construction in a way which guarantees the safety of the inhabitants in the case of catastrophic events caused by atmospheric phenomena or events relating to the geo-morphology of the land and sub-soil. In addition, it means building in

order to create places which promote human interaction and numerous possibilities to interact with the environment through activities like gardening, cultivation, walking for pleasure and sports. It also implies a diet composed of certified organic food etc. The overall enhancement of the landscape thus requires the enhancement of a whole series of components of the territory, the environment, the history and the culture. In light of this overall enhancement, whereby the different enhancements are brought together and interact with one another, living becomes an integral and fundamental part of the landscape making it a place where "dense human interaction" takes place on various levels including human relationships, the relationship between man and the different elements of the territory and environment, and man's relations with the various forms of cultural expression. All these relations become an integral part of the landscape narrative and its memory (Tarpino 2008).

Concluding considerations

The landscape narrative constitutes its memory rendering what is absent to be present thus providing the technical and conceptual elements and coordinates for construction focused on reactivating the environmental and cultural potential which past interventions ignored. In order not to be undertaken randomly or simply financially motivated, each intervention in the landscape can not be implemented without referring to its narratives. The landscape narrative, with its temporal story made up of numerous material and intangible elements, makes it possible to build while focusing on the enhancement of the landscape and good living. One narrative encompassing all the narratives does not exist, but numerous landscape narratives do exist. It is up to the intuition, sensitivity, taste, competence and responsibility of whoever elaborates and plans the intervention to build this "semi-narrative", made up of many narratives which can be drawn upon to construct in a responsible way.

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Study on Measuring of Real Estate Speculative Bubble: Evidence from Turkey

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Abstract

The investor's expectation of future price increases on real estate is causing to further rise of prices. In the 1990s, Turkey's real estate price / rental income ratio was around 10, now is between 17-20 years. On the other hand, as a result of insufficient innovation and incentive application of industry, some companies have left their core activity and moved to the construction industry. Studies using time series analysis with Turkey's data show that GDP growth and interest rates have a great impact on investment decisions of construction companies. Using Turkstat, Bloomberg and Eurostat data, the empirical part of this study present the relationship between interest rate and GDP growth and construction investments. The analysis will continue with cross-city-time-series analysis for a sample of 4 well-developed cities of turkey, in terms of construction investments. Finally, measuring the price-to-earnings ratio, the home price-to-rent ratio, the gross rental yield and the house ownership ratio will be compared to those of the metropolitan cities in Europe, whether there is a real estate bubble in Turkey or not.

Keywords: Construction industry, economic growth, recession, home price-rent ratio, real estate bubble.

Introduction

Property bubble refers to an increase in the price of a house that is not associated with such factors as wages, employment, construction costs, land value and interest rates. Real estate bubble can be described as differentiating from basic value by rising prices rapidly, at least for five years, as assets are measured frequently in modern economies. The holders of assets are positively affected by the increase of prices and an increase in their fortunes occurs. If the wealth is achieved by investing in national savings, the increase in wealth will be healthy. It is generally accepted that most of the past economic crises are triggered by housing bubbles. In this respect, it is important to identify housing bubbles. In the literature, asset bubbles are defined as a sudden rise, which in summary is separated from the expected market prices. The sudden drop in prices after the sudden upsets is eventual bankruptcy and the economy tends to contract. However, there is no consensus on the preliminary design of housing bubbles in the literature. Some advocate that bubbles can be identified in advance, while others suggest that measures can be taken before they become more dangerous, others advocate that bubbles can not be detected, and recommend that measures should be taken to reduce the effects once they explode. However, some indicators and econometric models can be used to determine whether there is a housing bubble.

When housing bubbles burst, the balances in the general economy deteriorate through transmission mechanisms. According to Case and Shillere (2003), the housing bubble increases due to investors' expectations and speculative attacks, rather than the economic fundamentals of housing prices. Allen and Gale (1999) state that housing bubbles occurs generally in 3-stages. In the first stage, credit facilities increase after deregulation. In the second phase, prices decrease rapidly after a while. In the third stage, bankruptcies stemming from credit system are experienced. (Baker, 2007)

The leading figures of the explanatory indicators are price-income and price-rent ratio. The excessive increase of these ratios may be a signal of bubble. Other signals are the most concrete indicators of the unexpected increase in construction and vacancy rates, excessive decrease in interest rates, disproportionate increase in housing loans, and unrealistic expectations of investors. One or more of these indicators have been experienced in Japan, USA, Spain and Ireland. Econometric methods examine the relationship between housing supply and demand variables. If, for example, the price change of the established model is not high in explanatory power, it may indicate a bubble. In a method used by Hui and

Yue (2006) and Jiang et al. (2011), they estimate prices by supply and demand variables, and express the difference between real and estimated prices as estimated housing price bubbles.

Major global housing bubble around the world

The Bank of Japan dropped interest rates in 1987 to 2.5 percent from 5 percent. Japanese banks, which preferably lend more to businesses, began to lend money to financial investors at the time due to the importance of stock markets and global investment opportunity. The government or banks did not have a measure against the case of non-repayment of credits or real estate values. When the bubble burst in late 1990s, economic growth stopped and businesses failure became more widespread.

Spain's housing bubble began in 2005 when social media and economists called on the Spaniards to buy assets. Local governments have earned millions by reclassifying land as rural to urban. Politicians and real estate developers have become millionaires of corruption, the real estate continued to grow bubble. However, while home prices continued to rise, salaries did not. As the risk of the Spanish banks increased, the central bank was not able to recover the situation.

At the beginning of the 1980s, there was a need for institutional arrangements aimed at helping citizens benefit from the modernization of the *Australian economy*. Towards the year 2000, low interest rates encouraged greater use of credit channels as a result of increased income. The creation of a private borrowing channel for housing purchases led to prices reaching unsustainable levels. Australia has the world's second highest rate of mortgage debt to GDP at 99%. Before 2009, there were times when the Australian home price index increased more than 10% in a year. There was a call for a bubble explosion of goods and an increase in regulation to prevent the housing crisis

The USA entered a period of great prosperity when it began to move from the wartime economy of the First World War to the economy of the peace period. When the entry of new technologies combined with the increasing entrepreneurial spirit, there is a strong link between the economy and the stock market. But in 1929 America's Great Depression era began in the 1920s. (www.brainyquote.com). In the recession period of 2001, housing prices continued to trend upward and showed a tendency to change, while other elements of the economy, such as the stock market and other interest-bearing investment activities, were stagnating.

There are basically two reason to buy the real estate: Buying for the own usage and for the investment motive. Subjective motives plays role in purchasing the house to live in. However, if they are going to sell it in the future, it is aimed to gain from the price differences of buying and selling price.

The value of the property purchased for investment purposes must be carefully examined. The securities valuation methods with small modification in the financial literature can be applied to the real estate valuation. Three valuation principles can be summarized as cost based, income based and market-based approaches. The owner's production expenditures to build the real estate including land price or the replacement cost is a basis for selling price. But often the value attributed to the asset by the cost does not fit very well for the purchasing the real estate. The cost of the seller production or acquisition is often not a good measure, but the final price is determined by the supply and demand in the market.

The second principle is the income approach, cash flow generated real estate in form of rental income. Accordingly, the value of an apartment, shopping center or any real estate is determined by the cash flows (rental incomes) generated in the future." It is also necessary to discount the cash flow in order to calculate the pay back period of and net present value of the initial investment. This method is mainly based on the present value of cash flows that will be generated in the future. In the first step, future income is predicted. In the second step, cash flows are discounted and transferred to the present value finally the difference between discounted cash flows and initial investment gives the net present value of the investment.

The main reason for the discounting the cash flows is that we assume that, money to be received or paid in the future has less value, today, than an equal amount actually received or paid today. The discount rate should also reflect the risks of the investment made. So the fundamental principle here is to adjust the discount rate according to the risk level of real estate and economic condition, the the higher investment risk a higher discount rate should be used.

The last approach is the market-value principle: "The idea behind this principle based on the question; what will be the market price of this real asset when it is sold." The role of real estate appraisers is great for this evaluation. Because they make a systematic appraisal, but they know that the price of other similar real estate for sale in the market should also not

be ignored. Similar apartments close to the value of the real estate to be considered the price by making a near-sale comparison.

Since real estate is also a cash-producing asset, other projects can be evaluated on the same principle. However, the calculations of the discounted cash flow is not easy enough to be done from the head. That is why a more practical indicator of the real estate market is being used: cash yield. This indicator is based on the question of how many years will it take that the real estate will pay the initial investment (purchase price) through annual net rental income. For example, if the annual rental income of the real estate is \$10,000 and the selling price is 180.000 TL, it will pay back in 18 years.

In Turkey, commercial real estate are traded on average at prices equivalent to 15-20 pay back period and homes for 20-25 years. These numbers are lower than developed countries. It is therefore more attractive to invest in emerging country real estate in global comparisons. Of course, these payback periods can vary according to the territory and the neighborhood. The payback period plays a role rather than the price differences. There are various reasons for price differences. However an extremely high payback period may be signal of a bubble in the near future.

Literature Review

During the 2000s, bubbles of house prices were created in many countries. In an article named Hot Air's published in The Economist May 2003, six countries where houses are overvalued were America, England, Australia, Ireland, the Netherlands and Spain. Later, a lot of bubbles in housing prices confirmed this prediction in bubbles exploding in cities.

Himmelberg et al (2005) compared the level of housing prices with the local rental income by measuring the annual cost of single-family housing for the last 25 years of 46 metropolitan areas in the United States. Baker (2007) Using six metropolitan housing market data in three countries, he measured and compared the bubbles in housing prices. Using an asset pricing model, he identifies bubble periods retrospectively, and also evaluated the ability of various methods to identify bubbles repeatedly in the presence of bubbles. Given the complexity of the asset, the pricing approach he decided that a simple price-to-rent ratio measurement is a reliable method.

Valadez (2010) examined the relationship between home prices and US GDP before, during and after the period 2007, known as the global financial collapse. The housing price index and US GDP tested the degree of significance by analyzing the last five years' data, simultaneously and periodically, with regression analysis. The results indicated that there is a relationship between the two variables, a change in the housing price index of three months, which could lead to a three-month change in real GDP.

Thibodeau (2011), first explains the bubbles of house prices, then uses bubble indices for selected cities in the US for the period of 2000-2010, revealing bubbles in housing prices. The article then investigated some of the literature that tried to identify the bubbles, and then finally investigated the underlying reasons for this house price fluctuations.

As a result of the researches carried out to determine the contribution of the construction sector to emerging economies, have concluded in parallel with studies on industrialized countries that examine the relation between the same variables. The empirical studies examining Turkey's housing market are summarized briefly below. Aydın and others (2007), Hepşen and Kalfa (2009), Kaya et al (2013), Kargı (2013) and Özçelebi (2014), Bolkol (2015), Erol and Unal and Berk and Biçen (2017) examined the relationship between macroeconomic variables and the housing market. These studies investigated the effects of the construction sector on the economy in Turkey and emphasized the contribution in the short term. The majority of the studies found a relationship between the variables, while some studies emphasized that there is a strong relationship and other studies found moderate and weak relationship. Binay and Salman (2008) compared the price-income and price-rent ratios of Turkey with other countries using basically Ankara's data and their findings indicated that the housing bubble was not existed for period of 2000-2005 in Turkey. Coskun (2010) argues that the probability of a financial crisis arising from the housing sector is low because mortgage lending to GDP ratio in Turkey is lower than developed countries. Büyükduman (2012) determined a new housing price index for Istanbul and found that the sales price and rental income are in the vicinity of the long-term average. According to the results of the error correction model, found that only rental income and real interest rates were meaningful in the examined period of 2003-2012 in Turkey, defended that there was no housing bubble. In his empirical and detailed master thesis Karasu (2015) analyzed the recent trend of the housing sector in Turkey. Karasu has stated that the construction industry in Turkey is very active and the prices are going to increase in the near future due to the fact that the construction has increased rapidly and the prices have increased

afterwards and that the sales of houses, the rapid increase in the lending and the increase in prices are not sustainable in the long run.

Methodology and data of the study

Price bubbles are frequent occurrences in property markets. Bubble refers to the fact that an asset has a significant and always incorrect price. A real estate can not be proved to be extremely high in prices unless bubble bursts, but repetitive patterns of real estate excess prices can be observed in the historical dataset. The main indicators for the existence of a bubble are the deterioration of the real economy, as a result of overcrowding mortgage credit and construction activity, where trends of asset prices are different from income or rent. In this study, it is examined whether there is a long-run relationship between housing prices, current price index, exchange rates and industrial production index variables of Turkey. Monthly data over the period 2010:02 and 2015:12 collected from TUIK, TCMB and Bloomberg and E-views 9 software was used for model analysis. In addition to the Johansen Cointegration test, the Granger causality test is used to define the direction between variables. We used Augmented Dickey Fuller and Phillips Perron Unit root tests for series with the individual intercept and without intercept. Lag length selection based on Schwarz Info Criterion with a max lag of 11. The study was continued with the co-integration test to determine the most stable linear combination of the considered time series. Johansen's Co-integration Test (1988) has been used for the exploration of stable long term relationships between variables. Unit root tests results as first step for this test shows us that all our variables are stationary at the first difference. Then we determine lag interval as 1 with VAR model. (appendix 1). We used the Granger causality test for analyzing the direction of causation between variables. Ho hypothesis; a->b (a is not Granger cause of b) The null hypothesis of no causality is rejected if the F statistics exceed critical values 2.8 at 5% significance level.

Granger Causality test results shows us that exchange rates and industry production index causes housing unit prices; housing unit prices and current prices index causes exchange rates and exchange rates causes current prices index. We can summarize that there is bidirectional relationship between current prices index and exchange rates variables and between exchange rates and housing unit prices variables.

The real estate bubble exist currently in some region of Turkey particularly in the main centers of interest like Maltepe, Kadıköy, Sarıyer, and, Zeytinburnu, where urban transformation has continued in Istanbul. Rent and house price increases are not sustainable in these regions, real estate appraisal experts also approve of this development. In fact, the interest rates are fairly low compared to the earlier years, but the real estate prices are very high, We believe that the low interest rate in Turkey will end in the near future, since the CBRT will adjust the interest rate to the new risk profile of Turkey with global pressures.

This study measured the degrees of real estate bubble in four big cities of Turkey by index analysis for the period of 2001 to 2016. Briefly, we do not expect a real estate bubble burst in big cities of Turkey, however these exorbitant prices are not sustainable in some places.

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Strategic Management Key to Success for Kosovo Companies - Expansion in International European Market

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Abstract

A recent signed Stabilisation and Association Agreement (SAA), an platform that promotes harmonious economic relations and gradually development of a free trading areas between EU and Kosovo¹, encouraged many companies from this country to start thinking big for international business expansion in Europe. Access in Europe via free trade, is a mine of gold opportunity since it allows reaching a large number of customers in a vast and broad market. Getting and even more competing with European and other international companies for a slight market share, obviously it is a hard "piece of cake". Path to be paved attaining business objectives could be more easily headed applying an appropriate management strategy. Strategic thinking, strategic planning, strategic marketing, and international managerial strategy are pillars that could support and craft any company have a proper approach and successive performance into European market environment.

Keywords: Strategic management, SAA, Free Trade, European market, Market expansion.

Introduction

From early stages of open international markets, collision between businesses that seek entering into new markets and those that attempt to protect current marketplace and market-shares are ongoing and endless. The impact of global competition is being felt in every industry. Firms and countries long used to dominate in their respective international markets must reckon with aggressive and innovative competitors from all concerns of the globe (Inkpen & Ramanswamy, 2006). Economical open policies in region of Western Balkans in particular the European Union policy for Stabilization and Association Agreement (SAA)², is seen as an opportunity enabling and at the same time encouraging many companies from Kosovo to take a big leap by joining European free-trade market. "This agreement is a milestone for the EU-Kosovo relationship. It will help Kosovo make much needed reforms and will create trade and investment opportunities. It will put Kosovo on the path of a sustainable economic growth" (Hahn, 2015). Given that majority of businesses for long time were accommodated to circumstances and conditions of almost closed market within boundaries of native country, to be mentioned some exceptions of CEFTA agreement bonded amongst South Eastern European countries, nowadays it's obvious that boundless and large European free market requires almost totally different operation commitments. Hence, path to accessing big free European market encompasses besides strict standardized rules and regulations, it also requires an "unwritten law" which companies itself are aware in order to succeed – change of current operation strategies. Clue conquering obstacles, prevailing upon and progressing continuously towards settling into new big and boundless European market for Kosovo businesses as

1 Council of the European Union: STABILISATION AND ASSOCIATION AGREEMENT BETWEEN THE EUROPEAN UNION AND THE EUROPEAN ATOMIC ENERGY COMMUNITY, OF THE ONE PART, AND KOSOVO*, OF THE OTHER PART -Article 1, page 10.

2 Council of the European Union: STABILISATION AND ASSOCIATION AGREEMENT BETWEEN THE EUROPEAN UNION AND THE EUROPEAN ATOMIC ENERGY COMMUNITY, OF THE ONE PART, AND KOSOVO*, OF THE OTHER PART

novice market players, is modification of current strategic management way of operations into much more contemporary and advances strategic managerial approaches. EU market could be seen as a gate of many opportunities for business expansion, indeed, but entrance and expansion intending a sustainable operation abroad are achieved with selected an appropriate strategy even though it's so obvious that headway has numbers of significant hindrances to overcome. Importance of strategic management in businesses is proven to be an important contribution factor and a necessary tool making a stream of movements from vagueness and ambiguity situations toward bright and sustainable successive operational business. "The goal of the strategy is to beat competition, but before you test yourself against the competition; strategy takes shape in the determination to create value for the customer" (Ohmae at Abraham, 5, 2012).

Research paper through expression of original description derived from qualitative methods supported by abundant literature and quantitative data making it a highly valuable paper, has a purpose to present the best ideas making companies understand and utilize strategies available for new market expansion. Surely, paper will also be a useful guide and can be used as a prime for many businesses that aspire to enter into the EU and other major markets worldwide. While by offering many examples and providing practical examples, doubtlessly this research paper can be beneficiary for Kosovo businesses to prosper in EU and other international cross cultural markets.

Strategic Thinking

Access to EU market for many businesses of Kosovo may seem a new venture and an ongoing challenge, so doom of participating in such vast trading environment must probably require an up-to-date strategy application as a compulsory modification from local traditional or better saying in many occasions conservative business strategies to ones suitable at new market environment. Any initiation for strategy modification, improvement or even change it is firmly rooted in strategic thinking as basement for solid business operation. According to DiVanna who believes that strategy development is shifting from a function traditionally restricted to an elite group within a company to a process in which strategic thinking must now aggregate across an organization's many level into cohesive set of strategic initiatives that are driven by sensing changes in the business environment. To make this transition successful, corporations must integrate the act of strategy development into the fabric of their business processes making them able to sense changes in the business climate and initiate tactical adjustments based on preconceived scenarios (DiVanna& Austin, 2004).

Strategic thinking is the mind-set, frame of reference or paradigm that takes an initial focus on mega results (that is, positive societal impact) and defines the future we want to help create for the future. Using it allows for the continuous adjustment and adaptation to the changing realities, thus creates the future instead of simply reacting to it (Kaufman, Browne, Watkins & Leigh, 16, 2003). Strategy as its heart is about positioning for the future competitive advantage. That is its

essence. Any strategic thinking must reflect this essence. It is the purpose that drives strategy. Nonetheless, purpose of the strategic thinking as a part of overall strategy is gaining and sustaining a competitive advantage. Devising a sound a strategy is impossible without strategic thinking. Coming up with different, plausible strategic alternatives is both creative and conceptual, but must also be grounded in a broad knowledge of the relevant industries, competitors, markets, technologies and other trends. Strategic thinking should not be done just when a firm engages in strategic planning, but rather all time. It requires a deep understanding of how markets and competitors are changing and of where opportunities may lie in order to determine a better strategic alternative exist and what it is (Abraham, 2012).

While Sloan expresses that, once we have an understanding of what strategic thinking is, we can proceed with endless options for development. The purpose of strategic thinking is to suspend problem solving and in a rigorous process of examination, exploration and challenge of the underlying premise of the strategy; and to generate new options as means to create a winning innovative and sustainable strategy (Sloan, 2014).

Another wise and useful thought depicting strategic thinking based on her personal experience, Ann Herrmann-Nehdi a CEO of Herrmann International, states that: strategic thinking is a *mindset* that allows to:

- 1) Anticipate future events and issues,
- 2) Create alternative scenarios,

- 3) Understand your options,
- 4) Decide on your objectives,
- 5) Determine the direction to achieve those objectives on a winning basis.

Moreover, she also added that once you have accomplished the latter, a plan may be developed. Without a strategic thinking approach as the foundation, so-called strategic plans end up frequently becoming operational practical plans in disguise (Herrmann-Nehdi).

Strategic Planning

Obviously, a great deal of strategic thinking must go into developing a strategic plan and, once developed, a great deal of strategic management is required to bring its aims to fruition. But, as several authors have pointed out, the objective is indeed to think and manage strategically, not to blindly engage in strategic planning for the sake of strategic planning (Nickols, 2016). This could be an essential advice for Kosovo companies avoiding to create a mere blueprint but making a

firm strategic plan with clear goals for future realistic achievements, instead. About the significance of strategic planning Simerson (2011) counsels that it requires consideration of external and internal factors: evaluate what and where business or company currently stands and where it hopes becoming; considering alternate futures, various intents and goals, recognize resource limitations, uncertainties and therefore formulate contingencies; prioritize options for whatever future actions needed to be taken likely to yield the most optimal results and outcomes consistent with the organization's mission and vision.

A consistent and well prepared strategic planning for businesses must have five major components that provide neat and precise answers such are:

1. Analysis: Where we are now? What are our internal strengths and weaknesses and external opportunities and threats?
2. Formulation: What are our mission and vision? What is our sweet spot? What are our strategic intents and goals? Means of strategy to accomplish the goals?
3. Action Planning: How could strategic goals be translated into specific and concrete tactics? What kinds of obstacles are most likely to be faced and how to resolve unexpected occurrences?
4. Execution: What steps could be taken to ensure subsequent execution throughout the entire organization?
5. Continues Improvement: What can company do to constantly and continuously improve strategic planning processes thru ongoing operations? (Simerson, 10, 2011).

Substantially, strategic planning is backbone support to strategic management. It is not, of course, the entirety of strategic management but is as a major process in the conduct of strategic management. Strategic planning is part of the total planning process that includes management and operational planning precisely it consist of developing concepts ideas, and plans for achieving business successfully and for meeting and beating competition (Steiner, 1979).

Strategic Marketing

The primary role of strategic marketing is to identify and create value for the business through strongly differentiated positioning. The businesses achieve this by influencing the strategy and culture of the organization in order to ensure that both have a strong consumer focus. Moreover, strategic marketing is about choices that consumer-focused organizations make on where and how to compete and with what assets. It is also about developing a specific competitive position

using tools from the marketing armory including brands, innovation, customer relationships and services, alliances, channels and communications, and a very well defined price strategy, as well. The concept of strategic management draws heavily on the theory and practice of strategic management not just of marketing. This is an important distinction since strategic marketing is a much a part of directing how the organization competes as it is a part of marketing itself. In other words, strategic marketing is the "glue" that connects many aspects of the businesses towards major company goal achievements (Ranchhod & Marandi, 2005).

According to Sahaf, strategic marketing sought to address two main issues like which market to enter and how to compete in those markets which fall within the scope of a strategic dimension of an organization or business. Bearing in mind that strategic marketing is very vast and immense field to talk about, due to the connection of issues we based our focus on marketing orientation as a strategic perspectives that suits the best for businesses of Kosovo aiming to enter into EU and wide markets, though. Basically, our statement is further proven that perspective of market orientation asserts that marketing must be concerned with making available what consumers want rather than with trying to persuade people to buy what the firms finds it convenient, congenial or just profitable to make. Thus, market oriented businesses are characterized by a consistent focus by employees in all departments and all levels on consumers' needs and competitive circumstances in market environment (Sahaf, 2013). Prerequisites for a successful and strong market orientation suggestion are portrayed in a figure given beneath by Narvar and Slate (Narvar & Slate at Sahaf, 2013).



Figure 1. A model of Market Orientation

Sources: "Strategic Marketing: Making Decisions for Strategic Advantage"

International Strategic Management

For decades businesses have realized that emerging markets have become increasingly important for international companies not only as a source of inexpensive labor, but also as a source market

growth. At the present time, moreover, we witness that an increasing number of companies founded in emerging countries are accelerating their efforts to integrate into global economy (Hoskisson at Tallman, 2007). International strategic management is seen in the environment driven strategies of successful businesses competing in a diverse market. Due to ongoing dramatically changing global market environment, businesses should take into account some characteristics that inescapable could be encountered on way. As for instance to be mentioned few: A) Strategic management is a necessary process of gaining competitive advantage, requiring the active participation of all functions areas. B) The environmental, ethical, product quality, and integrity aspects of business practice are critical concern requiring active support, commitment and involvement of top management. C) Development of international strategies in some occasions could be complex process because of the existence of trade blocks such are EU, ASEAN, and NAFTA. D) Strategies increasingly involve inter-organizational teams and strategic alliances on global scale, redirecting the company focus on customer and global competition (Alkhafaji, 2003).

Developing the right business strategy, according to Aaker & McLoughlin (2010), is a basic goal, but it is not the end of the story. With a proper business strategy in hand, the task is to continuously challenge the strategy in order to make sure that it remains relevant to the changing marketplace and responsive to emerging opportunities. Meanwhile, it has to ensure that organization develops and retain necessary skills and competencies to make strategy succeed. Accessing new markets, especially those with strict requirements and policies, the most secured path with less strategic concerns, international strategic alliance is perceived as a vivid outlook for international expansion and sustainable presence for businesses wide. Having known the experience and capacity of Kosovo companies in the international markets, the best and most appropriate strategy chosen would surely be strategy alliance with companies of the same

field of operation from Europe. Strategic alliances are seen as proper mechanism hedging risks, thus, according to Contractor and Lorange (at Buckley, 1998), they identified ways of reducing risks, thru: enabling product diversification, enabling faster market entry and quicker establishment of presence in the market, lowering cost of total investments of particular project or the assets of risk by combining expertise and slack facilities. Meanwhile, international strategic alliances could reduce the cost by using the comparative advantage of each partner. Where, for instance, partners belong to different locations or countries, production can be transferred to the lower cost location or country, hence, this strategy creates greater comparative advantage, certainly. Cost

lowering, in addition, is an incentive for companies to focus on economies of scale even if demand for some products in a particular country may be limited (Mariti and Smiley, at Buckley, 1998). Strategic alliance designated as a part of international managerial strategy, doubtlessly accelerates way in and presence in market of ally partner that consequently provides businesses a golden opportunity achieving long term goals by making their market expansion with products or services being traded internationally that in essence is a real goal of the best part of companies from Kosovo.

Conclusion

Majority of companies while preparing their business plans, point out some distinguished points among other objectives. Undisputable gaining a certain market share, creating an operational stability and make business expansion are goals the mostly could be read in business plans. The same could be encountered at many companies in the world including companies from Kosovo. Ever since Stabilization and Association Agreement (SAA) was signed between EU and Kosovo, many of companies started modifying and even more creating a new expansion strategy entering in a new gate of large market such are EU. As a result, some of them could struggle and face hard time to get the proper strategies due to the long term operation in a almost closed market, apart from some regional deals some of the companies could have made in past. Applying the right and most suitable strategy for entering in a free large market, barely a few companies could make in no time, hence, the clue could be by embedding a strategy that starts thinking out of the box or with strategic thinking, adding strategic planning, an proper strategic marketing that is mostly needed for new market entrance, and above all international managerial strategy that in sum encompass an appropriate business managerial strategy that stands for expansion and a successive business operation worldwide.

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Assessing ICT Role to Economic Convergence of Albania and Western Balkans to European Union

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Abstract

The Western Balkans countries are still considered economies in transition. Coming from centralized systems with low level of GDP per capita the region can accelerate substantially the growth pace as lectured in neoclassical growth theory. The region is considered attractive for foreign investments due to a series of advantages such as the political EU agenda and vicinity to EU markets, low labour costs combined with relatively well educated people. The growth models recognize the importance of technology factor to sustain the productivity, competitiveness and economic growth. Promoting innovative businesses and introducing information and communication technologies (ICTs) will enhance the potentials for economic convergence towards developed economies such as EU. The aim of this paper is to bring in focus the impact of ICT on productivity in the Western Balkans (WB) as well as to the structural convergence within the region. One of the contributors for introduction of new technologies and use of ICT remains the foreign direct investments. The paper will assess the role of FDIs in modelling aggregate production reflected through the exports variety and in particular ICT and high technology goods exports. The methodology of the paper makes use of time series data for a set of indicators for each of the Western Balkans countries: Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro and Serbia. The main conclusion is that the Western Balkans and Albania have shown a slight trend of convergence of productivity among them and to EU by still is not following the same pace as the convergence of GDP per capita. The impact of ICT development in Albania at firm level but also at economic growth is lower than in other Western Balkans countries. The penetration of FDIs in Albania has generated limited contribution to the introduction of new technologies and sophistication of business models. Additionally, it is necessary to address some incentives to promote ICT businesses and professional skills in order to enable the innovation and competitiveness of Albanian economy.

JEL classification: F15, F43, O16, O47.

Keywords: Economic convergence, economic growth, technology, innovation, foreign direct investments, economic integration.

1. Introduction

The Western Balkans (WB) countries¹, Albania, Bosnia and Herzegovina, Macedonia, Montenegro and Serbia, are moderately recovering from the hit of the global economic crisis with an average economic growth rate, estimated for 2015 in the last World Bank report at average 2.1%, still far from the pre-crisis rates. The decline of growth rate has increased the convergence gap between the region and the European Union (EU) where the countries are aspiring to be members. GDP per capita in PPP of the region is almost the half of the EU countries. Although the countries have tried to converge at some degree among them and with EU, the pace of convergence is decreasing and there is need for other stimulus in the economies of the region to boost growth (Meksi, Xhaja, 2015). The region has seen considerable FDIs' inflows for the

¹ Data for Kosovo were missing for some of the variables, thus Kosovo is excluded from the analyses.

early 2000s, but the flow has not been steady in the recent years due to the crises in the countries of origins. The region counts a number of advantages in geographical, political and economical terms but still needs to find ways to stimulate growth through attraction of productive investments making best use of its comparative advantages. An important element is the promotion of innovation and technology to the economy.

The aim of this paper is to look into the role of ICT on productivity of WB economies as one of the key elements that may encourage convergence toward EU. Herein, it will be analyzed if introduction of ICT in the economy through two indicators, ICT imports and ICT exports, has contributed to productivity growth. In particular, it will be seen if there is any impact by FDIs on the attraction of new technologies and development of ICT sector. The variables engaged in this paper are GDP per person employed, FDI inflow as percentage of GDP, ICT goods imports and exports. The timeframe in study is 2006 – 2014 where the data are available for all countries in the paper. The data are generated by the World Development Indicators Database. The ICT contribution to economy, through imports and exports remain modest in all Balkan countries, but there is a difference on the impact of FDIs on productivity implying the differences in the attraction of technology on manufacturing goods. The improvements on ICT contribution have two-aspects: the ICT sector itself as well as the application of innovation and technologies in other sectors such manufacturing and services.

2. Literature review

One of the most important models of economic growth is the Solow model (1956). According to the third derivation of this model of diminishing returns, within the economies with same important features, the revenues will tend to converge, from the less developed economy to the developed ones. The convergence model gives insights to the developing countries by implying that, if they can fulfil some preconditions in terms of political and economic stability, good governance, business climate, they can accelerate their development process and converge to the developed countries or steady state (Meksi, Xhaja 2014). The neoclassical economists of the 1950s and 1960s recognized the importance of technology in the basic growth model for enabling the economy to grow in per capita in the long run.

The convergence hypothesis would be supported by the “advantages of backwardness”-literature, in particular Gerschenkron (1962) and Abramovitz (1986). In this light, CEE countries would benefit from the combination of rapid technology (ICT) diffusion and major restructuring of (in particular) the manufacturing sector. According to the study of van Ark and Piatkowski, 2004, in particular when increased investment took place in new types of capital, such as ICT capital, it may have been a major source of accelerated productivity growth. An important issue, however, is to what extent ICT capital directly contributes to labor productivity growth, and to what extent it works through total factor productivity growth by industries that either produce or use ICT capital intensity intensively. Indeed during the 1990s, ICT capital has been a more important source of growth in the “old” EU countries during the 1990s than ICT-related TFP growth (Jorgenson 2004, Colecchia and Schreyer, 2001, Daveri, 2002, and van Ark, Timmer and Ypma 2003).

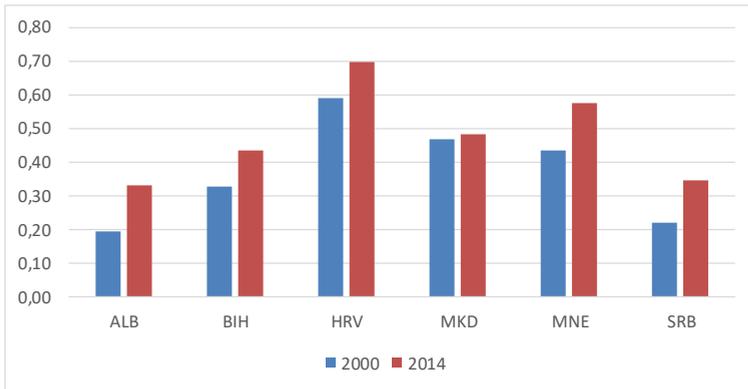
This issue is all the more important from the perspective of catch-up growth. Krugman (1994) and Young (1995) indicated that most of growth in the Asian was driven by increases in capital intensity rather than by TFP growth. Unfortunately, detailed work on the role of ICT, using growth accounting techniques, for new and non-OECD countries is still limited, but the evidence available so far suggests an impact from ICT capital although there is much variation (Lee and Kahtri, 2003).

Piatkowski (2002) directly focuses on ICT investment from the viewpoint of the economic and institutional determinants. He constructs a “New Economy Indicator”, which tries to measure the capability of 27 transition economies to exploit the potential of ICT to accelerate the long-term economic growth and catching-up with developed countries. According to Prof. Abramovitz, (1950), the second way for increasing output in the economy is to use new ways for getting more output from the same number of inputs. Only about 15% of the actual growth in the output of the American economy was due to the measured growth of inputs (i.e., in capital and labor) for an 80 year period. The rest of 85% was an unexplained residual even in many other studies, including Robert Solow studies in the 1960. The size of this residual persuaded most economists that *technological innovation must have been a major force in the growth of output in highly industrialized economies*. The impact of a technological innovation will generally depend not only on its inventors, but also on the creativity of the eventual users of the new technology.

3. Convergence of productivity and the impact of innovation

Throughout this paper, we refer to only one variable, the GDP per person employed to evaluate the productivity. Data about GDP per person employed are generated by the World Development Indicators Database for all the countries in study. The WB region has seen an increase of the productivity during the transition path at 6 points per GDP per capita and at 5 points at GDP per employee; although the proportions toward EU for 2005 have been different for both indicators. However, in the catching up stage, the productivity still remains at less than half of the EU for most of the WB countries (see Figure 1).

Figure 1. Share of GDP per person employed toward EU

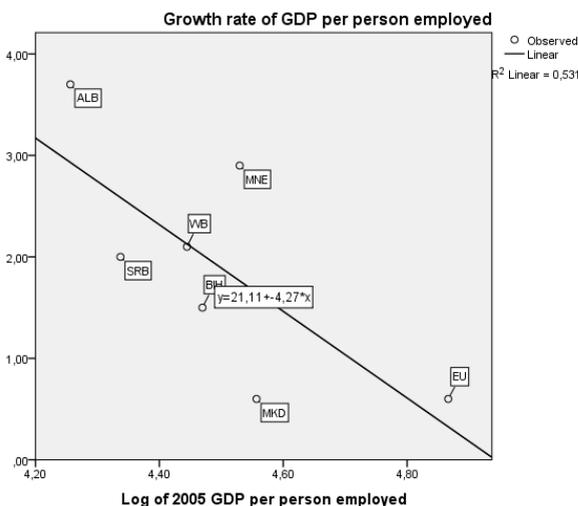


Source: World Development Indicators

Meksi, Xhaja (2015) have calculated the speed of convergence through β for the GDP per capita in PPP per WB countries toward EU. The parameter β gives information on the speed of convergence or what distance from the steady state is covered annually.

Based on the same model is estimated the convergence of productivity through the regression equation of independent variable log GDP per employee 2005 and depended variable, the growth rate of GDP per employee per 2005-2014. If there is evidence of negative correlation and the conditions for the regression analyses are satisfied then, it may be concluded that, there is an absolute convergence among the productivity levels of the WB countries.

Figure 2: Scatter plot of the productivity convergence of WB to EU



Authors' calculations. Source of data: World Development Indicators

The Figure 2 shows the scatter plot of the regression for the convergence of productivity of the WB countries toward EU. Whereas, the regression results have confirmed a moderate correlation among the two variables. The β convergence indicator is calculated at 4%, based on these results. So, although there is a tendency of convergence of productivity, it is

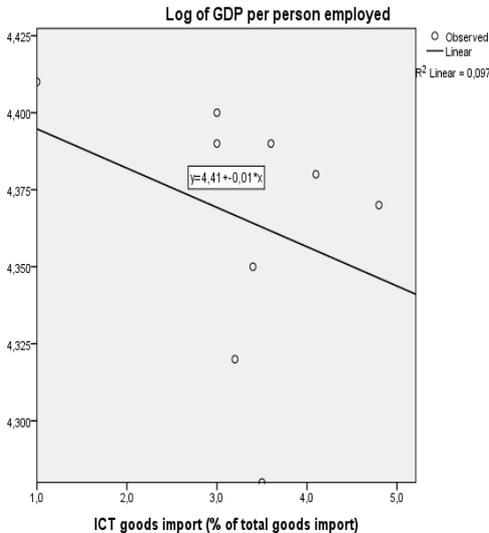


Figure 3: Scatter plot of the ICT imported goods to productivity for Albania

Authors' calculation. Source of data: World Development Indicators

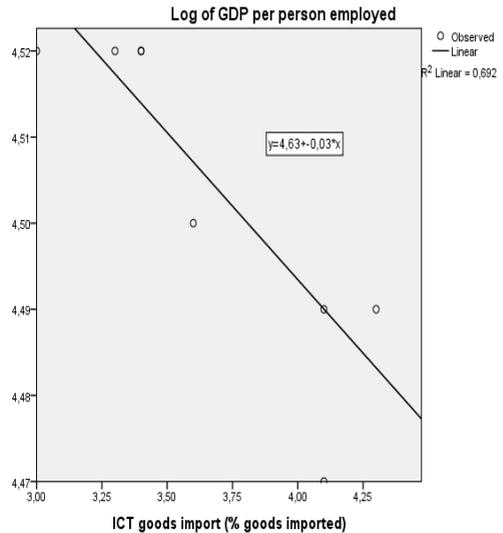


Figure 4: Scatter plot of the ICT imported goods to productivity for Western Balkans

not following the same pace as the convergence of GDP per capita concluded in Meksi, Xhaja (2015) at 5,2% speed rate.

How can the region boost productivity and growth and be more competitive to the European markets? One of the key factors for competitiveness and productivity is the boosting of innovation in economy. Based on the Global Competitiveness Indicators of World Economic Forum the WB is lagging behind the developed economies and in particular the EU on the innovation pillar. For 2015-2016 report, the region is ranked in the 105th position for business sophistication and the 95th for innovation while the EU respective rankings are 39th and 37th position.

In order to measure any impact of the innovation for the Western Balkans economies a proxy indicator of ICT imported goods is used. A regression analyses of ICT and GDP per person employed is conducted to investigate any correlation among variables. The results are shown in the Figure 3 for Albania and Figure 4 for other Western Balkans countries. The regression results demonstrate a significance of the impact for the Western Balkans where also the correlation is stronger, while such relationship is not testified for Albania where the regression is not significant as well as the correlation value. The growth exogenous model poses the question if an economy may enjoy positive growth rates by simply saving and investing? What kind of investments are need in the economy to boost growth through productivity?

The foreign direct investments (FDI) can be a promoter of the new technologies and innovation of the economy. Based on data from the Bank of Albania (BoA), the FDI stock in Albania is concentrated mainly in: transportation and communication at about 27% of the total, financial services at around 17%, and the extractive industry for about 15%. Meanwhile, in the region, the overview of distribution of FDIs by sector appears different. Thus, the main FDI sectors in Serbia are the financial sector and the manufacturing industry, such as automotive, electric, food and textile industries; FDIs in recent years in Macedonia have been focused on the automotive industry; the industry, banks and

telecommunications are the sectors with the highest inflow in Bosnia and Herzegovina; tourism is the dominant sector in Montenegro. A good part of the FDI inflow in the region is dedicated to the privatization of state assets, which are now exhausted as opportunities for attracting foreign investments.

The relation between FDIs inflows and ICT imported goods (% of total import goods) for the period 2006 -2014 is considered in the analyses with the purpose of understanding if the FDI-s inflow has contributed to the new technologies and innovation. The ICT imported goods is used as proxy variable for indicating the level of innovation in the economy. A regression analysis has been conducted between two variables as shown in the scatter plot below, Figure 5. The dependent variable is the ICT imported goods to understand if the FDIs have been oriented toward attraction of new technologies or have mainly remained on intensive labour and natural resources. The same regression analysis is made separately for Albania and the WB where the variables are calculated as average of the WB countries indicators.

Figure 5 The scatter plot of the regression for Albania of the ICT imported goods and FDIs inflow

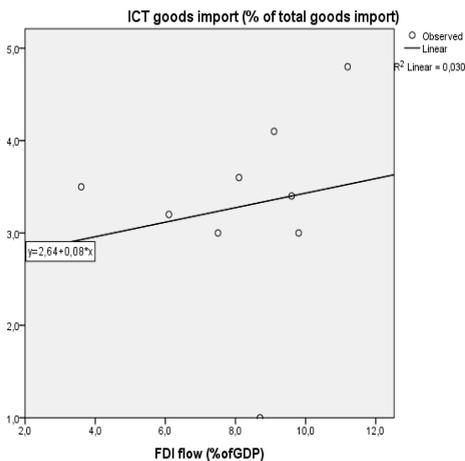
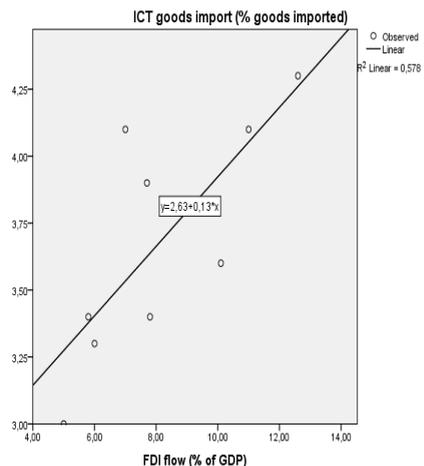


Figure 6. The regression scatter plot for the WB among ICT imported goods and FDIs inflow

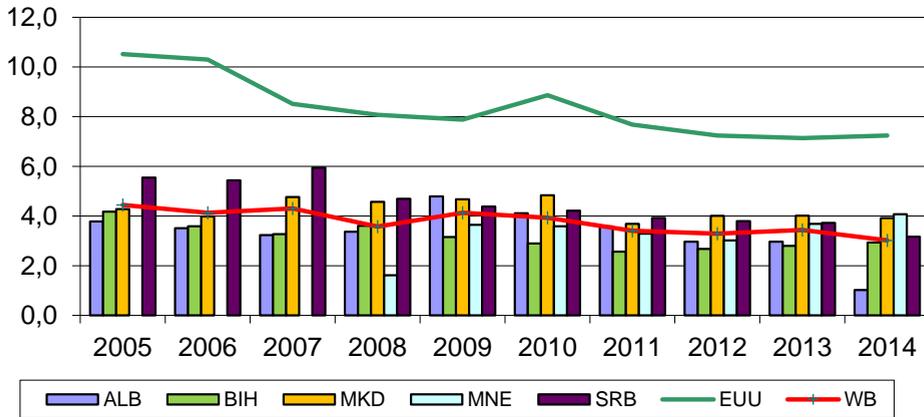


Authors' calculations. Source: World Development Indicators

Apparently, the results of the regression for Albania compared to Western Balkans differ as seen in the respective scatter-plots as well as in the coefficients errors and significance. The analyses don't support any correlation in Albania where apparently the FDIs are not oriented toward innovative and sophisticated business models. Meanwhile, the regression results for the Western Balkans are more pertinent showing a degree of correlation and significance of such impact in the contribution of FDIs in the ICT contribution to the economies.

According to the World Bank data the ICT imports as a share of total goods imports remain at very low level compared with EU and for some countries like Albania the flow is not steady, even in decline (see Figure 7).

Figure 7: ICT good imports (as % of total goods imports) WB countries and EU



Source: World Development Indicators

The picture differs within the countries of the WB region referring to the willingness of firms to be innovative using technology, (see Table 1). Albanian firms are reaching in some indicators the average for Eastern Europe and Central Asia, but they are still among the last performers in the region. More efforts at firm level on innovation and sophistication will be reflected in the evolution of goods and services produced by the economy and their competitiveness in the international markets. The main Albanian exported goods are mainly oriented by labor intensive industries rather than capital intensive in sectors such as extractive industries and textiles. Additionally about 99% of the companies are small and medium enterprises with less than 250 employees.

Table 2. Innovation at firm level according to BEEPS V

Indicators for Innovation and Technology	Albania	Bosnia & Herzegovina	Croatia	Macedonia	Montenegro	Serbia	Eastern Europe and Central Asia
Percent of firms with an internationally-recognized quality certification	18,8	32,2	24,1	34,8	13,8	32,5	23
Percent of firms using technology licensed from foreign companies*	17,5	20,6	12,9	8,9	9,0	21,0	16,9
Percent of firms having their own Web site	50,6	63,4	70,2	58,7	29,7	74,0	54,8
Percent of firms using e-mail to interact with clients/suppliers	51,5	96,0	95,3	87,9	81,7	96,8	79,8

Percent of firms with an annual financial statement reviewed by external auditors	16,7	67,8	31,5	16,4	46,4	32,8	34,4
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Source: Enterprise Surveys 2013, the World Bank – EBRD

Looking to the ICT exports (% of total goods exports) their value still remains very low in the region toward the total of exports, but if we consider the ICT service exports, the region is experiencing a more substantial contribution of this sector to the total of exports. the differences in the value toward ICT goods exported and ICT service exported can be seen in the Figure 8 and 9 below.

Figure 8. ICT goods exports (as percentage of exported goods)

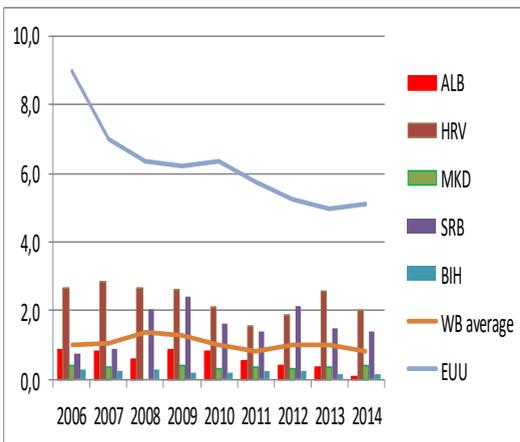
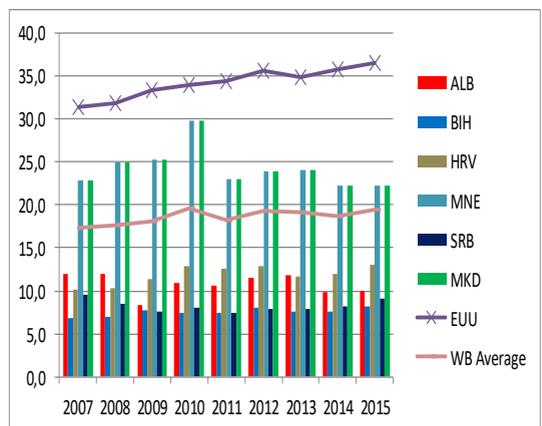


Figure 9. ICT service exports (as percentage of service exports)



Source: World Development Indicators

In the recent years, particularly the activities of business outsourcing services such as in marketing, IT, accounting, data processing, etc. are more present in all the region, attracted by the low labor cost, good knowledge of foreign languages as well as young and educated work force. Although, they serve mainly foreign markets in EU and US and there are still potentials for further specializing in particular in IT services and programming in the region. A good policy in motivating the skills in ICT is necessary in particular in Albania where there are still notable gaps between labor market needs in the sector and education.

4. Conclusions

Albania and other Western Balkans countries are committed toward the EU membership and the integration process requires also that countries catch the EU standards and be able to fairly compete in the European markets. The paper has concluded that the countries are moderately converging on terms of productivity, but still are far from making their economy more competitive to attract foreign investments and high technology investments. The difference is made more evident for Albania where there is not confirmed any impact of the FDIs on ICT development or the ICT contribution to the productivity. Thus, it confirms that Albania has an immediate need for policies and incentives to improve skills and business environment in attracting more human and physical capital intensive investments to transfer knowledge and skills based on its comparative advantages, resources and sectors and thus contribute to longer term growth.

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Critic and Maut Methods for the Contract Manufacturer Selection Problem

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Abstract

Nowadays companies should respond and satisfy the customer needs effectively and quickly to establish a position in the competitive market. One of the ways of achieving these goals is the outsourcing their some manufacturing operations to contract manufacturers. Outsourcing manufacturing operation to contract manufacturers decreases the operational cost, increases the profit and provides the flexibility of production capability. So the selecting a contract manufacturer for a company is an important problem that must be dealt very carefully. This selection is influenced by quantitative and qualitative criteria and it is handled as Multi Criteria Decision Making (MCDM) problem. In this paper, CRITIC (CRiteria Importance Through Intercriteria Correlation) and MAUT (Multi Attribute Utility Theory) methods are applied to the contract manufacturer selection problem. The weights of the contract manufacturer selection criteria are derived from CRITIC method whereas the complete ranking of the contract manufacturer alternatives are obtained by using MAUT. Finally the results are discussed.

Keywords: MCDM, CRITIC, MAUT, contract manufacturer selection problem

1. Introduction

Today's business environment can be regarded as a variable and uncertain environment. Companies have to make a change in strategic view, applied tools and methods, shortened product life cycle due to numerous changes in business setting (Mohaghar et al., 2014).

Companies should adjust their manufacturing capacity effectively and quickly to respond and satisfy the customer needs. They can expand their manufacturing capacity by expanding existing plants, building new plants, automation and outsourcing production to contract manufacturers (Chen et al., 2005). Outsourcing is a business strategy which is a managed process of transferring operations to be performed by outside suppliers (Işıklar et al., 2007). In the past, outsourcing was primarily relegated to the procurement of non-core components and services. Today, the outsourcing trend has expanded to include core and non-core components, business processes, information technology processes, manufacturing and distribution activities and customer support activities (Hu and Yu, 2016). In this manner outsourcing refers to a process in which a company lets a contract manufacturer manufacture parts and components, then assemble these parts and components and deliver the final product to customers (Chen et al., 2005). In this process selecting the proper contract manufacturer is the most important manufacturing decision to be made by the company. Because this decision directly affects the business success and competitive advantage. In the literature contract manufacturer selections at different industries are performed by different methods. Chen et al. (2005) computed process incapability index to determine the score index and used it to evaluate the process performance of contract manufacturers. Hu and Yu (2016)

presented an integration of the voting method and the goal programming model for the electronic contract manufacturer selection problem.

In this study contract manufacturer selection problem is regarded as Multi Criteria Decision Making (MCDM) problem because of the multiple conflicting criteria in the decision process. So it presents the integration of two MCDM methods, CRITIC (CRiteria Importance Through Intercriteria Correlation) and MAUT (Multi Attribute Utility Theory). The main goal is to assist efficiently the decision makers in determining the most appropriate contract manufacturer. Firstly, CRITIC is used to calculate the objective weights of each criterion related with contract manufacturer selection problem. CRITIC method considers the intensity of the contrast and the conflict of the decision making problem's structure (Diakoulaki et al., 1995). These contrasts between criteria are determined by correlation analysis (Yılmaz and Harmancıoğlu, 2010). Finally, MAUT is employed to present a ranking of potential contract manufacturers. MAUT allows using an appropriate multiple-objective utility function for identifying trade-offs and comparing the various objectives in a consistent manner (Kailiponi, 2010). MAUT attaches a utility value to each alternative and ranks the alternatives by considering their utility namely contributions of each criterion (Gomez-Limon et al., 2003).

The rest of this paper is organized as follow. In the second section, a new decision making approach based on CRITIC and MAUT methods is introduced. In the third section, this approach is applied to the contract manufacturer selection problem of a textile company. In the last section the results of the application are presented and recommendations for the future studies are discussed.

2.1. Critic Method

CRITIC (CRiteria Importance Through Intercriteria Correlation) method is one of the weighting methods which determines objective weights for criteria. CRITIC method was proposed by Diakoulaki et al. in 1995. This method includes the intensity of the contrast and the conflict in the structure of the decision making problem (Diakoulaki et al., 1995). It uses correlation analysis to find out the contrasts between criteria (Yılmaz and Harmancıoğlu, 2010). In this method the decision matrix is evaluated and the standard deviation of normalized criterion values by columns and the correlation coefficients of all pairs of columns are used to determine the criteria contrast (Madić and Radovanović, 2015).

In the literature there are many applications of CRITIC method. Diakoulaki et al. (1995) applied CRITIC method to a sample of Greek pharmaceutical industries evaluated with regard to three of the most prominent indices of a firm's performance. Yılmaz and Harmancıoğlu (2010) developed a water resource management model for the Gediz River Basin in Turkey. The management alternatives were evaluated with Simple Additive Weighting (SAW), Compromise Programming (CP) and Technique for Order Preference by Similarity to Ideal Solution (TOPSIS). During these evaluations entropy method, CRITIC method and the standard deviation method were used for objective criteria and Analytic Hierarchy Process (AHP) method was used for subjective criteria. Aznar Bellver et al. (2011) determined the value of a Spanish savings. During this valuation CRITIC method was used for finding the weight of variables and companies. Milić and Goran (2012) presented the algorithms of entropy, CRITIC and FANMA methods in detail. Then application of these methods was shown with an illustrative example and results namely the values of criteria weights were compared. Guo et al. (2013) aimed to construct an evaluation index system of city's soft power. For this aim they used AHP and CRITIC methods to determine index weight. Çakır and Perçin (2013) conducted the performance measurement of 10 logistics firms with three stage MCDM techniques. The weights of the criteria were determined with the CRITIC method at the first stage. Liu and Zhao (2013) proposed a dynamic comprehensive evaluation method with subjective and objective information. For this aim they used the combination of AHP and CRITIC methods to determine the index weight. Kazan and Ozdemir (2014) analyzed financial statements of the fourteen large-scale conglomerates which were traded on Istanbul Stock Exchange. Firstly nineteen financial ratios of these holdings and their financial ratio weights were calculated by CRITIC method and then financial performance scores were found by TOPSIS method. Alemiardakani (2014) used the entropy method, the Modified Digital Logic (MDL) method, CRITIC method, Numeric Logic, (NL) and Adjustable Mean Bars' (AMB). Then a combinative weighting scheme was proposed and used in the TOPSIS model. Iris (2014) generated a systematic approach to develop sustainability index for urban water management system in Macau. In this study a comparative analysis was conducted between CRITIC and AHP methods with the equal weighting method in evaluating urban water sustainability index. Kim and Yu (2015) proposed a real feature matching method. In this method the shape similarity between the candidate pairs in the two data sets through a linear sum of the weight was calculated computed using the CRITIC method. Madić and Radovanović (2015) handled the selection of the most appropriate Non-Traditional Machining Process (NTMP) for a given machining application. In this application the relative significance of criteria was determined with CRITIC method and

considered complete ranking of competitive NTMPs are found with ROV method. Lu et al. (2015) used the combination of AHP and CRITIC methods to calculate the index evaluation system of educational information and determine the impact of the assessment indicators for education information development in Suzhou region.

The application steps of CRITIC method are presented in the following (Madić and Radovanović, 2015). Firstly it is assumed that there is a set of m feasible alternatives A_i ($i = 1, 2, \dots, m$) and n evaluation criteria C_j ($j = 1, 2, \dots, n$) in the problem.

Step 1: The decision matrix X is formed. It shows the performance of different alternatives with respect to various criteria.

$$X = [x_{ij}]_{m \times n} = \begin{bmatrix} x_{11} & x_{12} & \dots & x_{1n} \\ x_{21} & x_{22} & \dots & x_{2n} \\ \vdots & \vdots & \ddots & \vdots \\ x_{m1} & x_{m2} & \dots & x_{mn} \end{bmatrix} \quad (i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n) \quad (1)$$

x_{ij} presents the performance value of i th alternative on j th criterion.

Step 2: Decision matrix is normalized using the following equation:

$$x_{ij}^* = \frac{x_{ij} - \min(x_{ij})}{\max(x_{ij}) - \min(x_{ij})} \quad i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n \quad (2)$$

x_{ij}^* is the normalized performance value of i th alternative on j th criterion. Here it should be noted that normalization does not take into account the type of criteria.

Step 3: While determining the criteria weights, both standard deviation of the criterion and its correlation between other criteria are included. In this regard, the weight of the j th criterion (w_j) is obtained as:

$$w_j = \frac{C_j}{\sum_{j=1}^n C_j} \quad (3)$$

where C_j is the quantity of information contained in j th criterion determined as:

$$C_j = \sigma_j \sum_{j'=1}^n (1 - r_{jj'}) \quad (4)$$

where σ_j is standard deviation of the j th criterion and $r_{jj'}$ is the correlation coefficient between the two criteria. It can be concluded that this method gives the higher weight to the criterion which has high standard deviation and low correlation with other criteria (Aznar Bellver et al., 2011). Namely higher value of C_j means that a greater amount of information is obtained from the given criterion so the relative significance of the criterion for the decision making problem is higher.

2.2. MAUT (Multi Attribute Utility Theory)

Multi Attribute Utility Theory (MAUT) methods are the parts of the Multi Attribute Decision Making methods (MADM). MAUT was largely developed by Keeney and Raiffa (1976) (Gomez-Limon et al., 2003). The underlying idea of MAUT is that in any decision problem there is a real valued function or utility which has to be maximized (Zietsman et al., 2006). Due to MAUT, the decision makers can compare all alternatives simultaneously (Wang et al., 2010). The decision maker's preferences are reflected in the form of the utility function which is defined over a set of criteria. Utility value derived from single attribute utility function is the performance of alternatives in MAUT (Pohekar and Ramachandran, 2004; Nikou, 2011). After computing the integrated utility of each alternative, the decision maker ranks the alternatives

completely. Integrated utility functions can be either additively separable or multiplicatively separable with respect to single attribute utility (Pohekar and Ramachandran, 2004).

MAUT is a simple and intuitive approach for the decision makers. Moreover it allows the decision maker to allocate relative weights to the various criteria (Zietsman et al., 2006). So in the literature MAUT has been applied a wide range of decision making problems. Wang et al. (2002) presented a decision support system based on MAUT for dewatering systems selection. Seven main parameters were analyzed in the selection process. Loetscher and Keller (2002) developed a decision support system which was called SANEX. It operated in two steps. The second step was related with MAUT. In this step a model derived from MAUT used technical, socio-cultural and institutional criteria for decisions. Gomez-Limon et al. (2003) performed MAUT for computing relative and absolute risk aversion coefficients of farm systems. Ananda and Herath (2005) determined societal risk preferences on public forest land-use attributes using MAUT. Zietsman et al. (2006) performed MAUT for presenting decision making process concerning transportation programmes and projects in the context of sustainable transportation. Konidari and Mavrakis (2007) performed AHP, MAUT and the Simple Multi-Attribute Ranking Technique (SMART) for evaluating climate change mitigation policy instruments. Kim et al. (2007) evaluated decommissioning scenarios with MAUT method. Canbolat et al. (2007) performed MAUT method to solve for the global manufacturing facility selection problem. Wang et al. (2010) compared MAUT and Preference Ranking Organization Method for Enrichment Evaluations (PROMETHEE) methods. Briefly the relationships between the thresholds of the preference and the risk attitude of the utility function were discussed. Kailiponi (2010) presented an evacuation process for emergency managers. In this study levels of risk at which point evacuation actions should be taken by emergency managers in a storm surge scenario were identified with MAUT method. Freitas et al. (2013) compared AHP and MAUT methods by applying them to the raw materials selection problem in Brazil. Alp et al. (2015) analyzed the corporate sustainability performance of an international company operating in the chemical industry. In this study entropy method was used for determining the weights of the criteria and MAUT was used for assessment of corporate sustainability performance. Ömürbek et al. (2016) analyzed the performances of automotive companies traded on Istanbul Stock Exchange. The weights of the performance criteria were derived from entropy method and automotive companies' performances were ranked with MAUT and SAW methods.

The MAUT approach can be summarised into the following steps:

Step 1: Criteria, sub criteria and alternatives of the decision problem are determined.

Step 2: Criteria weights are computed with one of the weighting methods. In this study criteria weights are derived from CRITIC method.

Step 3: The decision matrix X is formed. It shows the performance of different alternatives with respect to various criteria.

$$X = [x_{ij}]_{m \times n} = \begin{bmatrix} x_{11} & x_{12} & \cdots & x_{1n} \\ x_{21} & x_{22} & \cdots & x_{2n} \\ \vdots & \vdots & \ddots & \vdots \\ x_{m1} & x_{m2} & \cdots & x_{mn} \end{bmatrix} \quad (i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n) \quad (5)$$

x_{ij} presents the performance value of i th alternative on j th criterion.

Step 4. The utility function for each criterion is assessed. The value of 1 is assigned to the highest level of satisfaction for a given criterion. On the other hand the value 0 is assigned to the lowest one. Intermediate values may be calculated by the normalization procedure (Freitas et al., 2013). Eq. (6) and Eq. (7) are performed for the beneficial and non-beneficial criteria respectively:

$$u_j(x_{ij}) = \frac{x_{ij} - \min(x_{ij})}{\max(x_{ij}) - \min(x_{ij})} \quad i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n \quad (6)$$

$$u_j(x_{ij}) = \frac{\max(x_{ij}) - x_{ij}}{\max(x_{ij}) - \min(x_{ij})} \quad i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n \quad (7)$$

$u_j(x_{ij})$ is the normalised criteria values determined from single-attribute utility functions on normalised scales.

Step 5. After assessing the utility function for each criterion, the integrated utility of each alternative is computed. Additive utility function shown in Eq. (8) is the simplest model in MAUT. In this model the combined utility of the multiple objectives is the sum of the single utility functions multiplied by a scaling constant that reflects the importance of each objective within the decision context (Kailiponi, 2010).

$$U(A_i) = \sum_{j=1}^n w_j u_j(x_{ij}) \tag{8}$$

$U(A_i)$ denotes the utility of alternative i ; w_j denotes the weight of the criterion j , and $u_j(x_{ij})$ denotes is the normalised criteria values determined from single-attribute utility functions on normalised scales. The decision makers should consider the alternative with the highest integrated utility value (Wang et al., 2010).

3. Application

In this section, in order to demonstrate the applicability of the CRITIC and MAUT methods, contract manufacturer selection problem of a textile company is considered. This company operates in Denizli and produces towels. The aim of the company is to find the best contract manufacturer which makes their embroidery operations. In this company the staffs from the quality control, production and purchase departments are responsible from searching the alternatives and analyzing them if they suitable or not. Firstly they consider seven criteria affecting their selection decision as material quality (C_1), on time delivery (C_2), reliability of contract manufacturer (C_3), equipment of contract manufacturer (C_4), geographic location of the contract manufacturer (C_5), production capacity of the contract manufacturer (C_6) and cost of the product (C_7 , TRY). Among these criteria C_1, C_2, C_3, C_4, C_5 and C_6 are the beneficial criteria where higher values are desirable; C_7 is non-beneficial criterion where smaller value is always preferred. Considering these criteria the decision committee determines 4 different contract manufacturer alternatives (A_1, A_2, A_3, A_4) around Denizli. The decision committee forms the decision matrix of the contract manufacturer problem based on their knowledge, experience and meetings with the alternatives. The committee uses 5 point scale (5: Excellent, 4: Very good, 3: Good, 2: Fair, 1: Poor) while evaluating the alternatives with respect to first six criteria. Table 1 shows the decision matrix.

Table 1. Decision matrix

	C_1	C_2	C_3	C_4	C_5	C_6	C_7
A_1	3	3	4	3	2	3	2,05
A_2	4	2	2	5	3	2	2,15
A_3	4	3	4	4	1	3	2,25
A_4	3	3	3	3	4	3	2,03

3.1 Critic Method

In this section CRITIC method is performed for finding the weights of each criterion. Firstly the decision matrix is normalized by using Eq. (2). The normalized decision matrix is shown in Table 2. The last row of Table 2 shows the values of standard deviations for all criteria. The values of correlation coefficient are then calculated and shown in Table 3. Finally the criteria weights in Table 4 are determined by using Eq. (3) and Eq. (4).

Table 2. Normalized decision matrix with CRITIC method

	C_1	C_2	C_3	C_4	C_5	C_6	C_7
A_1	0,000	1,000	1,000	0,000	0,333	1,000	0,091
A_2	1,000	0,000	0,000	1,000	0,667	0,000	0,545

A₃	1,000	1,000	1,000	0,500	0,000	1,000	1,000
A₄	0,000	1,000	0,500	0,000	1,000	1,000	0,000
σ_j	0,577	0,500	0,479	0,479	0,430	0,500	0,461

Table 3. Correlation coefficient values of the criteria

	C₁	C₂	C₃	C₄	C₅	C₆	C₇
C₁	1	-0,577	-0,302	0,905	-0,447	-0,577	0,912
C₂	-0,577	1	0,870	-0,870	-0,258	1,000	-0,197
C₃	-0,302	0,870	1	-0,636	-0,674	0,870	0,103
C₄	0,905	-0,870	-0,636	1	-0,135	-0,870	0,653
C₅	-0,447	-0,258	-0,674	-0,135	1	-0,258	-0,714
C₆	-0,577	1,000	0,870	-0,870	-0,258	1	-0,197
C₇	0,912	-0,197	0,103	0,653	-0,714	-0,197	1

Table 4. Criteria weights

Criteria	C₁	C₂	C₃	C₄	C₅	C₆	C₇
C_j	3,514	3,016	2,761	3,329	3,652	3,016	2,506
w_j	0,161	0,138	0,127	0,153	0,168	0,138	0,115

According to Table 4, C₅ and C₇ are the most and least important criteria respectively.

3.2. Maut Method

MAUT method is used for finding the rank order of the contract manufacturer alternatives. Firstly, the utility function for each criterion is assessed. Intermediate values are calculated by the normalization procedure. Eq. (6) and Eq. (7) are performed for the beneficial and non-beneficial criteria respectively. The results are presented in Table 5.

Table 5. The utility function for each criterion

	C₁	C₂	C₃	C₄	C₅	C₆	C₇
A₁	0,000	1,000	1,000	0,000	0,333	1,000	0,909
A₂	1,000	0,000	0,000	1,000	0,667	0,000	0,455
A₃	1,000	1,000	1,000	0,500	0,000	1,000	0,000
A₄	0,000	1,000	0,500	0,000	1,000	1,000	1,000

After assessing the utility function for each criterion, the integrated utility of each alternative is computed by Eq. (8). The criteria weights derived from CRITIC method is utilized for these calculations. Finally, the integrated utility of each alternative is shown in Table 6.

Table 6. The integrated utility of each alternative

	C₁	C₂	C₃	C₄	C₅	C₆	C₇	Total
A₁	0,000	0,138	0,127	0,000	0,056	0,138	0,105	0,564
A₂	0,161	0,000	0,000	0,153	0,112	0,000	0,052	0,478
A₃	0,161	0,138	0,127	0,076	0,000	0,138	0,000	0,641
A₄	0,000	0,138	0,063	0,000	0,168	0,138	0,115	0,623

According to Table 6, the ranking of contract manufacturer alternatives is $A_3 - A_4 - A_1 - A_2$. So A_3 is decided as the best contract manufacturer for the textile company.

4. Conclusion

In the global competitive environment, companies form strategic alliances with contract manufacturers for utilizing their special expertise and focusing on their core competence (Chen et al., 2005). At this process it is important to work with the right contract manufacturer for gaining competitive advantage. In this paper contracting manufacturer selection problem of a textile company is solved with CRITIC and MAUT methods. CRITIC method is performed for determining the criteria weights whereas ranking of the alternatives is determined by MAUT method. The ranking of the four contract manufacturer alternatives is found as $A_3 - A_4 - A_1 - A_2$. According to the ranking order, it is advised to the company to choose the A_3 . The company management found the solving process and results satisfactory. Because both methods do not contain complex and hard computational procedures. So they may be performed for any selection problems by the decision makers easily. For these methods decision matrix is required and there is no boundary in terms of the number of criteria and alternative on this matrix. They allow solving complex decision problems in a consistent manner.

CRITIC method finds objective criteria weights by eliminating decision makers' effect on the decision making process. At the same time CRITIC method does not separate the criteria as beneficial and non-beneficial and it tries to reveal the intensity of the contrast in the structure of the decision making problem. On the other hand MAUT considers the criteria type in the problem and it provides complete preference order of all alternatives. The method may be performed as weighted and un-weighted MAUT.

In future studies, proposed methods may also be applied to other MCDM problems of the company. The number of criteria and alternatives for the contract manufacturer selection problem may be changed. The impacts of any changes in values may be analyzed by sensitivity analysis. The weights of the criteria may be derived from other weighting methods and the ranking of the contract manufacturer alternatives are performed with other MCDM methods. Then final results may be compared.

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The Decision-Making Approach Based on the Combination of Entropy and ROV Methods for the Apple Selection Problem

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Abstract

Apple juice concentrate is the second consumed fruit juice all around the world, behind the orange juice concentrate. The characteristics of the apple juice concentrate namely the acidity level and the sweetness of the processed product vary depending on the variety of the apple. So the selection of the most appropriate apple among the alternatives in the fresh market is not easy task for food companies. This selection may be handled as Multi Criteria Decision Making (MCDM) problem. This paper presents the new decision making approach based on two MCDM methods, Entropy and ROV (Range of Value), for the apple selection problem of a food company that produces apple juice concentrate. Entropy method determines the weights of the criteria whereas ROV method ranks the alternatives. The invention of this paper is Entropy and ROV are combined firstly in the literature.

Keywords: MCDM, Entropy, ROV, apple selection

1. Introduction

Apples are more widely grown than any other fruits; hundreds of apple cultivars are grown all around the world (Root, 1996). While some apple cultivars are grown exclusively for use in processing, some of them are used in processed products. Perfectly good fruit from the commercial fresh market cultivars are used for processing. In other words only sound, ripe fruit should be used for further processing because decay, damage, maturity, firmness, colour, soluble solids, acids and tannins of the fruit affect the quality of the product. So selecting apple for the food companies is difficult because of these various criteria that influence the companies to make this decision (Bates et al., 2001). In the literature, Multi Criteria Decision Making (MCDM) methods have not been yet applied to the apple selection problem of the food companies. In this paper, Entropy and ROV (Range of Value) methods are combined for selecting the most appropriate apple for the food company to make apple juice concentrate. The weights of the criteria are determined with Entropy method and the ranking of the alternatives are determined with ROV method.

The rest of this paper is organized as follow. In Section 2, the new combined decision making approach based on Entropy and ROV methods is introduced. In Section 3, this approach is applied to the apple selection problem of a food company. In Section 4 the results of the application are presented and recommendations for future studies are discussed.

2. The New Combined Decision Making Approach

The new combined decision making approach starts with identification of the problem and the selection of decision makers. Then the criteria and alternatives associated with the problem are determined and necessary data are gathered. Entropy and ROV methods are applied for determining the weights of the criteria and determining the ranking of the alternatives respectively. The procedure of the selection problem is shown in Figure 1 as a flowchart.

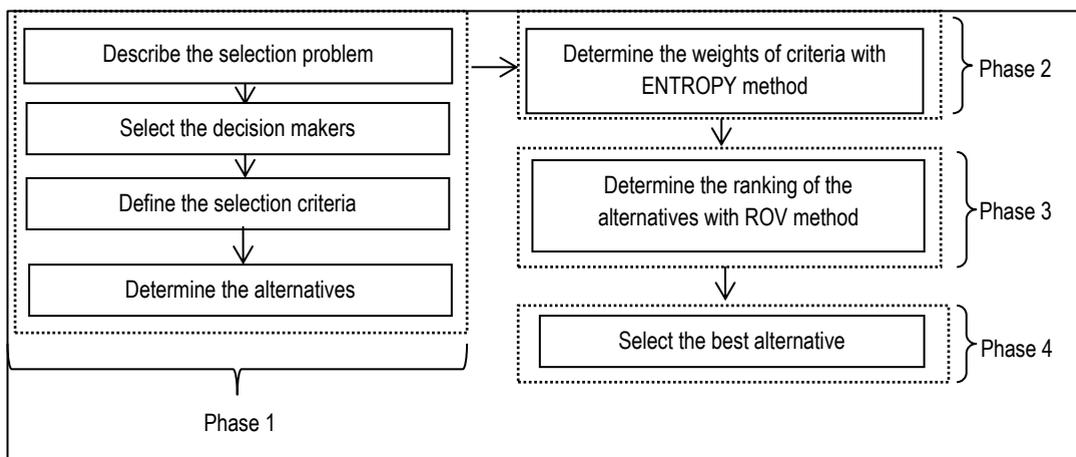


Figure 1. The procedure of the proposed decision making approach

2.1. Entropy Method

Entropy method is a measure of uncertainty in information formulated in terms of probability theory. It was initially derived from thermodynamics by Rudolph Clausius (1865) and used to describe the irreversible phenomenon of a motion or a process (Mon et al., 1994). The concept of information entropy was first introduced by Claude E. Shannon (1948). Nowadays, it has been widely used in engineering, economy, finance etc. Information entropy is the measurement of the disorder degree of a system. It can measure the amount of useful information with the data provided. When the difference of the value among the evaluating objects on the same indicator is high, while the entropy is small, it illustrates that this indicator provides more useful information, and the weight of this indicator should be set correspondingly high. On the other hand, if the difference is smaller and the entropy is higher, the relative weight would be smaller. Hence, the entropy theory is an objective way for weight determination (Zou et al., 2006).

In the literature Entropy method and its extensions have been employed to solve MCDM problems. Mon et al. (1994) used fuzzy AHP (Analytic Hierarchy Process) based on entropy weight for evaluating weapon system. Deng et al. (2000) suggested that the modified TOPSIS (Technique for Order Preference by Similarity to Ideal Solution) approach with objective weights obtained from the Entropy method is suitable for the inter-company comparison problem examined. Zou et al. (2006) determined the weight of evaluating in fuzzy synthetic evaluation for water quality assessment indicators with Entropy method. Li et al. (2011) applied entropy weight and TOPSIS method in safety evaluation of coal mines. Shemshadi et al. (2011) applied a fuzzy VIKOR (Vise Kriterijumska Optimizacija I Kompromisno Resenje) method for supplier selection based on entropy measure for objective weighting. Zhengyuan et al. (2011) used entropy weight fuzzy comprehensive model for the evaluation research of regional power grid companies' operation capacity. Zhang et al. (2011) combined IEW (Information Entropy Weight) with TOPSIS method for the evaluation of tourism destination competitiveness in the Yangtze River Delta of China. Wu et al. (2011) proposed an approach based on information entropy theory instead of calculating the average cross efficiency scores. Safari et al. (2012) applied PROMETHEE (Preference Ranking Organization METHOD for Enrichment of Evaluations) method based on entropy weight for supplier selection. Pani et al. (2012) proposed a heuristic method AET as a combination of AHP, Entropy and TOPSIS to select the best supplier. Li et al. (2014) proposed a customer satisfaction evaluation method for customized product development using entropy weight and AHP. Islamoglu et al. (2015) measured the financial performance of real estate investment trusts by using entropy based TOPSIS. Liu et al. (2015) presented a novel approach for failure mode and effects analysis based on combination weighting and fuzzy VIKOR method. Combination of fuzzy AHP and Entropy method was applied for risk factor weighting. Fuzzy VIKOR method was used to determine the risk priorities of failure modes. Xu et al. (2016) proposed the SWOT (Strengths, Weaknesses, Opportunities, Threats) –TOPSIS integrated model combined with AHP and Entropy method for the development strategy of China's rural drinking water.

The application steps of Entropy method are presented in the following (Li et al., 2011). Firstly it is assumed that there is a set of m feasible alternatives, A_i ($i = 1, 2, \dots, m$) and n evaluation criteria C_j ($j = 1, 2, \dots, n$) in the problem.

Step 1: The decision matrix X which shows the performance of different alternatives with respect to various criteria is formed.

$$X = [x_{ij}]_{m \times n} = \begin{bmatrix} x_{11} & x_{12} & \dots & x_{1n} \\ x_{21} & x_{22} & \dots & x_{2n} \\ \vdots & \vdots & \ddots & \vdots \\ x_{m1} & x_{m2} & \dots & x_{mn} \end{bmatrix} \quad (i = 1, 2, \dots, m; j = 1, 2, \dots, n) \quad (1)$$

x_{ij} presents the performance value of i th alternative on j th criterion.

Step 2: The decision matrix is normalized. Beneficial (maximization) and non-beneficial (minimization) criteria are normalized by Eq. (2) and Eq. (3) respectively. To have the performance measures comparable and dimensionless, all the entries of the decision matrix are linear normalized using the following two equations:

$$r_{ij} = \frac{x_{ij} - \min(x_{ij})}{\max(x_{ij}) - \min(x_{ij})} \quad i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n \quad (2)$$

$$r_{ij} = \frac{\max(x_{ij}) - x_{ij}}{\max(x_{ij}) - \min(x_{ij})} \quad i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n \quad (3)$$

Step 3: Entropy values (e_j) are determined for each criterion.

$$e_j = -\frac{\sum_{i=1}^m f_{ij} \ln f_{ij}}{\ln m} \quad i = 1, 2, \dots, m \text{ and } j = 1, 2, \dots, n \quad (4)$$

where $f_{ij} = \frac{r_{ij}}{\sum_{i=1}^m r_{ij}}$ and $0 < e_j < 1$.

If f_{ij} are all the same, then the entropy values of each criterion is the maximum ($e_j = 1$). If f_{ij} is 0, then $f_{ij} \ln f_{ij}$ is 0 (Wu et al., 2011).

Step 4: Entropy weights (w_j) are calculated.

$$w_j = \frac{1 - e_j}{n - \sum_{i=1}^m e_j} \quad \text{where} \quad \sum_{j=1}^n w_j = 1 \quad (5)$$

$(1 - e_j)$ represents the inherent contrast intensity of each criterion. In other words it is the degree of divergence of the intrinsic information of each criterion. If $(1 - e_j)$ is normalized, then the final weights of each criterion can be obtained. The entropy weight is a parameter that describes the importance of the criterion. The smaller the value of the entropy, the larger the entropy-based weight, then the specific criterion provides more information and this criterion becomes more important than the other criteria in the decision making process (Wu et al., 2011).

2.2. ROV Method

The ROV (Range of Values) method was proposed by Yakowitz et al. (1993). It requires only ordinal specification of criteria importance from a decision maker. Thus, in situations where decision makers are facing problems in supplying quantitative weights, the application of the ROV method can be particularly useful. The ROV method calculates the best and worst utility for each alternative. This is achieved by maximizing and minimizing a utility function (Hajkowicz and Higgin, 2008). This

method computes all the possible combinations of cardinal values for indicator weights which are consistent with the decision maker's ordinal weighting and computes the range of possible values for the final score.

In the literature ROV method has very limited applications. It has been applied to problems of watershed management by Yakowitz and Lane (1997) and Yakowitz and Hipel (1997) (Hajkowicz and Higgin, 2008). Salazar et al. (1998) compared three MCDM methods; ELECTRE (Elimination Et Choix Traduisant la Réalité) II, Q-analysis and ROV for a water management problem in an irrigation district in Mexico. Hajkowicz and Higgins (2008) applied SAW (Simple Additive Weighting), ROV, PROMETHEE II, Evamix (Evaluation of Mixed Data) and compromise programming methods to six water management decision problems from the literature and suggested that more emphasis has to be given on the initial structuring of the decision problem, involving choosing the relevant criteria and alternative decisions. Athawale and Chakraborty (2011) considered ten MCDM methods including ROV method and their relative performance for the robot selection problem. Jha et al. (2013) used ROV method for supplier selection. Madić et al. (2015) proposed a ROV-based Taguchi methodology is for multi-objective optimization of laser cutting. Madić et al. (2016) used ROV method for solving the cutting fluid selection problems.

In ROV method it is also assumed that there is a set of m feasible alternatives, A_i ($i = 1, 2, \dots, m$) and n criteria C_j ($j = 1, 2, \dots, n$). The application steps of ROV method are presented in the following (Madić and Radovanović, 2015; Hajkowicz and Higgin, 2008):

Step 1: The decision matrix X which shows the performances of different alternatives with respect to various criteria is formed. The decision matrix is presented in Eq. (1).

Step 2: The decision matrix is normalized by using Eq. (2) and Eq. (3) for beneficial and non-beneficial criteria respectively.

Step 3: The best and worst utility for each alternative are calculated. This is achieved by maximizing and minimizing a utility function. For a linear additive model, the best utility (u_i^+) and the worst utility (u_i^-) of i th alternative are obtained using the following equations:

$$\text{Maximize: } u_i^+ = \sum_{j=1}^n r_{ij} w_j \tag{6}$$

$$\text{Minimize: } u_i^- = \sum_{j=1}^n r_{ij} w_j \tag{7}$$

where w_j ($j=1, \dots, n$) are criteria weights which satisfy $\sum_{j=1}^n w_j = 1$ and $w_j \geq 0$

If $u_i^- > u_{i'}^+$, then alternative i outperforms alternative i' regardless of the actual quantitative weights. If it is not possible to differentiate the alternatives on this basis then a scoring can be attained from the midpoint, which can be calculated as:

$$u_i = \frac{u_i^- + u_i^+}{2} \tag{8}$$

In this final step the complete ranking of the alternatives is obtained on the basis of u_i values. Thus, the best alternative has the highest u_i value and the worst alternative has the lowest u_i value.

3. Application

In this section, in order to demonstrate the applicability of the Entropy and ROV methods, apple selection problem of a food company is considered. This company operates in Denizli and processes apples for apple juice concentrate. In this company the staffs from the quality control laboratory is responsible from finding apples from the regions around and analyze them if they suitable or not. Firstly they consider five criteria affecting their selection decision as acidity (C_1 , gr/lit), brix (C_2), decay (C_3 , %), foreign material (C_4 , %) and cost (C_5 , TRY). Among these criteria C_2 is the beneficial criterion where higher values are desirable; C_1 , C_3 , C_4 and C_5 are non-beneficial criteria where smaller value is always preferred. Considering these criteria the staffs from the quality control laboratory of the food company determines 4 different apples

growing in different regions (A_1, A_2, A_3, A_4) for making apple juice concentrate. After making necessary analysis they form the decision matrix of the apple selection problem. Table 1 shows the decision matrix.

Table 1. Decision matrix

	C_1	C_2	C_3	C_4	C_5
A_1	3,6	20	2	0,3	0,16
A_2	3,4	16	2	0,1	0,19
A_3	3,2	20	5	0,2	0,14
A_4	3	17	3	0,5	0,14

3.1. Application of Entropy Method

In this section the weights of each criterion are determined by the Entropy method. Firstly, the decision matrix is normalized by using Eq. (2) and Eq. (3) for beneficial and non-beneficial criteria respectively and shown in Table 2. Then the entropy values are determined for each criterion and entropy weights are calculated by using Eq. (4) and Eq. (5).

Table 2. Normalized decision matrix

	C_1	C_2	C_3	C_4	C_5
A_1	0,0000	1,0000	1,0000	0,5000	0,6000
A_2	0,3333	0,0000	1,0000	1,0000	0,0000
A_3	0,6667	1,0000	0,0000	0,7500	1,0000
A_4	1,0000	0,2500	0,6667	0,0000	1,0000

Table 3. Entropy values and entropy weights

	C_1	C_2	C_3	C_4	C_5
Entropy values (e_j)	0,7296	0,6961	0,7806	0,7652	0,7743
Entropy weights (w_j)	0,2156	0,2423	0,1749	0,1872	0,1800

According to the Table 3, the C_2 (brix) is the most important criterion with the highest entropy weight. C_1 (acidity), C_4 (foreign material), C_5 (cost) and C_3 (decay) follow this criterion respectively.

3.2. Application of ROV Method

ROV method is used for ranking the alternatives. Firstly, the normalized decision matrix that is obtained by using Eq. (2) and Eq. (3) is used as shown in Table 2. Then the best and the worst utility functions for each alternative are calculated by using Eq. (6) and Eq. (7). The criteria weights derived from Entropy method is used while making these calculations. Finally, the u_i values of all alternatives with respect to the considered criteria are estimated by using Eq. (8). Table 4 exhibits results of the ROV method upon which complete ranking of the alternatives is obtained.

Table 4. Ranking of alternatives

Alternatives	u_i^+	u_i^-	u_i	Rank
A_1	0,2156	0,4528	0,3342	2
A_2	0,0000	0,5031	0,2516	4
A_3	0,2156	0,5211	0,3684	1
A_4	0,0539	0,5750	0,3144	3

According to Table 4, the ranking of the alternatives is $A_3 > A_1 > A_4 > A_2$. For this problem A_3 is the best alternative with the highest utility value and A_2 is the worst alternative with the lowest utility value.

4. Conclusion

In this paper the apple selection problem of the food company for the apple juice concentrate has been solved with the Entropy and ROV methods. After making necessary operations of these methods the best apple from different regions is determined. The Entropy method is used to determine the criteria weights and the ROV method is used to obtain complete ranking of alternatives. The Entropy and ROV methods provide some advantages to the decision makers. Entropy method measures the relative contrast intensities of the criteria to represent the average intrinsic information transmitted to the decision maker (Shemshadi et al., 2011). This method determines the weights of criteria objectively without considering the decision makers' preferences. So it can be particularly applicable for situations where reliable subjective weights cannot be obtained (Deng et al., 2000). According to the idea of information entropy, the number or quality of information acquired from decision making setting is one of the determinants of accuracy and reliability of decision making problem. Entropy is therefore a very good scale when it is applied to different cases of assessment or evaluation in different decision making process, and similarly, entropy can also be used to measure the quantity of useful information provided by data itself (Wu et al., 2011). On the other hand the ROV method calculates the best and worst utility for each alternative (Hajkowicz and Higgin, 2008). This method computes all the possible combinations of cardinal values for indicator weights which are consistent with the decision maker's ordinal weighting and computes the range of possible values for the final score.

Both methods are based on evaluation matrix and they can simultaneously consider any number of criteria and alternatives. So complex decision problems can be organized and solved in a consistent manner. They handle the beneficial and non-beneficial criteria in the problem separately. They contain simple computational procedure. So they are easy to apply to the many real life selection problems. These methods are suitable for the analysis of alternatives' performance with respect to various conflicting criteria both qualitative and quantitative. The combination of these two methods enables taking advantages of their strengths.

This paper shows that the Entropy and ROV methods are performed efficiently for the apple selection problem. In future studies, proposed combined approach may also be applied to other selection problems of the company. The number of the evaluation criteria and the alternatives may be changed according to the needs of the company. The weights of the criteria may be derived from different weighting methods. The ranking of the alternatives may be performed with other MCDM methods and the obtained results may be compared.

Acknowledgments

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The Journey of Self-Discovery and Wholeness in *To the Light House*: From the 'Body for Others' to the 'Visionary Body'

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Abstract

Having been defined as an 'incomplete man' or an 'incidental being' that lacks certain qualities, women have gradually internalized the patriarchal ideology, claiming that they are essentially insufficient. Considering themselves as the insignificant 'Other' in relation to men, women are full of self-loathing and shame over their bodies. Thus, always seeking men's approval, women drown out the inner voice of their bodies and resort to being 'the body for others'. However, for Woolf, it is a self-destruction not a salvation. She claims women have to get rid of those docile bodies and disembodied minds to be able to take control of their own lives cleared from all the social constraints, society constructed gender roles and patriarchal demands. For Woolf, this is only possible when women assert themselves through their bodies, thereby realizing a new sense of being inside themselves that is powerful and autonomous ready to actualize its potential. Therefore, basing its argument on those assertions of Virginia Woolf and one of her most influential novels, *To the Lighthouse*, this study puts forward women's body image largely influenced by phallogocentric world and its typical patriarchal system can be challenged and subverted through the 'visionary body' that enables women to achieve the unique process of self-discovery and wholeness.

Keywords: phallogocentric order, patriarchy, gendered body/body for others, fluid body/visionary body, semiotic chora, de(con)struction

Introduction

Aptly-named as "a psychological poem" (Woolf, 1982, p. 102) by Leonard Woolf, *To the Lighthouse* (TTL, henceforth) is considered by many critics to be one of the most influential novels written by Virginia Woolf. Moreover, since perhaps Woolf has woven a great deal of her personal experiences and unresolved issues with her deceased parents into the novel, *To the Lighthouse* is accepted as a semi-autobiographical work. In this masterpiece, Woolf aims to discharge that intensified psychic energy with two main characters based on her parents: Sir Leslie Stephen, who provides a model for Mr. Ramsay, "... sitting in a boat, reciting *We Perished, Each Alone*, while he crushes a dying mackerel" (Woolf, 1982, p. 75), and Julia Stephen, a model for Mrs. Ramsay, staying "there... in the very center... from the very first" (Woolf, 1985, p. 81). Woolf, obsessed with her parents, admits that she has to write this novel, *To the Lighthouse*, to release herself from them, especially from her mother:

I wrote the book very quickly; and when it was written, I ceased to be obsessed by my mother. I no longer hear her voice; I do not see her. I suppose that I did for myself what psychoanalysts do for their patients. I expressed some very long felt and deeply felt emotion. And in expressing it I explained it and then laid it to rest (1985, p. 81).

Therefore, *To the Lighthouse* is a kind of journey for Woolf, a metaphoric journey to her own past, to the maternal space and semiotics from the phallogocentric symbolic order. In fact, Woolf has to set out on that journey to distinguish her self-identity from that of her identity with the mother, but she cannot resist the attraction of this complex relationship and always finds herself being drawn "into its orbit not only as a daughter but as a writer" (Rosenman, 1986, p.15). Thus, like in many other works, Woolf aims to regress back to the beginning, also in *To the Lighthouse*, to re-experience and re-create the early experiences of semiotic chora full of ecstasy and rapture. As she writes in *Moments of Being*, achieving that satisfaction "is only a question of discovering how we can get ourselves again attached to it, so that we shall be able to live our lives through from the start" (1985, p.67). Briefly, by descending into a realm of semiotic fluid that spilled over the restraints of symbolic language, Woolf seeks the secret essence that she carries within her throughout the novel, particularly in relation to the mother, represented by Mrs. Ramsay.

The question here is that why the relation to the mother and her maternal body is so crucial for Woolf to be able to create a less sexist and less phallogocentric model for women. According to her, women, who have been the objects of male theorizing, male desires, male fears and male representations for ages, have to reclaim their usurped bodies and silenced voices back. For this aim, they have to create both a new female language and a new politics. However, it is a challenging process since the system of the patriarchal language and its hegemonic powers have penetrated into almost every field of experience. The obvious place to begin is the silent place, the 'dark continent', as Helene Cixous points out:

The Dark Continent is neither dark nor unexplorable. – It is still unexplored only because we've been made to believe that it was too dark to be explorable. And because they want to make us believe that what interests us is the white continent, with its monuments to Lack (1976, p.884-85).

For Freud and Lacan, women are excluded from any available connection with culture and the cultural order as they lack any relation to the phallus, the 'transcendental signifier'. According to them, female subjects, not having the phallus, cannot signify speech and desire, because all individuals must symbolize their desire in terms of the male penis. Hence, women acquire a split identity and self-understanding as they are merely considered speechless objects of male desire. In order to move beyond the limitations of this oppressive formulation of desire, with its basis in the Oedipal conflict, and achieve their unity again, women must listen to the call of the chora; an echo reminiscent of original bliss, or the "semiotic chora", a term for the 'enclosed space, womb' or 'receptacle' that Kristeva derives from Plato's *Timaeus* (Kristeva, 1984).

During the time of infancy, there is no sense of separation from the body of the mother. The infant and mother are one and whole. There is no self, no other, no this or that; everything is one and the same. Their world is composed entirely of sensations elaborating wholeness and jouissance. As there is no absence, there is also no need for language. Thus, the concept of 'other' is not conceivable to the infant yet. However, this situation significantly changes once patriarchy reaches his hands to the child. The process of othering starts both for the child and the mother: s/he becomes an 'Other' to the mother and the mother turns into the 'm/other', a selfless object, whose sole reason for existence is to gratify the wants and needs of the family. The child views the mother not as a person but as an object who fails to give her/him what s/he desires from her. Acquiring the 'Law of the Father', the child becomes a subject of the system (Lacan, 1977) and loses the union with the mother. The feeling of wholeness producing laughter disappears gradually, and "the child's laughter [becomes] one of a past event" (Kristeva, 1980, p.283). Therefore, the entrance of the child to the Father's law means both separation from the mother and losing touch with the semiotic chora; as clarified in the following:

Once the subject has entered into the Symbolic Order, the chora will be more or less successfully repressed and can be perceived only as pulsional pressure on symbolic language: as contradictions, meaninglessness, disruption, silences and absences in the symbolic language. The chora is a rhythmic pulsion rather than a new language. It constitutes, in other words, ... the disruptive dimension of language, that which can never be caught up in the closure of traditional linguistic theory (Moi, 1996, p.162).

Even though a person loses touch with the semiotic in the symbolic stage, the chora is always there for her/him. The mother's voice has been repressed, though, not silenced. It is present but defined as "an invisible, formless being, a mysterious" (Irigaray, 1985, p.307) within the patriarchal discourse. In order to re-experience the sensations, experiences, and most importantly the wholeness of the chora, the tightly wound structures of phallogocentric discourse and its man-made language must be unraveled, because all of these have been formed to separate one from the mother. By re-uniting with the chora, in which there are no binaries or hierarchies but only unity and harmony, one can create a new world, where the Law of the Father does not count. It is not a utopian dream as there was such a place once in everyone's life: the pre-symbolic period, where the child is one with the m/other.

Therefore, Woolf claims that the other, which is at the same time the mother, is the source of de(con)structing everything related with the phallogocentric discourse: its cultural norms, laws, language, and power. Once women get to the other side of the looking glass and become one with their image, instead of seeing it from the outside as an 'other', their female language will be brought into the foreground of consciousness. Eventually, the female language finds its source, the m/other's body, "mak[ing] everything all right, nourish[ing] and stand[ing] up against separation" (Cixous, 1976, p.882). This poetic female language, coming from the 'semiotic chora/the maternal body' eliminates the dominating sense of the symbolic and lets women overcome their initial silence and express themselves outside the bounds of phallogocentric signification.

The Voice(s) of M/other: Mrs. Ramsay and Lily Briscoe

Mrs. Ramsay, like Julia Stephen, is a typical Victorian woman who has sacrificed herself for the sake of her husband and children. She is the 'Angel in the House', who "warmed and soothed" (*TTL*, p.41) everybody around her with her maternal realm, especially her children, who long for the secure world of the chora and semiotics. She is the looking glass, "possessing the magic and delicious power of reflecting the figure of man at twice its natural size" (Woolf, 1929, p.30) not just for her husband, Mr. Ramsay, desiring "to be assured of his genius, ... to be taken within the circle of life, ... to have his senses restored" (*TTL*, p.32), but she also provides solace to her guests:

[Mr. Tansley] should have been a great philosopher, said Mrs. Ramsay, ... but he had made an unfortunate marriage. It flattered him; snubbed as he had been, it soothed him that Mrs. Ramsay should tell him this. Charles Tansley revived. Insinuating, too, as she did the greatness of man's intellect, even in its decay, ... she made him feel better pleased with himself than he had done yet (*TTL*, p.9).

Despite all her efforts of self-sacrifice and surrender, Mrs. Ramsay is sometimes faced with dilemmas and serious doubts about her marriage. In some certain moments, "when, in a state of mind..., half plaintive, half resentful, she seemed unable to surmount the tempest calmly, or to laugh as they laughed, but in her weariness perhaps concealed something. She brooded and sat silent" (*TTL*, p. 168). She thinks that her entire life is in vain. In fact, Mrs. Ramsay feels like she has a split personality represented by two kinds of body – the 'body for others', "the body cast in social roles and bound by the laws of social interaction", and the 'visionary body', "a second physical presence in fundamental respects different from the gendered body constituted by the dominant social order" (Hite, 2000, p.1). When she is alone and isolates herself from everything – her husband, children and chores – she feels that her visionary body "offer[s] an inviolable place for momentary but definitive experience" (Hite, 2000, p.17). In those times, Mrs. Ramsay sees the light reflected from the lighthouse:

... the steady light, the pitiless, the remorseless, which was so much her, yet so little her, which had her at its beck and call ..., but for all that she thought, watching it with fascination, hypnotized, as if it were stroking with its silver fingers some sealed vessel in her brain whose bursting would flood her with delight, she had known happiness, exquisite happiness, intense happiness, and it silvered the rough waves a little more brightly, as daylight faded, and the blue went out of the sea and it rolled in waves of pure lemon which curved and swelled and broke upon the beach and the ecstasy burst in her eyes and waves of pure delight raced over the floor of her mind and she felt, It is enough! It is enough! (*TTL*, p.54).

With the touching of the light, Mrs. Ramsay has reached beyond the limits of a 'dark continent', which has been defined as uncanny and a threatening place for women by the phallogocentric tradition. However, there, she experiences *jouissance* and freedom, not fear and uncertainty. She feels as if her body was fluid, which cannot be controlled or shaped. Unfortunately, this 'exquisite happiness and ecstasy' do not last long, because Mr. Ramsay, regarding his wife just as a body that merely belongs to him, realizes the change in Mrs. Ramsay. He senses the threat of her new 'fluid body', which will "deform, propagate, evaporate, consume him, to flow out of him and into another who cannot easily be held on to" (Irigaray, 1985, p.237). Fearing the loss of his authority over his wife, Mr. Ramsay turns up the heat. All the strength and energy of Mrs. Ramsay is absorbed "by the beak of brass, the arid scimitar of the male, which smote mercilessly, again and again, demanding sympathy" (*TTL*, p.32). Very soon, she cannot resist being the 'body for others', and her quest for truth ends in unconditional surrender to Mr. Ramsay, like "a bride to meet her lover" (*TTL*, p.53). In that way, by letting her husband exploit her body, Mrs. Ramsay has no staying power and dies unexpectedly.

By exemplifying two different bodily experiences of Mrs. Ramsay, Woolf tries to prove how the phallogocentric world and its typical patriarchal system mold and ideologically program women's bodies. With this controlling idea in her mind, she challenges and subverts women's body image largely influenced by false assumptions of male opinions, and creates sensuous and passionate female characters who remain aloof from the unresolved problems of motherhood and love affairs. These female characters, having the modernist body, or in other words, the 'visional body', represent "an inspired solution to the problems of women's culturally sanctioned vulnerability" (Hite, 2000, p.6). Woolf creates that body, "sealed off from social consequences, secure from interruption or invasion" (Hite, 2000, p.6), through the character 'Lily'. Unlike Mrs. Ramsay, representing the typical Victorian woman, Lily does not align with the ideologies of the mentioned period. She is "an independent little creature" (*TTL*, p.15), who deals with art and artistic creation instead of getting married and having children. In this respect, in *To the Lighthouse*, Woolf has laid foundations for transforming the patriarchal 'docile body' into the 'fluid body' that cannot be controlled or shaped, and kills the 'Angel' in the house and creates the female modernist body, or in other words, the 'visionary body' so as to reach the states of enlightenment and transcendence.

Women, defined as an 'incomplete man' or an 'incidental being' that lacks certain qualities, have internalized the patriarchal ideology, claiming that women are essentially insufficient. Considering themselves as the insignificant 'Other' in relation to men, who are the 'Absolute', women are full of self-loathing and shame over their bodies. Thus, always seeking men's approval, women drown out the inner voice of their bodies and resort to being 'the body for others'. However, for Woolf, it is a self-destruction not a salvation. She claims women have to get rid of those docile bodies and disembodied minds to be able to take control of their own lives cleared from all the social constraints, society constructed gender roles and patriarchal demands; that is, from all the reductive systems of masculine confinement and oppressive language. For Woolf, this is only possible when women assert themselves through their bodies, as it is "one's body feeling, not one's mind" (*TTL*, p.148). She believes that once a woman reclaims her body, she eventually realizes a new sense of being inside her that is powerful and autonomous ready to actualize its potential as a whole and healthy person. Thus, Woolf encourages women to resist the patriarchal representations of their bodies and accept the fact that their body is an essential aspect of self-expression.

Correspondingly, Lily, who cannot complete her painting however hard she tries, understands that she needs a new way to express her feelings and spiritual energy, which is not controlled through the moral codes of phallogocentrism and its man-made language. This new way is her body, as the place of self-expression, as Woolf states in *A Room of One's Own*: "No doubt we shall find her knocking that into shape for herself when she has the free use of her limbs; and providing some new vehicle (1929, p. 65). Realizing this fact, Lily stops considering her body as an obstacle and sets it free:

Then, as if some juice necessary for the lubrication of her faculties were spontaneously squirted, she began precariously dipping among the blues and umbers, moving her brush hither and thither, ... with some rhythm which was dictated to her. ... she lost consciousness of outer things, and her name and her personality and her appearance, ... her mind kept throwing up from its depths, scenes, and names, and sayings, and memories and ideas, like a fountain spurting over that glaring, hideously difficult white space, while she modelled it with greens and blues (*TTL*, p. 134).

Only when Lily decides to trace her body does she feel the rhythm of her 'visional body', and trembles in "a painful but exciting ecstasy" (*TTL*, p.132). Gradually, with the help of those rhythms, what seems like "ghost, air, nothingness ... a center of complete emptiness" (*TTL*, p.149) at the beginning of her journey becomes clear, and Lily lifts the veil of the mystery. Now, she understands very well that this "white space" is the maternal body, which is a rich and fertile terrain for creation. Realizing this fact, Lily decides to find her lost mother and re-establish the dual union through which she can obtain the feeling of wholeness and creative spirit, because only then she will be able to complete her masterpiece, which is not "single and solitary births; ... but the outcome of many years of thinking in common" (Woolf, 1929, p.55) (italic is mine). Desiring to seek a mode of representation outside of the father's symbolic universe, the only way for Lily to explore and describe the archaic and primary relation to 'the maternal feminine' (Irigaray, 1985) is to paint in 'white ink'. For this purpose, she affiliates with her figurative mother, Mrs. Ramsay, who will nourish her with all that she needs.

Conclusion

In fact, by focusing on the reintegration with the lost mother and her maternal body, Woolf aims to de(con)struct the ignorant patriarchal gaze over the mother-daughter and/or woman to woman relationship in *To the Lighthouse*, because she believes that women are "confidantes, ... mothers and daughters" (Woolf, 1929, p.69). To clarify the problems of the patricentric texts, she interrogates Freud and Lacan's arguments on the pre-Oedipal structure, and prognosticates the matricentric theory as a gateway to the symbolic register (Abel,1989). Unlike Freud and Lacan, advocating the complete separation from a mother for a successful individuation, Woolf believes that nothing is required to be repressed. She identifies the fourth dimension of human life in which one can obtain the lost unity with the mother again: "I mean: I: & the not I: & the outer & the inner [...] New combinations in psychology & body – rather like painting" (Woolf, 1982, p.353). What Woolf emphasizes with the fourth dimension is the mother's womb, or the chora, "a receptacle of all becoming" (Kristeva, 1980, p.38) that offers equal chances to both sexes. It is not a place of emptiness or mystery but a place of production. When Lily comes to term with this fact, she "[goes] on tunneling her way into her picture, into the past" (*TTL*, p. 145), like Woolf does during her creation process. There, she returns to the pre-oedipal phase of 'unity' with the mother and identifies with Mrs. Ramsay, representing the mother archetype that promises the primordial unity. With this unification, Lily Briscoe resolves her own insecurities and comes to peace with the memory of the deceased Mrs. Ramsay. Now, it is the right time for Lily to complete her painting:

Quickly, as if she were recalled by something over there, she turned to her canvas. There it was—her picture. Yes, with all its greens and blues, its lines running up and across, its attempt at something. It would be hung in the attics, she thought; it would be destroyed. But what did that matter? She asked herself, taking up her brush again. She looked at the steps; they were empty; she looked at her canvas; it was blurred. With a sudden intensity, as if she saw it clear for a second, she drew a line there, in the center. It was done; it was finished. Yes, she thought, laying down her brush in extreme fatigue, I have had my vision (*TTL*, p.176).

Lily finishes her painting just after “peace had come” (*TTL*, p. 120). She, at last, finds the way to express her body’s feelings that have been inexpressible before, and transforms what seems indefinite and absent into the certitude and properness of a vision. In other words, Lily succeeds in making “the shadow on the step” (*TTL*, p. 170) visible and turns it into a sign of presence. It is not just somebody but Mrs. Ramsay, the primary source of everything. She is still part of the “picture” Lily seeks. Thus, by catching the essence of Mrs. Ramsay, Lily Briscoe finally manages to conceptualize Woolf’s vision at the end of the novel. She transfers what she sees into a form. That is, she makes visible the world’s invisible form by uncovering the language of art. That language, purified from the patriarchal ideologies and male gaze, erases all the binaries and creates a new image of the female body defined by female experience. It puts an end to the rule of phallic authority and logocentrism over the female body, and lets this visual body assert itself in Lily and her attitude towards life and art. Her body, urged by “a curious physical sensation” (*TTL*, p. 133) to paint, connects with the rhythms of the mother’s womb, or the semiotic chora that always ensures peace and truth along with the primordial unity. Through this unity and the pre-linguistic experience with the mother, Lily Briscoe ascertains her transcendent vision and manages to reach the maternal jouissance, the source of aesthetic revolution, and violates the constraints of the symbolic discourse by “connect[ing] the mass on the right hand with that on the left” (*TTL*, p. 44) (the italic is mine).

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Teaching and Learning with Mobile Devices in the 21st Century Digital World: Benefits and Challenges

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Abstract

Mobile devices have introduced a new generation of educational tools that afford creative use and instant access to a wealth of resources. These devices hold great potential for transforming learning. On one hand teachers and students are very positive about these devices, on the other hand, there are several obstacles faced. This paper examines the benefits and challenges of mobile devices on learning and teaching. The study shows that teachers and students are optimistic about the use and influence of these devices on students' motivation, communication, collaboration and ability to research. Adequate training and support can help overcome the challenges faced.

Keywords: Classroom, learning, mobile devices, teaching.

Introduction

Learning in the 21st century is omnipresent with computer and technology and is gaining momentum in the lives of the young and becoming a part of education at schools. Student use technology on a daily basis and this has an impact on their education. Technology used effectively in the classroom enables students to be innovative while developing new skills and provides students with futuristic information. (Saxena, 2013). In recent time, the increase in use of technology is shifting traditional teaching methods in the classroom by facilitating learning in new ways. Mobile learning is the use of mobile technology to facilitate learning anytime and anywhere.

According to a UNESCO report (2013), mobile devices include any portable, connected technology, such as basic mobile phones, smartphones, e-readers, netbooks, tablets, iPads and computers. Marc (2001) points out that today students have not just changed incrementally when compared to those of the past. They are the first generation to grow up with electric devices of new technology. He adds that they have been using videogames, video cams, digital music players, cell phones, computers, and all other toys and tools of the digital age almost from their birth and are an essential part of their lives. He further says that today, mobile learning is a need but not a want. It is believed that by allowing students to use mobile devices in the classroom, motivation to learn and to achieve increases (Kunzler, 2011). Hepple (1998) pointed out that just in the development of technology where these devices are becoming a reality. However, it is yet understood how learning and teaching will change with the access and use of these devices. Without such understanding, we are left with an insufficient analysis that creates the conditions for ill-informed policy decisions at educational institutes. It is of vital importance for teachers to augment or change the way they teach in order to entirely educate students and prepare them for scientific and technological global competitiveness for the 21st century.

The study addresses the benefits and challenges presented by the implementation of mobile devices in classrooms for teaching and learning at school. Though still in the initial stage, it is essential to highlight the challenges hampering systemic change. According to Alberta (2011), mobile devices not only eradicate many of the access issues but also reduce the need for teacher expertise and provide evidence of enriched learning instantly. As with the implementation of any new technology in education, there are challenges and mismatches in the classroom. The purpose of this study is to look at the benefits of mobile devices in education. It further looks into the challenges to the school, teachers and students in its implementation with suggestions.

Benefits of Tablets for Teaching and Learning

Many schools are now moving towards mobile learning in the classroom because of the new electronic devices that offer

portability and ease of use on a budget. The new electronic devices include Netbooks, iPads, cell phones, iPods, e-readers and even PDAs. Recent research on use of various mobile devices in classrooms have revealed positive learning outcomes for its use in classroom.

Students are generally positive in using mobile devices for learning, which is essential for 21st century education (Wylie, n.d.). These devices enable students to control their individual learning and allow learners to switch learning contexts conveniently from formal to informal or personal to social. It keeps students engaged, attentive and motivated and allows interaction with the devices. Teachers also benefit from the use of these devices. There is evidence that mobile devices have encouraged independent learning making it easy for teachers to differentiate individual student needs and share resources with students and among each other.

For students, mobile devices are easy to use and attractive. These devices have larger screens, variety of apps, audio and video recording software, higher processing and battery power. Research on tablet use and adoption reports that electronic devices have a positive impact on students' engagement with learning (Mango, 2015). The research showed that students tend to spend more time and effort in learning tasks that are of interest to them. Clark and Lucking (n.d.) findings showed increased interest, creativity, enthusiasm, engagement, motivation, independence and self-regulation, and improved productivity in students. Doing activities and discussions facilitated by the mobile device, students find learning more fun as compared to a typical lecture-based classroom (Morrone et al, 2012).

When tablets and iPads are used in classrooms, they have had a profound impact on teaching and learning according to the research by Nishizaki, (2015). The research also showed that relationship in teaching and learning in the classroom changes and becomes more student centered and student friendly allowing for more creativity of the student. The numerous apps available allow students to work independently, in groups and as part of the whole class, developing a range of knowledge and skills. With an increase in the use of devices, creative processes are possible as the boundaries between formal and informal learning blurs. There is emerging evidence to suggest that apps have a significant potential to support the learning process (Shuler, 2009).

Teachers can create interactive presentations, which include students' observations and comments. Teachers can give lessons, monitor progress and stay organized. Simple-to-use and easy to create presentations with stunning animations and effects. Productivity applications help students and teachers put together professional-looking documents, presentations, and spreadsheets no matter where they are. Teachers' can directly write notes using these mobile devices during interactive discussion and these can be displayed on a projected screen for students. These notes can be saved, modified, uploaded and can be helpful to students who miss anything. Students can track their assignments, take notes, and study for finals using the notes.

Tablets and iPads help students feel more confident in their learning after participating in technology-driven activities by promoting active learning. Teachers could engage students in online discussion by linking all computers. The students can then take part in the discussion by writing on the screen. The mobile devices have the capacity to connect student and instructor and create more active discussions and more constructive reflection (Morrone, 2012), that includes teacher-teacher, student-student, teacher-student, and student- teacher, what they are discovering is possible with the device. With a device, the classroom is always at the students and teachers fingertips with thousands of educational apps available to download.

Mobile devices help forge closer connections between student and teacher. Both teachers and students have learned and developed effectively through exploration and by wanting to share knowledge with each other (Burden et al, 2012). Teachers, students and parents report that the multiple communication features, routine availability and easy accessibility of tablets in the classroom and in students' homes make communication between teachers and students, and school and home easier and routine. Positive evidence from parents such as: increased engagement and interest in learning, gaining knowledge and technology skills, more time spent on homework and more opportunity to make learning relevant and authentic. Parents' state that home-school communication improves with the introduction of mobile devices and lighter school bags is a major benefit.

The portability of mobile devices provides users with access to a broader and greater flexible source of learning materials than what is offered in current classroom settings. In addition, it can be used anywhere, in physical education, music, dance or even in the swimming lesson. With over thousands of apps available to download, teachers have access to an abundance of learning materials for use on mobile devices such as the tablet. The teacher can easily update the

student's data even when outside class that is without going to the desk or school. Tablets and iPad are fitted with sensors, cameras, microphones, accelerometer, touch screen, on-screen typing, Voiceover and Talkback. These features have made these devices a popular device for teaching and learning for students of special needs such as students with autism or speech disorder, motor skills impairments, attention deficit hyperactivity disorder, dyslexia and visual impairment. The touch screen enables them to access tablet effectively specially the student with motor skill impairments and voice output offers advantage to autism or speech disorder students. Mobile devices contribute to the development of skills and connect students with and without disabilities (Dwight, 2013).

Tablets and iPads have been overestimated as 'revolutionary' devices that hold great potential for transforming learning (Goodwin, 2012). One of the chief benefits of these mobile devices is that they enable learning anywhere, anytime. This allows a shift away from the traditional model where the classroom is the central place of learning driven by the teacher and limited to instruction within the school day. In deploying mobile devices, the teacher is no longer at the center of the learning process and the instructional time can surpass the school day.

The use of mobile devices provides many positive outcomes for students, staff, and the community. It not only improves writing skills and gravity of students' research but also increases student interest in learning and ownership of the learning process. There are reductions in lecture/presentation instruction and an increase in project based learning activities.

Challenges

In this digital era, more and more schools in many countries are taking advantage of these new mobile devices that offer portability and ease of use. Although the use technology in education is remarkable and has a positive trend, there is a need for concern, as there are several obstacles that restrain the integration of technology (Vrasidas, Kyriacou, 2008). The existing process needs to be reassessed and new methods may have to be implemented to be used in classrooms. The approach of throwing these devices into classrooms to see what happens is bad and definitely will have negative consequences. Although the students are in favor of mobile devices, they too have concerns. However, there are some concerns on the use of mobile devices in education raised by students, teachers and parents, which are discussed below.

Technology is developing at a rapid pace and it is an ongoing process. Traxler (2010) considers that devices owned by students are not designed for education use and are poorly suited for learning. Initially tablets and similar devices were developed for personal use but of late, they are designed for educational purpose. Innovative technology is developing at a rapid pace and a number of apps for learning and teaching purpose are being introduced. The management experience some stress in taking decisions in choosing the apps that are best for learning and teaching. As Melhuish and Falloon (2010) noted that "for an application to be a part of an individual's learning pathway they must be pedagogically sound in designrather than focusing solely on content, engagement or edutainment."

In this era of digital technology, most children are immersed in digital technology. Homes are flooded with devices like smart phones, tablets, Xbox etc. These children spend most of their time playing games and watching movies and it has become a sedentary past time. However not all children have access to modern technology at home not only in developing countries but also in developed countries. Even if the developing countries introduced digital technology in educational institutions, it is only limited to urban regions while the rural and poor people continue to lag behind, due to lack of investment, infrastructure and skilled teachers. The tablets are expensive to purchase and the cost of maintenance is even higher.

Karsenti, & Fievez (2013) stated that students spend 76% of their time on using iPads outside the classroom on social activities, amusement and other recreation. Although students feel that use of tablet for learning would not intimidate them, as it is an omnipresent constituent of their daily activities; yet even the tech-savvy students may consume more time for learning activities until they are familiarized with the device. Not being competent in the use of mobile devices may frustrate them and they might not want to explore the capabilities. Majority of mobile devices used for education seemed to be messy and poorly executed. When students lose their confidence, they might have a negative outlook on education. It is observed that the students find it easier to use gaming applications than education apps.

Mobile devices when used inappropriately by students in classroom can be a source of distraction. Parents do not trust that their young children were responsible in their use and felt possible danger. Students find creative ways to do something on these devices than follow the teacher's instructions. With access to internet, their attention is diverted to

gaming sites and social networking functions. Distraction is a big challenge to teachers. According to the study in Quebec, Canada 99% of students, using tablets say that they find it distracting in class (Karsenti, & Fievez 2013). Management in educational institutions have to take responsibility to block certain applications or websites; and teachers need to move around the class to control and monitor the use of such devices by students. In addition, they could create a place and time in the school for social networking than prohibiting.

Tablets are more fragile than computers; parents and teachers are concerned about the damage. In addition, these gadgets are expensive and when dropped or misplaced the loss is quite big as they are costly devices. There is also possibility of theft of the devices at school. Parents concern is how this could be replaced. Clarke & Svanaes (2012) suggested that insurance could replace or repair the devices with some implications if the student broke more than one or two devices.

Reading a large amount of text on the small screen of mobile devices can be difficult and can cause eye strain (Shuler, 2009). There are a great variety of digital books available but schools have very limited access and some are also difficult to use. Schools should provide students with the link to online books. Some governments have urged schools to speed up the transition to digital textbook so that in the next few years every student in America should have a digital textbook (Torres and Lofholm 2013). A small number of students use digital books in middle and high school in America. In the future digital textbooks will replace the traditional paper textbooks, which will be lighter. Initially for schools cost of investment would be high but in the end, they would be able to save a considerable amount of money. Tablets are used in schools in ever-increasing numbers, as prices come down in a competitive market, and with the added attraction of over 100, 000 free or low-cost educational apps, and the arrival of tablets specially designed for schools.

It is observed that tablets do not have the required features in a single application. They look to be for receiving information than inputting. This is one of the major drawbacks of this device. Some students find it difficult to write lengthy text responses on the table due to lack of keyboards. Use of separate keyboards debilitate better power and reduce portability. Although it has an onscreen keyboard but when used, the view area becomes smaller and peculiar.

Morrone et al (2011) found that use of tablets for learning and teaching requires advanced planning and devotion of more time monitoring and supervising student's tablets explorations. When digital technology is introduced for learning and teaching, instructors have to quickly adapt and always have backup plans to face disruptions and distractions. It is also found that students adept and are faster compared to teachers. This is a sign that changes for adoption success are thin. Some teachers have found use of tablets for teaching and learning challenging, and some found the need for training on technical advices, lists of useful application, discussion of pedagogy and sufficient time to get used to the device. In addition, some teachers at school have shown reluctance to adopt to this new technology and have touted as transformative devices.

For use of tablets for teaching and learning at school requires internet connectivity with a proxy server. Internet is required to export response and other work created by students on their devices. At the same time, schools must restrict internet access to avoid inappropriate use. Setting up devices and account user names and passwords for individual students consumes school time of management, which is a probable barrier. Schools also have to consider adequacy of wireless network required for portability of the device. The use of device in classrooms need internet connectivity, for which students have to log in and out each time they use. Teachers have reported that they sometimes face disruption in their teaching plan due to bad network or limited range of the wireless network.

Conclusion

Conclusions drawn show that the benefits overshadow the challenges. What is evident from the discussion is with proper training to teachers, supervision of students and awareness of mobile learning; educational institutes will soon be able to make rapid strides. Teachers deal with substantial challenges but when provided with adequate training and support the challenges are fewer. Using mobile devices allows students to extend learning beyond the classroom walls, says Harward's Dede. In addition, students are highly engaged and are able to demonstrate unique and creative ways to respond to the use of technology that offers some distinctive affordances to users. It is important to remember that digital technology should enhance curricular goals and support student learning in new and transformative ways (Hutchison & Reinking 2011). Educational institutions need to take note of this, and look for safe, productive ways to integrate mobile learning devices into our curriculums. There has been very little research done on mobile learning and there is lot of scope for further research especially in evaluation and assessment.

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Understanding Different Forms of Community Development: A Review of Literature

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Abstract

Community development is often a nebulous term defined by many conceptual and practical characterizations (Christenson & Robinson, 1980; Summers, 1986; Wilkinson, 1991). This is particularly tangible in the twenty-first century, characterized by a larger and growing presence of communities engaged in community development efforts. The growing interest in community development has resulted from the field's proven capacity to deliver solutions to community problems. Additionally, the multifaceted ways in which communities worldwide participate in community development efforts (Walzer, 2010) has contributed to community development's conceptual and practical pluralism. As a result, an increase in numbers and variability of individuals and organizations from multiple disciplines and frameworks practicing and studying community development has become palpable (Walzer, 2010). Policy-makers, practitioners, and academics should benefit from better understanding not only what community development is from a conceptual and overarching standpoint, but from an applied perspective, by acknowledging the different stakeholders, goals, and processes engaged to achieve such goals. Understanding of the different forms of community development and how they can complement each other is critical for establishing future processes that try to minimize the weaknesses of each form and promote their strengths.

Keywords: Different Forms of Community Development

Introduction

Community development is often a nebulous term defined by many conceptual and practical characterizations (Christenson & Robinson, 1980; Summers, 1986; Wilkinson, 1991). This is particularly palpable in the twenty-first century, characterized by a larger and growing presence of communities engaged in community development efforts. The growing interest in community development has resulted from the field's proven capacity to deliver solutions to community problems. Additionally, the multifaceted ways in which communities worldwide participate in community development efforts (Walzer, 2010) has contributed to community development's conceptual and practical pluralism. As a result, an increase in numbers and variability of individuals and organizations from multiple disciplines and frameworks practicing and studying community development has become palpable (Walzer, 2010).

As noted by Green and Haines (2008), the large number of concepts and practices associated with community development is strength of the field, yet it can also be a problem. Such pluralism has become overwhelming and has forced many to produce more narrow conceptualizations of community development framed by particular areas of specialization (e.g. community development as defined by economic growth or urban development). While extremely valuable, such conceptualizations lack a holistic vision or conceptual basis that provides an overarching guidance to the field.

Without an inclusive conceptualization, community development faces the risk of becoming too narrow in focus. Lack of an overarching conceptual definition and clear understanding of what community development entails results in a scattered literature often targeted at specific groups. Such specialization diminishes the opportunities for academics and practitioners to understand the internal connections between distinct disciplines that link the field together. This becomes a daunting problem, particularly for a field that prides itself on being multidisciplinary, applied, and oriented to problem-solving (Green & Haines, 2008; Taylor, 2007; Theodori, 2007; Walzer, 2010).

Community

The debate as to what constitutes a community is an ongoing, and perhaps never ending discussion (Green & Haines, 2008; Theodori, 2007). Human ecology, systems theory, and field theory are among some of the most commonly known approaches to the study of community (Luloff & Krannich, 2002). Human ecology defines community as the structure of relationships through which a localized population meets its daily requirements (cf. Luloff & Krannich, 2002).

Human ecology is concerned with community structure, which is comprised of the mechanisms by which the population organizes itself for survival in a particular habitat (Poplin, 1979). Further, the ecological perspective emphasizes society's adaptive processes to achieve such goal (Hawley, 1950). According to this approach, adaptive mechanisms emerge in response to changing technological, organizational, and environmental conditions (Duncan, 1959, 1964).

Systems theory defines community as the combination of social units and systems that perform major social functions (cf. Luloff & Krannich, 2002). From this perspective, a social system is a highly organized set of socially significant relationships between two or more persons or groups (Bates & Bacon, 1972; Poplin, 1979). According to this approach, the community can be viewed as a system comprised of statuses and roles, and groups and institutions that are closely articulated with one another (Poplin, 1979).

In addition to structure and function, interaction within a social group is an important component of a community. Field theory (Kaufman, 1959; Wilkinson, 1991) posits social interaction as the most critical feature of community. From this perspective, a community's existence, structure, and functioning are possible through local social relationships emerging from the interaction of its residents. Such social interaction consists of the extent and nature of relationships among the different stakeholders within a geographical area.

Guided by these approaches, we define a community as a locality comprised by people residing in a geographical area; the resources such people require to subsist and progress; and the processes in which such individuals engage to distribute and exchange such resources to fulfill local needs and wants.

For our purposes, the different people (stakeholders) and resources within a community will be considered its "*elements*". The ways in which diverse and often competing stakeholders interact to develop strategies, programs, projects, and rules of action will be considered "*processes*".

Elements of Community

Communities need a wide range of resources (Taylor, 2007), also referred to as assets

(Flora & Flora, 2008; Goreham, Tweeten, Taylor, & Fier, 2009; Green & Haines, 2008), for subsistence and progress. In here, such resources are considered elements, as these are the "building blocks" for community life. Community resources are, thus, essential for communities to function, as they allow localities to emerge and evolve by fulfilling locally required needs and wants.

A first set of resources includes human resources (Taylor, 2007). These include the different stakeholders in the community. Community stakeholders (or groups of organizations often found in a community), according to Smith (1991, 1997) consist of families/residents (households), government, businesses (for profit), and the voluntary/non profit sector (volunteer and grassroots). Such entities are, in different situations and at different levels, part of the decision-making processes leading to specific community goals (as defined by a community's needs and wants).

The relevance of human resources in community development is the role they play in providing particular capacities to the community. Stakeholders implement, facilitate, and/or receive capacities that allow the continual mobilization of resources within (and outside) the community. Through these capacities, stakeholders seek to establish the ways in which resources are distributed, traded, and managed.

A second resource includes the physical component of a community (Taylor, 2007). The physical resource consists of the built and natural assets of the community that, taken together, conform its character (William, 2007). Physical resources are important for functional, aesthetic, and symbolic reasons. Functionally, people want to live in communities that facilitate means for subsistence, communication, and mobilization (e.g. transportation) so commercialization, provision of services,

and engagement in recreational and leisure activities can be achieved (Richards & Dalbey, 2006). Aesthetically, people want to live in places that are pleasurable for them (Howe, McMahon, & Propst, 1997; Richards & Dalbey, 2006; William, 2007). Symbolically, the physical resource plays a critical role in the formation of sentiments and identity towards a community (Gustafson, 2001; Howe et al., 1997; Hummon, 1992; Matarrita-Cascante, Stedman, & Luloff, 2010).

Key to the survival and development of any community are also the value that social groups give to local resources. Such value refers to the ways in which human and physical resources are turned into/become economic resources. Economic resources are the established market values of goods and services that are produced as a result of the interrelations of human and physical resources. Thus, economic resources are the productive and financial assets that respond to the distribution of resources destined to fulfill the wants and needs of a local population. Such resources are established and pursued to distribute and secure the community's livelihood through a system of prices.

Processes within community

The mechanisms by which local human, physical, and economic resources are combined to pursue community development efforts are here called processes. From a community development perspective, processes at the local level are concerned with the provision and management of resources that seek to improve a community's living conditions.

Community development processes focused on economic development pertains the establishment of local efforts aimed at improving the community's economic and financial resources. These processes are often directly related to poverty reduction; development, retention, and expansion of local businesses; reduction of economic leakages; jobs creation, and income generation (Marais & Botes, 2007; Taylor, 2007).

Community development processes focused on human development are concerned with personal development reflecting people's (including youth, adults, and elders) individual conditions (e.g. improvements to physical, spiritual, mental and emotional health, literacy and education levels, and skills for particular tasks; Acharya, Yoshino, Jimba, & Wakai, 2007; Kane, 2010); intrapersonal development reflecting internal sociopsychological conditions (e.g. attachment to and satisfaction with the community; Binns, 2010; Theodori, 2000, 2001; Matarrita-Cascante et al., 2010); and interpersonal development reflecting the conditions of social relationships (e.g. reduction of criminal and deviant behaviors, promotion of broad involvement, power distribution, tolerance and equality, cooperation, self-empowerment, leadership, and capacity-building; Brennan & Israel, 2009; Craig, 2002; Kelly & Caputo, 2006; Lane & Henry, 2001; Richards & Dalbey, 2006; Speak, 2000; Tabbush, 2010).

Thus, community development, through human development processes, seeks to improve the characteristics of human conditions within and between individuals. As a result, human development processes seek healthier and more educated individuals, with stronger bonds amongst each other, and with the capacity to lead local efforts through established purposive collective action.

Community development through physical development entails efforts aimed at creating and managing local built and natural resources. Among the former, community development is often associated with infrastructure development processes including downtown revitalization, real-estate and commercial development, construction and maintenance of roads, streets, and sidewalks, and the promotion of communities through branding and marketing practices (Richards & Dalbey, 2006). Among the physical natural environment, community development is concerned with the ways in which natural resources are distributed and used locally. This requires processes of resource management balancing for human consumption, conservation, and sustainability (Kemp, 2010; Marfo, 2008; Maser, 1997).

While conceptualized as economic, human, and physical development, such processes are highly inter-related and are, often, inclusive. Further, the nature of such processes is highly dependent on who is the community developer (i.e. the "who"; Walzer, 2010). Knowing the "who" is important because it reflects the needs and wants sought to be fulfilled, and the routes of action associated with each community development process. Understanding the person or groups leading such efforts is important because, depending on this, approaches taken, goals set, and resulting outcomes can differ extensively.

In summary, community development operates with different elements (i.e. stakeholders and resources) that undergo certain processes that seek to improve the community. Developed programs/strategies seeking improved living conditions can vary in many ways depending on the particular resource(s) being developed. This often reflects the goals and training

of who is implementing such efforts. Based on these different views of community development, we offer a definition and characterization of community development in the following section.

Community development

Based on the elements and processes examined in the previous section, we have built a definition of community development: Community development is a process that entails organization, facilitation, and action, which allows people to establish ways to create the community they want to live in. It is a process that provides vision, planning, direction, and coordinated action towards desired goals associated with the promotion of efforts aimed at improving the conditions in which local resources operate. As a result, community developers harness local economic, human, and physical resources to secure daily requirements and

respond to changing needs and conditions.

Because of the multiple stakeholders involved, their goals, and the forms (processes) in which they appropriate, use, and manage local resources, community development produces many different outcomes. However, within such variability, overarching forms of community development that take place in a community can be noted and categorized. We summarized such forms in a community development typology that represent the different community development forms particularly focused on the view of community guiding the community development efforts, the benefits they produce to the community, who is the principal stakeholder leading the community development process, and the levels of input, involvement, and learning outcomes for local residents. Such typology can also be seen as a continuum, as community development efforts can vary in forms and can be placed along intermediate points in respect to the major categories presented here. Following a people-centered approach (in contrast to a developer-centered approach; Botes & Van Rensburg, 2000), forms of community development were labeled here as imposed, directed, and self-help.

Imposed forms of community development

Within the imposed form of community development, the predominant view of community consists of a place where people exchange goods and services to fulfil major functions necessary for survival and progress. Imposed community development efforts seek to improve the living conditions of a community through physical and economic development mostly by developing infrastructure and/or technology (structural hereon). Projects or strategies included in this form of community development are often technical in nature and are commonly promoted by contracted private industry (on instances extra-local to the community) or government institutions. From this perspective, the community developer is concerned with providing the community with an asset that makes life possible and/or easier. An example of a project fitting this category is the construction of roads, which makes transportation possible and more efficient in a particular community.

Without structural contributions, the community would find it hard to subsist, or would subsist in a less efficient form, limiting the capacities to progress. Community development efforts fitting this perspective parallel the “method” approach to community development as defined by Christenson and Robinson (1980), as it places particular emphasis on a specific purpose or end. Thus, imposed community development forms focus on “hard tasks” (Botes & van Rensburg, 2000). Botes and van Rensburg (2000) denote such tasks as technological, financial, physical, and material, and their implementation reflect what Summers (1986) and Wilkinson (1991) called development in the community processes.

Due to the nature of structural assets, which require specific skills and technology, the implementer focuses its attention on providing such assets mainly guided by its own expertise and judgment. The community developer in this case does not require/seek the community’s (i.e. residents) input and involvement in the process (therefore the name of imposed). Consequently, projects/strategies in this category rarely produce learning outcomes (e.g. technical knowhow, learning about working together, learning about local resources) for the large majority of the community residents.

Directed forms of community development

Directed forms of community development are a combination or mid-point between imposed and self-help forms. Within this form of community development, the predominant view of community is as a place where people exchange goods and services to fulfill major functions necessary for survival. Yet, although limited, some emphasis is placed on viewing community as a place where people associate and create meaningful relationships. The community is therefore mostly defined, as in the case of imposed forms of community development, by the functions necessary for survival of the

community. Projects or strategies fitting in this form of community development are mostly interested in structural improvements to the community.

Commonly practiced by local governments or funded institutions, directed projects or strategies are interested or required to engage in participatory/democratic efforts. In this form of community development, the community or group of residents are, for the most part, often directed towards a program or activity that has been previously designed by a group of stakeholders within the community (e.g. local government) and asked to provide feedback. The project or program is then modified based on the input of the community. Thus, the benefits to the community from directed projects are also linked to the community through the promotion of interactional processes. An example of a directed community development project is when a local government asks the residents of a community to provide feedback in the design of a greenway or bike paths.

The notion of inviting residents to the decision-making process is to some extent new. According to Richards and Dalbey (2006, p.22), "not until the 1960s and early 1970s was broader-based citizen participation tolerated in local land use decision-making." However, on instances, while the resident's input is taken into consideration, it is not to the extent that it would create major changes in the program or activity, reflecting more tokenistic forms of participation (Arnstein, 1969). Taking a more critical stance, Botes and van Rensburg (2000, p. 43) noted that "community participation is in these cases is nothing more than an attempt to convince beneficiaries what is best for them." Despite how seriously the input of the community is taken or not, directed forms of community development often provide residents with some level of information and voice. Thus, the resident's involvement in the process is sufficient to result in a moderate level of learning outcomes.

Self-help form of community development

Within the self-help form of community development, the major view of the community is that of a place where people associate with each other while building meaningful relationships critical for the community's subsistence. From this perspective, the community is defined by the relationships existing among individuals, and not by the functions each resident performs. As a result, whereas imposed forms of community development are focused on task accomplishment, self-help forms focus on interactional processes. Self-help forms of community development reflect development of community type efforts as defined by Wilkinson (1991). In this form of community development, the community or group of residents are often the leading stakeholders promoting a program or activity. From this approach, the community's input and involvement in the process are high, resulting in high levels of learning outcomes for the community. An example of a self-help form of community development can be the establishment of community gardens, which allow residents to interact and at the same time produce goods needed in the community.

Self-help forms of community development are focused on "soft issues" as defined by Botes and van Rensburg (2000). Support for this form of community development has gained much attention in academic and extension circles, and overall popular media. Such interest is fed by the relationships noted between local involvement/participation, and multiple outcomes including increased local control; affirmative success, effectiveness, and support rates; capacity-building; community agency; cohesion; identity formation; and local empowerment (Craig, 2002; Laverack, 2001, 2005; Matarrita-Cascante, Brennan, & Luloff, 2010; Rappaport, 1987; Richards & Dalbey, 2006; Simpson, Wood, & Daws, 2003).

This form of community development does not ignore end-result approaches (particularly as produced outcomes are critical for a community's sense of achievement and success; Simpson et al., 2003), yet places major emphasis on the establishment of mechanisms that allow the promotion of capacity-building through the interaction of its residents. The major contribution of self-help forms of community development is that it provides residents with capacities necessary to take over the direction of change in their locality (Matarrita-Cascante, 2010; Richards & Dalbey, 2006). Thus, in this form of community development, particular emphasis is placed on the enhancement of the human resource of the community resulting in high levels of learning outcomes for local residents.

The provided definition of community development allows the delimitation of the different elements and processes that exist in a community. Such elements and processes, from a community development approach, merge to produce goals that seek to improve a community's living conditions and quality of life. Further, the offered conceptualization allows us to produce a typology that synthesizes the different forms and context in which community development occurs in modern times.

While some might argue that some of the forms presented here might not be considered community development due to the lack of local residents' involvement, the benefits that such efforts bring to the community cannot be ignored. Nor should it be taken that these forms of community development are mutually exclusive. Due to the different aspects that comprise a community, the need for development of structural and interactional components of a community are both important. Multiple forms of development (local resident based as well as structured governmental agencies) often do exist in the same space. A key aspect of development is to link them or at the least make them aware of each other and their activities. Overall, the approach taken here is that all the different forms of community development are critical for the improvement of a community's living conditions through the fulfilment of local needs and wants by management and allocation of resources.

However, it is important to differentiate between different forms of community development efforts as they tackle different needs and wants, resources, stakeholders, and processes. Therefore, it is important to identify and understand the ways in which each form is associated with community development and, more importantly, how such forms benefits the community. Throughout this article the contribution that imposed forms of community development have on the community is noted. This form of development often focuses on providing localities with the structural components needed for communities to operate. On the other extreme of the typology (continuum), self-help forms of community development are critical for the provision of more than just desired goals. Such forms of community development focus on the establishment of mechanisms promoting skills and know-how for a wider local population. These mechanisms are essential for community members to better connect and associate, key to more democratic community-level processes. As a mid-point, the directed forms of community development is preferred

Such forms differ in approaches and outcomes, but, again, both are needed for survival and progress of communities. Each form has its strengths and weaknesses. Overall, imposed efforts provide residents with assets that otherwise would be nearly impossible for them to develop (for instance, sidewalks and roads), as they lack the technology, funds, and skills to do so. Furthermore, the stakeholders promoting efforts within this category have the expertise and resources to conduct these types of efforts in a timely and efficient manner. Efforts within this form of community development, however, lack the capacity to include residents in the decision-making process. Failure to do so can result in a variety of negative effects including high dependency, alienation, opposition to the project, reduced long-term sustainable goals, failure to empower residents, lack of attachment, ownership associated with the project, and overall fails to build "community" (as defined from an interactional standpoint).

Directed forms of community development present strengths in its inclusion of local voices. While such involvement is often limited, residents and stakeholders collaborate and promote the inclusion of a mixture of administrative and grassrootsbased activism. As diversity of stakeholders is present in this form of community development, changes can be palpable often in a timely manner. Additionally, as different stakeholders participate and exchange ideas, the emergence of "community" can occur. However, directed forms of community development face the risk of generating resentment and divisiveness when the input of the residents is not taken seriously. Further, as the projects are often designed and led by administrators, efforts can fail to be sustainable and end with the loss or replacement of such persons. Additionally, in many instances, such managerial positions can result in limited innovation. Instead of the creativity and innovation needed from local leaders, managerial roles tend to focus largely on maintaining local programs. Growth, change, or significant adaptations are not seen as an end goal. Alternatively, community-based activities and activities led by more classic examples of leaders have been shown to foster innovation, sustainability, and dedication from involved citizens.

Self-help forms of community development provide residents with opportunities to develop capacities resulting in self-reliance and greater control over change in the community. These efforts can lead to innovation, sustainable outcomes, and the formation of feelings of attachment and ownership, while also building "community." However, self-help forms of community development can present limitations in regards the nature of the projects to be developed. Residents often lack by themselves the technology, time, funds, and expertise to design, implement, and maintain particular projects (e.g. the construction of a highway). Additionally, this form of community development faces constant challenges as it heavily relies on local participation and involvement. This can be a problem in many communities, where reduced levels of participation are a well-known phenomenon (Putnam, 2001). This in turn, affects the possibilities of such projects being successful and sustainable.

Conclusion

Ignoring one form over another runs the risk of becoming too reliant on specific conceptualizations of community that fail to account for aspects of a locality that are important. Further, this can result in local efforts ignoring the strengths and weaknesses present in each form. For instance, a strong concern with participatory processes is important for communities to engage in better informed and diverse decisions; however, few community residents have the economic and technological resources to develop the necessary infrastructure for communities to operate (Geoghegan & Powell, 2009). Conversely, becoming too concerned with community development processes that promote programs or projects that are aimed at fulfilling infrastructure without accounting for the needs, requirements, and involvement of the community, faces the risk of being rejected by its residents, generating conflicts, becoming too costly, and promoting dependency on top-down processes (Knotts, 2006; Richards & Dalbey, 2006). This is particularly relevant, as noted by Simpson et al. (2003), due to the capacities and innovations that people can build as they become involved and participate in local efforts.

Policy-makers, practitioners, and academics should benefit from better understanding not only what community development is from a conceptual and overarching standpoint, but from an applied perspective, by acknowledging the different stakeholders, goals, and processes engaged to achieve such goals. Understanding of the different forms of community development and how they can complement each other is critical for establishing future processes that try to minimize the weaknesses of each form and promote their strengths.

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Transmedia Narrative Applied to the Final Degree Projects of the Eram/Udg Audiovisual and Multimedia Degree

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Abstract

In this work, we first describe the teaching method applied in two degrees (GAM and GAE) taught at ERAM, a school attached to the Universitat de Girona. We then discuss the particular characteristics of the group and individual final degree projects. Below we list the transmedia projects produced by the students during the period 2013-2017 in different areas (fiction, nonfiction and business), and choose a representative case study from each of these three areas. This makes it possible to determine a set of methodological implementations and innovations, both formal and in terms of contents, which we discuss in the present work.

Keywords: ERAM – Universitat de Girona – Audiovisual – Multimedia – Final Degree Project – Transmedia projects

1 Introduction

The University School ERAM is a centre attached to the Universitat de Girona that has been committed since 2013 to expanding audiovisual projects through transmedia narrative. After completing three initial courses that combine audiovisual and multimedia theory and practice, in the fourth and final year of the Degree in Audiovisual and Multimedia (GAM), the students must develop two final degree projects: one in a group and one individual. During the first semester of the fourth year, all the subjects are related and interconnected to foster this aim. The students are then asked to think of, design and develop in groups a transmedia project of fiction, non-fiction, a transmedia company or other related format.

In this paper, we first discuss using digital technology in classrooms and especially using practical projects to stimulate learning. Secondly, we describe the teaching methodology employed at ERAM, the particular education philosophy applied in two degrees (GAM and GAE) and the features of the final group and individual works. In the second part of the article, we describe the group transmedia projects developed during the period 2013-2017 and analyse three proposals as case studies: *2puntllibre* (2013), *Animal Hero* (2015) and *Lia* (2017). The aim of this paper is to illustrate the importance of practical work in audiovisual and multimedia studies and of collaboration between different roles to produce multimodal and interactive narratives.

2 Using technology in the classroom and for developing projects

In recent years, several experts and studies have highlighted the growing importance of including technology in the current education systems to promote new skills in students, enhance their abilities and prepare them for the global economy and information society (Haddad and Draxler, 2002; Wagner *et al.*, 2005; Wagner and Kozma, 2005; Kozma, 2005). In this work, we consider it important to give an introduction to obtaining digital skills in the classroom, since many of the ERAM subjects use the new digital technologies as tools for mediation and representation, and the expression of these subjects and the use of these tools, which are translated into ambitious transmedia projects, are managed from complex technological platforms and supports.

According to Pérez Tornero (2009), the development and use of ICT has led the European Union to promote media literacy inside and outside the classroom and stimulate the creative and critical skills of citizens in relation to communication media. Consequently, one of the priority areas of the 'Strategic Framework for Education and Training 2020' is the promotion of

creativity and innovation through the use of new ICT tools as well as teacher training (Eurydice, European Commission, 2011).

In this regard, the European Union has for some years made a major effort to promote connectivity in the classroom and give young people access to new technologies (European Commission, 2007). In 2010, the European Commission adopted a new Digital Agenda for Europe (European Commission, 2010) aimed at maximizing the social and economic potential of ICTs, which required the development of high-level ICT skills, including digital and media literacy (Eurydice, European Commission, 2011). To this we need to add numerous national policies that reinforced this strategy and provide many European countries with the tools and training necessary for providing young people with digital literacy.

According to Cobo and Moravec (2011), one of the examples that has managed to break the traditional higher-education model is the university model called *peer-to-peer* (P2PU), which incorporates principles of collective intelligence adopted by Wikipedia and free software 2.0 and takes them to the field of education. This initiative proposes a university in a global environment that offers open contents, short courses of a few weeks and project-based learning programs with contents related to the technologies and demands of the industrial sector.

In this experimental context, and according with Torres Menárguez (2016), Minerva (United States), Kaospilot (Denmark) and Hyper Island (Sweden) are some examples of universities that apply alternative teaching methods. They base their methodologies on trial and error processes and on the students' own experience. In the case of Minerva, lectures are considered ineffective as they believe that it is not easy for students to internalize concepts explained as unidirectional messages transmitted by the teacher. Instead, they encourage discussions and debate on a subject, application of concepts in practical work, comments on results with other students, evaluation with hands-on projects and questionnaires that are automatically corrected in an online platform designed to promote interaction between teachers and students. To all this we must add the mobility of the students: during the first year they live in a residence in San Francisco, but from the second year on the geographical location changes and they move to Buenos Aires and Berlin; in the third, to Bangalore and Seoul; and in the fourth, to Istanbul and London. Getting to know a new country, language and culture could be essential in these new models (Torres Menárguez, 2016).

Kaospilot can be considered an innovative school somewhere between design and business, with a methodology aimed at promoting leadership and entrepreneurship. Inaugurated in 1991 in Aarhus, Denmark, sixteen years after it began, *Businessweek* magazine referred to it as one of the best design schools in the world. Four years later, *Fast Company* included it in the top ten schools in the world within the *start-up* ecosystem, that is, emerging technology-based companies. The minimum age to apply for a place at the university is twenty-one, and values and interests are valued over the grading system. Its model prioritizes practice, then reflection, and lastly theory (Torres Menárguez, 2016).

Finally, Hyper Island (Sweden) is a project housed in a former prison on the Swedish island of Stumholmen. Students are aged between nineteen and sixty. Communication and digital design are the backbone of learning at this university, which offers specializations such as art director for interactive media, creative mobile technology and digital company expert. The teachers, who are called 'facilitators', are active professionals in companies that are leaders in emerging trends, such as Spotify. In this program, everything moves to the rhythm of the industry, in a simulation of a real professional scenario (Torres Menárguez, 2016).

Several of these models and premises are also applied at ERAM, as we will analyse below (work and assessment with practical projects, mobility of students, an environment close to the professional field, interests and motivation of students, etc.).

3 The ERAM School

Located in the Coma Cros de Salt (Girona) Cultural Facilities, the ERAM University School (EU ERAM) is a centre for interdisciplinary studies attached to the Universitat de Girona and linked to communication studies and the arts. It is committed to transdisciplinary and creative training oriented towards the professional world. There are two official degrees taught at the centre with a unique curriculum, the Degree in Audiovisual and Multimedia (GAM) and the Degree in Performing Arts (GAE), as well as different diplomas and specialization courses.

The centre, a pioneer in Girona in audiovisual, multimedia and design studies, is integrated into the social and industrial fabric that surrounds it, leading the sectors for which it educates students.

The teaching team, made up of doctors, graduates and specialized professionals, comes from different fields related to audiovisual communication, culture, art, music, journalism, cinema, television, design, advertising, multimedia and history. The team works with an open and integrated understanding of knowledge to generate a creative and personalized learning space conducive to the personal and professional growth of all the students of ERAM. The school's main differential factors can be summarized in the following points:

Differential factor	Justification
Quality of teaching	GAM and GAE are official university studies that meet all the standards established by AQU Catalunya (Agency for the Quality of the University System of Catalonia) and, therefore, are recognized degrees in Europe.
Creativity	The curriculum of the Degree in Audiovisual and Multimedia (GAM) has twenty credits (two hundred hours) of creativity subjects.
Innovation	The school is a pioneer in multidisciplinary education in the audiovisual and multimedia field. In addition, it stands out as the only school in Catalonia that teaches GAE studies (performing arts and scenic creation) in an official university setting.
Professionalism	Both GAM and GAE are studies orientated towards the professional world. Practical and theoretical subjects are taught simultaneously from the very first course.
Transversality	Since its beginning the school has been committed to holistic teaching founded in multidisciplinary. The GAM curriculum is based on several interrelated subjects (transversality).
Proximity	Students are offered not only the infrastructures and the appropriate teaching staff, but also close, familiar and personalized treatment.
Work placement	The studies are directed towards the maximum employability of the students. This is demonstrated in the latest survey carried out by AQU Catalunya: 100% of the students who have completed the Degree in Audiovisual and Multimedia (GAM) are currently employed.
International alliances	The school has made a strategic commitment to internationalization. It has made international agreements so that the students can benefit from the European Erasmus programs, and the school offers the opportunity of taking a double degree (top-up) at a foreign university.

Figure 1. Differential factors at ERAM School

Once students have completed the Degree in Audiovisual and Multimedia, they are offered the opportunity to go directly into the third year of various *bachelor degrees* in England, and thus obtain a second official qualification in the specialization they wish. Based on the premise that internationalization empowers students to find better jobs and salaries, we have worked to offer new graduates the option of a fifth year (4 + 1) at different English universities.

The following is a summary of the specific profiles offered by GAM:

AREA	SPECIFIC PROFILES
Audiovisual works, cinema and television	Direction, production, realization, cinematography, screenplay, camera, editing, colouring, audiovisual design and <i>motion graphics</i>
Videogames	Software engineering, programming, music design, audio design, postproduction, scripts, user interface design, 3D modelling and animation
Advertising	Creative direction, art direction, graphic design, illustration, artwork, copywriting, account management and media planning
Digital communication	Project management, community management, online marketing, SEO, SEM, digital strategy, content management and editor
Transmedia	CEO technology, technology management, apps, web design, motion manager, crossmedia management, programmer, database development, story design and concept art
Photography	Professional photographer, editorial, advertising, industrial and fashion, portrait, digital retouching, laboratory, photography director, exhibition curator and artist
Sound	Audio design, musical design, sound technician, musical production, creation of musical applications and postproduction of multimedia projects
Design	Graphic design, branding, editorial design, advertising design, packaging, environment design, typographic design, management design
3D	Animation, modelling, design of special effects, character design, graphics, texturing, lighting, postproduction and motion grapher
Art	Visual arts, art criticism, curating exhibitions, documentary, storyboard artist and cultural management

Figure 2. Specific profiles of GAM students at ERAM

4 Development of the group final degree project in the 4th GAM course

The GAM Audiovisual Degree offers a practical approach to students from the very first year. This differentiates it from other Communication Degrees, which generally have more theoretical and transversal content with journalism. In addition, thanks to this intensive technical training, in the last year the students develop two final degree projects, one group project and one individual project, as well as attending complementary seminars, internships or professional work outside the centre.

During the first semester of the fourth year (September-February), students think of, design and develop a transmedia project of fiction, non-fiction, a transmedia company or another format. Groups consist of 6-8 students who work together following a model that is very like the professional model. There are supervisors for each area from a group of seven teachers who ensure the feasibility and quality of the projects which are developed in a very short time period. Honey and Mumford (1986 and 1992) have found that students show a combination of four learning styles:

- a) Activists: people who manifest an active style participate and commit fully and without prejudice to new experiences. They grow in the face of challenges and get bored with tasks that take a long time. They are people who enjoy being in a group, who get involved in the affairs of others and focus all activities around them.
- b) Reflectors: these students also learn from new experiences but do not like being directly involved in them. They gather data and analyse them carefully before reaching any conclusions. They enjoy observing the performance of others, listening to them, but they do not intervene until they fully understand the situation.
- c) Theorists: theoretical students learn best when the things that are taught are part of a system, model, theory or concept. They like to analyse and synthesize. For them, *logical* is synonymous to *good*.
- d) Pragmatists: for these students, the key lies in the practical application of ideas. They discover the positive aspects of new ideas and take the first opportunity to experience them. They tend to be impatient when there are people who theorize.

The student groups formed to carry out the final transmedia group work cover these four styles, which allows considerable interaction and flow between the different departments. Ultimately, this structure makes it possible to form and manage multidisciplinary groups of 15-20 people, including students, teachers and professionals. The following formula is used:

a) Groups of 6-8 students are formed in which each student chooses a certain profile. These profiles are divided into two main areas:

Audiovisual	Multimedia
- Screenwriter - Producer - Director - Sound - Art	- Transmedia producer - Information Architect - Designer - Web developer - Textual and audiovisual content

Figure 3. Group profiles by area (audiovisual and multimedia)

b) Weekly tutoring from six teachers who are experts in the different areas. The seven specific areas are:

Specific area	4th-year related subject
1. General coordination	All project subjects
2. Coordination of the audiovisual area	Audiovisual realization project (6 credits)
3. Pre-production (script) and production	Audiovisual realization project (6 credits)
4. Postproduction (editing) and visual effects (VFX)	Audiovisual design project (3 credits)
5. Sound	Digital sound design and creation project (3 credits)
6. Coordination of the transmedia area	Multimedia communication project (9 credits)
7. Design	Graphic design and communication project (3 credits)

Figure 4. Specific areas and their respective subjects

- c) Support in web development (programming) from two teachers from the centre.
- d) Alliances with other courses.
- e) Support from the school for presenting projects at festivals and for prizes.
- f) Additional work in the ERAM laboratory Medialab to enhance and refine projects.

The aim of creating such broad groups in the fourth year of GAM is precisely to mix and study how different student learning styles can be managed as a foundation for learning through projects. The nature of each project is considered a complex problem to be solved (what is the best way to tell a story with the technological media?) in a limited time period (12 weeks) based on complex organization (coordination between functions and periodical tutorials with the various teachers involved). The students present the developed project in front of the team of teachers and the other students as the final outcome.

Throughout the process, the teachers involved hold monthly meetings. During the final assessment meeting, teachers decide:

- a) Which projects are appropriate for further development with the support of ERAM Medialab.
- b) Which projects can compete at a local level: University-Industry Audiovisual Pitching, comUNica grants, audiovisual festivals in Girona and Barcelona, etc.
- c) Which projects can compete at the international level.
- d) Evaluate other possibilities and strategies for developing projects further.

5. Projects developed during the period 2013-2017

Below we list the 19 transmedia projects produced during the period 2013-2017 at ERAM. Two separate tables show (Table 1) the names of the projects, the students and technical information (format, genre, URL and production year), and (Table 2) the description and the platforms that make up the transmedia narrative:

Project	Theme - Students	Format, genre and year
<i>2Puntllibre</i>	Isaura Creus, Ferran Company, Mireia Casajuana, Noemi Roset, Sara Pascual, Jaume Serradellarca and Gerard Tarrats	Alternate Reality Game, fiction, 2014 http://es.eram.cat/showroom/2-puntllibre/
<i>Ciao Mamma</i>	Alex Casas, Jordi Fornells, Edgar Hugas, Claudia Leria, Xavier Masias, Jordi Massó and Maria Palacios	Transmedia project, magazine, 2014 http://en.eram.cat/showroom/ciao-mamma-project/
<i>Pato Mareado</i>	Laura Agustí, Sergi Busquets, Joan Surís, Alex Serra, David Gutiérrez and Dely Ponce	Transmedia project, company, 2014 http://es.eram.cat/showroom/pato-mareado-bcn/
<i>Un buen hombre</i>	Anna Villar, Aina Balsells, Marc Falgàs, Oriol Amargant, Martí Palazón, Mireia Teixidor and Sara Vicente	Transmedia project, fiction, 2014 http://es.eram.cat/showroom/un-buen-hombre/
<i>Dirty Dishes</i>	Alex Boix, Mariona Boada, Raquel Bosch, Francesc Rosado, Marc Suria and Josep Oriol Valentí	Transmedia project, fiction, 2014 http://es.eram.cat/showroom/dirty-dishes/
<i>Infectio</i>	Oriol Jiménez, Oriol Costa, Deli Ponce, Guillem Tarrés, Berta Nicolau, Sara Rodríguez and Pep Roca	Transmedia project, fiction, 2015 http://infectioproject.com/es/
<i>La sopa boba</i>	Víctor Piella, David Ruiz, Marc Font, Jordi Puig, Gina Mills, Eva Torrent and Mireia Reinal	Transmedia project, fiction, 2015 ERAM Showroom: http://en.eram.cat/showroom/la-sopa-boba/
<i>Això nostre</i>	Helena Corbera, Marc Auladell, Albert Sánchez, Laia Font, Ivette Serrallonga and Àngels Teixidor	Transmedia project, nonfiction, 2015 http://es.eram.cat/showroom/aixo-nostre/
<i>Animal Hero</i>	Silvia Quera, Yolanda Peregrín, Anna Vila-Clara, Vanessa Pujol, Alba Bosacoma and Aniol Batallé	Transmedia project, nonfiction, 2015 http://en.eram.cat/showroom/animal-hero/
<i>Mevent</i>	Miquel Alzina, Pol Amadó, Maria Badia, Sara Cabarrocas, Josep Cuberes, Mariona Escriu, Maria Roca and Salvador Maynou	Transmedia project, company, 2016 http://en.eram.cat/showroom/mevent-project/
<i>Bemotio</i>	Daniel Casanovas, Irene Gironès, Roger Juanola, Helena Martínez, Mireia Masgrau, Irene Ponsatí, Cristina Quinta and Anna Saula	Transmedia project, company, 2016 http://en.eram.cat/showroom/bemotio-n-events/
<i>Desenterrant el negre</i>	Gerard Hugas, Roger Bisbe, Daniel Álvarez, David Porras, Mònica Sala, Aida Pérez, Albert Garanger and Antonia Antequera	Transmedia project, nonfiction, 2016 http://www.desenterrantelnegre.cat/
<i>Frikisados</i>	Claudia Bolte, Adrià Casanovas, Mar Coll, Joan Muñoz, Rubén Lozano, Adrià Llauro, Andrea Nicolás and Nidia Martín	Transmedia project, fiction, 2016 http://en.eram.cat/showroom/frikisados/
<i>Antítesis</i>	Ariadna Oliver, Marc Clemente, Joan Congost, Aida López, Jaume Duran, Pau Casas, Mireia Riera and Enric Riera	Transmedia project, fiction, 2016 http://en.eram.cat/showroom/antitesis-el-origen-de-un-antihero/
<i>Aire fresco</i>	Laura Soler, Pau Ensesa, Antoni Bach, Núria Casadevall, Fran Martín, Laura Pinilla, Jordina Roura, Àlex Vicente and Gemma Sirvent	Transmedia project, fiction, 2016 http://en.eram.cat/showroom/aire-fresco/
<i>Lia</i>	Eudald Rovira, Marc de la Fuente, Marta Viña, Marc Carreres, Julià Pujol, Carla Font, Aniol Torrents, Pau Horta, Idoia Iriarte	Transmedia project, fiction, 2017 http://en.eram.cat/showroom/lia/
<i>Imego</i>	Joel Torrecabota, Xènia Torres, Karla Ruiz, Ana Zapata, Pablo Fernández, Laia Fornaguera, Juan Manuel Mallet	Transmedia project, company, 2017 http://en.eram.cat/showroom/imego/
<i>Lata de sardinas</i>	Nidia Andrea Martín, Anna Isabel Espinosa, Jordi Clopés, Alejandro Maestra, Valeri Ballester, Marta Montañó, Maria	Transmedia project, nonfiction, 2017 http://en.eram.cat/showroom/lata-de-

	Dolors Moncayola, Judit Capell	<u>sardinas/</u>
<i>Ningun nombre</i>	Nuria Perez, Raquel Isem, Berta Font, Miriam Seguí, Pol Masvidal, Cristina Ruiz, Judith Mallet, Saioa Arroyo, Albert Estany, Ferran Higueroelo	Transmedia project, fiction, 2017 http://en.eram.cat/showroom/ningun-nombre/

Figure 5. Table with names of projects, students and technical information (format, genre, URL and production year)

The result shown in the table above indicates a predominance of fiction in student preferences (with a total of 10 projects), 4 nonfiction projects, 4 transmedia companies and 1 magazine (other related formats). In the following table, we will analyze the theme of each project and in what supports and platforms its content is diversified.

Description	Platforms developed
<i>2Puntllibre</i> . This project is halfway between an alternate reality game (ARG) and a transmedia narrative. As a starting point, this type of narrative consists of fragmenting a story and reproducing it in different supports, with the idea of linking, in this case, literature and technology. The project starts from a short story that takes place in the city of Girona. Each literary content was transmitted to multiple platforms: audiovisual, illustration, interactive application, sound imaginary, performance, drawing, photography, website and comic.	- Website - ARG - Videos - Social networks
<i>Ciao Mamma</i> . This project is a renovation of the magazine Ciao Mamma, that ERAM originally developed. The magazine's lack of popularity among the ERAM students made it necessary to renovate it, which is what this team of students did.	- Online magazine - Promotional videos - Social networks
<i>Pato Mareado</i> . Juan Leon, founder and owner of Pato Mareado BCN (Dizzy Duck Barcelona), got in touch with the creative studio Quagga (ERAM student group), with the aim of boosting the brand and improving the product sales. The main idea of the brand is to sell T-shirts that have fun, colourful illustrations with an underlying criticism on the current world situation.	- Corporate website - Online shop - Promotional videos (<i>spots</i>) - Application for mobiles and tablets
<i>Un buen hombre</i> . (A Good Man) When David finds some very important documents from the pharmaceutical laboratories where he works, he must face the moral dilemma of incriminating the company by bringing the documents to light or returning to the company in order to save his family. His decision will directly affect his life and the people around him. Starting from an audiovisual short film, the project expands to the web and other formats.	- Short film - Website - Social networks
<i>Dirty Dishes</i> . Carol should have come home three days ago. After trying to contact her and realising she is missing, her father decides to go out and look for her to help the police. Starting from an audiovisual short film, the project expands to the web and other formats; It also proposes some innovative formats, such as a soundscape.	- Short film - Website - Soundscape - Social networks
<i>Infectio</i> . Transmedia fiction in a post-apocalyptic scenario where survivors of a nuclear crisis must adapt to the new situation.	- Short film - Website - Comic - Social networks
<i>La sopa boba</i> . Transmedia fiction about a family in which the son neither works nor studies (he is, what is known in Spain as, a nini). Everything comes to a head at an extremely tense family dinner.	- Short film - Website - App - Social networks
<i>Això nostre</i> . Transmedia documentary about the values of rural schools, focused on the specific case of the town of Osor (Girona).	- Webdoc - Exposition - Social networks
<i>Animal Hero</i> . Educational transmedia documentary to stimulate skills in children with Down syndrome.	- Videogame Kinect - App - Website - Documentary - Interactive doc - Social networks
<i>Mevent</i> . A company that promotes other companies in an original, alternative way. First an event is held that is appropriate for the company that is being	- Website - ARG

promoted. In this event, people in groups can win a prize that the company provides. This reinforces the company's brand territory and branding.	<ul style="list-style-type: none"> - Merchandising - Social networks
Bemotion. The main objective of this company is to incorporate new technologies in events and acts in different fields. The main axis of this project is the creation and development of the Bemotion company itself, and a demonstration of what it does.	<ul style="list-style-type: none"> - Website - 360 Videos - Performance - Social networks
Desenterrant el negre. The story of the conflict triggered by the Bushy Man toy, a full-scale reproduction of the well-known and controversial "Negro de Banyoles" (Black man of Banyoles). A curse on the doll causes anyone who comes into contact with it to become extremely selfish and power hungry. This is a false transmedia documentary in which the initial action takes place in an audiovisual piece of about 15 minutes.	<ul style="list-style-type: none"> - Webdoc - Short documentary film - Social networks
Frikisados. Web series starring three failed adult frikis (freaks) who want to turn their lives around by dedicating themselves to what they have always dreamed of doing. Their particular freakishness, which makes them failures in society, is precisely what will later lead them to triumph. The series therefore plays with a sociocultural paradox.	<ul style="list-style-type: none"> - Web series - Website - Social networks
Antítesis. The main element of this project is a fictional short film that tells the story of Nico, a child who alters and distorts his reality due to his obsession with superheroes. This obsession causes him to behave violently and aggressively towards his father, who he finally attacks because of a mistake. A short fiction film shows the origins of an anti-hero in an expanded narrative that includes various media and platforms.	<ul style="list-style-type: none"> - Short film - Website - Videogame - Comic - Performance - Social networks
Aire fresco. Transmedia project that combines audiovisual and multimedia arts so that the viewer can enjoy a complete, interactive experience, and enter fully into a fictional world. The pillar of the project is an audiovisual piece, a short film that tells the story of a family's journey from the city to the countryside. The main reason for the trip is to take Isabel, the grandmother, back to her home town, although the family takes the opportunity to spend a few days together. Each family member does whatever they want. It is clear that they are not a very close family and this trip seems to be an opportunity to reinforce the few family ties that do exist. But the trip doesn't go as expected. The personality of each family member and the long hours of the trip lead to a change of plans sooner than expected.	<ul style="list-style-type: none"> - Short film - Website - Videogame - Social networks
Lia. LIA spend her live locked herself in order not to face complicated life situations. A call will change everything, forcing her to leave the bathroom.	<ul style="list-style-type: none"> - Short film - Website - Social networks - Comic - App
Imego. IMEGO is a service company that provides customer techniques to affect the labor market effectively.	<ul style="list-style-type: none"> - Website - Social networks - Audiovisual/ Interactive videocurriculums
Lata de sardinas. Transmedia documentary that reflects about the relation between species and questions the consequences of human superiority over others.	<ul style="list-style-type: none"> - Documentary - Website - Social networks - Comics - App - Game - Videos
Ningun nombre. The action takes place in the middle of a forest and narrates the situation of a man who is burying the corpse of the killer of his son. The	<ul style="list-style-type: none"> - Short film - Website

audiovisual work is characterized by a strong emotional content and incorporate controversial issues related to morality and ethics.	- Social networks - Game
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Figure 6. Table with the project descriptions and the platforms developed

5.1. 2punt llibre. Transmedia company case study

The idea for the 2puntllibre project was born in the GAM 3rd-year subject 'Multimedia script' and was carried out in the 4th year of the degree. The foundations of the project are based on fragmenting the story and reproducing it in different supports, with the idea of linking literature and technology. The project starts from a short story that takes place in the city of Girona. Each literary content was then translated into multiple platforms: audiovisual, illustration, interactive application, imaginary sound, performance, drawing, photography, website and comic.



Figure 7. Graphical content of the project 2puntllibre

The final result was an interactive tour around the city of Girona that took place in April 2014. A video summary was recorded of some people doing the tour, showing clearly the reasons for the application (See video here: <https://vimeo.com/92866635>).

The second phase of this project consisted in creating a business plan and setting up a company dedicated to ARG formats and content gamification. Thus, 'Fracktale' was born, a company that creates customized advertising campaigns characterized by using different media and technological platforms that complement each other to tell a story related to the contracting company.



Figure 8. 'Fracktale' company logotype

Although it did not come to fruition, one of the proposals that arrived to 'Fracktale' was a project called '17', which intended to use transmedia narrative to expand the brands of 17 small Spanish cities. This case study illustrates how a transmedia company can be created: firstly, by designing an initial project; then, generating a business plan; next, establishing itself as a legal company; and finally looking for its first customers.

5.2. *Animal Hero*. Transmedia nonfiction case study

Animal Hero illustrates the ceaseless work of five students who had a very clear objective: to create a nonfiction narrative to help children with down syndrome. This project was also conceived in the 3rd year and developed in the 4th year of the degree (2015); however, the team continues to work on the project today after 4 years of hard work. This project has received several awards and recognitions.



Figure 9. *Animal hero* website

In this case, this group created a brand called 'Growing games'. They now have access to the 'Santander YUZZ program' for entrepreneurs and are currently generating the business plan for their future company.



Figure 10. Logotype of the company 'Growing Games'

Although they finished their degree a few years ago, the interesting thing is that the group has not dissolved and has in fact incorporated students from other degrees (the case of Aniol Batallé, a video game student at ENTI-University of Barcelona). A group of teachers also continues to help in mentoring this project.

5.3. *Lia*. Transmedia fiction case study

After some previous outstanding fiction projects, *Lia* is a recent project produced in the 4th year of the degree. This transmedia fiction project centres around a technically impeccable short film about a girl's fears and how she shelters herself in her bathtub. This work received the prestigious 'Laus Award', and therefore this group of students now face the professional world with a very valuable project as part of their university curriculum.



Figure 11. *Lia* project website

This is another objective of the students producing this type of project: to create the possibility that the students generate a significant and unique work that can be used to obtain jobs in the future.

6. Assessment

The assessment system for these kinds of projects is complex and difficult to regulate. Therefore, each year it is changed and adjusted depending on the types of groups and projects there are. Broadly speaking, the following is the continuous assessment process for these projects:

- a) Normally, at the beginning of the course, each teacher gives three or four classes on their subject, introducing the subject and explaining the methodology to be followed. It is very important to show work from previous years in this introduction and explain in detail the dynamics that were established in previous years. Attendance can be recorded if considered necessary, both in the classes with the entire group and tutorials.
- b) From this point, the teacher negotiates the tutorial dynamics with the students: time devoted to the different aspects, compulsory attendance of the entire group or a part of it, key items, delegating duties and work, etc. The teacher of each area should write weekly indications of the work requested in each tutorial, depending on each student's profile. It is important to assign specific tasks to all team members based on their specific role in the project.
- c) Teachers discuss the progress of each group and the individual performance of each student in monthly meetings. Based on these indicators, adjustments are made in real time to support projects that are not being carried out in accordance with the initial planning. One of the most critical issues is to ensure that all projects are developed within the established time (as so many processes and follow-ups are involved).
- d) For the final evaluation, the information and weekly monitoring of each teacher (1st grade) has to be added to the final grade given to the project, which is one grade given to the whole group, and is awarded based on the quality of the transmedia project and the group report (2nd grade).
- e) Finally, once the course is finished, it is compulsory to carry out an individual peer assessment. This activity involves filling out a form in which the specific skills of other members of the group are evaluated. This individual document is essential because it allows the teacher-tutor to detect issues that have been invisible to them for various reasons, especially as they have to teach between 4 and 6 groups of 6-8 people for a relatively long period of time.
- f) Each teacher assigns a percentage out of 100 to each of these parts of the assessment (individual work, group project grade and peer assessment). The grade for the individual work and peer assessment is decided by each teacher, but the grade given to the group project is decided together. Some teachers reserve 10% of the final grade to assess the attendance

at classes or tutorials, or they use it as recognition for certain students for their participation in discussions or group leadership capacities (or other indicators).

7. Awards

Although the methodology detailed here still needs to be refined and adjusted, there are positive indications of the acceptance and quality of the projects both nationally and internationally, as well as of the work placement of graduates. We list below the main awards received in recent years (2015-2017):

Project	PRIZES - ACKNOWLEDGEMENTS
Això nostre	- Finalist project of the European Youth Award 2015.
Animal Hero	- Project selected for the University-Industry Audiovisual Pitching 2015 (Clúster Audiovisual de Catalunya, first edition). - European Youth Award winner 2016 (Smart Learning) - Honourable mention edition II CPAC 2016
Desenterrant el negre	- Winner of the comUNlca grants for the promotion of audiovisual creation 2016 (CCMA, Sistema Universitario Catalán and AGAUR, first edition).
Lata de sardinas	- Selected for the Interactive Digital Stories Track – Madeira Film Festival 2017
Lia	- Laus Awards 2017 - Audiovisual category (part of the transmedia project)

Figure 12. List of main awards received in recent years (2015-2017)

In terms of professional work placement, statistics show that the skills obtained by ERAM graduates are necessary for most companies. Several reports show the very positive professional work placement possibilities of the GAM degree: according to the last two surveys about employment carried out by AQU Catalunya, 100% of GAM students surveyed are currently working. This study shows the high level of work placement and the quality of the studies.

8. Conclusions

As described and justified throughout this work, the University School ERAM has been committed for four years now to transmedia narrative based on audiovisual projects. The teaching method is innovative in terms of the following premises: a) groups formed by 6-8 students that work together according to a model that is very similar to the professional model; b) the student groups are joined by a team of teachers who act as supervisors for each area – coordination of the audiovisual area, coordination of the transmedia area, script, web design and development, editing, sound and postproduction – and who ensure the viability and quality of the projects; c) transversality with other subjects and courses is promoted; d) each team's needs are attended to in real time through regular weekly meetings between teachers; e) the school supports the presentation of the best projects at festivals and awards; and f) once the initial phase is completed, in some cases projects are continued through the ERAM Medialab, a *spin-off* of the school that aims to promote and refine certain chosen projects.

With the aim of improving this methodological proposal for future implementations, we plan to establish synergies with the Degree in Performing Arts (GAE) to introduce and enhance the fields of theatre, performance and installation in group projects, linking other departments and faculties of the Universitat de Girona in order to promote the production of multidisciplinary projects, develop projects commissioned directly by companies or projects that have a real application in companies, and generate spaces that are business incubators.

In the three case studies presented (and in others not described), it is clear how the construction of a project of this size is only the beginning of a larger project: in some cases, the project starts in the third year, it's developed in the fourth course and then the team continues to work on it to perfect it at other levels (visual, sound, code, languages, etc.). At the same time, a business plan is developed to turn the initiative into a real production company.

In short, the model proposed in the ERAM degree differs from other audiovisual and multimedia degrees taught in Spain as it applies a practical, project-based methodology involving multidisciplinary teams of 15-20 people, made up of students, teachers and professionals. All this directly affects the quality of the projects (as there is an expert supervisor for each

area), the teamwork and collaboration, and the type of assessment and skills obtained by students at the end of the first half of the degree's fourth year.

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Emotional Intelligence, Its Relation with Social Interaction and Perceived Social Support

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Abstract

The study aims to present the Emotional Intelligence construct, and to determine the extent to which Emotional Intelligence influence social interaction and perceived social support. The study reveals important dimensions within the EI construct and emphasizes the relationships between these dimensions and predictive value for social interaction and perceived social support. Studies in the field of Emotional Intelligence, indicate that the this new construct of Intelligence, (EI), operates within the social context, therefore, the examination of socially relevant variables is perceived to be crucial for the results of the study. It has been hypothesised that there is a positive relation between Emotional Intelligence, its dimensions and social interaction and perceived social support. Data were gathered through using a structured questionnaire of Emotional Intelligence (Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. 1998) , Interpersonal Communication Inventory, Millard J. Bienvun, Sr, 1971) for measuring aspects of social interaction, and Multidimensional Scale on Perceived Social Support, (Zimet, Dahlem, Zimet & Farelly, 1998). Correlation analysis was used to test the hypothesis of the study. Preliminary results appear to present interesting data and to offer an initial platform for interaction on the importance and relevance of the study and its related variables.

Keywords: Emotional Intelligence, Social Interaction (interpersonal communication), Perceived social support, Expressing and appreciating emotions, Regulating and using emotions.

Introduction

Emotional intelligence and studies in this field refer to a relatively new concept and a viewpoint / tendency to understand the concept of intelligence from a wider perspective, by emphasizing the emotional aspect as the complementary dimension of the intelligence construct. Emotions are inseparable part and present in our daily life, they seem to be related to our spiritual state and consequently affect how we channel our social interactions, our thoughts and behaviors; in particular how we establish our interpersonal relations with others, and how we manage social dynamics in everyday life. The first researcher to introduce the concept of Emotional Intelligence and enhance the importance of the study in this field as a field of interest was Daniel Goleman, who linked the construct of Emotional Intelligence to the concept of traditional Intelligence (IQ), with an emphasis on intelligence referring much more to human relations, or many often by referring to the competencies and social skills through which we manage ourselves and human interactions. (Goleman, D. 2005). Goleman expanded the concept of Emotional Intelligence and the work of Howard Gardner (1983) on Multiple Intelligences, pointing out that traditional education, which was mainly focused on developing linguistic and logical / mathematical fields, excludes other relevant areas in which people can expose specific skills and abilities in this regard (or in regard of the conceptualization of Intelligence.). In this regard, Goleman focused mainly on the intrapersonal and interpersonal sphere in order to highlight the importance and capacity that these domains can have in the lives of humans' and interactions with others.

When mentioning this kind of Intelligence, Emotional intelligence, one should consider that as such, this cannot exist outside of the social context in which it functions. Studies have shown that interest of research in this field, greatly implies mental and social processes as well. Feelings are inseparable part from intellectual processes and their relevance is distinguished first of all by the influence of feelings on intellectual processes and vice versa; the influence of intellectual processes on the content, expression, and the way of experiencing feelings. At the beginning of the development of empirical psychology, feelings were attributed to a special positive role in the cognitive processes of reality, moreover there were beliefs that many often feelings were

attributed the same role in recognizing the reality and its forms as well as the intellectual processes (Nushi, P. 2002).

It is also believed that there is a great impact of the cultural context in general when we talk about the relation between our thinking and emotions. This is of particular importance for the study and treatment of this field in the Kosovo context. In the literature, it is emphasized that there are general cultural influences that serve as a context for our perspectives on the relationship between thinking and emotions. For example, in such viewpoint, is mentioned the idea of the Stoics in ancient Greece, which according to them, the reason was superior to emotion, then the idea of the European sentimental movement, according to which there is an innate and pure emotional knowledge, as well as the Romantic movement that reveals the perfect balance between feelings and thinking (Mathews, G., Zeidner, M. & Roberts, R. 2004).

It is known that there's nothing more important for our mental life rather than the quality and significance of emotions for our existence. This is also demonstrated by the fact that many of the great classical philosophers such as Plato, Aristotle, Spinoza, Descartes, Hobbs, and others have established well-known theories on emotions, conceived as a reaction to some kind of event of importance to the individual that stimulate bodily changes, and typically stimulate characteristics of thoughts and behaviors. (Stanford Encyclopedia of Philosophy).

Considering all this relevant information, this study aims to highlight the role and significance of the emotional intelligence construct and its dimensions, and to evidence how this construct correlates with other important factors in human life, including social and psychological dimensions, more specifically, it seeks to examine the relationship between emotional intelligence (including its dimensions) and social interaction and perceived social support.

EI, social interaction and perceived social support

The most prominent researcher in the field of Emotional Intelligence, Mayer and Salovey, developed the concept of Emotional Intelligence to explain and highlight the importance of emotions in every sphere of our lives. Emotions have a significant impact on our aspirations, attitudes and behaviors. The first emotional attachment is thought to occur at moments when the

mother / caregiver provide the child's primary needs. In this regard, the quality and growth of child interactions with the surrounding environment and the members of this environment (parents, peers, teachers, etc.) can further influence the development and / or weakening of emotional intelligence. (Houtmeyers, 2004; Shapiro, 2000; Sullivan, 1999).

Studies indicate that being intelligent is not the only indicator of success and happiness in life. There are also other emotional and social skills that help us achieve emotional and mental consistence, pleasure in our social interactions, and knowledge and adaption to the environment. What is important to mention is the fact that these skills, which are so important to our daily lives, can be taught and developed further during our lifespan. In this context, I believe that the awareness for the importance of emotions and emotional education represents a very important aspect in many different spheres of life, including social interaction and social support.

The ability to emphasize emotion through interaction and for productive and effective communication with others seems to be an essential requirement for human / human relationships, while non verbal communication may also reveal an entire life of emotions. (Freshwater & Stickley 2004). Emotional intelligence plays an important role in perceiving the moral dimension and sensitivity toward social interaction practices. Interpersonal communication is seen as an essential element of social interaction; it is the way in which the individual realizes oneself. Emotional intelligence includes personal and social competences, where self - management, accountability and commitment experiences are ways of being in this world (in a way, we realize a part of ourselves and professional background) by featuring these competencies through interaction and communication with others.

In general, the concept of human relations (social interaction) is defined as the capacity of individuals to interact with others. This concept examines social dynamics at individual and group level and the relationship between them throughout interaction. The relationship of these variables and emotional intelligence has attracted a great deal of attention in the field of Emotional Intelligence and interpersonal relationships in general. This approach affirms the fact that the absence or presence of these influences has a positive or negative impact on the interaction sphere, more specifically in the field of communication and the quality of social interaction in general. The aspect of social interaction in this study is measured through a very important dimension of this interaction, Interpersonal Communication, which is one of the many

important dimensions that determine the quality of interpersonal relationships. As Fischer and Van Kleef (2010) have pointed out, the social context and social interaction are closely related to emotions.

Few studies in this area (Brackett, Mayer, & amp; 2004, Ciarrochi, Chan & Bajgar, 2001; Schutte, 2012) show that emotional intelligence development can be better understood in social contexts. This is the way in which we can better understand how emotional intelligence of the adolescents also affects social relationships. It is worth pointing out the impact of this construct and the value foretold even in perceived social support. Perceived social support refers to the perceived feeling and the actuality that the person feels caring and loving, the support available to others and feels to be part of social support groups. These supportive resources can be emotional, tangible (concrete), informative, social, and intangible. Social support can be measured by the perceptions that individuals have about the assistance / support offered, the actual assistance they receive, or the degree / level at which the person is integrated into the social networks. Findings of various researches in this area have shown that emotional skills are very important for social and emotional adaptation. (Salovey, Mayer, & Caruso, 2002).

Hypothesis of the study:

H1: Emotional Intelligence and its dimensions have positive relations with social interaction (models of interpersonal communication).

H2: Emotional Intelligence and its dimensions have positive relations with perceived social support.

Methodology:

Design: The design of the study corresponds with the non – experimental, correlation study design, aiming at revealing the relationships between Emotional Intelligence and its dimension, Social Interaction (measured through a interpersonal communication dimension) and Perceived Social Support.

Sample: The sample of this study, consisted of 525 students of the University of Prishtina, department of Psychology and Department of Education (Pre –school), from the cohort age: 18 – 26+. The selection has been assigned with randomly assigned groups and it reflected on rural and urban areas. Demographic data are seen as an added value for analyzing the context of several variables of the study and including them into the post hoc analysis of the whole study.

Measurements: The study is based on the ability and competency based model of the Emotional Intelligence construct, using an Emotional Intelligence Scale (Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998) and two other instruments: Interpersonal Communication Inventory, Millard J. Bienvun, Sr, 1971) and the Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farelly, 1998) were administered to gather data in order to test the hypotheisis. Initially, a procedure of testing the reliability and validity of the questionnaire took place, in order to ensure that the questionnaires are valid for the context of the study.

Procedure: Initially, a pilot study has been undertaken (in a sample of 70 respondents) to test the reliability and validity issues. Before this, a factor analysis of the used instruments was undertaken in order to test the homogeneity of the items within the scale. After the Cronbach's alpha test, the results supported the reliability and suitable aspects for the usage of instruments in the Kosovo's context for academic purposes. Before the administration of the final instruments, the aims of the study have been declared and the consent from the Universities actors and students were advised appropriately to continue further with the administration of the instruments.

Results

Correlation between Emotional Intelligence, Interpersonal Communication and Perceived Social Support

Correlations

	Int.Comm	Total_EI	MSPSS
Interperso Pearson Correlation	1	.008	-.036
nal Sig. (2-tailed)		.855	.418
Communication N	518	482	516

Total_EI	Pearson Correlation	.008	1	.314**
	Sig. (2-tailed)	.855		.000
	N	482	489	487
MSPSS	Pearson Correlation	-.036	.314**	1
	Sig. (2-tailed)	.418	.000	
	N	516	487	523

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

Coorelation between dimensions of Emotional Intelligence and Interpersonal Communication

Correlations

		Int.Co mmuni c.	VEI	RRE I	PEI
Interpersoanl Communicatio n	Pearson Correlation	1	-.017	0.058	0.024
	Sig. (2-tailed)		0.703	0.2	0.587
	N	518	517	485	516
Assessing and expressing emotions	Pearson Correlation	-0.017	1	.762**	.694**
	Sig. (2-tailed)	0.703		0	0
	N	517	524	491	522
Regulating Emotions	Pearson Correlation	0.058	.762**	1	.764**
	Sig. (2-tailed)	0.2	0		0
	N	485	491	492	490
Using emotions to solve problems	Pearson Correlation	-0.024	.694**	.764**	1
	Sig. (2-tailed)	0.587	0	0	
	N	516	522	490	523

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

Correlations between dimensions of Emotional Intelligence and Perceived social support

Correlations

		PSP	AEM	RE	UE
Perceived Social support	Pearson Correlation	1	.369**	.268**	.198**
	Sig. (2-tailed)		.000	.000	.000
	N	523	522	490	521
Assessing and expressing emotions	Pearson Correlation	.369**	1	.762**	.694**
	Sig. (2-tailed)	.000		.000	.000
	N	522	524	491	522
Regulatin g Emotions	Pearson Correlation	.268**	.762**	1	.764**
	Sig. (2-tailed)	.000	.000		.000
	N	490	491	492	490

Using emotions to solve problems	Pearson Correlation	.198**	.694**	.764**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	521	522	490	523

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

Conclusion

Emotional Intelligence construct is perceived as one's ability / skill to accurately perceive emotions, to assess, understand, manage, use emotions to facilitate thoughts and effectively solve problem situations, in order to promote intellectual and emotional growth. (Mayer & Salovey, 1997). Interpersonal relations are considered to be complex phenomena as well, consisting of a lot of emotional overtones and aspects of social support in individuals' lifespan. Analysis of findings indicates that there is a strong positive correlation between Emotional Intelligence construct, its dimensions and Perceived Social Support, and a relatively low correlation among Emotional Intelligence construct, its dimensions and Interpersonal Communication. This approach supports the predictive validity from the empirical studies that the emotional intelligence competencies and skills, and its dimensions, may predict the quality of interpersonal relationships, more concretely the level of participants' social support in different contexts and relationships dimensions / modalities (friends, families and significant persons in our lives). Despite the fact that majority of the dimensions of Emotional Intelligence indicate positive correlations with the perceived social support variable, the dimension of appreciation and expression of emotions from the Emotional Intelligence construct, appear to mostly influence perceived social support variable, meaning that the greater the capability to assess and express emotions, the higher appreciation of social support is perceived among respondents. Since the Interpersonal Communication Inventory is used to measure a dimension of a social interaction variable, and considering the complexity of the social interaction aspect, a relatively low correlation between Emotional Intelligence, and its dimensions (sometimes negative correlation) may indicate that the higher the capability to let emotions interfere with expression and communication, the lower the capability to assess and express emotions, manage and regulate them (use them to solve problems). Data from this field of the study, indicate that individuals who are more emptied to percept and understand the emotional information in the daily interaction, have tendencies to report more satisfied interactions among people and have tendencies to perceive greater social support as well. In general, this viewpoint appears to be an added value toward an understanding of the importance of emotional intelligence construct and its dimensions, as relevant to the emotional wellbeing, to acknowledge emotions, to express and manage properly, and to be aware how all these variables impact our social interaction (quality of interpersonal communication) and social support. (Salovey, Mayer, & Caruso, 2002)

Results of the study indicate that individuals, who possess Emotional Intelligence skills at higher levels, have more tendencies to report greater social support, whether from family, friends or other persons of particular importance in their life. In this context, recognition, appraisal, evaluation, regulation / management of emotions and use of emotions, are considered as basic skills and competencies to ensure the quality of interpersonal relationships, successful communication, coping with social dynamics, etc.

Whilst, in terms of analyzing the correlations between the dimensions of emotional intelligence and dimensions of perceived social support, it is indicated also that in principle, all the dimensions of Emotional Intelligence construct (Assessing and expressing emotions, Regulating Emotions, Using emotions to solve problems) correlate positively (sometimes with strong positive correlations) with the dimensions of Perceived Social Support, meanwhile the dimension of the participants' perceived support from family, appears to be the most highly correlated dimension with the appreciation and expression of emotions dimension from the Emotional Intelligence construct, without excluding the relations of other relevant variables that seem to correlate pretty well (positively) with each others.

Relevant studies have been conducted as well in this field, aiming at examining the relation, linkage and significance of the separate components of IE in relation to other factors. In a study aimed at examining the linkage between IE components and aspects of pro social behavior, Lopes et al. (2003) found that high scores in the emotion management component were positively correlated with the quality of interactions on the level of friendship. Thus, the results of other studies in this area have shown that Emotional Intelligence (emotion management dimension), measured through the Mayer, Salovey and Caruso instruments, has predicted important aspects of social sensitivity and the quality of interactions. (Cote, Lopes, Salovey, & Beers, in press: Predictions to pro social and other positive behaviors). In summary, it is noticed that the studies that examined the relation between Emotional Intelligence and social interaction have resulted with a very important and promising findings, which seem to be very supportive and added value for the studies in the

Kosovar context as well. While, on the other hand, the need for further study, to understand how we can teach / educate individuals to be intelligent in emotional terms, and how to be productive members of society, remains a challenge and need for the future studies in this field. (Roberts et al., 2007).

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Insurgency and Counterinsurgency: Case Study of Manipur

Mini Dey

Abstract

The Indian army, from the colonial era has been trained for conventional warfare. They have been used to curb the internal disturbances caused by non-state actors especially against insurgencies in Kashmir and the Northeast. Currently in northern part of India insurgency is the main problem and creates the war like situations like curfew and strike, sometimes which clearly challenges the model of democracy. Insurgency is an organized movement aimed to overthrow or destruct the constitutional government by the use of subversion, terrorism as well as armed conflict. And similar attempts by the state to crush them is known as counterinsurgency. This counterinsurgency often changes its nature to repression and human right violations. The northeast region of India comprised of eight states: Assam, Nagaland, Arunachal Pradesh, Mizoram, Tripura and Sikkim and all eight states have been poorly connected to the mainland India. but all of them has been surrounded by major countries like China, Myanmar, Bangladesh and Bhutan. it is very unfortunate to see that the numbers and information of the entire region is not sufficiently analyzed and communicated to the center, which creates the further misinformation, mismanagement and alienation. At another level, these all conflicts contribute to the violent forms, it has not only affects the Indian sovereignty but also affects the life of various people living in the entire region. As of now, among all of the eight states Manipur remains the most violent states in the north-east India. Manipur comes under the armed forces special power act, 1958. which had made the situation of Manipur from bad to worst. In this paper, I will critically analyze the history of Manipur with respect of AFSPA, 1958 violations of human rights, role of Irom Chanu Sharmila also known as the "Iron Lady" or "Mengoubi" who has been on hunger strike for the 16 years to safe guard the rights of people of Manipur from the draconian law of AFSPA and the actions of Indian government.

Keywords: Insurgency, counterinsurgency, Armed forces special powers act 1958.

Introduction:

India was declared independent in 1947 and in one night it got the status of largest democracy of the world from a British colony. It has faced a vast array of insurgencies in the major parts like northeast states Manipur, Assam, Tripura, Nagaland, Mizoram as well in northern part of the India like Kashmir and in Punjab. There is one different type of insurgency is there called naxalist-maoist insurgency in the red corridor of India like Bihar, Jharkhand and Andhra Pradesh. For over last six decades, India as a country is facing great trouble with insurgents and counterinsurgents

Before moving further one need to understand the meaning of insurgency. Insurgency comes under the category of irregular warfare however it has some aims. We can say that although insurgency arise in remote areas of the world, there they find the support of the common people of the villages. the reason of insurgency broadly falls under the category of ethnicity, religious identity, economic or it may be political as well. In short insurgency is a organized movement aimed to overthrow or destruct the constitutional government by the use of supervision, terrorism as well as armed conflict and similarly attempts by the polity to crush them is known as counterinsurgency (COIN). COIN in post 1945 era became most successful due to trained Indian army and comprehensive network of military academics. Well known scholars such as Sinha(2007), Banerjee(2009), Rajagopalan(2007) and Kalayanarman(2003) has contributed widely on the debate of COIN.

Manipur's History

Manipur (Kangleipak in ancient times) is one of the eight north eastern state of India. It is surrounded by Nagaland to the north, Assam to the west and Mizoram to the south, Myanmar lies to its east. It has a population of over 2.5 million residing in 22.37 sq Km of land. Over 90 percent of land is designated as hilly terrain. Imphal is the capital and a major trading centre. Manipur is a poor state and it ranked at 30th place (out of total 36 state in India) by GDP contribution. The population in the valley is compromised of Muslims, Nagas, Mehis, Kuki and many ethnic tribal communities such as

Tangkhum, Thadou, Zeliangrong, Mao, Maram, Poumai, Paite.. These ethnic community are governed by customary law that influence cultural practices, land ownership and its utilization .

On 15 August 1947, with the lapse of the British India, Manipur became briefly independent, but later Manipur was annexed to India in 1949 and it has left a bad taste which many Manipuri's have never forgotten.

On July 19, 1947 a delegation of Nagas met the Indian nationalist leader Mohandas Karamchand Gandhi at Delhi to discuss the issue of Naga autonomy. Gandhi assured them that they have all the right to become independent and Government or Congress won't oppose it. Nagas expressed concern that Indian government might use military force to absorb the Naga territory by force. Gandhi assured the Naga delegation that he would visit Kohima but post Gandhi assassination, later Government of India brutally crushed the movement. Post 1947, The last ruler of Manipur, Maharaja Bodhchandra Singh, established Manipur State Constitution Act, 1947. It was an attempt to establish democracy in Manipur.

The state assembly of Manipur was inaugurated by the maharaja himself in the month of October 18, 1948 but Governor of Assam was very much in favor of merger with India he invites the Maharaja to Shillong for talks and presented a merger agreement with India. However Maharaja clearly refused the agreement and he returned to his beautiful valley but he found that his premises was surrounded by the Indian army personal and he was house arrest and on these circumstances he agreed to sign the merger agreement on September 21, 1949. By this, Manipur came under the territory of India. On October 15, 1949 both Manipur state assembly and elected council of ministers were dissolved. Puppet elections happened in the valley during November and December, 1951. 30 people were elected but the main architect of democracy had betrayed beautiful valley of Manipur and pushed the Manipur into the half-a-century of bloodshed.

Finally on 1972 Manipur got the statehood and BK Nehru took sworn as a Governor of the state. People in Manipur were fully unsatisfied with the Indian government and this lead to birth of the revolutionary group of Manipur called as people's liberation army (PLA). which has the ideology of underground communist leader Hijam Irabot Singh and the main leader of PLA was Bisheshwar Singh.

In response of this Indian government imposed the armed forces special powers act, 1958 in Manipur, which stated Manipur as an disturbed area as well as they have declared the all revolutionary organizations completely unlawful. and the capital of Manipur -Imphal covers with the green covering of paramilitary forces leads to era of little war and insurrection.

The story of Manipur's obliteration starts in the 1950 and currently there are almost 72 armed groups are presented in the valley of Manipur fighting for the rights of the people. Every ethnic groups seems to be arming itself. although their demands are very fragmented. some groups demanding the autonomy from the states, some demands has the political objectives and some has the ethical issues as well.

To sum it up the reasons of insurgency are

Geographic Location

Ethnic differences

No proper political representation

Lack of development

Border issues with neighboring countries

Insurgency from border countries

All of these reasons have formulate insurgency nuisance at Manipur, Central Government's has misused its law AFSASA to cover up the undemocratic military operation strategy of search and destroy.

Armed Forces (Special Powers) Act, 1958

An Act to enable certain special powers to be conferred upon members of the armed forces in disturbed areas in the State of¹ [Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura]

Be it enacted by Parliament in Ninth Year of the republic of India as follows:-

Short title and extent – (1) This act may be called² [The armed Forces (Special Powers) Act, 1958]. ³It extends to the whole of the State of⁴ [Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura].

Definitions: In this Act, unless the context otherwise requires-

“armed forces” means the military forces and the air forces operating as land forces, and includes other armed forces of the Union so operating;

‘disturbed area’ means an area which is for the time being declared by notification under section 3 to be a disturbed area’;

all other words and expressions used herein, but not defined and defined in the Air Force Act, 1950 (45 of 1950), or the army Act, 1950 (46 of 1950) shall have the meanings respectively to them in those Acts.

Powers to declare areas to be disturbed areas – If, in relation to any state or Union Territory to which this act extends, the Governor of that State or the administrator of that Union Territory or the Central Government, in either case, if of the opinion that the whole or any part of such State or Union territory, as the case may be, is in such a disturbed or dangerous condition that the use of armed forces in aid of the civil power is necessary, the Governor of that State or the Administrator of that Union Territory or the Central Government, as the case may be, may by notification in the Official Gazette, declare the whole or such part of such State or Union territory to be a disturbed area].

The Governor is empowered to declare any area of the State as “disturbed area’. It could not be arbitrary on ground of absence of legislative guidelines; *Inderjit Barua v.State of Assam*⁵.

Section 3 cannot be construed as conferring a power to issue a declaration without any time limit. There should be periodic review of the declaration before the expiry of six months; *Naga People’s Movement of Human Rights v. Union of India*⁶.

Special Powers of the armed forces – Any commissioned officer, warrant officer, non-commissioned officer or any other person of equivalent rank in the armed forces may, in a disturbed area,-

if he is of opinion that it is necessary so to do for the maintenance of public order, after giving such due warning as he may consider necessary, fire upon or otherwise use force, even to the causing of death, against any person who is acting in contravention of any law or order for the time being in force in the disturbed area prohibiting the assembly of five or more persons or the carrying of weapons or of things capable of being used as weapons or of fire-arms, ammunition or explosive substances;

if he is of opinion that it is necessary so to do, destroy any arms dump, prepared or fortified position or shelter from which armed attacks are made or are likely to be made or are attempted to be made, or any structure used as a training camp for armed volunteers or utilized as a hide-out by armed gangs or absconders wanted for any offence; arrest, without warrant, any person who has committed a cognizable offence or against whom a reasonable suspicion exists that he has committed or is about to commit a cognizable offence and may use such force as may be necessary to effect the arrest; Enter and search without warrant any premises to make any such arrest as aforesaid or to recover any person believed to be wrongfully restrained or confined or any property reasonably suspected to be stolen property

1 Subs. By Act 69 of 1986, sec.43 for “Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura and the Union territory of Arunachal Pradesh” (w.e.f. 20.2.1987.)

2 Subs by Act 7 of 1973, sec. 3 for “the armed forces (Assam and Manipur) special Powers Act, 1958” (w.e.f 5.4.1972).

3 Subs by Act 7 of 1972, sec. 4 (w.e.f 5.4.1972).

4 Subs by Act.69 of 1986, sec. 43 for ‘Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura and the Union Territory of Arunachal Pradesh’(w.e.f 20.2.1987).

5 AIR 1983 Del. 514

6 AIR 1998 SC 431

Conferral of power on non-commissioned officers like a Havaldar cannot be said to be bad and unjustified: *Inderjit Barua v. State of Assam*¹.

The armed forces must act in cooperation with the district administration and not as an Independent body. Armed Forces could work in harmony when they deployed in disturbed area: *Luithukia v. Rishang Keishing*².

Arrested persons to be made over to the police –Any person arrested and taken into custody under this Act shall be made over to the officer in charge of the nearest police station with the least possible delay, together with a report of the circumstances occasioning the arrest. In case of arrest of any person, army authority is duty bound to handover to the officer-in-charge of the nearest police station with least possible delay: *Horendi Gogoi v. Union of India*³.

Protection to persons acting under Act – No prosecution, suit or other legal proceeding shall be instituted, except with the previous sanction of the Central Government, against any person in respect of anything done or purported to be done in exercise of the powers conferred by this Act.

Repeal and Saving - [*Repealed by Amending and Repealing Act, 1960 (58 of 1960), First Schedule, sec.2 (26.12.1960)*]

Human rights violations in Manipur

"It takes us a long time to raise our children. then, when they grow up, they are shot. This cannot go on. we no longer want to look for our children in the morgue"

yumlembam Mema, women's right Activist in Manipur.

We take pride in being the enlightened species on planet earth and yet in our efforts to secure national boundaries or assert the uniqueness or superiority of our ethnicity we would transgress any ethical boundary to have the winning edge. That is a feeling that has gained strength during my recent visit to Manipur and hence this note. When security measures focus primarily on violence; its means, methods, and analysis or countermeasures it ignores - silent spectators in the conflict zone, active impressionable minds that are being molded for life.

I "I give you one example

-A women whose name was Thangjam Manorama Devi .32 was arrested at night from her home and on the basis of acknowledgment assam rifles taken her out. in the morning , villagers found her bullet ridden corpse. She has been shot through the lower half of her body ,raising suspicion that bullets had been used to hide evidence of rape. wide protest happens but nothing more than that . The paramilitary forces have claimed that she was shot dead while trying to escape. its very unfortunate and mysterious to look after that a women handcuffed managed to escape the custody of army and if we believe that she can do that then why did the army unable to catch her instead to kill her and how could they arrest a lady in night because soldiers have been empowered through the dadorian law of AFSPA ,1958 . emergency law under which they can search , arrest ,short to kill.After Manorama's killing around 32 organization of Apunba Lup started a campaign to repeal the AFSPA and it was very shocking to see the members of this group , Manipuri women on july 15,2004 stripped naked in front of Assam of Assam rifles camp in Imphal, Manipur . they had wrapped a banner around them written "*Indian Army Rape Us*".

In whole Manipur , people campaigned long for the repealment of the law. Irom chan sharmila had been on hunger strike for 16 long years. she also called Iron lady of the Manipur. she has started her protest after assam riffles gunned down ten civilians on november 2,2000. she was also in judicial ordered custody in which she has been force fed through the nasal tube.but no outcomes come out of her satayagrah.

In the Manorama case a internal inquiry has been set up but nothing comes out. In a interview with human rights watch ,Assam riffles spokesperson said, he could not say what action was taken by the court of inquiry "because the records of concerned officials are not available. Manorama family and people of Manipur are still in the wait of justice. but its a just

1 AIR, 1983 Del 514
2 (1988) 2 Gau LR 159

one example according to human right alert ,in 2006 there was 17 cases in which security forces allegedly extra judicially executed civilians ,in 2007 12 cases were documented by the group ; and on 2008 atleast 23 cases.

One more case I will discuss here , Abujam Shidam who was member of opposition Manipur people's party was arrested and tortured during the custody . he said that he was blindfolded and they have started kicking and beating ,they have poured buckets of water on his face saying that he must admit that he was a member of the PLA(amillitant group in Manipur).

Nothing can explain bullet ridden bodies fired upon from all sides, at times in close quarters. If, elimination is the only solution, then all that a nation would need is trained snipers for cost effective security management, eliminating the need for surplus ammunition, personnel and infrastructure.

Operation Bluebird (1987) is a remarkable example of the approach adopted in the region. The Central Paramilitary forces held a concerned village in terror for months in retaliation for being attacked and losing a large quantity of arms and ammunition. That surely cannot be the way to set up secure boundaries and build bridges of democracy. The state machinery remained helpless and intervention had to come by way of securing the legal rights of citizens, through a public litigation filed in the Guwahati High Court. The hearing was completed after five years but the judgment was kept reserved¹. The use of excessive force is not a rare occurrence, in 2009 the indiscriminate use of gun power in broad daylight led to public protests and a subsequent decline of such instances. Excessive force can instill, fear, anger and revenge - Not Peace.

Unlike as in a war against another state, both paramilitary forces and the local population have to survive here, side by side. This complicates the situation, for as indicated by Weibel David, there is a possibility of the vicious circle of violence getting strengthened, when violence perpetrators are rewarded for acts of violence this instills feelings of revenge among victims and those sympathetic to them.

It is the skill of the personnel at the ground and their sense to take the right call in a short span of time on a sudden outburst of violence that can restrict excessive damage.

India's obligations under the ICCPR, other human rights treaties and customary international law

India has a series of obligations under international law, both under international human rights treaties and customary international law.

The ICCPR, to which India has been a party since 1979, outlines a series of rights and corresponding obligations that are relevant when interpreting the Act and its application. These include the right to life (article 6), the prohibition of torture, cruel, inhuman and degrading treatment (article 7), the right to liberty and security of the person (article 9), the right not to be subjected to arbitrary or unlawful interference with one's privacy, family, home or correspondence (article 17), the right to freedom of assembly (article 21), as well as article 2(3), which provides for the right to an effective remedy to anyone whose rights protected by the Covenant have been violated.

Since 1968 India has also been a state party to the International Convention on the Elimination of All Forms of Racial Discrimination ("ICERD"). Article 1 (1) of the ICERD defines "racial discrimination" widely as including "any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms". The ICERD further mandates in article 2(1)(c) states parties "to amend, rescind or nullify all laws and regulations which have the effect of creating or perpetuating racial discrimination".

India signed the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment in 1997. Although it has not yet ratified it, under article 18(a) of the Vienna Convention on the Law of Treaties, the very act of signing entails an international obligation not to defeat the treaty's object and purpose. This includes, pursuant to the Convention's

preamble, the effective struggle against torture and other cruel, inhuman or degrading treatment or punishment throughout the world.

The prohibition of torture and other cruel, inhuman or degrading treatment or punishment, the prohibition of racial discrimination, the right to life, the right to liberty and security and the right to an effective remedy have also been recognised as customary international law. These are rules binding on states as a matter of state practice and *opinio juris* irrespective of whether or not a state is a party to a particular treaty.¹ Unlike for states parties to a treaty, adherence to customary international law is not monitored by a treaty body but subject to monitoring by UN charter bodies, such as the UN Human Rights Council and its special procedures.²

Supreme Court

On 27 November 1997 the Supreme Court of India rendered its judgment in *Naga People's Movement for Human Rights v. Union of India*.³ In this case the validity of the Act was challenged by means of a writ petition before the Supreme Court of India. The petitioner alleged that the Act had violated constitutional provisions that govern the procedure for issuing proclamations of emergency, and upset the balance between the military and civilian and the union and state authorities. The court rejected those contentions. It found that the parliament had been competent to enact the Act and ruled that its various sections were compatible with the pertinent provisions of the Indian constitution. In particular, the court held that the application of the Act should not be equated with the proclamation of a state of emergency, which led to it finding that the constitutional provisions governing such proclamations had not been breached. The court further emphasised that the military forces had been deployed in the disturbed areas to assist the civilian authorities. As these authorities continued to function even after the military's deployment, the court held that the constitutional balance between the competencies of the military and the civilian authorities had not been upset. Equally, the court found no violation of the constitutional balance of competencies of the union and state authorities. What the court did not address was the compatibility of the Act with India's obligations under the ICCPR or other international obligations. This is notwithstanding the general rule of Indian constitutional law, confirmed by the Supreme Court in another case decided in 1997, that the courts must have regard to international conventions and norms when interpreting domestic statutes.⁴

The position of the Supreme Court of India carries immense persuasive weight when interpreting the constitutional vires of the Act. One could argue that the main points of discussion concerning the constitutionality of the Act in *Naga People's Movement for Human Rights* revolved around the procedures followed during the enactment and the implication of the Act in the centre-state relations. However, the Supreme Court of India has been liberal in reading in international human rights jurisprudence to be applied at the domestic level. For instance, in 1996 the Supreme Court extensively drew inspiration from the General Comment adopted by the Human Rights Committee to decide upon the question of reservations.⁵ The Court has held on various occasions that although ratified international treaties do not automatically become part of domestic law they are nevertheless relevant to constitutional interpretation, with reference to article 51(c) of the Constitution which directs the state "to endeavour to foster respect for international law and treaty obligations in the dealings of organized peoples with one another". This provision does not confer a justiciable right. It, however, encourages the government to strive to achieve in good faith the objectives of the ratified international treaty through executive or legislative actions. It is this provision that the Indian courts have liberally interpreted to read in within the domestic framework the country's obligation under international human rights law. A fitting case to the point would be the *Kesavananda Bharati* case.⁶ The then Chief Justice of India, Justice Sikri, while deciding the case said: "... [i]t seems to me that, in view of Article 51 of the directive principles, this Court must interpret language of the Constitution, if not intractable, which is after all a intractable law, in the light of the United Nations Charter and the solemn declaration subscribed to by India".

The principle was developed further and applied without hesitation in the *Vishaka* case[cited above] where the Court said:

1 *Opinio juris* denotes the sense of a certain practice being followed as a matter of legal obligation. See *North Sea Continental Shelf (Federal Republic of Germany v. Denmark and Netherlands)*, International Court of Justice, Judgment of 20 February 1969, I.C.J. Reports, 1969, at para. 77.

2 UN General Assembly Resolution 60/251 of 3 April 2006, at paras. 2-3.

3 1998 AIR 431.

4 *Vishaka et al. v. State of Rajasthan et al.*, 1997 AIR 3011.

5 *T.M.A. Pai Foundation et al. v. State Of Karnataka et al.*, 1996 AIR 2652.

6 *Kesavananda Bharathi vs. State of Kerala*, (1973) Supp. SCR 1.

[I]n the absence of domestic law occupying the field to formulate effective measures to check the evil of sexual harassment of working women at all work places, the contents of International Conventions and norms are significant for the purpose of interpretation of the guarantee of gender equality, right to work with human dignity in Articles 14, 15, 19(1)(g) and 21 of the Constitution and the safeguards against sexual harassment implicit therein. Any international convention not inconsistent with the fundamental rights and in harmony with its spirit must be read into those provisions to enlarge the meaning and content thereof, to promote the object of the Constitutional guarantee.

It follows that under Indian domestic law, wherever possible, a statutory provision must be interpreted consistently with India's international obligations, whether under customary international law or an international treaty. If the terms of the legislation are not clear and are reasonably capable of more than one meaning, the treaty itself becomes relevant, for there is a prima facie presumption that the parliament does not intend to act in breach of international law, including therein, a specific treaty obligation; and if one of the meanings which can reasonably be ascribed to the legislation is consonant with the treaty obligations and another or others are not, the meaning which is consonant is to be preferred.

Considering the question of domestic applicability of the principles of customary international law the court did not have any hesitation in holding that:

[O]nce these principles are accepted as part of the Customary International Law there would be no difficulty in accepting them as part of the domestic law. It is almost accepted proposition of law that the rules of Customary International Law which are not contrary to the municipal law shall be deemed to have been incorporated in the domestic law and shall be followed by the Courts of Law.¹

Despite all these affirmative and progressive steps in its pertinent jurisprudence, when it came to interpreting the Act, the court fell short of its own established practice and failed to interpret the Act in compliance with India's international human rights obligations and the treaty obligation under the ICCPR in particular.

Yet, there is hope, since the court did not merely say that the AFSP Act is constitutional and leave it at that. By way of caution, probably reading in the arbitrary nature of the powers conferred by the Act to the persons working under the Act, the court set out some precautions for the implementation of the Act as follows:

While exercising the powers conferred under clauses (a) to (d) of Section 4 the officers of the armed forces shall strictly follow the instructions contained in the list of Do's and Don'ts issued by the army authorities which are binding and any disregard to the said instructions would entail suitable action under the Army Act, 1950. The instructions contained in the list of Do's and Don'ts shall be suitably amended so as to bring them in conformity with the guidelines contained in the decisions of this Court and to incorporate the safeguards that are contained in clauses (a) to (d) of Section 4 and Section 5 of the Central Act as construed and also the direction contained in the order of this Court dated July 4, 1991 in Civil Appeal No. 2551 of 1991.

There has been no effective review of these directions so far. For instance, the Central Bureau of Investigation of India only lists 118 applications that sought prior sanction for prosecution, of which only five are from Manipur. This is contrary to the statistics available as to the number of civil cases in which Indian courts have awarded monetary compensation to victims. If the number of writ petitions—from Manipur itself there have been more than two dozen cases—is an indicator of the extent of violations of the Supreme Court's directives, it is time for an effective review of the AFSP Act. It is also important to note that a remedy under the writ jurisdiction is not punitive in nature. A prosecution by means of the "procedure established by law" has never happened.²

Committee to review the Act set up by the government

¹ Vellore Citizens Welfare Forum v. Union of India et al., 1996 AIR 2715.

² A case that could be considered to have come close is *Sebastain M. Hongray v. Union of India et al.*, 1984 AIR 571, where a writ of habeas corpus was filed before the Supreme Court of India concerning the disappearance of two persons, Mr. C. Daniel and C. Paul, since their arrest from Huining village in Manipur on 10 March 1982. The court by its order dated 24 November 1983 allowed the writ petition, thereby directing the respondents 1, 2 and 4 in the case to produce the corpus of the two missing persons on 12 December 1983 before the Court. The outcome of the case since then is not known.

The Union Ministry of Home Affairs set up a committee chaired by a retired justice of the Supreme Court B. P. Jeevan Reddy with the remit to review the provisions of the Act and report to the government on whether amendment or replacement of the Act would be advisable.¹ Having conducted extensive studies and consultations, the committee reported in 2005 that it had formed “the firm view” that the Act should be repealed as “too sketchy, too bald and quite inadequate in several particulars”, emphasising that “recommending the continuation of this Act, with or without amendments, [did] not arise”.²

The committee felt it necessary to further specify the following: “We must also mention the impression gathered by it during the course of its work that the Act, for whatever reason, has become a symbol of oppression, an object of hate and an instrument of discrimination and high-handedness”.³

These recommendations were never carried out and the report itself was not officially made public.

In addition to the Jeevan Reddy Committee, the Second Administrative Reforms Commission in its fifth Report of 2007 also recommended the repeal of the AFSP Act. The Commission stated that “after considering the views of various stakeholders [it] came to the conclusion that AFSP Act should be repealed”.⁴

International review

Human Rights Committee

The Act was scrutinized on two occasions by the Human Rights Committee, a body composed of independent experts that is established specifically to monitor the implementation of the ICCPR by its states parties.

The Committee first raised questions about various provisions of the Act, such as the scope of the authorisation to use lethal force, in 1991, during the consideration of India’s second state party report on its compliance with the ICCPR. In particular, the Committee

[I]nquired to what extent [the Act was] consistent with provisions of the Covenant relating to the physical integrity of the person and the obligation to bring a person to trial with the least possible delay and, more generally, to provisions relating to preventive detention and article 4 of the Covenant; whether the authorization of the use of force even to the causing of death in accordance with [the Act] was compatible with article 4, paragraph 2, and article 6 of the Covenant.⁵

In 1997 the Committee, while considering India’s third periodic report, emphasised that all measures taken by India in order to protect its population against terrorist activities must be in full conformity with its obligations under the ICCPR.⁶ It further expressed its hope, in vain as it turned out, that the Supreme Court would examine the provisions of the AFSP Act for their compatibility with the ICCPR in the context of the then pending proceedings in *Naga People’s Movement for Human Rights v. Union of India*.

The Committee specifically underscored its concern about the fact that the Act had remained in force in certain areas of India – such as Manipur – for decades, thus effectively making emergency powers permanent without formally derogating from the ICCPR. It further stressed that decisions on continued detention must be taken by an independent and impartial tribunal and that a central register of detainees be maintained and shared with the International Committee of the Red Cross.

1 The committee had as its members (1) Dr. S. B. Nakade an academic and jurist; (2) Mr. P. Shrivastav (IAS) former Special Secretary, Ministry of Home Affairs; (3) Lt. Gen. V. R. Raghavan; and (4) Mr. Sanjoy Hazarika, journalist.

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2 Government of India, Ministry of Home Affairs, Report of the Committee to review the Armed Forces (Special Powers) Act, 1958 (2005), at 74.

3 Report of the Committee, at 75.

4 Second Administrative Reforms Commission Report, Report 5 - Public Order (June 2007), at 239.

5 Human Rights Committee, Report to the General Assembly, UN Doc. CCPR/46/40 (10 October 1991), at para. 268.

6 Human Rights Committee, Concluding Observations on the Third Periodic Report of India, UN Doc. CCPR/C/79/Add.81 (4 August 1997), at paras. 4 and 18.

The Committee noted with concern [at paragraph 23] the “allegations that... security forces do not always respect the rule of law and that, in particular, court orders for habeas corpus are not always complied with, in particular, in disturbed areas”.

On a more general level, the Committee reminded India that immunity provisions, such as those found in the AFSP Act, are incompatible with the right to an effective remedy under international human rights law and the concomitant duty to investigate and prosecute gross human rights violations, such as torture. It expressed [in paragraph 21], in particular, its concern

That criminal prosecutions or civil proceedings against members of the security and armed forces, acting under special powers, may not be commenced without the sanction of the central Government. This contributes to a climate of impunity and deprives people of remedies to which they may be entitled in accordance with article 2, paragraph 3, of the Covenant.

The fourth periodic report of India to the Committee pursuant to article 40 of the ICCPR was due in 2001. It has not yet been submitted, which means that it is overdue by 10 years at the time of writing. The Government of India should ensure that the report is prepared and submitted to the Committee at the earliest possible date.

It appears that the Committee still hesitates to use this power in the case of India. If the report is not submitted in the nearest future, the Committee should be prepared to re-consider its position and assess India's performance in terms of compliance of its law and practice with the ICCPR in the absence of the state report. The existence and application of the AFSP Act should in this case be among the primary concerns of the Committee, and international and domestic non-governmental actors should take a lead in providing it with examples that illustrate how different provisions of the Act have been applied on the ground.

Human Rights agencies are trying to address concerns of individuals victimized or adversely affected by existing conflict. These agencies have come together under a platform known as Civil Society Coalition of Human Rights in Manipur to assert the human rights perspective at the national and international level. There is need for government to create a sense of accountability through speedy trials and the provision of compensation for deaths or injury to civilians. Isn't standing up for Justice a part of one's sovereign democratic rights within a nation? The nation also owes that to the armed forces for if it is injustice is all what they are capable off, then India would not be a functioning democracy. the indian government claimed to have a firm commitment for the protection of human rights and called these act as "few bad apples". this culture of impunity , grows by the lack of political willand dacorian law AFSPA which has led a atmosphere of unrest and firm believe of army that they can get away with the most serious crime without the threat of punishment.its very unfortunate to see that government and the committies which has been led by the government has ignored all the recommendation made by the United Nation human rights bodies .

In 1977, UN Human Rights committee said that the use of AFSPA was tantamount to using emergency powers and also recommended the application of these powers should be monitored to ensure compliance with the International convent on civil and political rights (ICCPR). Philip Alton , UN special, reporter on extrajudicial summary also reported to the human rights council in 2007 , that despite the government of Manipur ordering "numerous inquiries" into the alleged extrajudicial executions ,none of them ultimately reached any meaningful conclusion. Committee of international conventions also called for repeal of AFSPA. We can see several recommendations of different committees have taken place to repeal the AFSPA but so far not happens.

Critical Issues

Government schools have systemically turned dysfunctional with many having shut down. At the same time private schools are mushrooming in the valley area as are tuition centers. This limits options for the education of children from poorer families and from rural areas. As primary education is compulsory students are automatically given pass marks and government records naturally show an improvement in education till primary school.

The elite send their children to other states or to private schools in Manipur and for private tuitions. A student ends up spending nine hours on rote learning at school and then tuitions. Tuitions have turned a thriving business with advertisements that try to entice 6 year olds (Std II) to seek their services.

1 Revised Rules of Procedure of the Committee, UN Doc. CCPR/C/3/Rev.9 (13 January 2011), Rule 70(1).

Government institutes in hill districts face additional problem of absentee teaching staff. Schools are dependent on human resource from the valley, which invariably join the service but report only to collect their monthly remuneration. The teacher contracts her/his job to a local person for a meager amount.

This lack of accountability has led to a situation whereby students are trafficked after being lured with the promise of a better education outside with boarding facility. Newspaper reports indicate such trafficked children as sent by their family for the contact person was usually someone known and working in another state. As the provision of educational services has not changed drastically, the present scenario may indicate an under reporting or difficulties in detection. Government intervention has been largely limited to creating awareness on the situation through wall posters and creating children's homes. The recent instance of a girl child running away from a children's home because of sexual abuse by a person in charge of institution indicates the situation is far from smooth¹.

While schools are mushrooming, only a select number of schools are allowed to enroll students for the final board exams for classes X to XII. This does create logistical problems and chaos as students have found their enrolment for exams turn invalid. Many of the schools permitted to conduct these exams are in the valley and that restricts girls of the hill districts seeking a higher education. The number of schools catering to girls is far less than those for boys.

There is hardly any focus on career guidance other than educational streams as medicine or engineering for the elite, with huge donations paid to institutes within and outside the state.

Health care service delivery is shaped by the same problems as the educational services of the State. Rural areas are burdened by a dependence on professionals from the valley area and this means erratic delivery or an absence of service. There is an attempt to use technology to facilitate access to health service, but extended hours of power cuts/load shedding raises questions. According to key informants the National Rural Health Mission has been able to bring about some positive change. Besides, each ethnic group turns to traditional systems of care for many common ailments, measures to strengthen those systems of care is limited.

Conclusion

The tug of war on position based negotiation that leads to an absence of dialogue is not working for the local population, certainly not for future generations who are losing out on the comfort of family, with the rising incidence of broken families. The disparity between classes will only grow if the present form of governance continues; this may even complicate the situation far beyond the expectations of underground groups. A conflict reality is what children have been born into and this frame of reference is continuously imprinted when corruption, money, power and useful links/associations are seen as part of the survival game. The children will learn at a very young age life is a conflict and the 'winner take all'.

Though the Central Government of India is doing their bits to improve the condition in the past two decades the policies like the '*Look East Policy*' and other programs reaching the far and wide part of the North Eastern States, the crime on the border still continue to take place. Lives are still lost, youths are still lured into drugs and insurgency and families are still in trauma. Some stringent steps need to be taken up to curb the border menace. Policies must be implemented between the neighboring countries, better relations and co ordinations with the Myanmar regime might put an end to the operation of cross border activities. Myanmar and North Eastern part of India remain largely unexplored in terms of natural gas and rich minerals, to utilize this the cross border crime must be curtailed, which in turn will put an end to the existing insurgency and the drug trafficking. Only then the Look East Policy and other developmental policies will be able to bear fruit. The porous border must be checked thoroughly and effective plans must be chalked out to fill in these borders. The BSF should play an active role in strengthening and securing the border area. If the cross border crime is to be curtailed the North Eastern States should at first be prosper economically, only then the crime rate will come down. The youths are needed to be provided awareness about the situation as they are the most targeted lots in such crime. A prosper economy will lie on good education, employment to the youths.

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The Use of Terminological Lexicon in Making Phraseological Units

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Abstract

Terminological lexicon can be found in everyday life, depending on the situation and the speakers. The question that arises is: How can we use technical and scientific terms when the terminological lexicon belongs to a certain language for specific purposes and the specialists of specific fields can use to communicate among themselves by using this lexicon. The use of terms in this form of communication can have various specific lawyers, thus conceptual difficulty. Based on this conclusion we must take into consideration that terminological lexicon is an integral and inseparable part of general lexicon because composites are made from this lexicon, borrowing are taken and structural and semantic calques are made, despite being one-word or multi-word raising them to the level of term and giving them the accuracy and monosemy. Technical and scientific terms depending on the development of the various fields of study, are not used only in communication among specialists but in other fields. This 'cooperation' is present in almost all information, data, textbooks and extracurricular books, written press, conversations etc.

Keywords: terms, lexicon, communication, language

Introduction

General issues

The lexicon of mechanics is encountered in our everyday life dependent on the situations and the speakers. The question that arises is: how can we use technical-scientific terms when the terminological lexicon belong to language for specific purposes and the professionals of specific fields can use it and communicate among themselves by means of this language. In such kind of communication, the use of terms has peculiar various degrees, thus conceptual difficulties. From this definition we must take into consideration that the terminological lexicon is an integral and inseparable part of general lexicon because from this lexicon composites have derived, loan words have been borrowed, structural and semantic calques have been formed despite the fact of being mono-words or multi-words taking them to the degree of the term and giving them the accuracy and monosemy. Scelfo¹ treats the use of the terms in general language as metaphorical images.

At this point, we will treat the phraseological units as a good contribution for the 'banalisation' of the terms. For this purpose, we have used a certain corpus of idioms formed by the terms from the lexicon of mechanics (taken from the dictionary of phraseology and other various sources that are not actually reflected in the phraseological dictionary but are widely used not only by the professionals but non-professionals as well).

1 Scelfo, M. Grazia, 2002, "Slancio dell'immigrazione e concetti pragmatici nel linguaggio economico: la metafora", in Testi specialistici e nuovi saperi nelle lingue iberiche. Atti del XX convegno dell' AISPI (Firenze, 15-17 marzo), Messina Andrea Lippolis Editore

Coseriu¹ refers to two kinds of compounds: free combination and fixed combination. Many other linguists² (Navarro 2002, Trista Perez 1998) have wider concepts on phraseology including proverbs, sayings, and citations.

Just like any other language, Albanian language has figurative language, enriched in various expressions. Because of their pragmatic and semantic complexity, it is often difficult to find the counterpart expression in other languages. The figurative language because of the use of the metaphors and idioms it is considered as a derivative of spoken language.

Idiomatic locutions give 'color' to language and strike the users and listeners fantasy. So they help to de-dramatize, entertain or give another meaning to the sentence. These belong to the everyday language and constitute a linguistic wealth to each speaker either for the formal or informal language. The purpose of using idiomatic locutions is to enrich the discourse with words that cannot convey the same emotion. Their expressive nature, as result of imagination that is linked to a definition, makes them appear in many communication forms expressing amazement, entertainment, consent etc. A large number of idioms are found in the following styles: journalism, political- social³, technical-scientific style etc.

Technical-scientific terms, depending on the development of the various fields of knowledge, are dedicated not only to communication among professionals but beyond this field. This "cooperation" is present in almost all information, data, school books and extracurricular books, written press, conversations.

According to L. Hoffman, the terminological lexicon is connected to general lexicon because the basis consists of general language. Based on this definition we might say that the language for specific purposes entails many opportunities of expression, by using the terms in constructing phraseological unities after having modified the meaning for example in Italian *Architettare un inganno; fare di ogni erba un fascio..* This occurs because science and technology are more present in everyday life for example in the consumption of electronic products, in the expansion of mass media, in scientific and technological knowledge people have attained.

The concept of linguistic 'banalisation' phenomenon, has been studied by Robert Galisson⁴ (1978) thus constituting an important viewpoint for terminological studies. He allows distinction of two types of terminologies in various fields of knowledge: 1) specialized lexicon, used by professionals and that are encountered in school books; 2) 'banalised' lexicon, serving to a broader audience that can be encountered in conversations, various manuals of use, written press etc. He places 'banalised' language between the specialist jargon and general language and has studied the lexical connection among the three languages. In order to define the concept of 'banalised' terminology we will use the concept provided by Robert Galisson, who treats banalised terminology as a branch of terminological lexicon, in a way that it is widespread not only in the field it belong to but to a broader audience⁵.

The distinction between banalized terminology of mechanics and technical terminology constitutes the basis of this study thus dealing with the professional jargon and the idiomatic units that can be created by means of banalization of terminology.

Some of the terms from the lexicon of mechanics have created new semantic connections with the general lexicon since they are encountered in everyday use and thus they can be considered a wealth and enrichment of the phraseological fund of the Albanian language.

Because of the numerous types of phraseologies and their various functions, the definition of the word, can be done by taking into consideration some of the principles not just one of them. The main principles are⁶: 1) principle of illustration, 2)

1 Coseriu, E., 1977, *Principos de semantico estructural*, Madrid, Gredos, p. 113

2 Navarro C., 2002, "La fraseologia en el discurso politico y economico de los medias de comunicacion", in *Testi specialistici e nuovi saperi nelle lingue iberiche*. Atti del XX convegno dell' AISPI (Firenze, 15-17 marzo), Messina Andrea Lippolis Editore; Trista Perez, Antonia Maria, 1998, "La fraseologia y la fraseografia", in *Wotjak, Gerd, ed EStudios*

3 Thomai J., 1981, *Çëshnje të frazeologjisë së gjuhës shqipe, Akademia e Shkencave e Rep. të Shqipërisë, Instituti i Gjuhësisë dhe i Letërsisë, Tiranë, p 1*

4 Galisson R., 1978, *La banalisation lexical*, Paris

5 Langage banalise est un langage second, greffe sur un langage technique (ou scientifique, professionnel, specialise), pour assurer une diffusion plus large aux informations relevant de domaine d'experience couvert par la langage technique en question" Galisson R., 1987, *Recherche de lexicologie descriptive, la banalisation lexicale : Le vocabulaire du football dans la presse écrite*. Paris : Nathan, p 9

6 Kostallari A., 1972 *Parimet themelore për hartimin e fjalorit të gjuhës së sotme shqipe, Studime filologjike II, p 42*

semantic principle, 3) principle of the word that grammatically is the main leader, 4) the principle of the first word of the expression (the marker word, independent meaning).

Short introduction to phraseological units deriving from terminological lexicon

The term 'phraseology' derives from the Greek language "phrasis"¹ and its meaning is linked to the ability to express and it includes all phraseological units. In some cases, these units are called phraseological units, idioms, idiomatic expressions, locutions. All these nomenclatures tell us of a group of words in which the structure elements are irreplaceable because in cases when one of the units is removed or substituted the phraseological unit loses its meaning.

Based on the principle of the scholar Ch. Bally² that considered phraseology as a unique discipline, but included it within the structure of the science of lexicology, we might derive that phraseology is closely connected to the other linguistic disciplines.

Since the nature of word polysemy is characteristic of the Albanian language, the figurative use of words should be considered as a common phenomenon. This is mainly encountered at the phraseological units, thus the phraseological unit must be considered as an indirect marker not a direct one to the objects, features or circumstances. Thus the formation of phraseological units implies the formation of various word groups as well as the lexical-syntactic attachment of the words conditioned by internal or external linguistic factors.

The main source of the derivation of phraseological units is the one coming from the folk, spoken dialects, and borrowings. The scholar A.Jashari has emphasized the fact that within the passing of the years Albanian language has not seized the process of borrowing calques, phraseological loans, sayings, and proverbs. Thus in various speeches, we find 'loan expressions that should not be taken as growth in the Albanian language, but as part of it, as language of culture, as a sign of mutual relation in the cultures of various people and as a sign of cultural rise of Albanian people'³.

The phraseological units have a fixed structure and can form a semantic nest. There should be at least two words each attaining an independent meaning to form a phraseological unit so that opportunities are given to adhere to the context. So they depend on the context and have an unchanged structure because of the frequent use. J. Thomai gives special importance to the phraseological units because they are gaining new semantic and stylistic characteristics along the development of Albanian Literary language. He classifies them according to the structure, lexical and grammatical importance and degree of motivation⁴.

The enrichment of the Albanian standard language lexicon does not only indicate the entrance of 'big words' belonging to special scientific fields and definitions known only by educated people but the use of words or phraseological units with clear definitions so as to make possible the derivation of semantic ambiguity. This considerably increases the lexical-phraseological competence of our native speaker users and considerably helps expression as well orient the speaker towards choice, agility, laconism or synonymy of expression⁵.

Idiomatic expressions do not constitute a homogenize category within the figurative speech of a language, there are locutions present among them that are distinguished from their origin, syntactic, semantic and pragmatic characteristics. Despite this, they meet together from the semantic aspect point of view. Idiomatic expressions are integrated into the written and spoken language as well and their study cannot be bypassed by the scholars. Langlotz (Langlotz 2006:3-5) treats the idiomatic expressions as a means of depicting a common situation for all speakers and are linked to the images that bring to mind familiar circumstances or concrete objects. These expressions consist of at least two lexical elements.

A large corpus has been gathered in the field of phraseology from the work and research of the Albanian language scholars such as Aleksandër Xhuvani, Jani Thomaj, Mehmet Gjevori, Ali Jashari etc. All this corpus is perfectly reflected in the

1 V. Zingarelli N.M. , 2003, Vocabolario della lingua italiana, Zanichelli, Bologna, p 738

2 Bally Ch., 1909, Traite de stilistique francaise, Paris: Klincksieck, third edition, pg 17

3 A. Jashari, 2007 *Fjalor me shprehje të huazuara në gjuhën shqipe*, Korçë

4 Thomaj J., 1981, *Çështje të frazeologjisë së gjuhës shqipe*, Akademia e Shkencave e Rep. të Shqipërisë, Instituti i Gjuhësisë dhe i Letërsisë, Tiranë, p71

5 V. Memisha, *Rreth intelektualizimit të leksikut të shqipes, në Seminarin II Ndërkombëtar i Albanologjisë, Tetovë, 2008, p 195*

various monographs and the publication of phraseological dictionaries. A.Xhuvani¹ uses the term 'locution' to refer to the phraseological compound words and classifies them by their meaning and usage because it is very difficult for these words to be translated from one language to another since it is the meaning of these compounds that is translated and not the words as independent units. Casadei² states that: "...Con espressioni idiomatiche s'intendono espressioni polirematiche, a significante fisso, e soprattutto [...] il cui significato non e' compositivo, cioe' non e' funzione dei significati dei componenti...", so this intralinguistic definition clearly states the difficulty of translation into another language. Another scholars such as N. Bulka defines the phraseological units as metaphorical expressions which if translated word by word into another language, they lose their meaning'. Other scholars use various terminologies, naming them adverbial expressions, periphrases, locutions, fixed phraseological word groups, phraseological units, phraseologisms etc. The phraseological units are present in the card index of the Albanian lexicon, being considered as means of enriching language with semantic units and means of expressions. Jani Thomaj³ in his monograph has drafted some criteria and set some characteristics of phraseology and has grouped and classified the phraseological units giving an opportunity to the other scholars to further study and develop this discipline. As mentioned above the drafting and publication of the phraseological dictionaries such as "Dictionary of Albanian language phraseology"⁴ with about 11000 entries with explanations and illustrations for use in spoken and written language, or the edited publication of 2010, are proof of the Albanian phraseology enrichment.

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1 Xhuvani A., 1956, *Studime Gjuhësore*, p 11

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Collection of Value Added Tax in Kosovo and Its Effect on Economic Growth

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Abstract

The revenue collected from the value added tax constitutes the main income of the Kosovo government. For this reason, this research has a great importance in the formulation of effective policies in Kosovo that will subsequently improve the efficiency of tax collection of Value Added and growing fiscal and budgetary stability. This research will have a descriptive analysis of the trends of VAT collection in Kosovo from 2005- 2015 years using different analytical techniques to examine trends and data structure over the years. We have used two types of analysis; One is the descriptive analysis of trends and the other is the contrast of the descriptive analysis of trends that is the econometric technique used to analyze the VAT effect on economic growth in Kosovo. The source of data for this study is secondary through the Annual Financial Report of the Ministry of Finance of Kosovo and the IMF. In order to analyze the data generated for the study, the statistical tool utilized is OLS technique (multiple regression). One of the key findings in the collection of VAT has been its dependence on the border. Revenue collection is among the most pressing problems and such situation does not guarantee a country's budgetary stability. Also, based on the findings we noted that the VAT share of the gathering in gross domestic product of the Interior of the country has been low compared to other countries in Europe developing, reflecting a low level of economic development. Also from econometric analysis is confirmed that the regression coefficient shows that we have a VAT impact on GDP in Kosovo, because the level of significance is .000, or includes the rate of 1%. Also, the correlation between VAT and GDP shows a strong positive relationship, or statistically interpreted with the increase of VAT, will increase the GDP of Kosovo, these two elements conclude that VAT has a significant impact on economic growth in Kosovo. Furthermore, this research highlights some key issues that policy makers should consider dealing with the collection and effective use of revenue collected from VAT, to improve growth.

Keywords: Domestic Product, Tax, Economic Growth, Revenue, etc.

Introduction

Kosovo in the 1990s experienced a total collapse of the economic and fiscal system. Immediately after the end of the armed conflict and after the declaration of independence from Serbia, it built a new economic system which enabled it to raise public revenues to cover public spending. At first it was a challenge for new institutions because the main purpose was to fill the ark of the state and thus the low level of public revenue was a major obstacle to Kosovo's economic growth. Given this fact, the government undertook some concrete steps in reforming the fiscal system in order to maintain a positive growth trend (Shala, 2017). Based on fiscal policy instruments, Kosovo generates public revenues, namely budget resources from own sources. Based on economic development, budget funds have been increased for each budget year, which is expressed in the government's efficiency in performing general and shared obligations to citizens and advancement in capital investment (Badivuku-Pantina, 2008). Kosovo in the post-war period has built up a new fiscal system, oriented mainly towards harmonization with European standards. Taxes have played and remain of particular importance, both in terms of budget revenue collection and participation in Gross Domestic Product (GDP) (Berisha, 2015).

In Kosovo, Value Added Tax has started to be collected from July 1, 2001, through Regulation 2001/11 on Value Added Tax, and Amendments to Regulation No. 2002/17 of August 1, 2002. The revenues collected from the Value Added Tax constitute the main revenue of the Kosovo government. In 2014, the Government of Kosovo has taken some decisions that have had an impact on increasing budget expenditures, despite the fact that they were not planned in the Mid-Term Expenditure Framework (MF, 2013). Facing this, the International Monetary Fund has recommended to the Government of Kosovo to undertake some changes in the tax increase, and especially VAT, which will impact on the balancing of budget revenues and expenditures. Faced with this challenge, the Government of Kosovo in 2015 undertook a reform by changing the laws of the fiscal package, including the VAT law. By means of this law, the threshold of business registration is reduced

from EUR 50 thousand to the old law of EUR 30 thousand and the VAT rate rises from 16% to 18%. Also with the new law we have some other innovations such as the escalation of the VAT rate for some products and discounts that affect productivity growth and technological innovations.

Literature Review

At the beginning of the 2010s, more than 130 countries worldwide had VAT, and among the developing countries, around 70% (104 out of 144) had adopted this kind of indirect Taxation (Ebeke and Ehrhart, 2011). Even Kosovo after the armed conflict in the area of fiscal policy, which have influenced the formation of revenues, engaged in the construction of the tax system and other instruments, which are in the function of preserving the country's macro-fiscal sustainability (Kryeziu, 2012). In Kosovo, from 2005 up to now, there has been a steady increase in public revenues, especially in the collection of VAT. But the biggest concern that has been raised by domestic and international economists has been that this increase in revenue has had an impact on the country's economic growth?! In order to verify the impact of VAT on economic growth, many researchers in the country and the world in general have taken over. Among the scholars who have dealt with this issue are: Aizenman, Jinjark, Peci, Lalarukh, Onwuchekwa, Aruwa, Haruna, Kumshe, Magaji and Bani, Njogu.

Countries all over the world, look for ways to boost their revenue, this facilitated many nations to introduce value added tax on goods and services. We examined the effect of value added tax on the economic growth of Nigeria. The result shows that VAT contributes significantly to the total tax revenue of government and by extension the economic growth of Nigeria. The growth pattern of GDP from 1994 (the year of inception) to 2009 was oscillating. It increased geometrically between 2010 and 2011. VAT revenue growth had consistent increase though the growth was not as explosive as that of the GDP. (Onwuchekwa, Aruwa, 2014).

In their paper the authors Haruna, Kumshe, Magaji and Bani, found the impact of value added tax (VAT) economic growth and development of Adamawa state from 2001 to 2014. Data for the study were sourced through CBN statistical Bulletin and Adamawa state Annual budget report and analyzed through the use of Ordinary Least Square Technique. The results of OLS revealed that increase in total actual revenue and value added tax (VAT) raised economic growth of Adamawa state. The coefficient of total actual revenue and value added tax (VAT) were statistically significant and consistent with the theoretical expectation. The F-statistics values in this study indicated that total actual revenue and value added tax (VAT) were jointly and significantly affecting economic growth of Adamawa state at 1 percent significant level. (Haruna, Kumshe, Magaji and Bani, 2015).

Bangladesh's Gross Domestic Product (GDP) has been growing satisfactorily in the last two decades. Contribution of Value Added Tax (VAT) to GDP growth of the country has remained undetected. Author Lalarukh analyzes the relationship between VAT and GDP growth in Bangladesh and investigates how the VAT contributed to Bangladesh's economic growth based on data for the years 1991/92 to 2011/2012. To this end, Johansen's co-integration technique was used to examine the relationship. The study shows that the value added tax has a positive impact on the gross domestic product and is contributing to the economic growth of the country. (Lalarukh, 2013).

According to findings from a study conducted by Jalata (2014), he found that compared to the sales tax, VAT promotes the overall economic growth of Ethiopia, but the question of regression similar to sales tax continues. During the period under review, the VAT growth rate was on average 66.27%. For sales tax periods, the average growth rates of GDP were only 2.53%. However, after the VAT executions, such growth rate averaged around 21.9%. The analysis also showed that the average ratio of VAT to GDP is 2.95%. The finding also reveals that VAT, general tax revenue and non-tax income, in addition to foreign income, were significant at 5% of importance, but all contributed positively to economic growth over the periods under review (Jalata, 2014).

Methodology

We employ two procedures; one is the descriptive trends analysis (monitoring the trend) by using the various possible analytical techniques to examine the trends and structure of our data over time. We assumed that the changes in the variables are error free and if they are error free then they can be presented in tables and graphs.

The second procedure which is in contrast to the descriptive trend analysis is the econometric techniques that is employed to analyses the effect of V AT on economic growth in Kosovo. This section explains the procedures used by the researcher in eliciting the necessary and or relevant data needed for the study. It presents the methodology of the research. The source

of data for this study is secondary through Annual Finance Report by Finance Ministry of Kosovo and IMF. In order to analyze the data generated for the study, the statistical tool utilized is OLS technique (multiple regression).

To establish the relationship between economic growth represented by Gross Domestic Product (GDP) and Value Added Tax (VAT); this study adopted the model by (Onwuchekwa, Aruwa, 2014). The same model is also used by (Haruna, Kumshe, Magaji and Bani , 2015). Therefore, the model for this research is specified as follows:

Specification of the model

The models for this study are specified as follows:

$$GDP_t = C + \beta_1 VAT_t + \varepsilon$$

Where:

GDP - shows economic growth for period t;

VAT - the total value added tax for the period t;

C - Constants for variables

E - random error for period t

T - 2005 to 2015

Results

Trends of the Value Added Tax in Kosovo 2005-2015

This paper aims to present VAT trends, tax rates, characteristics and function and the economic and financial contribution of VAT, during its application. During this period in Kosovo some very effective measures have been taken in building a suitable environment for the implementation of tax policy. New laws, regulations and guidelines have been issued that make the tax system more compatible with the market economy. The results achieved are encouraging in terms of increasing revenues from VAT. It is important to build a sustainable tax policy in Kosovo. Income from value added tax is an important item of budget revenues. VAT revenues account for about 40.00% of total revenues in Kosovo's budget. So, as seen, VAT is the main revenue in the country's budget. Based on this we can conclude that this tax is also the main contributor to the economic growth of the country based on the findings of other authors that government revenues have a positive impact on the economic growth of the country.

Table 1. Participation of VAT on general government revenues 2005-2015

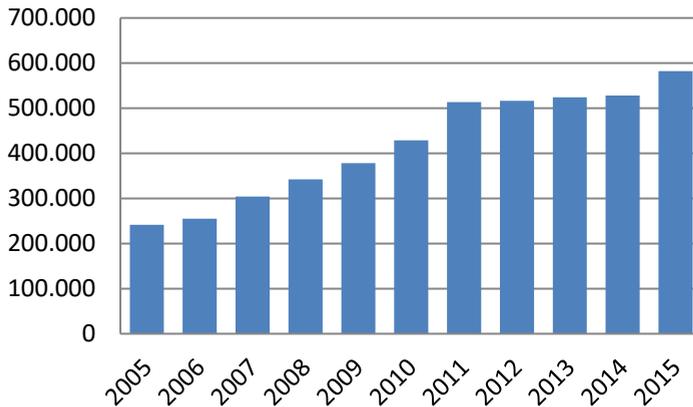
Total revenues	VAT	% of VAT on GDP	The rate of increase in VAT	The rate of revenue
628,000	241,592	38.47		
722,000	255,082	35.33	105.58	114.97
898,000	304,240	33.88	119.27	124.38
943,000	342,097	36.28	112.44	105.01
1,151,000	378,303	32.87	110.58	122.06
1,164,000	428,688	36.83	113.32	101.13
1,305,000	513,396	39.34	119.76	112.11
1,322,000	516,396	39.06	100.58	101.30
1,312,000	524,220	39.96	101.52	99.24
1,334,000	528,164	39.59	100.75	101.68
1,453,000	582,121	40.06	110.22	108.92

Source: (IMF, 2005-2015)

The trend of increasing VAT collection in Kosovo has been quite high. This is best seen in Table 1 and Graph 1. This trend has been positive year-on-year. The lowest growth was recorded in 2012, 2013 and 2014, while the highest in 2007, 2011 and 2015 was 110.22%. This trend of VAT growth has also been accompanied by the increase of total budget revenues.

In this research we have noticed that after an interruption in the increase of budget revenues and VAT, the Kosovo government has undertaken some fiscal reforms and immediately starting from 2015 the growth trend continues to be quite high reaching with plus 10%. This positive trend of revenue growth has also positively impacted the growth of GDP of the country, contributing directly to increased government spending (BQK, 2016).

Chart 1. Value Added Tax 2006-2015 (000).



Source: (MF, Annual Financial Report ,

2005-2015)

One of the challenging problems for domestic institutions in collecting VAT is dependence on the border. Based on the data we have received from the Ministry of Finance and the IMF it can be seen that on average since 2005 around 81.90% of the VAT collected in the Kosovo budget is at the border and only 18.10% within the country. This trend of collecting budget revenues and especially collecting VAT from border points discourages Kosovar businesses because they are forced to pay VAT on the border still without selling the goods. Due to this policy, Kosovar businesses have problems with financial liquidity and are often forced to go bankrupt or enter into commercial banks' loans and thus to deepen their liquidity trend (Shala T. , 2016).

Since the Value Added Tax (VAT) is the main revenue of the Budget of the Republic of Kosovo we have carefully analyzed the collection of this tax over the years and have ascertained that its average participation in relation to GDP for the period is on average 9, 57%. The most recent participation was presented in 2011 with 10.65% and the lowest in 2005 about 8.05%.

Table 2. VAT collected at the border and inside the country

Years	VAT at the border	VAT inside	Total VAT	% of VAT at the border	% of VAT at the border
2005	195,239.44	46,352.96	241,592.39	80.81	19.19
2006	210,608.00	44,474.00	255,082.00	82.56	17.44
2007	254,760.00	49,480.00	304,240.00	83.74	16.26
2008	304,398.00	37,699.00	342,097.00	88.98	11.02
2009	327,288.00	51,015.00	378,303.00	86.51	13.49
2010	360,697.00	67,991.00	428,688.00	84.14	15.86
2011	419,079.00	94,317.00	513,396.00	81.63	18.37
2012	417,864.00	98,532.00	516,396.00	80.92	19.08
2013	410,989.00	113,231.00	524,220.00	78.40	21.60
2014	422,776.00	105,388.00	528,164.00	80.05	19.95
2015	455,294.00	126,827.00	582,121.00	78.21	21.79

Public revenue are the main factor for calculating Gross Domestic Product (GDP). (Shala, 2017). The share of VAT in GDP is an important indicator that expresses the level of economic growth of a country. Starting from the previous arguments,

we have made an analysis of these trends in the collection of VAT and its impact on economic growth. To complete our analysis, we have obtained data for Kosovo and compared it with data from other countries in the region. From the findings of the analysis, we have noted that the lowest share of VAT in relation to GDP for 2015 is Greece (7,37%), while the highest Bosnia and Herzegovina (18,19%). Kosovo in this year the participation of VAT in relation to GDP was 10,06%, which is at the lowest level in the region.

Table 3. VAT Participation in GDP by 2005-2015

Years	VAT	GDP	%
2005	241,592.39	3,002,760.00	8.05
2006	255,082.00	3,120,410.00	8.17
2007	304,240.00	3,460,770.00	8.79
2008	342,097.00	3,882,800.00	8.81
2009	378,303.00	4,069,600.00	9.30
2010	428,688.00	4,102,000.00	10.45
2011	513,396.00	4,818,500.00	10.65
2012	516,396.00	5,058,700.00	10.21
2013	524,220.00	5,326,600.00	9.84
2014	528,164.00	5,567,500.00	9.49
2015	582,121.00	5,788,300.00	10.06

Source: (IMF, 2005-2015)

According to the data that are part of our analysis, we have concluded that VAT has a positive impact on the economic growth of the country. Countries with a greater economic development have higher levels of VAT participation in GDP. Kosovo compared to other countries in the region has a floating rate of increasing VAT collection as a result of undertaking some fiscal reforms and increasing efficiency in collecting VAT, but the ratio with GDP is low and this way also reflects the inadequate level of the country's economy

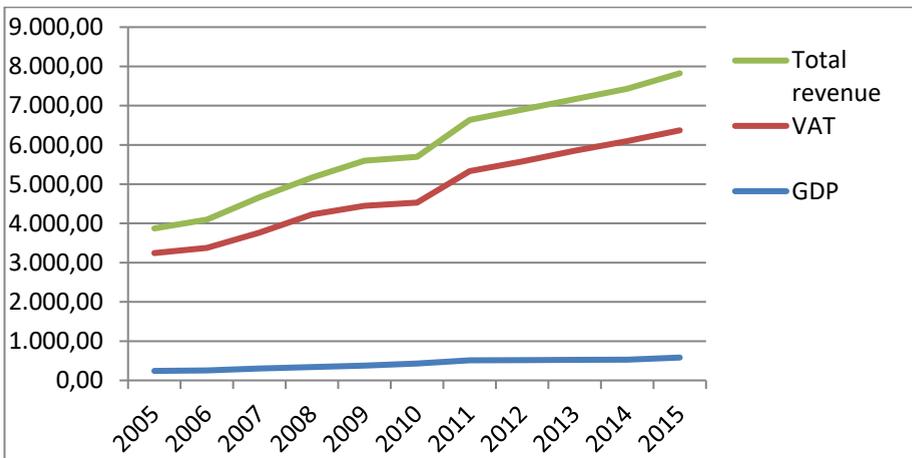
Table 4. Participation of VAT on country GDP in South East European countries by 2005-2015 (in%).

Country	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Albania	9.04	9.90	11.11	12.60	12.50	12.54	12.63	12.18	11.05	12.97	12.69
Bosnia and Herzegovina							18.43	17.88	17.04	17.73	18.19
Bulgaria	7.33	8.19	8.56	9.81	8.37	8.75	8.78	9.80	10.02	9.64	9.98
Croatia	10.45	10.69	11.16	11.76	11.76	11.62	11.59	12.91	13.06	13.29	13.61
Hungary	10.82	10.46	11.77	12.26	13.61	14.87	14.97	16.41	15.44	16.28	17.25
Kosovo	8.05	8.17	8.79	8.81	9.30	10.45	10.65	10.21	9.84	9.49	10.06
FYR Macedonia	7.95	8.92	10.54	12.06	9.89	11.52	13.58	14.31	14.37	13.07	14.18
Romania	5.07	5.18	6.49	7.19	6.28	7.60	9.10	9.50	9.49	9.18	9.94
Serbia	8.03	7.98	8.89	10.75	10.45	10.41	11.01	11.95	12.05	13.21	13.32
Greece	6.48	7.14	7.59	7.94	7.15	7.73	7.95	7.75	7.38	7.33	7.37

Source: (IMF, 2005-2015)

Another interesting data that has been found from the research suggests that the rate of increase of revenues from VAT is proportional to the rate of growth of Gross Domestic Product and this has happened precisely from the tax reform and the filing of revenue collection budget.

Graph 2. Growth trends of GDP, VAT and general incomes 2005-2015



Source: (IMF, 2005-2015)

Results and Interpretation of the Econometric Model

The econometric model analysis is built on a simple econometric model view, whereby the significant influence of independent variables on the dependent variable will be measured.

Table 5. Descriptive analysis for the econometric model variables

Statistics		GDP	VAT
N	Valid	11	11
	Missing	0	0
Mean		4381630909.0909	419481763.0909
Std. Error of Mean		296825387.30082	36577082.00365
Median		4102000000.0000	428688000.0000
Mode		3002760000.00 ^a	241592394.00 ^a
Std. Deviation		984458437.92874	121312456.93218
Variance		969158416009091070.000	14716712206921786.000
Skewness		,013	-.251
Std. Error of Skewness		,661	,661
Kurtosis		-1.458	-1.566
Std. Error of Kurtosis		1,279	1,279
Range		2785540000.00	340528606.00
Minimum		3002760000.00	241592394.00
Maximum		5788300000.00	582121000.00
Sum		48197940000.00	4614299394.00

a. Multiple modes exist. The smallest value is shown

Descriptive analysis of model indicators shows that the average value of Kosovo's GDP for the period 2005-2015 is € 4,381,630,909, while the average value of VAT is € 419,481,763. The statistical values of the standard deviation and the

lack of statistical values show that the model has a stable econometric basis, as such has the basis for interpretation and analysis of the results of the data of the econometric model.

Table 6. Summary of the Econometric Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.980 ^a	.961	.957	204235487.96797	.961	223.344	1	9	.000	1.910

Predictors: (Constant), VAT

Dependent Variable: GDP

To overcome the econometric model data, we used the SPSS statistical program. Based on calculations made of the econometric model, the results obtained from the model data show that the dependent variable has a strong correlation with the explanatory variables at the level of .980, respectively 98 percent. While R2 in our analysis is .961, which indicates that 96.1% of the dependent variables are explained by independent variables. Adjusted R2 is equal to .957, which indicates that 95.7 percent of the variance of the dependent variable is explained by the variation of independent variables. In our analysis for verification of model stability, it was used the serial correlation. The Durbin-Watson correlation value may be in the range of 0 to 4. If the value of Durbin-Watson is approximately zero, then the serial correlation indicates that the data in the model has a high positive impact between the residual value. If the correlation Durbin Watson is offered a value of four (4), it indicates that the data has a negative serial correlation. The model can be considered stable when the Durbin-Watson results are close to the value range of two (2). The Durbin-Watson test is it considered to have no serial correlation within the range of 1.5 to 2.5, indicating that the residual value has no serial correlation or there is no autocorrelation between the residual value. Therefore, based on this interval, the findings in our study show that Durbin-Watson is in the value of 1,910, which is within the interval value, and that is why the model is stable.

Table 7. ANOVA or F-Test ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9316174949181268000.000	1	9316174949181268000.000	223.344	.000 ^b
	Residual	375409210909643140.000	9	41712134545515904.000		
	Total	9691584160090910000.000	10			

Dependent Variable: GDP

Predictors: (Constant), VAT

Table 8. Coefficient of the econometric Coefficient model^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1044090720.349	231660147.728		4.507	.001					
	VAT	7.956	.532	.980	14.945	.000	.980	.980	.980	1.000	1.000

a. Dependent Variable: GDP

F-test equals .000 indicates that all coefficients together are statistically signified and different from zero. Also, the correlation statistics show that the VIF factor with the highest value in the regression coefficients is 1,000, which means that all independent variables are less than 10 (VIF <10), this shows that there is not much collinearity Up but relatively strong, which implies that the multicollenniality of the data within the model does not pose any problems with the data that is being exploited.

The regression coefficient shows that we have a VAT impact on GDP in Kosovo, because the level of significance is .000, or includes the rate of 1%. Also, the correlation between VAT and GDP shows a strong positive relationship, or statistically interpreted with the increase of VAT, will also increase the GDP of Kosovo, these two elements conclude that VAT has a significant impact on GDP Of Kosovo.

Conclusions

From the descriptive analysis of this research we have noticed that revenues from VAT constitute around 40% of total budget revenues of Kosova. Given this fact that VAT is the main revenue, then we can say that this income is also the main contributor to the growth of public investments that directly affect the economic growth of the country. The trend of revenue growth from VAT in the research period was quite high, which was followed by the growth of general revenues, revenue which have positively impacted the GDP growth. A challenging problem for Kosovo's institutions is the dependence on collecting revenues from the border. Revenues collected from VAT at the border were on average over 80%, which does not guarantee a fiscal stability for the country. Even though the share of VAT in relation to GDP was not high compared to the countries in the region, our analysis shows that the VAT impact on GDP growth was high and we can say freely that VAT has contributed to the country's economic growth. This fact is also confirmed by the econometric analysis. The regression coefficient shows that VAT has an impact on GDP in Kosovo, since the level of significance is .000, or includes a rate of 1%. Also, the correlation between VAT and GDP shows a strong positive relation, or statistically interpreted with the increase of VAT will also increase the GDP. So these two elements conclude that VAT has a significant impact on GDP growth in the country.

This research recommends the country institutions to have more attention to the most effective VAT administration, acting urgently in order to shift the tax collection from the border into the countryside and thus achieve a more stable fiscal and financial stability of the country.

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Appraisal and Hints on “Career Paths” Series, Esp Engineering Books Developed at Put of Tirana

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Abstract

The moment you settle down to write and travel into the ESP world, ESP book-series, you are apt to encounter and get startled from the most commonly used “ESP words”, such as ESP course, students’ needs, study skills, language skills and many more. But the scope of academic debate and appraisal on ESP domain and textbooks exceeds and runs beyond the range of technical terms and technicalities. Like the ESP evolving world, ESP University Teachers are frequently puzzled and empowered by the genuine question and fact whether they are sufficiently qualified and technically competent to teach in ESP courses. This paper reviews points of appraisal and hints arising from the adoption and teaching situations in a “technical university media”, like Polytechnic University of Tirana. In view of the above, we strive to highlight and pinpoint at certain moments of teaching and learning experiences together with the outcomes. Similarly, through this paper we try to introduce several additional steps and specific hints with the focus on a more detailed picture and manner, by regarding these textbooks in an evaluative approach, and practically integrated skills; because ESP teachers need to develop and display a pioneering spirit of teaching activities and practice, into the ESP Realm.

Keywords: ESP books, ESP teachers, integrated skills, language skills, teaching and learning outcomes, technical skills

Introduction

Over the last twenty-five years or so, ELT in general and ESP Teaching in particular, have had an outstanding development, special performance and constantly widespread progress in Albania, more precisely in the Primary, Secondary, and Tertiary Levels of Education. This process has been also sustained by the institutional framework from the Ministry of Education to further enhance the progressive development of English and other languages within the country’s goal for joining the European Union by striving to implement insights from the Common European Framework for Languages, (CEF). Following the trends of development for Languages in Albania, the Department of Foreign Languages, at PUT, now the Centre of Foreign Languages since 1912 has tried to pursue the right policies, by adopting and implementing the best practices of teaching and learning into our Curricula and programmes at PUT Faculties. The language programmes and materials production for ESP have been frequently changed and remodeled in the course of these years, at times not feasibly responding to specific needs and requirements of our Students. More recently, in the last three years we have accomplished a more specific work and focus onto the ESP teaching at PUT. It has been attempted to better target and evaluate our students needs and requirements; the problem has been handled from a multi-leveled-approach: the process has covered and developed not only the preparation and provision of specifically based textbooks, but also participation and academic education of teachers through courses, seminars, conferences etc. up to the preparation, compilation and defense of dissertation theses in ESP Domain (five PUT English teachers became PH Doctors by Degree over the last three years)

Similarly, the design and organization of ESP Courses at PUT, the assessment and evaluation of the process based on students targeted- needs, led us to take up several concrete steps for the application and teaching at PUT of Career Path Series, mainly Engineering Text Books, which became our user-friendly books of first preference and choice among other published English Text-Series.

Career Paths in Engineering Faculties

ESP Textbooks for engineering students, within the Career Paths Series by Express Publishing are specifically designed and produced by highly reputable authors like, Virginia Evans, Charles Lloyd, James Frazier, Jenny Dooley, Joshua Kern, Carl Taylor etc. The methodology being employed in designing Career Paths, seems to be learning-centered with interactive and communicative practices to be applied in classroom-settings and auditoriums.

Career Paths, "Engineering" by Charles Lloyd and James Frazier (most widely applied into the Faculties of PUT), provides current engineering students and professionals with all they need, to effectively perform in an English working environment. With specific technical terms and contextualized situations, every unit displays step by step approaches and instruction which lead students towards the four major components/skills: reading, listening, speaking and writing.

The book is arranged into three levels of difficulty by offering 400 vocabulary terms and phrases. The unit contains a text of entry comprehension, vocabulary and listening skills which lead students to written and oral production activities. The text includes a variety of authentic passages, career specific dialogues with more than 45 readings and listening passages per Textbook.

There are also guided speaking and writing exercises with a complete glossary of terms and phrases. Similarly, the teacher's book contains a full answer key and audio scripts, the audio CDs contain all recorded material in British and American English. Career Paths, "Engineering" Text (containing Books 1-2-3) are also rated for their levels within the Common European Framework of Reference for Languages, A1,A2, B1. Other Textbooks, in use or to be used from Career Paths by Express Publishing at PUT for the First Cycle of Studies, Bachelor Level of Students, are as follows:

- | | |
|--------------------------------------|--------------------------------------|
| 1)English for Mechanical Engineering | 5)English for Information Technology |
| 2)English for Civil Engineering | 6)English for Architecture |
| 3)English for Electrical Engineering | 7)English for Mechanics |
| 4)English for Computer Engineering | 8)English for Electronics |

ESP is similarly developed and extended for application into the Second Cycle of Studies (Master) in relation to specific professional fields; hence, we have introduced at the Second Cycle of Studies at UPT , Master Level of Students, certain Titles by Express Publishing House like:

- 1)**Finance** for Actuarial Science Master
- 2) **Accountancy** for Numerical Analysis Master
- 3)**Environment** for Environmental Master etc

While adopting and applying any new textbooks, the course evaluator/instructor has to undertake certain evaluative steps and inquire further into the Discourse Analysis of the matter; i.e. as Widdowson states, whether that "Discourse seems to be the communicative competence" to refer both to "what a text producer meant by a text" and "what a text means to the receiver" (student). Presumably, to delve deep into the values of text evaluation and discourse analysis, we have to closely examine parties "on site", the internal and external stakeholders , range of issues at all levels with students, teachers, managing staff and alike, including ESP Books and materials. But, how to evaluate ESP materials?! According to Hutchison & Waters 1993, (English for Specific Purposes, 96-105), an ESP Research Evaluator has to ascertain certain specific criteria based on objective and subjective analysis and then matching the real needs of the students; in that case, the audience in the auditoriums, professionals in the study field with the specific aims and targeted requirements. In view of the assumptions above, questionnaires, surveys, discussions and forums were conducted and arranged with students and teachers, including several descriptive articles and theoretical research studies conclusions. A simple questionnaire was conducted with 15 students from Mathematics and Physics Engineering Faculty, who were selected through sampling method; namely from Actuarial Science Master Group, Second Cycle of Studies and the text "**Finance**" from Career Paths was chosen; A background simulation in classroom was offered in descriptive terms and orientation, so as to better address such questions. Questions run as follows and figures in table 1:

1. In term of percentage/by degree of importance, could you list down the four major skills used in the book "**Finance**"

2. Which other activities and practices you find interesting and attractive to be represented and improved? Comment upon them.

The following table displays the four skills rated in percentage (15 students in total, pondered on average ratings)

Table 1 Skills in % and comments on Finance from Career Paths

Skills	Present in Textbook in %	Would like to be in Textbook in %
Reading	35%	40%
Listening	25%	15%
Writing	20%	15%
Speaking	15%	20%
Other	5 %	10%

NOTES AND COMMENTS	
Presenting other skills	Notes on "Wants"
Oral/written Presentations Graph descriptions	Longer Readings
Discussions and debating forums	Longer Speaking/dialogues
Note-taking and presenting integrated skills	Grammar points/issues
Writing a specific report/statement	How to write a scientific paper, how to write an article, letters, CV, Emails etc

A simply-structured questionnaire was also arranged with 10 English Teachers from PUT Faculties in relation to the fundamental text applied from the Career Paths, "**Engineering**";

1. How much of your expectations in teaching situations/outcomes in auditoriums were realized by using the major skills and other activities?

Table 2.1 Expectations from ESP teachers on Engineering TextBooks from Career Paths

Very high	High	Average	Low	Very low
5	2	2	1	-

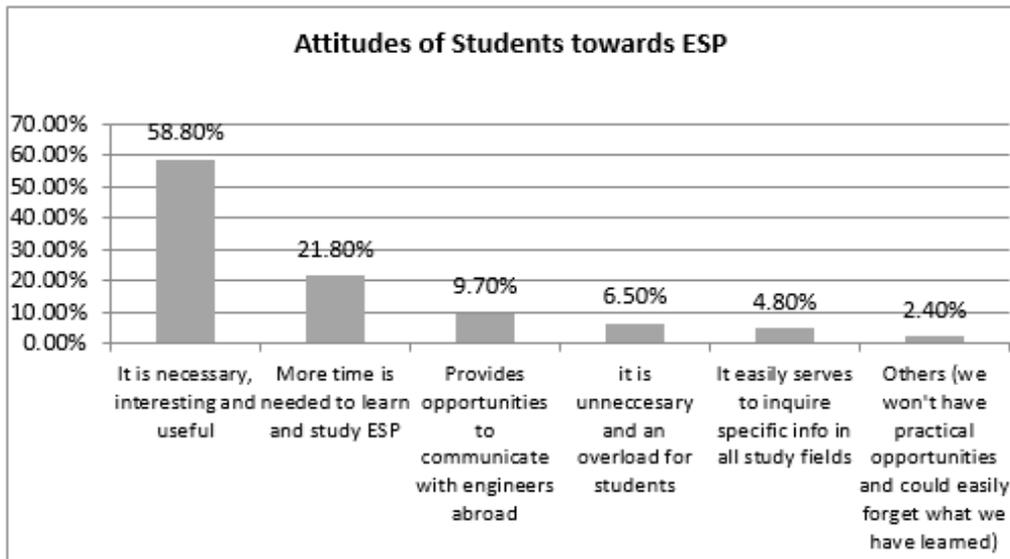
2. How have the four skills been represented and other hints with practices for improvement?

Table 2.2 Expectations from ESP teachers on Engineering Text Book from Career Paths

Hints for Improvements by Teachers	
1. Longer reading passages 2. Grammar extended explanations 3. Longer graphs/picture descriptions 4. Pre-reading activities 5. More Communicative activities	6. More well-structured speaking practices 7. Writing presentations/reports 8. Oral presentations 9. Writing specific papers and articles 10. Innovative platform system for the future

From another questionnaire on "**Engineering Textbook**", from Career Paths, was arranged by A. Brahma in her Research Study entitled, "English Teaching and Acquisition of English Vocabulary for Specific Purposes, Doctorate Thesis defended in 2016, The open questionnaire which consisted in comparing the theoretical knowledge and information with practical implications, was developed with 144 students. The sample consisted of students from Architecture and Urban Planning, First Cycle of Studies, Bachelor Level, at PUT, during the academic years 2013-2014, 2015-2016. Two Textbooks, **Architecture** by Virginia Evans, Jenny Dooley and Dave Cook and **Engineering** by Charles Lloyd and James Frazier, were taught during the First Semester, with 5 teaching classes a week, at Bachelor Level; the students in this Faculty acquire and possess an optimum level of acquisition in General English. Hence, there is a smooth move and guaranteed progress through the academic years, into the ESP studies, specifically into the English Textbooks Studies for Engineers. The following graph, table 3. shows the attitude interpreted via percentages based on opinions, collected from the students.

Table 3 Attitudes of Students towards ESP on Architecture and Engineering Textbooks



The second Questionnaire completed at FCE was about on how much the **Textbooks on Civil Engineering and Architecture**, help into the use of various techniques for acquisition of technical terms (vocabulary). An open questionnaire was framed accordingly with 267 students from Faculty of Civil Engineering, in Specialties like, Civil Engineering, Environmental Engineering, Geodesy Engineering, and with 124 students from Architecture and Urban planning, Questions were addressed by the end of the First Cycle of Studies, Bachelor, and runs as follows:

- Have you encountered before such ESP terms, like in your Engineering Textbooks?
- Has the text been useful into the vocabulary enrichment and enlargement, relating to your field of study and if yes, in what ways?
- What would you like to improve/adjust in the existing Engineering Textbooks for students, with teaching-learning environment and classroom settings?

Table 4.1 Level of acknowledgement of ESP terms

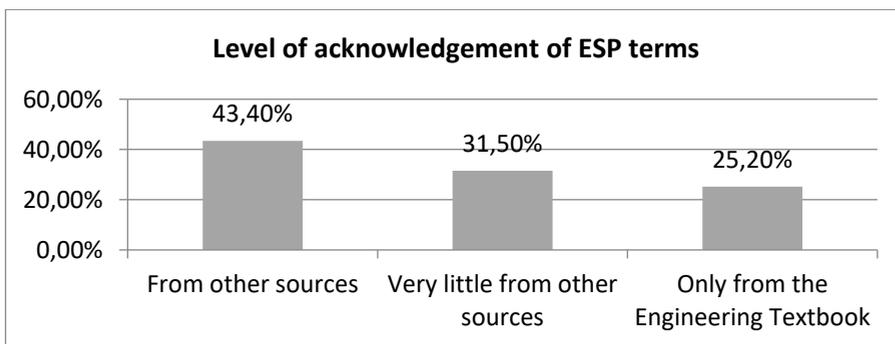


Table 4.2 Usefulness of Engineering Textbooks into Vocabulary Enrichment

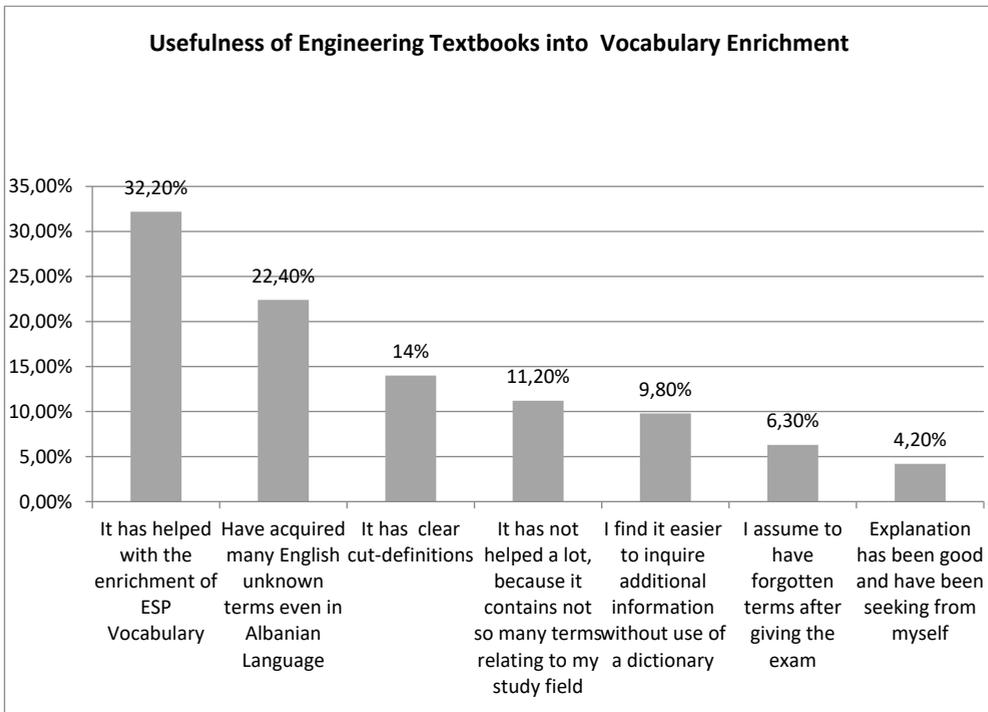
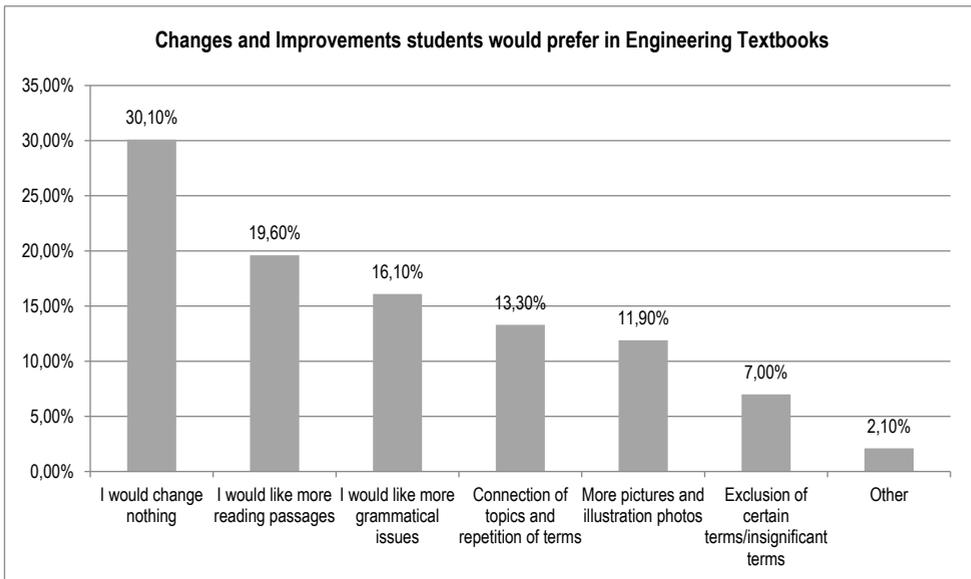


Table 4.3 Changes and Improvements students would prefer in Engineering Textbooks



Hints and Conclusions

- Through this Paper, some of the ESP Engineering Textbooks from Career Paths by Express Publishing House, were observed and evaluated, not on a thoroughly comprehensive methodology by considering all elements; from criteria to aims and approaches of a text, from specific skills and strategies to topics and practical considerations, from design and organization to pictures, graphs, and illustrations, from language contents to exercise designing process. It would require a commendable work and research efforts translated into only an article for this conference.
- So far, a more direct approach was followed by making use of questionnaires from teaching these ESP Engineering Textbooks at PUT; from teacher's discussions and classroom observations, from articles and research studies of the field by English PUT colleagues
- In general, Career Paths used at PUT, contain a wide range of Engineering Topics which mostly comply with the Branches and Profile Studies in Engineering Faculties of PUT; they provide valuable feedback which increases and enriches the real needs for students and teachers by offering customized material, suitable to every setting and workplace
- Having covered a full range of topics and levels, Career Paths, Engineering Textbooks cater for students, professionals, adult learners and are usually complemented by Student CDs for self-access study, a Teacher's Guide with keys and step by step for a lesson-plan and a Test Booklet.
- Career Paths, Engineering Textbooks included, seem to display a similarly/uniquely owned structure in composition, in their methodology of teaching and learning. Subject Units resemble in form and appearance, while preserving similar graphs and attractive pictures, with full colour for the teaching course books.
- As the Questionnaires were compiled to focus primarily on students and teachers' reactions towards the Engineering Textbooks and materials, it is of practical consideration and significance to notify certain aspects already discerned and evidenced from questionnaires and forums, like "A broader spectrum of topic related points", "A wider view and treatment of certain grammatical clues", "A more practical approach towards integrated skills in order to enhance discussions and forums with the type of proper dialogues", diverting from "copy-paste practices"; lack of Communicative Skills seems to be the most prominent problem with engineering students. At the same time, having the Engineering Textbooks structured and remodeled at a higher level of Studies (B1, B2,C1) with reference to CEF for Languages, would be of substantial values to students and teachers, to English Professionals and Course Designers, to all internal or external stakeholders, be they of primary or secondary significance in ELT or ESP Domain.

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Ibn-UI-Arabi's Cultural Environment that Influenced Him

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Abstract

The cultural environment of Ibn al-Arabi is in Andalusia, Spain today. There, on the one hand, Sufism, on the other hand, thinks like Ibn Bacce (Death.1138), Ibn Tufeyl (Death.186), Ibn Rushd (Death.1198) and the knowledge and philosophy inherited by scholars, . Ibn al-Arabi (1165-1240), that was the effect of all this; But more mystic (mystic) circles came out of the way. This work, written by Ibn al-Arabi's works (especially Futuhati Mekkiye), also contains a very small number of other relevant sources.

Keywords: Ibnul Arabi, culture, environment

1.Introduction

Ibn al-Arabi (1165-1240) is one of the building blocks of Turkish-Islamic thought. In this research, especially the works written by him, he focused on the cultural environment which is influential on the thought by exploiting the sources which speak about itself. From the birth of the effected environment, the effects of the family and its immediate surroundings have been examined, and the focus has been on the travel, the countries visited, the people whom they met.

The cultural environment of Ibn al-Arabi is in Andalusia, Spain today. The exit point is mysticism. It has also been exposed to a second effect in the Middle East countries, which are transferred through North Africa. These influences from the works of Gazzali (1058-1111) have been a new inspiration for him. In addition, some orientalist (such as H.Corbin and A.E. Afifi, for example, 30,31- 167-169) claimed that the Turkish philosopher Sühreverdi al-Maktûl (1155-1191) was also influenced by Islamic thought system, which reconciles mysticism and philosophy.

He has established a fundamental link between Sufism and philosophy for the purpose of organic unity and has received his works in this respect. It is possible to distinguish the life of a certain circuit by its cultural environment; .

A-The first phase is the family and close environment in which it was born. Ibn'ul Arabi is in the process of acquainting with elite people in the immediate vicinity of the community and learning.

B-The second cycle of your life, m. Between 1193-1200 / 1201 (h., 589-598), Ibn al-Arabi travels in the countries of North Africa and is between the ages of 29-35. In this period, he began to write his works while he was training to mature and complete his thought life on the one hand.

C-The third phase of your life h. 598-602 (m.1201-1206) to be the center of the city of Mecca around him (Jerusalem, Medina, Mosul, etc.) was found. It is in the 36-40 age range.

D-The fourth stage of your life, the first step to Anatolia h. It starts from 602 (m 1205-1206). He went from Mousul to Diyarbakır-Mardin region, Düneysir (Kızıltepe) and advanced to Anatolia (Futu 2/17) especially in cities like Urfa, Erzincan, Sivas and Malatya. He came to Konya on September 1205.

The first two cycles, along with his family's circuit, can be considered as a cycle of learning to develop thought for ibn'ül Arabi, a meeting with the elite (educated) environment, and writing some small works in the meantime. But since the third period of his life, Ibn al-Arabi has been a source of influence as a guiding light. Among the Turks, Anatolian cities, such as Erzincan, Erzurum, Sivas and especially in Konya, the Seljuk sultan Izzeddin Keykaus and the Turkish statesmen were the

protagonists. Prior to the Mongol invasion, Ibn al-Arabi trained Sadreddin Konevi (1206-1274), a Turkish thinker, and inspired the Turkish thinker Mevlana (1210-1273)¹

1.1. Family Environment of Ibn'ul Arabi

The important and the last piece he wrote is the name Muhammad (Mehmet) and his father's name Ali, as understood from the documents in Futûhât. It had a history of 40 thousand years. His father is a cultured person and a distinguished personality in that devolved society. A close friend of Ibn Rushd, a famous thinker who is a Kurtuba (Cordoba) fellow in Andalusia, is also a family friend of Sultan Ibn Meriash (d. Ibn'ul Arabi came to the world on August 7, 1165, in the time of this sultan, in the city of Murcia of Andalusia. One of the clues that he belongs to a noble and cultured family is his uncle Yahya Ibn Yagsan (Yegsen). This person was the sultan of Tlemsen in North Africa (probably the governor). Ibn'ul Arabi, who said that his mother came from the Medianian Ansar, boasts of being a family member rooted by his mother and father (Ibn'ul Arabi, Futuhât4/227).

He was first educated in the city of Murissa when he was a child, and later he moved to Isbiliyye (Sevilla) with his family. This city was the scene of many important events in his life, and he was first educated here by famous renowned dignitaries and, when he was 20 years old, officially entered the mystic way. The first teacher on the path to mystic carries the name Ureyini.

He lived as a bachelor until he was eighteen years old, because he hates women; But h. At 578 (1182-1183) these feelings had changed and were possibly married. The woman she married was a member of a family known as Ibn Abdun, and many statesmen from this family had grown up. A daughter named Zeyneb (Zeynep) has come to the world from this tribe that seems to carry the name of Mary. Zeynep says that when you are a daughtr (when you are a child), you speak with a proper language. This girl should probably not be at the beginning of her marriage, but only in the future (after 30 years of Ibn al-Arabi) Because what he tells about it coincides with the 35-year-old queen who first came to Mecca. He lived in Andalusia continuously until the age of 28 (1192), being the center of the Seville (Occupation), and traveled in various cities in Andalusia. Therefore, the first cultural environment to which he is influenced is in Andalusia, today's Spain.

1.2. Cultural Environment in the First Period of Life

In one of the first years of his life (1165-1922) undoubtedly in the most probable case, between 1173-1182, Ibn al-Arabi was interviewed in the city of Kurtuba (Cordoba) with the famous philosopher Ibn Rushd, his father's close friend. In his statement he was at an age when "the face was not furred and the stomach had not come out". But Sevilla (Occupant) city and h. The age of 586 (1190-1191) constitutes the central point of this first phase. As a matter of fact, in this date and in this city, he has benefited from two sheikhs bearing al-Qumi and al-Sedrani. Again, in this city and at the same time, we have witnessed (experimentally) an experiment between a (materialist) philosopher who denied miracles and miracles and the time's saints (sheikhs). Thus, he wanted to show that the laws of nature are not necessary and therefore the impossibility of determinism (Ibn'ul Arabi, Futûhât, 2/413-414; 2/91).

1.3. Culture Environment in the Second Period of Life

The second phase of your life, m. It lived between 1193-1200 / 1201 (h. In these years, Ibn'ul Arabi travels in the countries of North Africa and is between 29-35 years old. In 1193 he was in the town of Sebte (Ceuta): He had hadith lessons from a teacher named al-Hucri. He also met Ibn Ya'mun, the kadi of this city. In the same city, he was found near Ibn Tarif, whom

¹See: A.E.Affî, Muhyiddin İbn'ul Arabî'nin Tasavvuf Felsefesi, (Terc.: Mehmet Dağ), Ankara Üniv. İlahiyat Fak. Yay., Ankara, 1975; Ahmet Eflakî, Ariflerin Menkabeleri, (Terc.: T. Yazıcı), C: I, M.E.B., İstanbul, 1953; C: II, Hürriyet Yay., İstanbul, 1973; Ahmet Ateş, Muhyiddin Arabî madd., İslâm Ansiklopedisi, 8/553-555, M.E.B. Yay., İstanbul, 1971; İbn'ul Arabî, Fusus, (Fusus'ül Hikem), (Terc.: N.Gençosman), M.E.B. Yay., İstanbul, 1952; İbn'ul Arabî, El Bulga, (El Bulga Fil Hikme), (Felsefede Yeterlik), (Nşr. N.Keklik), Edebiyat Fak. Yay. İstanbul, 1969; İbn'ül Arabî, Risalet'ül Envar, Ayasofya Ktp. No: 2063, İbn'ül Arabî, Kitab el Hakk, Feyzullah Ef. 2119: Keklik, Nihat, İbn'ül Arabî'nin Eserleri, İbn'ül Arabî'nin Eserleri ve Kaynakları İçin Misdak Olarak el Futuhât el-Mekkiyye, İstanbul Üniv. Edeb. Fak. Yay., C: II-A, İstanbul, 1974 ve C: II-B, İstanbul, 1980. Keklik, Nihat, İslâm Mantık Tarihi ve Fârâbî Mantığı, İstanbul Üniv. Edeb. Fak. Yay., C: I-II, İstanbul, 1969-70, Keklik, Nihat, Sadreddin Konevi'nin Felsefesi, Sadreddin Konevi'nin Felsefesinde Allah-Kainat ve İnsan, Edebiyat Fak. Yay., İstanbul, 1967; Keklik, Nihat, Muhyiddin İbn'ül Arabî Hayatı ve Çevresi, Büyük Matbaa, İstanbul, 1966; Keklik, Nihat, Türk-İslâm Filozoflarının Avrupa Kültürüne Etkileri, Felsefe Arkivi, Sayı: 24/1-25, İstanbul, 1984; Keklik, Nihat Mevlana'da Metafor Yoluyla Felsefe, Felsefe Arkivi, 26/19-55, İstanbul, 1987.

he introduced as one of the great sheikhs. Abu Median, the famous sheikh (Sheikh's Sheikh), died in Micah (Baja) of North Africa this year (at 589 / m in 1193), and Ibn al-Arabi, in a very desire, did not meet with him.

Ibn'ul Arabi was in Tlemsen when he was 29-30 years old in 1193-1194, where he met a friend called al-Fizazi. From here (from Tunisia), Jezirei in Andalusia went to Tarif city, met al-Kalafat and listened to his husbands Ibn al-Arif and Ebur-Rebi al-Keff. Having traveled back to the city of Tlemsen, Ibn'ul Arabi read his Hal'un-Na'leyn from the son of Ibn Kasiyy, the famous western scholar there (in Tunisia).

When he was in Morocco (at the age of 30) he wrote Risalet'ül Ahlâk (The Rise of Moral) (At the age of 31) he came to Andalusia at the age of 31 (h. 592 / m 1195-1196) and there he was called Ibn'ul Tufeyh (But not the famous philosopher Ibn al-Tufayl) in his friend's house, to some friends to read his own work, Al-Irshad. - Ibn'ul Arabi, again at the age of 32 (1196-1977) . There, in a place called Bustan Ibn Hayevan, he spoke with a pole called al-Kabaili, known as Eşell'ül-Yed (Colak Kollu), and found the same sheikh in the same parish, al-Hassar. In the name of El-Temini, he read his book called Kitab al-Müstefad from his former name, and again listened to the famous sheikh men of Abu al-Abdullah al-Dakkak. The following year, at the age of 33 (h. 594 / m, 1197-1998), he was again in Morocco and probably met for the first time this year with Abdullah al-Habashii. He also continued his scientific studies with the tutor Temini (Ibnu'l Arabi, *Futûhât*, 4/141).

At the age of 34 (595 / m, 1198-1199), he left Morocco and returned to the Andalusian cities and came to the city of Merakkes the same year. In 1198, Ibn Rushd died and participated in his funeral. . He departed from Merakkes and went to the city of Granada in Andalusia where he visited one of the great sheikhs, al-Shekkar (or al-Shekkaz), telling him that he was a great sheikh (teacher)) City, where he writes (about eleven days), Mevkai's-Nucum (The Places of Stars). In the same year (1199) he moved to the city of Murcia (Murcia) and from there he reached Kurtuba (Cordoba) and then again to Morocco.

Finally, at the age of 36, in October 1200, in a place called North Africa, called Inhabil, the commander of that division, Vacibin, was visited and respected by Abu Yahya. Ibn'ul Arabi, who spent the night in the house of his clerk, claimed that al-Sulemi (d., 1021), who was one of the famous sophists the same night, witnessed the spirit embodied in his material and said he spoke with this spirit. Thus, the second phase of life h. In 597 (m1200-1201), after having been in Merakkes, he is moving to Morocco and going there, taking al-Hassar, which he had previously identified, into Egypt (Ibnu'l Arabi, *Futûhât* 2/483).

As you can see, on the second stage of his life (between the ages of 28-36) he travels mainly in North Africa and learns from various peoples. In the meantime, he also goes to Andalusia and continues to interact with some of his former coaches

1.4.Culture Environment in the Third Circuit of Life

Which constitutes the third phase of your life h. 598-602 (m. 1201-1206), it is located in the vicinity of Mecca city center (Jerusalem, Medina, Mosul etc.). As a matter of fact, for the first time (36-37 years) he came to Mecca for pilgrimage. Following his last presence in Egypt, he probably went to Jerusalem and stayed with his friend Abdulbizbar al-Zeki in the house of his friend and started writing his mystic work called Constantine-Devair (Drawing of the Circles) with his friend And took him to Mecca in the same year to complete it. From there he traveled again (for a short time) to Tunisia, returned to Mecca the following year and received hadith lessons from Cemaleddin al-Abbasi, whom he referred to as al-Kassar (Ibnu'l Arabi, *Futûhât* 4/34).

In Mecca (this year), he claimed that Ahmad al-Sebti (son of Harun al-Rashid) had asked the soul to appear to him (materially). As a matter of fact, the hadith of a similar case had already passed at the beginning of (1199 AD). There were people like Muhammad al-Qurtubi al-Kabbab (muezzin), Abdulkirin al-Misri, Abd al-Khwab al-Esedi al-Alexandria and Tunisian Abdussalam Ibn al-Sadiya among the sofas met during this time in Mecca (Ibnu'l Arabi, *Futûhât* 4/607).

In this year (h.599 / m, 1202-1203), the person named Muhammad al-Tlemsani, in Makkah, was reading the work of Gazzali's Ihya'u Ulum'ud-Din and his extensive knowledge of Gazzali, Before this thing, this was the captain. As you can see, the years 1201-1203 in Mecca (or perhaps permanently) are extremely mobile. Moreover, in these years, very rare natural phenomena have come to fruition. Such as h. 599 (m, 1202-1203) or h. At 600 (m 1203-1204), a comet struck, and at that time the whole sky (at night) filled with sparkling spirals. Again h. 599 years during the months of Recep and Ramadan (m.o., 1202 April-April-May), an outbreak of plague in Taif, and that the city's ahalis has escaped to Mecca (Ibnu'l Arabi, *Futûhât* 2/496).

Ibn'ul Arabi was in his forties between 1204 and 1205 (h. 600) and is located in the city of Mosul in the Middle East, where he has for some time reached his goal; Ahmed Ibn Mas'ud, who is considered to be the closest friend there, was next to al-Mevsi. This city probably came from Medina. Thus, in the third phase of his life - to be regarded as the capital city center - in Medina, Jerusalem and Mosul; He was between the ages of 36-40.

1.5. Culture Environment in the Fourth Period of Life

Finally, the fourth phase of his life, h. It starts at 602 (1205-1206). After going out of Mosul, he went to Diyarbakir-Mardin region, Düneysir (Kızıltepe) and went to Anatolia (Futu 2/17) and then resided in cities like Urfa, Erzincan, Sivas and Malatya. Finally came to Konya on September 1205 (İbn'ül Arabi, Risalet'ul-Envar, Ayasofya Ktp. 2063, vr. 33a).

The following year (1206-1207) he went back to Egypt and was seen in Mecca when he was 43 years old (1208 BC). However, although it is not known where he is in the next three years, we see that he was in Baghdad in 1211-1212, when he was 47 years old. The following year (1213-1214) was in Malatya and he sent a letter to the Seljuk Sultan Izzeddin Keykavus in poetry. At that time, Sadreddin Konevi, son of Mecededdin Ishak, was still in his 3-4 year old age. According to the men, these narrations do not have a true essence - Sadreddin Konevi was orphaned because his father lost his father and Ibn'ul Arabi married his mother. However, the truth of these accounts is controversial. Because the birth date of Mecededdin Ishak, the father of Konevi m. 1219, and therefore Sadreddin Konevi is at least ten years old on this date. Sadreddin Konevi continued to study with him until 1240, the date of his teacher's death. When she lost her husband, she was 30 years old. Ibn'ul Arabi's life after this (48 years) will continue to pass between Anatolian cities and Damascus. H. 627 m. From 1229-1230 - until 1237-1238, he wrote various sections of Futûhât in Damascus from the age of 65 to the age of 73 (Ibnu'l Arabi, Futûhât, 2/418; A. Ateş, Arabi madd., İslâm Ansiklopedisi, 8/553-555).

This is the last date mentioned in the famous work Futûhât (pp. 1237-1238). Ibn al-Arabi was aged and 73 years old in those days. As a matter of fact, after three years (1240), he died in Damascus (Syria) when he was 75 years old according to the county account. He had noticed that he was old and strong, and there were many more works he planned to write. For this reason, he prayed to Allah for the longevity of his life. Moreover, the sections of Futûhât were taken at mixed dates, not according to the order of history. It should be noted that such a mode of operation is in accordance with Ibn'ul Arabi's method (Ibnu'l Arabi, Futûhât, 3/377).

On November 10, 1240, he died on a Saturday in the city of Damascus, and was buried in the graveyard of Cebel-i Kasiyun (a simple sight). The grave was repaired by the Turkish sultan Yavuz Sultan Selim (1467-1520) and restored to its present turbine after 277 years of neglect.

Result

In 1165 BC, he traveled to Andalusia (in the city of Myrstia) and traveled in many countries for many years. He traveled to different countries and cities in three continents and met with different personalities and influenced them to create his philosophy. It belongs to an Andalusian (Spanish) Arab family. An important part of the life of this day in the soil of Turkey; Especially in Mardin, Şanlıurfa, Diyarbakir, Malatya, Erzincan and Konya. It is also necessary to include the Turkish cultural environment in the cultural environment as well. It is a thinker who has seen the patronage of the Turks. The Turkish thinkers were present in Mevlana (1210-1273) and Sadreddin Konevi (1206-1274) in the same era and in the same places (Malatya, Konya); They did science and philosophy. He was influenced by thinkers like Ghazali (1058-1111) and Turkish thinker Sühreverdi al-Maktul (1155-1191), but he did not have very radical views like Ghazali and tolerated all kinds of ideas and opinions with his mystical way of thinking. But it is not an endless force, but on the other hand it should be noted that Ibn'ul Arabi, Mevlana (1210-1273) and Sadreddin Konevi (1206-1274).

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The Updating in Satir's Family Therapy Model

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Abstract

Virginia Satir (1916-1988) is one of the first experts who has worked in the field of family therapy in the United States. In 1951, she was one of the first therapists who has worked all members of the family as a whole in the same session. She has concentrated her studies on issues such as to increase individual's self-esteem and to understand and change other people's perspectives. She has tried to make problematic people compatible in the family and in the society through change. From this perspective, change and adaptation are the two important concepts of her model. This is a state of being and a way to communicate with ourselves and others. High self-confidence and harmony are the first primary indicator of being a more functional human. She starts her studies with identifying the family. She uses two ways to do this; the first one is the chronology of the family that is history of the family, the second one is the communication patterns within the family. With this, she updates the status of the family. Updating is the detection of the current situation. The detection of the situation, in other words updating, constitutes the very essence of the model that she implements. In this study, communication patterns within the family are discussed for the updating, the chronological structure has not been studied. The characteristics of family communication patterns, the model of therapy that is applied by Satir for these patterns and the method which is followed in the model are discussed. According to her detection, the people who face with problems, use one of those four patterns or a combination of them. These communication patterns are Blamer, Sedative/Accepting, distracter/irrelevant and rational. Satir expresses that these four patterns are not solid and unchanging but all of them "can be converted". For example, if one of the family members is usually using the soothing (sedative/accepting) pattern, in this case, it means that he/she wants to give the message that he/she is not very important in the inner world of the individual itself. However, if such a communication pattern is to be used repeatedly by an individual, he/she must know how to use it. According to Satir, this consciousness may be converted to a conscious gentleness and sensitivity that is automatically followed to please everyone. This study was carried out by using the copy of Satir's book, which was originally called "The Conjoint Family Therapy" and translated into Turkish by Selim Ali Yeniçeri as "Basic Family Therapy" and published in Istanbul by Beyaz Yayınları in 2016. It is expected that the study will provide support to the education of the students and family therapists.

Keywords: Virginia Satir, Family, Therapy, Model, Update.

Introduction

Satir uses two ways in her studies; the first one is the chronology of the family that is history of the family, the second one is the communication patterns within the family. She has identified that the problematic person being away from his/her real identity shows four different personality types. These are Blamer, Sedative/Accepting, distracter/irrelevant and rational. After diagnosing the cause of the resulting communication pattern in talking with the family, she took the "a family shot", "a family statue" or "a family photo" for solution and "updated" the status. After that, she is focused on the change. Change will be fulfilled by family members.

By basing on the updating, Virginia Satir's¹ therapy model supports four objectives: to improve self-confidence, to feed or support to make better choices, to increase the responsibility and to develop harmony within the family or between people. These four objectives are not necessary only for their clients, but also necessary for the therapists to improve themselves. To make better choices, it is necessary to begin therapy and to guide the person. To initiate effective therapy and guide creates the process of gaining deliberate and self-awareness of consciousness. And thus the possibility of making a better choice is obtained. The other purpose of the therapy in Satir's model is to encourage the therapists to take responsibility to work with unresolved problems. They are responsible for responding to advisors who are pitying others, non-judgmental and transparent.

1. Satir's Family Therapy Model

The concept of therapy, in French *thérapie*, means the treatment of disorders such as sickness and disability by any method. In other words, therapy is the name of the process to recognize the solutions and take action by reaching out to person's his own resources. Family therapy refers to techniques and methods for treating disorders in the family structure. The techniques used in Family therapy provides to achieve the objectives of intervention. To select the appropriate one among these techniques is at the discretion of the therapist. The aim of therapy is to recognize a person himself or the family itself, and to make people aware of their power, structure and goodness. As it is put in the proverb "those fish that are in the sea, but they do not know the sea" or "the fish floating in the water are unaware of water". Like that, it may not often be possible for the people to be aware of their relationship. With therapy or family therapy it is tried people to be aware of the network of these relationships. Family therapy generally refers to the meeting sessions that problematic families attended with all members. In the family therapy, members reveal the problems in the family by their perspectives. At this stage, the therapist try to help to each of the family members on the following topics:

- To listen to the others with respect,
- To see and understand their perspectives,
- To talk about the problem,
- To express their thoughts and feelings towards others more openly,
- Not to engage in hurtful behavior against them,
- To accept others as they are,
- And helps them to make their expectations clear (see, Satir, 2016, 1-15).

In summary, by providing a comfortable and reassuring environment, the family therapist tries to help them to find solutions for their problems, get to know themselves and each other as members, and communicate openly and sincerely with each other. The important thing here is not the individuals that make up the family the subject of the review; it is the quality of the communication and the relationship between individuals (Satir, 2016, 16-29). The family therapist tries to uncover family members' defects in their relations with each other, and to see the family members these defects.

Stair uses two methods in the therapy; family history-chronological structure and communication patterns within the family.

1.1. To Use the Chronology of the Family for the Update

Satir's one of the methods used in the therapy is the chronology of the family. She reveals the family history by a chronological structure and uses it get to know the family; and emphasizes that this is important. Because she express that

¹ Virginia Satir (1916-1988) was born on a farm in Wisconsin. She learned to read at three. Because of her illness, she was separated from the school for seven and a half years. Her illness has increased her sensitivity to other people. This sensitivity has been influential in her departing from teaching and starting to work as a social worker. She began her career in Chicago as a therapist and was interested in alcohol addicts and street people in the first place. She settled in California at the beginning of the 1960s and helped found the Institute of Mental Studies at Palo Alto with Don Jackson and Jules Riskin. She emphasized the importance of mutual trust among people and stated that a good balance must be established between personal development and respect for other people's wishes. (See https://en.wikipedia.org/wiki/Virginia_Satir, e.t; 16.01.2017).

every family has a different history, a separate structure, traditions, visible and invisible rules and internal and external factors. In the first contact, by obtaining information about family and by drawing a map of the family on a blackboard she detects that who and in what position he/she in the family. She expresses that this is a method of collecting information, the map looks like the questions related to the person's health and vital functions, so completely consists of factual information and it is not intended to threaten emotionally anyone. "In this approach the therapist can obtain extensive information that helps to understand the lifestyle of the family: Who is whose father? If a second wife is involved, where is the mother of the children now? Etc." (Satir, 2016, 182). The most important feature of the approach of gathering chronological information for the therapist is to observe the behavior of individuals within the family and their reactions while gathering the information. These responses can be noted to use later or can be used at the time they emerged. She stated that, by drawing a family map, she acknowledged the family, found the opportunity to review the given information and thus presented a model that does not contain "blaming". Satir (2016, 183) related to her model in order to provide a model includes a statement in her book as following:

"For example, I learned that the adult male in front of me was a stepfather. Then I'll ask him: 'which one of the kids here was born from this marriage? This made me one of the boys ask questions such as 'Oh, you're thirteen years old. Well, what is it like to be in this new family for you? This question gives the message that the child is living a new experience. The emphasis is not the type of new experience, but the presence of it... I can ask where the mother is or I say to the child: 'how are things going; what's it like to find a new mother?' This kind of well-timed a few questions makes it easier for me to enter into the family."

According to Satir (2016, 180) if the therapist are able to identify these features in the family he/she is achieved a significant contribution in the session. In addition, she also states that the parents are under the influence of their family traditions, and constitute the marriage and family structure by these effects. For this reason, the therapist must begin the sessions knowing the unique history of each family. Family chronology is the past events that happened in the family's internal and external world. While reviewing them, it is possible to understand how individuals reacted and interpreted the events in the family. Spouses generally apply what they see from their parents. By pointing out that the therapist should know this situation: she requires that the therapist should identify how the adults model their parenting and marriages understanding affected from their parents. According to her, there are past events that happened in internal and external world of the family. These should be examined. The internal ones:

- a- Birth or death of child,
- b- Divorce or one of the parents' death,
- c- A grandmother or grandfather living with the family or leaving the house.

The external ones:

- a- War
- b- Economic depression,
- c- A strict or new law
- d- A significant change of the family's the socio-economic structure (fall or rise).

With a chronological structure, Satir observed that there are three different generations in the family. The first of three different generation is the grandmother and grandfather; second is the parents, the third one are the kids who got married and went out of the family. Therefore, she says "a family is composed of from the parents, and their parents, and their children" (Satir, 2016, 179). According to her, each generation within the family represents different contexts at different places and different times. In therapy, by evaluating the different generations in the family In terms of time and context, she has noted the development of the family. In these observations; she stated that the therapists, by looking at three generations in the family, can reveal easily that each family carries a unique history that has a unique meaning and interpretation for its members; has created its own rules how to approach to the life; and how the visible and invisible rules in the family works in everyday life.

Three generations in the family, regarding the visible and invisible rules, will reveal their attitude:

“- Directly,

- By denying that there are rules, and reflecting them on the others,
- By denying that the rules exist, and pretending on the contrary,
- By breaking the rules in such a way,
- by cancelling the rules whole”.

This needs to be known to diagnose problems within the family.

According to her (2016, 179), “to gather information of the symptom of the problem about the content within the family system, is the first step to start to get to know the family”.

According to Satir (2016, 180-181), the therapist may suspect there are some cramps in the marriage. The important thing is to understand how this pain showed itself. Here it must be examined how the spouses solved their own problems. Noting that the person’s way of approaching about the event is related to his self-confidence and feelings, she emphasizes that this situation also will give some information about the invisible rules within the family. To make the events Chronological in time and space will show the therapist the path that the family’s development. She stated that, to collect historical information, she learned the way of approach of family members to the issues and events, and the contents of these problems/incidents and gave the value it deserved.

If we judge the idea people always do things that they believe the best from the observer’s perspective, she realizes that the behaviors shown / made by people are not always “the best and most sensible thing”. She says that detecting of this case shows what attention directed at the individual within the family, how experienced and how interpreted them, and in which patterns of behavior he/she referenced to this interpretation (Satir, 2016, 181). She indicates that all of these would summarize the person’s way of approach to the events and issues. She also indicates that the change of the person’s perspective and the things he/she looked at, to see new possibilities and interpretations, to notice the various options would naturally lead him/her to a new approach.

Apart from these, according to Satir (2016, 182), family chronology reveals the names, dates, relationships, behaviors, etc. that appear familiar and attractive for the family. Chronology asks unseen menacing questions that Individuals within a family can answer and approaches to life in a way that the family understands.

1.2. To Create the Family Statue or Family Pose for Updating

While making the application, Satir detailed everything from the seating position of the family that will get therapy until the questions she addressed. A regular therapist can start with a general question “what is the problem?” but herself, in terms of to help people focus more on themselves, starts with a question like “what do you expect to happen as a result of your coming here?”. According to her (2016, 308) such a question will lead to a weakening of a piece of negative vibrations between people and people (family members) will be seized by the thought “if he/she feels better that I'd feel better too”.

Satir (2016, 309) is specified that she has followed a method as the “sculpture” or “exposure” in terms of determining the problem; because this kind of sculpture work will reveal clearly what really happened in the family. In addition, it also reveals the real “but not accepted” family environment. The purpose with this is not to show people how bad they are, but to show what is happening in the family. Stating that she includes humor in her works, she says that such humorous things allows people to see more clearly what is happening by servicing the negative trend in them. She said that it is very important to distinguish People from their values and themselves than from their behaviors. She stated that she used a variety of methods to show people how they interact, and while doing this she also help them to make contact with many ways and did these to strengthen their own values.

Satir (2016, 310) says that, after she started the therapy, instead of watching the system and method of the steps, she moves on her instincts and is interested in stories that are currently would be out there rather than the story of the family. Because this position brings herself up to another point: she asserts that she considers herself as “the leader of the method during the interview” but not as the “People’s leader”. Because she is the only person in that environment who knows how this method works and what it does

1.3. Communication Patterns That Arise During the Update

According to Satir communication patterns that arise between family members can be examined under four headings: soothing (sedative/accepting), accusatory (blamer), unrelated (distracter/irrelevant) and rational. By examining the status of an unnamed family as applied, she has summarized this classification in the fourth chapter of her book named "Conjoint family therapy" starting with the title "When I meet someone" (see pp.305-323). An adult husband and wife have five children, the youngest of them is five and the eldest is eighteen years old. The family have problems and they couldn't solve them. In this section, Satir explains the patterns of communication that she uses in her model by summarizing the situation in the sample family. She experienced that when family members have difficulties to express their feelings and love openly to each other, they hid their real identities and instead they choose to adopt the roles of personality.

Satir (2106, 304), who believes that "The life of expression is the foundation for personality and everything about personality", stated that she didn't tell anything about the problem while getting acquainted with the family in the first therapy session; communicated with everyone on a humane level; the family came to her office because they have already experienced the problem; she listened to the answers they gave to her when first establishing contact, and she had observed that after a very short while, they were responding to each other. At that moment, she has noted that until they come up to her and experience the first contact, their thoughts hidden within a cocoon begin to be expressed one after the other, and she used the communication patterns that constitute her thesis; that is they speak soothingly, accusatorily, calculatedly, irrelevant and fluently. Within a short time, by detecting mentally people from their forms of communication and by adapting them to their body positions that reflects their communication style, she makes the following observations about sample family.

"...in the family I saw yesterday I observed that the man gave answers in the calculator way. This means that the man stands upright in the mind, moves very little and speaks in a monotonous tone. The woman kneeling on the ground spoke in the soothing position, but at the same time, in doing so, I observed that she had an accusatory attitude by extending her index finger her husband. The eldest daughter stands upright like her father, she doesn't look at the two parents, but was secretly pointing to her father. One of her younger sister was clearly reaching out her forefinger to her mother. The youngest of her was a boy. I saw him standing next to his mother and is trying to soothe her. I observed that His youngest brother was walking around casually and was interested in no one. Their youngest five-year-old sister was also irrelevant like her brother" (Satir, 2016, 305).

According to Satir these people's following behavior patterns such as soothing, accusatory, calculator or indifferent/irrelevant showed that none of them was able to establish personal contact with each other in fact. They were probably misunderstanding each other; they were watching the roles rather than the real personalities. Satir (2016, 306), who says as a therapist her primary purpose and effort is to help people to communicate with each other on a personal level, indicates that this may be able with a strong confidence as a result of contact.

2. Satir's Problem-Solution Approach at Therapy Model

Satir, who calls the therapy method she uses as "resistance method", emphasizes that what is important in the method of resistance is to create change. For this, she uses the positions of communication within the family. According to her, people struggling with the problems uses one of the four communication patterns pointed above or a combination of them. To explain her method in the treated sample family; she specifies that all of the four patterns are used; soothing, accusatory, calculator and irrelevant. She explains the four communication patterns are not solid and unchanging, but all of them "can be converted". "If you are generally using a soothingly pattern, this means that you are giving yourself a message that you are not very important in your inner world. She says "However, if you know how to do it, you can convert the behavior which you're doing automatically in the direction to please everyone to a conscious courtesy and sensitivity" (Satir, 2016, 316).

She calls this converted accusatory. The converted accusatory is the format of to be able to defend the things you believe right and protect your rights. Everyone wants to be able to do it, but it's necessary to do it in a rational and conscious manner not automatically. In terms of communication patterns, she indicates how the converted accusatory to use and how should they are used and what the results should be. For example, "the converted calculator behavior may mean to use your mind creatively. It is enjoyable to use your intelligence; but if you use it just to protect yourself, otherwise over time, you will be boring and unsatisfied. She gives similar examples for other communication patterns; for example, the converted apathy (irrelevancy) can be used in the development and transformation of the ability to improvise. Satir (2016, 316) says "when it's necessary, you can go in new directions without losing your awareness". She, taking account of the

communication options within the sample family, describes how she works with communication patterns during therapy. According to this, the following titles are mentioned:

2.1. In Terms of the Calculator Communication Pattern

She tells us that the hardest thing for her is to meet a "calculator" person; because this type of people "sit upright and motionless; they move on their faces very little, their sound is monotonous and they always speak as a logician not logically. According to Satir (2016, 317) such people are extremely tiring and like they are trapped inside themselves. Such a person is the defender of values and always knows what is right and what is wrong" (informer). These people may listen to you (they may look like listening), but she thinks that they didn't understand the things they listened to, nevertheless, in order to understand them you need them to talk as much as possible. For example, in the case of the sample family, she stated that she understood the father who uses the calculator communication pattern, trying to fix some things in the family and how to fail every time and telling him to give up trying on therapy using emotionless and robotic tone. Stating that she also observed they used a lot of words in their answers, Satir says that it is important for her to assess every opportunity in terms of to touch and establish a connection with the other person.

Satir indicates that she did the leading in therapy. Now it is the perfect time; because the father who uses the calculator communication pattern does not give a very hopeful image about therapy. She says, here at this hopeless point, *"I asked him what happened to his dreams". "I started to see a piece of light in his eyes. The half bottom of his face hadn't changed, but his eyes was just opened and flashed a little more. While I was listening to his answers, he confessed that it was true he had a dream any more. All of his dreams had been demolished. I saw Him as a lifeless internal identity inside a hard shell. I use this postures and communication patterns as my guide during my discussions with people. If this is done in a manner that really listens, reassuring and understanding, new insights arise"* (Satir, 2016, 317-318).

When she says new insights emerge, she indicates that change can occur. This is already her purpose; to bring about a change in the family, do "update" by confronting with problems and made the family members solve problems personally.

2.2. In Terms of the Soothing Communication Pattern

The woman in the family (mother) uses a soothing communication pattern to ensure the balance of the family. According to Satir (2016, 320) this pattern wearers may be unable to express himself well. Descending to their level mentally, she has tried to listen and to see them, to make a connection with the personality they want to be and help them to talk about their hopes and aspirations. She provides that she specifies that directing the woman in the sample family.

Satir had wondered other family member's thoughts and dreams too after the father. Predictably dreams has not been realized; if dreams had already taken place, they couldn't be here to receive family therapy. *"Woman's dream was to live a life with her husband that is different from her own life. She said in the beginning of her marriage, she has constantly tried to make her husband happy. That was the thing taught herself; but she was get bored of it"* (Satir, 2016, 320). The main problem was here; she has noticed that she was facing with a traditional family structure where all sacrifices were installed to the mother. After that she tries to show the landscape by painting or sculpting. Because she thinks that she has caught up with the problem, she asks the woman whether she will paint with herself; upon acceptance; she takes her husband on a table, and asks the woman (wife) to kneel down at the bottom of the table and wants her to look at her husband. She emphasizes that this is the view at the beginning of their marriage (sculpture, painting, pose). In summary, the man and the woman in this family are not equal in terms of being human; the man is at the top and the woman is kneeling at the bottom and looks at her husband and continues her life as an ordinary being who fulfills her husband's wishes. She paints the landscape in this way, or makes her statue and wants them to look at it and asks both of them:

Satir (2016, 320) updates the situation by asking the woman: "... whether she has already felt feelings similar to what she felt at that moment". The woman says, "That's it, but I do not want to go on like this anymore." She directs the same question to her husband. Her husband states: "he does not like the woman (his wife) being below him, nor does he liked to stand above her".

Satir has used the method of "sculpture" or "pose" as it is at the end of every communication pattern and by facing The woman and the man (mother and father) with the situation they live in, she has "updated" the fact that they live, and put the scene (sculpture, picture or pose) in front of family members. After that she allows them to move into a position where they feel comfortable and brings them to a level where they can face each other; she realizes that new hopes are revived both on their faces. In summary; Imbalances in the family were identified; pictures, sculptures or poses of imbalances were

made; and the individuals were confronted with these imbalances; the situation has been updated and by leaving whether the change will be done or not to the family, helped only to ensure equilibrium. Undoubtedly, the family (the family members) will give to be balanced by decision of change, not as a therapist herself.

2.3. In the Terms of Accusatory Communication Patterns

Satir (2016, 321), pointing out that it is necessary to reveal the aspirations of those who act in a deliberate (accusatory) manner, has pointed out that during the therapy, she leaves the person in front of her rest and remains motionless, and to do so she either touches the person with her hands or for a moment let the person motionless to gather attention. The border of the person using the accusatory communication pattern is wide and sharpen. In the sample family, the children have used accusatory patterns in the problem they have experienced with their parents. She explained how to "update" them in order to solve the problem with the titles "Problem Diagnosis through Speech, looking and Touch".

2.4. In the Terms of Irrelevant Communication Pattern

These individuals feel that they are excluded and treat them as irrelevant to everything in the family or everyone else. They give an image that they cut their ties with their families. For example, the attitudes of the younger siblings (boys and girls) in the sample family showed an example of an irrelevant communication pattern, which was dealt with under the title "Communication Patterns Occurring During Therapy" (Satir, 2016: 321).

Conclusions and Recommendations

Practical and practical family therapy work began in the United States in the 1950s and has now become a profession that requires expertise. The practitioners try to understand the person as if he/she is without trial and to help (guide) the problem.

The discomfort that Virginia Satir (1916-1988) had at the beginning of her life has been effective in choosing the profession of social work and therapy. She has developed her own approach while working with families and family members; in 1951, she became one of the first therapists who works on the same session as a whole with all of the family members. Satir's approach began with the treatment of a young, schizophrenic woman. Instead of taking a protective role in this therapy; she has included the mother of the patient to the therapy until the communication with her daughter has become appropriate and effective. After the mother, she also added her father and her eldest brother to the therapy until the family reach to a balance. She has concentrated her works on increasing the self-confidence of the individuals and understanding and changing the perspectives of other people. Harmony is a very important concept of her model. This is a state of existence and a way of communicating with ourselves and others. High self-worth and harmony are the first basic indicators of being a more functional person.

Firstly, she has gathered information about the family with family chronology. Here she focused on bringing out the family map and gained important clues about the relationships within the family. She distinguishes four different personality types, namely "accusing", "calming", "distracting" (irrelevant) and "calculating" (calculator) by giving the name of communication patterns and moving away from the actual identity of the problematic person. After identifying the cause of the communication pattern that emerged in his or her speech with the family, she Revealed the "family pose" (map), "family sculpture", or "family picture" for the solution and "updated" the situation. Then she is focused on the change. The change will be carried out by family members. As it is understood, the basis of her model is based on to understand the reasons of these communication patterns.

The update is important in Satir's therapy model to focus the family on change. That is already her purpose. She determines the family chronology and communication patterns for this. The psychoanalysis method was trying to achieve success by bringing consciousness to subconscious states through hypnosis for the treatment of mental disorders. It is similar to Satir's method. We can say that both models are trying to bring out what is happening by updating the events based on the patient's past.

However, the psychoanalysis method cannot be applied quickly because it requires more professional expertise than Satir's method, so it can be applied in a narrow environment. But Satir's method can be applied more easily in all cultures and societies with little effort and change.

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Challenges of Academic Assessment in the Community or Region Where I Work

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Abstract

Challenges of assessment might come up from different reasons or circumstances which generate huge obstacles and dissatisfactions for teachers and students in the same time. Meanwhile, teachers of foreign languages see them as barriers or complications due to an effective and reliable assessment. Firstly, this paper elaborates on theoretical part of assessment, as a crucial tool to measure students' performance of speaking, as a significant English skill, and then it is presented the elaboration of challenge and its sub-challenges during my work as an English assistant at my tutorial classes on a specific course such as "Integrated English Skill III", particularly focusing on speaking skill. After it, there is an expansion of others' research done on this issue, supported by different teaching approaches, and relying on others' work related to such issue. And at the end of this paper it can be found the summary and recommendations, which were conducted from the empirical research.

Keywords: Assessments, approaches, methodologies, English skills

Introduction

What is an assessment?

Teaching as a process is seen as a complex and flexible one, which should be elaborated and developed based on students' need and objectives of a specific course or subject. When it comes to teach any foreign language, the academic staff (teachers, professors, assistants) have to carry on many challenges, and issues during the process of teaching and of course in the mean time on evaluating students. Based on my experience as primary English teacher and being an assistant in the same time the most challenge which I have faced with was assessing those pupils or students. In this regard, assessment is the phase in which you become a friend or enemy in the eyes of students, or they will judge you, disagree, or debate with you. Before we move on the purpose of this paper, I would like to clarify the definition on the assessment, because we can elaborate, discuss, and debate on many things related to assessment, but deep down what does assessment stand for? Assessment is an ongoing process that encompasses a much wider domain, whenever a student responds to a question, offers to comment, or tries out a new word or structure the teacher subconsciously makes an assessment of student's performance (Brown, Jul.21, 2012). Actually assessment can be seen as an evaluative activity of student's performance, which teachers or professors use such activities to find out if students got the meaning of a specific subject or they have to go back and work on weakness point that students might have on that specific part of any foreign language. But still do we have to do everyday such activities or at the end of semester? Hence, we come up with types of assessments so called: Formative and summative assessment. According to CERL (2008) formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately, whereas summative assessment are used to measure what students have learnt at the end of a unit, to promote and ensure students that they have met required standards on the way to earning certification for school completion.

Speaking skill as an assessment challenge

As complex and complicated process formative or summative assessments are part of my everyday job, and require a lot of work, motivation, and efforts in order to make a reliable assessment of students' performance in my tutorial classes. On this paper I have chosen to elaborate on assessment challenges that I face on during my tutorial classes on the course of

"Integrated English skill III" particularly on speaking as English skill. The aim of "Integrated English skill III" is to prepare students how to communicate effectively or academically on specific topics, which are selected by the professor. It is generally known that each course in faculty has its syllabus, and at the end of it has its passing criteria, in which students are going to have their own percentage based on: attending lectures, attending tutorial classes, and performing well during the tutorial classes, which in this case I assess speaking skill. The assessment which I use in my tutorial classes, is formative one, and based on students' performance I have to write for each of them how well is she or he doing, any comment, and so on. During this process of assessing I face with many challenges and have to carry on many things and questions on my mind such as:

1. What if I did not assess in the right way him or her?
2. Am I going to be whole time an observant assistant?
3. Do I have to take care first with motivation of students and then to assess them?
4. Can I do it for three hours a week among 25 or 30 students?

Well, these questions sometimes frustrate me and also are like barriers on my mind during the whole semester, and probably the presence of these doubts or questions are in majority of academic staff no matter the institution(primary or secondary school), especially when you have to assess such skill of any foreign language, so-called "Speaking skill". Regarding to the challenges and importance of speaking skill Kathleen B. Egan (1999) sees speaking as the most important or significant skill of any second language teaching, and also we may face many challenges due to assess it. So testing oral proficiency of foreign language students is a complex task which may cause considerable problems at any stage of the process (Aleksandrak, 2011). Based on another survey that was done in October and November of 2013 (Oxford, U.P.E. 2014) related to classroom speaking challenges in which participated many English teachers from different countries such as: Czech Republic, Serbia, Switzerland, and Bulgaria conducted that all these English teachers face many challenges due to speaking activities and its assessment in the classroom. The majority of challenges were: what activities should be used in order to avoid students to use their mother tongue during pair or group work, classes with up to 40 students, how to raise student's motivation during speaking skill, and mixed-ability classes students that have prior knowledge who tend to be more active in speaking activities rather than students who do not want to make mistakes in front of their classmates. To support these challenges another research that was done by Mohammad Ali, University of Canterbury, New Zealand (2011) elaborates that speaking skills are critical part of any language learning and the teaching process, and it is extremely difficult for students to master English language in terms of speaking and listening as these are not currently assessed formally for the examination, and in most of the cases teachers appear to avoid oral assessments as it is time consuming and needs lots of preparation and physical support. In addition the researcher recommends that in order to avoid such challenges the government should recruit effective teachers and arrange training programmers for the teachers, as well as each school should develop a language laboratory and collect necessary materials such as audio-recording devices and other supporting materials, and in meantime teachers must create an English speaking environment and encourage students to speak English. Related to the importance of the formative assessment and its usage in my tutorial classes (see page 1) and also my questions due to assessment challenge of speaking skill Ali's research supports the idea that formative assessment should be used and developed in English speaking class or whatever skill in order to assess students' achievement more effectively. Therefore, based on Ali's research the best method in order to face such challenges or to find the answers for these questions such as: if you are assessing right or wrong the speaking skill (see page2) or do I have to be a whole time observant teacher (see page2) might be that teachers should use the method "keeping the records" during the teaching process, or in my case in tutorial classes, and this might be the fairness way of speaking assessment process. On the other side according to Heaton (1988, page 88) the spoken language is transient, it is impossible without a tape recorder to apply such procedures as in marking of compositions, where examiners are able to check back and make an assessment at leisure. According to question number 2 (page3) Heaton supports my challenge saying that examiner of an oral production test or assessment is working under great pressure all the time, making subjective judgments as quickly as possible. Even though samples of speech can be recorded during the assessment (Ali, 2011a) but in the same time is an adequate way to provide an accurate means of reassign or checking score, since it cannot recapture the full context of the actual situation, all of which is so essential to any assessment of the communication that takes place (J. B. Heaton, 1998a). But still Heaton agrees that the use of language laboratories for such tests has made it possible in some cases to administer more reliable oral production test to large numbers of students, the actual scoring of the tests has not been so easily solved. Well, to summarize this elaboration based on many authors due to importance of speaking as a skill,

and its assessment during the lesson hour, we come up to search for an appropriate approach or teaching trends that might help us to make a reliable and effective speaking assessment. During my all experience till now, Communicative Language Teaching Approach (Richards, J.C. 2006) has been used during my teaching process, since it is one of the methodologies that provides fluency and accuracy activities, and helps students' motivation, and its purpose is to create environment of students' centered class. But does CLT really help teachers or professors to assess speaking in most reliable or fairness way or did it help me to answer those question written above (see page2)?

Well actually not really, and this negative response force us to explore and to search for different approach that might help us and provides an effective assessment, which by using it we will face such challenges of assessing in the same time a high number of students, the reliable way of speaking assessment, and in the same time you do not to be under pressure by taking all the time notes for students' performance. A useful approach or teaching trend that could help to eliminate such problems during the process of assessing is so-called CALL approach. Computer-Assisted Language Learning (CALL) it is seen somehow as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement, and assessment of material to be learnt, usually including a substantial interactive element (Davies, n.d). According to Davies (same page) CALL's origin can be tracked back to 1960's originated in the USA, by then it had many changes in its function till 1980s when CALL became the dominant term. Furthermore, CALL grew out of field at Computer Assisted Instruction (CAI) and draws on other fields such as Educational Psychology, Artificial intelligence (AI), Computational Linguistics, Instructional Design, Human Computer Interaction (HCI), and SLA (Second Language Acquisition), and recently it has been impacted by developments in the field of WBI (Web Based Instruction) (computing, n.d). According to Torat (n.d) CALL provides:

- strong motivation for learning
- improvement of learner's attitudes toward learning English
- authentic communication that motivates students to use language outside language classroom
- immediate responsiveness and feedback
- accurate records of the learner's performance and progress
- the participation of all students in the process of teaching and no student is left behind
- to low the amount of time required to master some materials.

So, CALL as communicative approach facilitate teachers, and in the same time students too, also there is no space for misunderstanding, or angriness between students and teachers, or having disagreements on the evaluation, or the final result since CALL records students' performance which is not judgmental but it is predictable as an approach (Torat, n.d). Hence, CALL could be one of the recommendations for assessing speaking or any other English skill, since it provides great features due to realization of effective and reliable assessment. But this does not mean that the role of an assistant or an English teacher is meaningless, a CALL approach always needs an instructor or a flexible teacher/assistant to act if there is any problem or if students need any detail due to activities. On the opposite of CALL's advantages there are presented also limitations of its usage, regarding to this Torat (n.d) mentioned that teachers/assistant must be trained in order to lead CALL approach, sometimes the computer hardware is difficult to be installed, and the access to internet is not easy, also a great investment should be done in order to use CALL during the process of teaching or in tutorial classes.

Conclusion and recommendations

From the very beginning of this paper was described the importance of assessment due to teaching process and its types, and also were presented four questions which actually highlighted the challenges of assessing speaking as an important and crucial skill for any foreign language of the world. Based on the citations of others' work and different researches done by different authors it can be conducted that English teachers around the world share same challenges, problems, barriers and feel frustration sometimes when it leads to assess students' skills in more adequate way. Based on what was found out it can be presented three recommendations, which might seem appropriate and worthwhile methods of speaking assessment. The first recommendation is: The usage of CALL approach which is created to prevent such challenges, and provides facilitative and communicative activities during the process of teaching and provides a reliable evaluation for speaking assessment. As was already mentioned the criteria of using such approach was too high and sometimes in the faculties or schools with lack of conditions its implementation is impossible. Whereas the second recommendation (if the

first one is impossible) could be the implementation of laboratory (equipped by audio-recorder, video tapes, etc) for teaching foreign language, in which students are going to be exposed to different English skills by using communicative activities, and also the process of assessment can be realized in reliable way. And if the second recommendation still cannot be possible, the last way how to assess their speaking skill might be the usage of charts, in which the teacher lists things that she or he will evaluate or assess during students' performance. This chart which was formulated (see below) by me might be worthwhile if two recommendations mentioned above are impossible to realize, even though it requires a lot of work to realize, too much time, and concentration during the assessment.

Table 1

Student's name: _____	Great	Very good	Good	Needs to improve on:	Comments	Academic	Topic:
						Year:	
						Date:	
Pronunciation (Fluency)							
Vocabulary (Accuracy of words' usage): <i>Pre-intermediate</i> <i>Intermediate</i> <i>Advanced</i>							
Accent <i>American or British</i>							
Grammar							

An example of speaking assessment chart

As it can be seen, the chart contains elements that a teacher will assess during the class hour due to speaking skill, such as: pronunciation, vocabulary, grammar, and so on. For e.g. if there is any activity which includes "debate" on certain topic, the teacher or assistant will write down the performance of student's speaking due to elements listed above (see the chart), and may add any comment related to such assessed elements.

So, in order to be facilitator and to full fill students' needs during their learning or studying process we have to be flexible, modern one (in choosing different approaches), to share our own challenges and solutions, to communicate with others, and also to be updated with latest information related to any reliable and enthusiastic or motivated way of assessment, for the purpose to achieve our teaching goals and to end the course with great success.

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European Union Public Diplomacy Case Study - the Intervention in Bosnia and Herzegovina

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Abstract

This paper describes public diplomacy (PD) of European Union (EU) through European External Action Service (EEAS). As PD has its aim influencing the public, EU makes PD through its missions and delegations trying to prove to the whole world that it is an important actor in international arena. Since EU is a unique international organization with elements of a state, we will try to describe that even EU has difficulties using PD to build a positive image in front of the public considering the fact that each member state has its own voice in the path of representing the EU through EEAS as one voice. The purpose of this paper is to highlight the EU's foreign policy with particular focus on the case of Bosnia and Herzegovina, that in our case analyzing it in the context of the PD specifically creating a positive image, has shown weakness and incapacity to intervene and play its role as an important actor to resolve a conflict and bring peace. Samples were taken from the international literature, scientific researches and official documents taken from the EU official website. We used descriptive and analytical methods to arrive at the conclusion of this topic, proving theoretically and practically that EU diplomacy as part of foreign policy has failed in the case of Bosnia and Herzegovina.

Keywords: European Union, European External Action Service, foreign policy, public diplomacy, Bosnia and Herzegovina.

Introduction

Writing about Public Diplomacy is not easy and requires a big engagement to present a clear and exact opinion about how Public Diplomacy functions. The hardest part is to make a clear difference between the Public Diplomacy and Nation Branding, because the aim of both of them is promotion. In this paper will be discussed about European Union Public Diplomacy as not so much discussed topic, and quite often is complicated and is mixed with other field activities such as media affect and public relations.

The first part of this paper attempts to explain what Public Diplomacy is, not how it functions promoting a nation of a state, but how it functions promoting many nations of countries governing under one umbrella, such as EU. The rest part of the paper explains the case study: the Role of EU in Bosnia and Herzegovina war and its impact on EU Public Diplomacy.

The aim of all what is analyzed in this paper is how to learn from failures, being sure on what you promote and realize it, basing on circumstances and capabilities. This is the reason that this paper analyzes the case of Bosnia war.

European Union Public Diplomacy

The origin of Public Diplomacy is not just an official communication between the states, but also, presents all relationships between states and private actors communicating with the people of other nations. Explaining the notion of public diplomacy is sometimes difficult, since it is very close to the cultural diplomacy, communication, propaganda, media, public relation, etc. According to Sharp's definition public diplomacy is "the process by which direct relations with the people in a country are pursued to advance the interests and extend the values of those being represented" (Sharp, 2005:106).

Describing how public diplomacy functions in a state is easy, but when it comes to EU public diplomacy is quite complicated, because of the nature of EU as a sui generis international organization with elements of a state and non-state or as a quasi-federal entity. Elaborating the issue of how public diplomacy works, taking in consideration the multilevel function of EU

(national, subnational, transnational and supranational) is a specific topic of discussion. This paper will discuss the impact of practical challenges in the image of EU that EU faced and is facing now as an important actor in international politics.

Celebrating the 50th anniversary of EU, European Commission throw numerous activities promoted EU as a model for regional cooperation, respecting national diversity and committed to democracy, human rights, the rule of law and good governance (European Commission, 2007:5), and described EU public diplomacy as:

"Public diplomacy deals with the influence of public attitudes. It seeks to promote EU interests by understanding, informing and influencing. It means clearly explaining the EU's goals, policies and activities and fostering understanding of these goals through dialogue with individual citizens, groups, institutions and the media" (European Commission, 2007:5).

This definition helps us to understand two aspects of EU public diplomacy, internal and external one.

The internal one is very important, taking in consideration the harmony between the Member States toward each other and their own public diplomacy as nations, and also Member States public diplomacy toward third parties.

The external one can be described in two periods, before and after Lisbon Treaty. The period before Lisbon Treaty shows a public diplomacy functioning through complex structure of the EU external relations (split between three pillars), as well as the persistent Westphalian nature of diplomacy, and the period after Lisbon Treaty shows EU public diplomacy through European External Action Service (EEAS), which posits an end to the formal split of EU's external relations by bringing together in an innovative manner officials from the Commission, the Council General Secretariat and diplomats from the Member States, presents an opportunity to develop genuine external public diplomacy (Duke & Courtier, 2011).

All external relations actors, such as the DGs of the Commission, a small number of EU delegations, or the Council General Secretariat and the EEAS at present have developed web-based portals onto which a plethora of news, videos, narrative leaflets, official speeches, facts and figures, statements or declarations are made available. More recently the EEAS has even ventured into social media (now on Facebook and Twitter) (Duke & Courtier, 2011).

In both periods and in the whole time of the EU existence, EU promoted itself as an important international actor for peacekeeping and fighting the abuse of human rights and also preventing conflicts that could cause war between nations or states, example the diffraction of ex-Yugoslavia by war and genocide.

EU image in front of the world in 90'

The main goal of public diplomacy as a part of foreign policy is to build a strong and positive image in front of the public. Based on the practices of public diplomacy, it is very hard to build a positive image but is harder to maintain it, but the hardest part is to get it back if you lose it. In these terms staying focused in our topic, the hardest part of EU public diplomacy is to maintain the strong and positive image that has built through all difficulties, especially in front of crisis like Yugoslavian wars, specifically Bosnia and Herzegovina.

To analyze the role of EU in Bosnian war, we should go back to the history because the EU in itself was not the same as it is now. It was the period between 1990 and 1999 that EU was known as Europe without frontiers, the decade of two treaties: the 'Maastricht' Treaty on European Union in 1993 and the Treaty of Amsterdam in 1999, with a Single Market and the 'Schengen' agreement, but in 1991 is the period when in the Balkans, Yugoslavia begins to break apart. Fighting erupts, first in Croatia, then in Bosnia and Herzegovina, where Serbs, Croats and Muslims fight in a bloody civil war. (Official website of the European Union).

EU, starting from the renews and decisions of the Maastricht Treaty, especially the establishment of the Common Foreign Security Policy (CFSP), has created big expectations for something concrete, but in fact the member states did not engage enough for the success of the CFSP. It was not everything to be considered as fail or without results, because there have been approved Common Actions and Common Statements.

June 1992 The Foreign and Defense Ministers met in Bonn and issued the Petersberg Declaration on these three issues:

on WEU (Western European Union) and European security Developments in the security situation in Europe, disarmament and arms control on strengthening WEU's operational role on relations between WEU and the other European member states of the European union or the Atlantic alliance (Western European Union, 1992).

Between November 1993 and May 1995, eight joint actions were pursued. These actions included observing elections in Russia and South Africa, supporting measures to enhance stability and peace in the central and eastern European countries (CEECs) and the Middle East, providing humanitarian aid to Bosnia, promoting the indefinite extension of the Non-Proliferation Treaty (NPT), controlling the export of dual-use (civil and military) goods, and strengthening the review process of the anti-personnel landmines (Bindi, 2010:28). But Yugoslavian separation in 1991 has shown a real leak of unity of European Community and a concrete fail of CFSP.

What happened in Bosnia?

The population of Bosnia-Herzegovina was comprised of three ethnic groups: Serbian 30 percent, Croatian 18 percent, and Muslim 42 percent, but despite this percentage Croats and Serbs expanded their territorial control at the expense of the Bosnian state, with the Serbs, supported by Serbia and the Yugoslav National Army (JNA), eventually controlling about 70% of Bosnia-Herzegovina territory (United State of America, Department State, Office of the historian).

Yugoslavia's breakup began in May 1991, when Croatia and Slovenia declared their independence from the Serbian-dominated central government in Belgrade (CNN Interactive). In Feb 29-March 1 1992 Bosnia's Muslims and Croats vote for independence in referendum boycotted by Serbs, and On March 3 1992, Bosnia-Herzegovina was proclaimed an independent republic. (Reuters, 2008) April 6 - European Union recognizes Bosnia's independence. Regarding Bosnia, Bosnian Serbs did not accept that so they started an armed conflict justifying it with the reason that Bosnian President Alija Izetbegovic wanted to turn Bosnia into a fundamentalist Islamic nation. (He is considered a religious moderate by Western diplomats) (CNN Interactive). The armed conflict was in fact an ethnic cleansing to expel Bosnian Muslims from their homes, but not just pushing them out of their country, thus unfortunately subjecting them to mass rape, massacre and genocide. The war breaks out and Serbs, under the leadership of Radovan Karadzic, lay siege to capital Sarajevo occupying 70 percent of the country, killing and persecuting Muslims and Croats to carve out a Serb Republic (Reuters, 2008).

In the other side remains the question "What did EU (European Community then) do in front of that genocide? European leaders from the beginning introduced the idea that the European Community should deal with the crisis in Yugoslavia, to prove that European Community has the capacity to intervene as an international actor of solving conflict and building peace.

On 29 July 1991, after attempting to secure a ceasefire and the suspension of declarations of independence, the Twelve declared the inviolability of the Federation's internal frontiers, a declaration that was rejected by Slobodan Milošević and the Croatian Serbs, who refused to be involved in an independent Croatia (CVCE, 2016). The next attempt was a peace conference in The Hague which began on 7 September 1991 in an attempt to halt the fighting, the Netherlands Presidency of the European Community, supported by France and Germany, proposed sending a Western European Union (WEU) intervention force to the region, but the United Kingdom, backed by Denmark and Portugal, was opposed to any commitment of troops. Two months later, since EEC Member States did not agree to intervene by force troops, France initiated United Nations Emergency Force to intervene in November 1991, but unfortunately Security Council did no more than impose an embargo on the supply of arms to Yugoslavia.

On 15 December 1991 the UNSC adopted the Resolution 724 where it was stated that: 'all States and parties to refrain from any action which might contribute to increasing tension...or delaying a peaceful and negotiated outcome to the conflict in Yugoslavia' (De Cuéllar, 2016:497).

While the ethnic cleansing was being done by Bosnian Serbs to Bosnian Muslims, UN and EEC were trying to find a peaceful solution that did not end to any positive result. So finally, on 21 February 1992, was created United Nations Protection Force (UNPROFOR) with some 15 000 members initially only deployed in Croatia and then only in October 1992 6 000- strong UNPROFOR II was sent to Bosnia (CVCE, 2016).

Other significant step was the Carrington-Cutileiro Plan, as a result of the Hague peace conference, submitted in February 1992, which Carrington jointly crafted with Portuguese ambassador Jorge Cutileiro (Kumar & Pacheco). According to this plan the country would have been governed as district by the three groups Muslim, Serbian or Croatian, but both parties Serbians and Bosnian Muslims refused it. At this time European Community took in consideration the desire of independence of Slovenia and Croatia and then also Macedonia, but Member States in this stage were not able to speak with one voice because of their own interests. Example, Germany because of the affinity between these countries was

moving positively toward the recognition of their independence, while France, being afraid from the influence of Germany extension, preferred to still support the Yugoslav unity, and its path was accompanied by Spain because of its issues with Basque and Catalan demands and also Britain because of Northern Ireland. This was the period when the Treaty of Maastricht¹ was nearly being signed by Member States, so they decided to express solidarity to the countries that were seeking their independence based in the conditions of respecting human and minority's rights, which also were and are principles of the existence of European Union itself. So concrete steps were taken, when on 23 December 1991, Germany unilaterally recognized Slovenia and Croatia, followed on 15 January 1992, by its partner countries after the conference's Arbitration Commission where was decided that these two Republics satisfied the requisite condition, but in the case of Bosnia, the Commission suggested a referendum (CVCE, 2016).

As a result, Bosnia & Herzegovina declared its independence beyond the boycott organized by Serbians toward the Bosnian referendum, so in April 1992 the European Community recognized its independence. As a consequence of these steps taken by Bosnia and European Community, Serbians respond was brutal offensive and intensifying the war.

The conflict was getting more intense and as a case for European Community, this was a complicated issue and it can be said that European Community was not enough able to manage a strong policy of intervention because of divergences of opinion of Member States. This inability to act for preventing the genocide or at least to agree on a common opinion during the first stages of the conflict, has shown a leak and incapacity to act of the newly created CFSP. So in this situation, the European Community was progressively marginalized by the intervention of other international actors, primarily the UN, except the other side of the medal that European Community continued to play an important role in diplomatic efforts, by implementing sanctions and providing humanitarian aid, but all the activities were carried out within the framework of the UN. A new International Conference on the former Yugoslavia was launched in Geneva under the auspices of the UN (represented by Cyrus Vance) and the EC (represented by Dave Owen) (Ramcharan, 2011:242).

As the war intensified through early 1993, the two mediators who had taken over from Lord Carrington, Cyrus Vance and David Owen, presented a new plan moving from decentralization (Carrington-Cutileiro Plan) at the level of districts to larger provincial units, intended to forestall partition by scattering the provinces so that Bosnia & Herzegovina could not be divided into three ethnic territories (Kumar & Pacheco).

Vance, who resigned from his post in April, was replaced on 1 May by the Norwegian Foreign Minister Thorvald Stoltenberg. The two mediators acted under United Nations mandate. From that point on, the European Community was excluded from the core of the negotiations. It was on the initiative of the Owen-Stoltenberg duo that UNPROFOR's mandate was extended to include Bosnia. The number of UN peacekeepers (or 'blue berets') was subsequently increased. However, the Owen-Stoltenberg Plan was rejected on 29 August 1993 by the Bosniaks (CVCE, 2016).

According to what Owen said, the failure to enforce the blockade was a critical missed opportunity. Had it been done, Owen said, *"we would have brought peace to Bosnia two years earlier with massive saving of life and much reduced ethnic cleansing"*, but when the Bosnian Serb Assembly rejected the Vance-Owen Peace Plan, Owen believed that this was due to Milošević's failure to flex his political muscle. "It was a massive mistake by President Milošević not to use his undoubted power to impose on his fellow Serbs in Bosnia those same settlements, and had he done so it would have been in the best interests of the Serbian people as a whole." (Lord David Owen, 2003).

Finally, in November 1993, the European Union regained some sort of cohesion by adopting, on the initiative of France and Germany, an action plan for the former Yugoslavia (the Juppé-Kinkel Plan) which would underpin European diplomacy until the peace accords of 1995: territorial integrity of Bosnia and Herzegovina and territorial concessions between the communities (CVCE, 2016). In this stage European Union was present with most of the humanitarian aid but not with military capacity, because the Member States were acting individually with their own contingents with the request of UN. In these circumstances, it was created a contact group by United States, Germany, France, Italy, Britain and Russian Federation, which initiated negotiations for peace, that of course in October 1994 were refused by Bosnian Serbs.

¹ The Treaty on European Union (TEU) represents a new stage in European integration since it opens the way to political integration. It creates a European Union consisting of three pillars: the European Communities, Common Foreign and Security Policy (CFSP), and police and judicial cooperation in criminal matters (JHA). The Treaty introduces the concept of European citizenship, reinforces the powers of the European Parliament and launches economic and monetary union (EMU). Besides, the EEC becomes the European Community (EC). Form more information visit <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3Axy0026>

With the creation of the Contact Group (1994), the role of the EU was greatly diminished, if not completely absent from negotiations. Even though, some argued that the Contact Group was a way to give a voice to the EU in combination with other international powers, the reality showed that it was an initiative of and for its five participating states, and the voice of the EU as a body was barely heard (Juncos, 2005).

Finally it was again America with the Dayton Conference that ended this war crime. The Dayton General Framework Peace Agreement was initiated in Dayton, Ohio on November 21 and signed in Paris on December 14, 1995 by Heads of State of Bosnia and Herzegovina, Croatia and the Federal Republic of Yugoslavia (Zupcevic & Causevic, 2009).

The Dayton Agreement (United Nations, General Assembly, Security Council, 1995) was a peace agreement that preserved the entity of the Bosnian state within its international recognized frontiers, with a reunified Sarajevo as its capital and 4/4 comprising two entities: one Muslim-Croat (51 % of the territory), the other Serb (49 % of the territory) and President Clinton, in order to ensure compliance with this agreement, secured the Senate's backing to send 20 000 American soldiers to Bosnia (Camisar et. al., 2005).

On 20 December 1995, UNPROFOR was replaced by IFOR (Implementation Force), a 63 000-strong multilateral force under the command of NATO, which included 20 000 US soldiers and was responsible for keeping peace in Bosnia and Herzegovina (CVCE, 2016). The western Balkans would nevertheless continue to be a powder keg, but the presence of a multilateral Stabilization Force (SFOR, which replaced IFOR) under US command, which was set up in November 1996 and renewed in July 1998, brought peace to Bosnia.

EU role in Bosnia and the impact to its Public Diplomacy

The EU was ineffective in the Bosnian war, where its most important contribution was to administer the divided city of Mostar, although its success in joining Muslims and Croat communities was limited. In the first year of the conflict, the EU made efforts to negotiate an agreement that ended the war only with US intervention; this was the 1995 Dayton agreement.

EU data on other crises, in the mid-1990s, were even less admirable because EU, like the rest of the community, stood and watched the genocide that took place in Rwanda and in Albania, the EU failed to take measures (Keukeleire & Macnaughtan 2008: 175). Even though EU was and is still present in Bosnia, from the beginning of the war and of course also in the post conflict period, the case of Bosnia has shown that EU had a secondary role because the intervention of UN by NATO has shown that UN reinforced its role as the major actor for security, while EU role stood just as an important actor for civilian (economic) assistance. The disgrace contributed to a more fundamental revision of the provisions of the Common Foreign and Security Policy Security, and this was done in the Treaty of Amsterdam, which we can say that filled some of the gaps left by the Treaty of Maastricht. To this end, Spanish Minister of European Affairs Carlos Westendorp was asked to lead a reflection group that concluded that the main objectives of the treaty review should be:

(A) to make Europe the most important in the eyes of its citizens;

(B) to make the EU more efficient decision-making; and

(C) to provide the EU with greater responsibility and power in dealing with foreign affairs. The Intergovernmental Conference began in Turin on 29 March 1996 to continue with the Treaty of Amsterdam (Bindi, 2010:28).

All this analyze affects directly EU CFSP and Public Diplomacy as a part of CFSP. And if we ask Why, the answer is "All about image". Because a strong and powerful image is the most important arm to be strong represented to public, and to win public's confidence, and obviously this is what EU was and is still doing, promotes itself as a powerful actor in the world and of course this is why foreign policy and public diplomacy is for. About the experience in Balkans Javier Solana as a High Representative for CFSP has stated:

"The experience of the Balkans has been a sobering one for the European Union. But it has I believe also provided us with an opportunity. It is a test of our commitment to the region, to a wider Europe, and to a mature common foreign and security policy. The Balkans has shown that the European Union can no longer remain a force for peace simply through example. It has also to be forthright in defending the basic values of democracy, human rights and the rule of law on which it is founded" (Solana 2000a), and regarding foreign policy he stated:

"Our common foreign policy cannot just be interests-based. Protecting and promoting values, which are part of our history and very dear to the hearts of our citizens, must continue to be a priority. The values of solidarity, of tolerance, of inclusiveness, of compassion are integral part of European integration. We cannot give up on them" (2002, 2)

Based on what Solana stated, representing EU and all its Member States, and all the facts written in the text above, we conclude that this is the point where EU public diplomacy is effected, specially the effect of media and their way of describing the whole story and the incapacity of EU for intervention in Bosnia, to stop the genocide and to prevent the death of a thousand people, in fact Muslim people, while in the other side EU was promoting its values as an important actor to prevent and solve conflict and build peace.

Conclusion

Based in the wording "Public Diplomacy", it is very easy to understand that it is all about the public. This paper tries to identify the impact of the EU intervention in Bosnia with civilian assistance under the umbrella of UN, as a key actor that ended the war. In the conclusion here are two main points to be emphasized:

The EU, from the beginning of its creation, promoted itself as a strong actor which is fighting for the good, (rule of law, democracy, human rights, etc). This is Public Diplomacy, more exactly, to increase its image in front of its citizens and beyond it, also citizens of other countries. Taking in consideration that the number of Member States was growing up in 90', this was a sign that EU reached its objective, to be important that even other countries wanted to join European Community, in order to establish a unique organization, compared with UN, as it is now nowadays. Citizens of all these countries have expressed publicly that they want to be part of EU, that they believe in the principles of EU and feel more secure and protected as an EU citizen (of course, always protecting their ethnic belongings). This was the effect of EU Public Diplomacy, building confidence to the public and creating the image as an important factor that people could blindly believe in it.

The 90' was a concrete and big challenge for EU, proving all what was said above. Bosnia and Herzegovina war, with hundred thousand people killed, was the challenge that EU did not pass, and of course was an example of learning from failure. All the time of the Bosnia war, the role of EU was under the shadow of UN, proving that was not enough capable to be the main actor of solving the conflict that ended with genocide to innocent people. This was the fact that fluctuated the people's confidence to feel protected by EU and to believe that EU, promoting itself as security provider for peace, would be there in case it happens something like in Bosnia. But EU failed in this case, and its image as a peace provider was damaged. The case of Bosnia was EU failure, that in the aspect of Public Diplomacy means to damage its image, which is the most difficult and most important of the Public Diplomacy existence.

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Why Talking About Well-Being at School

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Abstract

Education has not only the role of offering students didactic knowledge but it also has the major role to educate the young generation towards their well-being and personal growth. The school is a place where children spend a considerable part of their time and get knowledge and learn to know themselves and those around them. So then is the duty of the school to take care of children and adolescents, to grow responsible person who will be active citizens in this global world. There are precisely the experiences in the school those who affect mostly in the future of the individual. A rapid intervention, starting in the early years, represents the most accurate means to develop among the new generation the attention towards the factors on which the individual and collective well-being depends on. Schools should be repositioned because it is no longer just a place of learning, with complete reference to the materials and curricular disciplines. Education has a responsibility to treat all areas containing personal life, emotional, intellectual, social, cultural and moral. School should assure students a professional training model to provide safe and existential horizons and worth directions. The educational and formative act of the school is very essential in favor of taking and putting into practice those knowledge and competencies that can lead to lifestyles oriented toward the well-being and the prevention of deviant behavior. The school's success in promoting psychological well-being of students lies in the fact that it will decide on the most part in the future success of our society.

Keywords: promoting well-being, supportive school, children, adolescents, empowerment.

Introduction

School is an important element of socialization after the family, where there are defined and constructed levels of identity and self-assessments, interactive and social behavior and skills. Its educational objectives do not end with educational and didactic aspects, but also in the formation and human aspects. So, if the family is the first place that protects and enhances the complex capabilities of individual development, in a context of psychological well-being the school should be part of the same process, with specific ways and objectives (Vergara, 2001).

For the first time the report of the Organization for Economic Cooperation and Development (OECD) "Education at a Glance 2009: OECD Indicators" conducted a survey on the impact of educational factors on the health aspects, interest in politics and the belief among the people, from whom it shows that students who have completed higher education enjoy better health and have higher confidence in themselves than others and a more growing political interest. So, what individuals benefit through education plays an important role in economic growth and personal benefits (Organisation for Economic Cooperation and Development, 2009).

Education, on the one hand is considered as a sustainable source for the growth and well-being of every individual and on the other hand as one of the main conditions for economic, social and cultural development, even the exercise of authentic democracy. A good education should allow everyone to be autonomous and to be good citizens as well as to be able to find spaces so that they can be integrated into society and have a job in the future (Braibanti P., 2005).

School shares this educational role with the family and if in the family there are structured the first models of proper behavior, the school should consolidate and protect them from deviant stimuli. The educational and formative act of the school is very essential in favor of taking and putting into practice those knowledge and competencies that can lead to lifestyles oriented toward the well-being and the prevention of deviant behavior. It is obvious that firstly it should be formed the

determination of the individual in order to define at each of them an inner and steady trend so that they can make conscious choices about their own well-being. We should thus prepare an educational line that, through knowledge (knowing) causes behavior (knowing how to do) coherent with a life model oriented to the general well-being of the individual (knowing how to be).

The vision for the world, ways of approaching to problem solving, lifestyles that an individual adopt in adulthood find their matrix in the diversity of experiences made in the development period, attitudes and behaviors that at that stage of rapid growth of life are structured more sustainably in his personality. A rapid intervention, starting in the early years, represents the most accurate means to develop among the new generation the attention towards the factors on which the individual and collective well-being depends on. The family and then the school cannot leave behind, between their educational duties, this area of child training; it cannot be said "to know how to be" if the psychic dimension is not integrated with the physical one, if to the well-being of the mind and soul is not constantly attached that of the body (Barbieri R., 2004).

Among the topics of particular importance to the promotion of the well-being in schools must be remembered: nutrition, physical exercise, tobacco-smoking among adolescents, use of alcohol and other substances, sexuality, communication skills, ability to solve problems and self-esteem.

An extensive study conducted by the National Consortium for Humanizing Education, has shown that students whose teachers were qualified on empathic listening, on direct messages and on conflict resolution skills, have achieved significant progress reaching the best points on standardized tests in math, language and literature. It is also noted a reduction of 30% of absenteeism compared with the period before the training of their teachers for effective teacher program *Teacher Effectiveness Training (TET)*. From this study it was observed that these competences contribute positively in mental health and in the success in the educational field and there are many good reasons for an intervention with the target the students who are the components of a healthy school (Zucconi A., Howell P., 2003).

It has become necessary nowadays to fully intervene in schools for promoting the well-being and leave behind as soon as possible, the standardized approach, by fully paying attention to students' requests and aiming the realization of a "school that suits students". The school contributes to the construction of identity definitions by selecting the self-assessment capabilities, interactive and social skills, and acquiring the necessary skills in order to be functional in the adaptation and integration process (Barisone M., 2002).

Schools should be repositioned because it is no longer just a place of learning, with complete reference to the materials and curricular disciplines. Education has a responsibility to treat all areas containing personal life, emotional, intellectual, social, cultural and moral.

School should assure students a professional training model to provide safe and existential horizons and worth directions. It should begin an institutional and cultural innovation season, pay close attention to students' *heart*, to provide *scientific perseverance* in its teaching/learning path, to have teachers with a rich *professional wardrobe*. Schools should also function as a curative clinic to reduce the unacceptable numbers of unjustified *dispersion*, from which the educational system suffers. This perdition is like a prism with three shapes: one is *material*, one is *intellectual* and the other is *relationships*.

Firstly, to heal the school from the pathology of *material dispersion* – generated by failing and dropouts – means to guarantee to all the students the right of entering and coming out of the non-mandatory classes.

Secondly, to heal the school from the pathology of *intellectual dispersion* it means to eliminate the *gap* (space) which lies between teaching and learning: between what teachers explain and what students absorbs.

Thirdly, to heal the school from the pathology of *dispersion of relations* (generated by introducing the climate of competition and aggressiveness into the schools) means to transform it into a vitality of human relations, into an environment overflowing with coexistence, dialogue, friendship and cooperation. So, in a setting equipped with figures of flexibility and regularity: anti-authoritarian and non-managerial. To combat the *dispersion of interpersonal relations* schools are invited to provide their teaching environments and didactic times as "the meeting point" either with varied socialization forms (collecting - distribution - recollecting), or with ethical value intense event filled with listening, loyalty, responsibility, solidarity. The most effective antidote to the dispersion of relations is called cooperation (Frabboni, 2006).

School can interfere with a clear intention of the psychological component of the person, either by promoting a healthy balance between the individual components while staying in it, or by facilitating the promotion of specific factors relating to

the stressful events of the future life of the individual. From the age of school and onwards exploratory activity increases, and the child sees the school as a privileged location for exploration. Here the child and later the teenager experiment, for a considerable time (about 8 hours per day), their knowledge, their behavior schemes for interpersonal relations capabilities, facing not only with those of their peers, but also with teachers who care for their growth. It is very important that school assume responsibly and official the dimension of the relations and the affective educational process even before his closely associated with learning. With the "dimension of relations" in the process of teaching/learning we understand socio-affective contact between teachers and students. So in terms of promoting schools can and should provide an opportunity to strengthen self-esteem, an appropriate and loving self image, effective social skills and relationships, factors that are considered too protective of stressful life events later (Vergara, 2001).

Promoting psychological well-being to anyone who is part of the school community can be understood as a learning process which promotes a sense of belonging, competence and autonomy. Promoting psychological well-being in school can be seen as an active and collaborative process in which the relationship between individuals and the surrounding environment is continuously building and modified. Experiences that members of the school have regulate learning in many aspects such as it may affect the ability to focus and observe the environment, to change and interpret the obtained results. Feelings of involvement and empowerment of students during the studies are regulated by the experiences they have in relationships with peers and teachers, belonging in the same class and school, self-effectiveness and control that they have towards the actions of the others. Promoting psychological well-being does not only provide learning knowledge and skills, but a continuation, an interactive development process in which the motives and feelings play an important role. The experiencing of the pedagogical well-being cannot promote or achieve educational goals, but certainly serves as a guide to the achievement of learning outcomes. Well-being of children in school is part of the overall well-being of the children along with other important elements such as health, social circle outside the school, especially the relationship with parents, other relatives and friends. Students can experience empowerment, joy and satisfaction during interaction with peers as well as feelings of anxiety and stress caused by problems with the lessons. In some cases the well-being in school can lead to interactions with peers and teachers, and even can affect the mitigation of problems and anxieties caused by the unresolved family event. So well-being in school can be seen as a key aspect to cope with the flexibility of the students, the development stages and to overcome them during school (Pyhäntö K., 2010).

The task of the teachers in the school who promote well-being is multiple and extremely important because except learning concepts and traditional basic knowledge they must show care and give students an emotional support as well as direct them, by creating a supportive learning environment and interacting with regional organizations, thus formally and informally guiding them and modeling their behavior. Teachers' efforts in motivating and involving children in learning are considered equally important to the efforts to transmit the curricular content. The teacher's role as the carrier of knowledge has opened the way for active learning approach, an education which aims the student, where numerous roles are considered more effective to facilitate learning. The role of teachers as health education carrier, has led to almost an exclusion of previous complementary roles in education. The role of teachers in the implementation of interventions that promote well-being in school is estimated using precise measuring. Teachers have a responsibility to create a supportive school environment and they are encouraged to integrate wider objectives in their learning mode.

In a study conducted in Kahnawake, Montreal, Canada, in 2003, to understand the role of teachers in the implementation of the objectives for the prevention of diabetes at school, it was observed that their role was essential. In teaching health education curricula teachers were inclined to describe how they adapted the curricula according to local circumstances in which they lived. Attention was focused on the role played by teachers in encouraging pupils towards healthy eating and physical exercise by firstly changing themselves, so as to become an example to the students. This strategy of the teachers to start it themselves and their modeling role was also attached to a high level of motivation to implement the program objectives. It has earlier confirmed that children learn mainly by observing others' behavior. School thus has the task not only to transmit the information, but also to contribute to a broader education that can be summarized efficiently in forming a personal and social identity (Cargo M., 2006).

Although schools in developing countries like ours deal with issues such as the basics of hygiene, the importance of physical exercise, issues related to sexually transmitted diseases, yet they are far from being called a school that promotes health. In recent years it is considerably being discussed learning with the targeting students, for critical learning or issues related to bullying, the use of prohibited substances and smoking, but still does not have a program that will encourage students to develop skills to make them healthy consumer. Besides basic knowledge in the fields of nutrition, oral health, sexuality,

relationships and drugs, the majority of the programs that promote well-being aim to achieve results in improving personal skills in problem solving, communication and decision-making .

Schools and the education system in general are beginning to recognize the mutual relationship between poor health and low achievements in education, and have embraced school approach that promotes well-being to maximize educational and academic achievement. St Leger and Nutbeam have proposed that schools that promote well-being, contribute to four major achievements: 1) to lifelong learning; 2) skills and behavior; 3) knowledge and specific data; 4) personal qualities. Schools which are open towards the way they are directed, the way they seek to increase educational outcomes for their students, how they foster relationships between students and school staff provide an excellent environment for strengthening of empowerment and achieving a high level of critical learning (St Leger, 2001).

Generally interventions made for health promotion in schools are interventions that are added to the curriculum and not in the context of a proper curriculum, therefore the impact that they have as students as well as teachers is not continuous. This brings a fractional interest by teachers and a sporadic and superficial motivation from students. Often they are implemented as pilot projects and the desire of a few teachers, and as such are not spanning the curriculum. Even these interventions generate results that fail to demonstrate their effectiveness.

This leads to the impression that schools that promote health and well-being realize weak programs, low efficiency, difficulties in developing an effective opinion on the self-forming process, observing strong points and critical points of intervention, waiting for an official implementation of these interventions, and to document and reproduce them (Sun J., 2007).

Schools play a key role in promoting health and well-being and should take advantage of this opportunity to contribute in building the future of the society by developing programs which promote physical and mental health and in this way the schools themselves become healthy. Schools have a unique opportunity to intervene to children in a moment in which critical learning happens which will influence in their habits and their health throughout life. Systematic introduction into curriculums containing basic concepts of health and its promotion is delayed while it is an essential element to equip children with the necessary empowerment to have healthy lifestyles and to contribute to social change from which depends the progress of well-being (Zucconi A., Howell P., 2003).

The school's success in educating students lies in the fact that it will decide on the most part in the future success of our society. It is essential that citizens shall become part of the decision about how schools should operate (Forman S.G., 1997).

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Albanian Education Issues in the Eye of the Reforms, Priority Development for New Perspectives

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Abstract

Education is one of the most important fields of each company and each system. Through education societies and nations transmit their members knowledge, culture, heritage, values by which society moves forward. Education is also one of the areas that leads not only society, but also strongly influenced by its social changes. The fact that education systems are in permanent change, not shows instability, on the contrary, they serve to better adapt to changes in society. As has happened in our school system, frequent changes made these last 20 years have shown that education is trying to adapt to beat the social changes in our country, but also global. These changes are not being studied and being made in a much less favorable ground conditions in which our educational system was, and from an extreme politicization, not always given adequate fruit and are often perceived by us as experiments. Experimentation in education is not a bad thing, but when the experiment goes spatial and temporal boundaries, then it becomes harmful and negative affects. Recent reforms in education and the debates that have accompanied attest to a growing public awareness of the problems of education and school. These problems seem to belong to the whole society and not just a part of it. Given that the intensity of the reforms has been great, and the time of their commission, relatively short, are noticed and emerge more problems. In this state, which is education in Albania needs a radical reform which should be declared a national priority. What is the concrete solution? I think it is important develop a strategy for a modern education and who have integrated view:

- Processing of pre-university textbooks.
- Giving importance to the practice of students before graduation.
- Focus on Professional Master.
- Development of a model structure the same for theses exams, as in the state, even in private. •
- Establishing specific training projects for specific administration.
- Establishment of a model structure evaluation of professors by students and transparency of the assessment.
- Motivate students or students excellent (excellent).

It is understood that only a reform such problems can not be solved at once. Has initiated efforts time for change in the education system have begun a long way, which will give us direction due to a brighter future. This route requires a consensus between the political forces and the effective coordination of policy factors, the academic community and civil society. Such coordination is successful only if we will and will walk alongside democratic principles.

Keywords: cultural heritage, education, experimentation, problematic, radical reform, pre university education, graduation, training, transparency, academic community.

Introduction

Generations of researchers, educators and patriots have worked and have been trying continuously for a worthy and increasingly advanced in years, education. Many years of war, slavery, but never straining from hope, illusion and common dreams of all Albanians for language and education. A basic , indispensable and very solid was the will and desire of everyone to learn every gold letter in the single language of our nation. Beginnings of Albanian education started "secretly". Early teachers hold "stealth" Albanian language books to teach thus, being sacrificed in place of the Albanian language. Formation of the unified national literary language became as a great victory of the Albanian people, achieved almost 60 years after the Declaration of Independence. Our literary language is a living expression of the culture of our people, the strength of his historical life, is the result of the efforts of many generations that have worked and fought selflessly , with profound conviction of the importance of successful education development. Albanian schools were fundamental centers of linguistic and literary training of young generations, they educated them with love for their mother tongue and with the belief that our language has inexhaustible treasure values. Fundamental principle along with Independence was the development of education. Everything valued, every sacrifice and effort, valued , blood shed ,about what they wanted to achieve, make this nation "owner" of the single alphabet.

For the development of education many more prominent writers and teachers activities , were able to set clear objectives. Deep historical transformations that have been carried out in Albania have brought great changes , League of Prizren gave an incentive to the Albanian educational movement. For further successful education organization, Istanbul Committee created a special committee, which dealt with the definition of a common alphabet, an alphabet which would be only ours , and we would be his only students. In March 1879 the Commission approved the proposed alphabet of Sami Frashëri. This was a very important initiative. With this alphabet was published in Istanbul "Alfabetorja e gjuhes shqipe ." And this was just a start, which was followed by many important successes. On October 12, 1879 was created "Association of Istanbul", which was a cultural and educational one. Program aimed at opening of the Albanian schools, publishing textbooks, which would come to help for the first students of Albanian school. A very important step was taken for the opening of the first Albanian school. On March7, 1887, was opened "Mesonjetorja" under the direction of Pandeli Sotiri. It was an elementary school with secular and national character. The school desks were filled with students who watched their teachers with admiration, while standing on them and diligently listening to each class. After the opening of this school, other schools were opened in provinces of the Albanian territories. In 1891 opened in Korçë the Albanian school for girls under the care of Gjerasin and Sevasti Qirazi. In these schools were taught not only students but also their parents. The fight against illiteracy had begun to receive the expected responses from most people, who wanted to fight it.

In 1928 Law on Education was approved, which predicted that primary education should be mandatory. Later were opened primary schools, secondary schools, general and professional. Special contribution to the development of education was given by schools, but also by foreign educational institutions. During the 1930s there was great development in literature. There were published novels, volumes in prose and poetry. In 1946 Education Reform was approved, which reconfirmed that primary education be compulsory and declared war on illiteracy. But a very important step was the opening of a Pedagogical Institute in Tirana on December 20, 1946. This high school became the nucleus of the University of Tirana, which was opened in 1957 with several faculties. All these events brought new standards in the development of education. But although every effort resulted successful, yet there were discussions about a very important fact, standard Albanian . "The Albanian people wherever they are , they have a unified national language." This was the conclusion of the Congress of spelling of the Albanian language. , In 1972. after the discussions at the congress, it was decided that Tosk will be the basis of standard Albanian.

In the coming years, education received a more extensive spreading in Albania. After the fall of the dictatorship, it became massive education. Today every relevant city in Albania has got a university, whether public or private, or both existent.

Is this an important step in the development of education?

Maybe it is. Probably because there are many issues that must be considered. To some extent state universities have managed to be successful, but normally, not everything has proved perfect. There have been difficulties, but there have been successes in the development of education.

Education is one of the most important fields of every society and every system. Through education societies and nations transmit to their members knowledge, culture, heritage, values by which society moves forward. Education is also one of the areas that leads not only society, but is also strongly influenced by its social changes. The fact that education systems are ever changing, it doesn't indicate instability, on the contrary, they serve to better adapt the change of society.

Just as happened even in our school system, frequent changes made these last 20 years have shown that education is trying to adapt to the social changes in our country, but also with the global. These changes not being studied a lot and being made in one more less favorable ground situation in which our educational system came from and one extreme politicization, not always have given the appropriate results and are often perceived as experiments. Experimentation in education is not a bad thing, but when the experiment passes spatial and time limits, it becomes harmful and influences negatively.

The XXI century, has started which is already characterized as the century where everyone's chances in life will be defined, more than ever, on the degree of education. We think that it is necessary to do a realistic analysis of how far we have reached with the difficult process of democratic development to education, as a determinant condition for the level of training of the young generation.

The biggest resource for Albania is the young age of population, the youngest in Europe. Namely, this new generation that grows nowadays requires the right degree of educational and cultural training, which will determine the pace of economic and social development of the country and the destiny of democracy so fragile in Albania. The issue lies in the fact that the Albanian education leaves much to be desired. When talking about the Albanian education we include pre university, university, and postgraduate education. It will be addressed specifically what are the evident problems in pre university education and pointing to curriculum content and level, but not only this, the first reform and competition to enter the university. At university troubles come and take larger proportions. So, talking about the material base, laboratories, developing conditions, schedules, graduation and up to the candidacies for the election of the rector at university. Last but not least, we will address current issues in postgraduate education, where we will stop at the loss of human capacity, leaving the country for benefiting a professional master. Below we express our opinion on these issues, which appear as problematic in our country. Education reform launched in 2005, was the State Matura reform. But why did it fail and how it is proceeded nowadays? The 2005 graduates caught by the reform, which led profoundly to change their lives. They were informed that to win the branch of Journalism they have to learn literature rationally and to win the branch of medicine should learn biology and chemistry. State Matura comes with changes and gives the palm of the first set as the criterion making points on the average of four years. These high school students have four years to prepare for the respective subjects, than the mean opinion was not useful, being found so unprepared and without time to recover anything after four years had gone. This was the situation at the beginning of the educational reform. How is the situation nowadays? Today graduates compete with the same system that began in 2005 by taking into account the mean and exam scores. But can not set aside the fact that these marks that draw an average, after four years are taken in different ways. One studies in private school and it is not the real result he has got, someone comes somewhere from the remote areas, where good grades are easily set effortlessly and someone else gets them in an unscrupulous manner "buying". In October the graduate see his name listed first on the list of branches nearly impossible for one to get there, at the end, having all year. Thus, we see that there is no one without touching the rates of university.

The current situation of the education system indicates that it must undergo a radical reform, comprehensive and deeply democratic. Recent reforms in education and the debates that have accompanied them, reveal a growing public awareness of the problems of education and school. These problems seem to belong to the whole society and not just a part of it. Since the intensity of the reforms has been great, and the time of their accomplishment relatively short, it is noticed that in addition to the progress made, there are new problems in their implementation. It is understood that only with a reformation such problems can not be solved at once. Thus emerged the problems that in some cases, if not treated with appropriate

seriousness may leave consequences in the education of future generations. Starting with 9-year-old system, a new gymnasium, alter texts, state Matura etc

Reforms carried sometimes hastily, found the teachers unprepared to cope with all these changes. If the aim and the main achievement of new curriculum reform was a change of conception in education, thus putting the student at the center, it's not understood by all teachers or it is realized superficially. To establish student-centered learning it doesn't mean to content simply with using several teaching techniques in teaching literature known as the "techniques of student-centered learning", but need to change the mindset of teaching, should be changed the viewpoint. Teaching and schools must serve students and if that fails, the mission can be called unrealized, or a failure. Even today, there are teachers who see the student as an object and not as a subject. They forget that every individual has a feature that the educational system and especially the teacher should point out. Students are seen as the problem rather than the solution; students point out weaknesses, but not achievements. This view, though not malicious becomes the cause for creating uncomfortable situations in learning. Here starts the real teacher-student conflict. And everything is focused on grades. Evaluation is thus done by an incentive tool, reflective of results, a means of psychological pressure and a source of conflict. School from a friendly place, turns back at the nightmare of many students and youngsters, who rather than take in it how education should form their behavior in life, the student at society and beyond, they take , the first lessons on how to 'pass more easily.

The impact of society and the great pressure that our society is making to promote achievement of results, has the opposite effect, not by increasing desire and interest to learn, but to have a diploma. If this reform in some cases displays its problems, it does not mean that we should go back, but look at causes , problems and find the best solution. The most sensational and worrying problems, whenever the school year started had to do with texts. The lack of them, or selling illegally, poor quality in some cases, insufficient quantity and above all, their content and loads of great deficiencies in pedagogical apparatus, became a problem that accompanied school during transition. Alter texts reform in pre- university education solved many of the problems raised. It can not be assumed that the level of their scientific or pedagogical quality reached the highest standards, but it put education reform in a track and led to changes in the perception of the text, not as the most important tool of teaching, but as a useful tool for the student. What seems to remain unfulfilled in this reform has to do with the teacher. As long as there will be teachers who for various problems or uncertainties, as well as scientific errors will be justified with "it's in the textbook" we can say with conviction that the reform is not realized as it ought to be. New problems displayed with alter texts reform have to do with the translated texts, which really belong to the natural sciences and as such, of course, that may be the best in quality and content than the texts prepared by the Albanian specialists but we must not forget the country's traditions , these texts come from and, above all, the translation problems, that sometimes might be funny and amatory. Publishing houses from the desire to be more competitive in the market forget that they do not deal with a consumer product, but with an important material for the formation of future generations.

What can seriously damage this reform and the education system has to do with clientist interests of publishing houses and authors of texts. It is good, for the adoption of textbooks, to apply a more open and transparent manner, including more teachers as implementers and better experts of school problems and programs. Thus you may avoid any outside influence and harmful monopoly. A reform can not be understood without the human resources that give it real value. The teacher is the main actor and the most important factor that gives life and embodies the policy reforms. But what is done for the teachers in these last 20 years? As the positive side, of course, even in this case, there is a need for discussion. This question would get more answers , if you get into the calends of politics, but for the sake of truth, it must be said that the teacher is not doing enough. In these 20 years of transition is observed that the teaching profession, which was once highly sought and highly valued, is already at the end of the preferences of young people. The main factor that affects, of course, has to do with salary. In a market and free competition economy, it is natural that everyone will require the best and it is known that the teaching profession is not well-paid, but the abandonment of the profession in this extent, it's not only for the payment side. Teacher is neglected by society. All are remembered for him on March the 7th or when you want to criticize the "courses" that even though they are an ugly phenomenon of education, are not the top of corruption. Teaching is perhaps the only profession that is still considered as under communism. All equal, and all paid equally. So why should a teacher try to raise his professional side? Just for fun, when for work and different fatigue and uneven responsibility all teachers are paid the same, according to a scheme that seems absurd.

A scheme that has been operating only under socialism, categorizing teachers according to seniority when it is known that, being older in a job does not mean that you are always the best. This has made all the reforms, changes, developments in education being followed with indifference by a part of teachers since for them it is enough to have a degree, a friend, an acquaintance, and so on and the position and wages do not differ. This is a factor that teachers profession today is

required by not high quality students, because they know that having the bachelor degree will find a place to sit comfortably for almost "40" years. This practice should be stopped, because it is creating serious problems in education. Teachers, like any professional should be motivated in his professionalism, but on the other hand should be evaluated and should be given a status, which is not easily broken by the winds of political change.

Another aspect related to the preparation of teachers has to do with youth and students who choose this profession. Universities and schools should create bridges to give these young people, necessary skills and habits as knowledge and understanding is received during the study. We all know how difficult it is to pass from the theory which is obtained in schools to concrete practice, in reality. This requires practice, which does not lack in university study programs for teachers' branches, but their implementation and organization have room for improvement. Students can not get at school all the knowledge they need to be good professionals, moreover when most of the professors are disconnected from the pre university system, but at school they can learn more about what they need. This is achieved by entrusting this task to a specialist teacher and not by chance, as often happens. University and education departments must think of this, to create mentors and teacher of quality in practice who of course should be evaluated. Good practice or part-time employment at schools, of just graduated students might help. They'll gain skills and work habits, but considering this as a period of active practice either free or with other funds.

Focusing on development of education, one can not leave aside infrastructure and school environments that in recent years have changed a lot. Today a part of big city schools and important urban centers have a modern infrastructure. It is true that the number of students per class is not spread uniformly, and this is a result of major demographic shifts and changes occurring in the population structure. Problems in infrastructure and school environments appear to their management.

Today a school director or her directory almost have no authority as regards school facilities and administration. A school director can not manage school environments according to interests of the school and community, because primarily school has no budget and there is no law that regulates the relationship. So even if a director will make an effort to improve situation in his school, these will be carried as a favor for the sake of the director rather than work and school aid. As the director shouldn't be any more a chief teacher, he must be given, the role of school manager that belongs legally, but also responsibility and competence.

Let us stop at another point, dealing with material equipment and laboratories. Albania is not rich enough as to leave material capacities of institutes and universities without any real function. Laboratories and buildings should be placed entirely at the service of students. Within universities should be taught laboratories that are required to make important routine services (as in disease control, products etc.). Technology transfer services are considered as essential functions of modern universities. One of the main weaknesses of our higher education, that continues to differentiate it in relation to higher education in other countries, is the very limited research activity of academic staff, which has been particularly pronounced in sectors of experimental technique, thus making that the main activity is limited mainly on pedagogical plan. Therefore the mission of university, in faculties, is focused only on the syllabus leading to the loss of physiognomy of the university as a center of learning and research. Reducing research activity especially in applied and technical sciences, associated primarily with institutional financial factors, lack of the necessary laboratory and the inability to integrate into the European Community research programs, has made remain untapped the intellectual potential of our universities. Not to forget the other fact, university schedules are inappropriate. A student starts at 08:00 and ends at 18:00. At least in most universities it happens so.

The question arises, where will this student find the time to learn for the next day or will he postpone his studies until exam season approaches? It should be found an adaptable solution, which give the opportunity to organize his study and leisure time. Not to mention the fact that today student's connection with the book is more distant than before. If you see statistics figures, today you find that 90% of students are connected to the Internet, the latest technology, cafe exits thus forgetting the book. This performance, then influences the teaching process, neglecting school and therefore it should be more demanding for teachers and professors, who should encourage a bit the willing spirit. Only in this way, it is realized clearly, the democratic purpose of education. Is education in Albania a simply convertible system in all countries of the EU or not?

Education is the key point and a safe step to reinforce self-confidence for everyone wherever located. A recognized degree everywhere is a "professional ego." When knowledge is measured and evaluated according to the same system, it makes possible the group harmony. But one of the most disturbing phenomena in the current structure of our education, is partial graduation of students or part time study, which distinguishes our university education from that of other European

countries. Universities like Tirana, Elbasan and Shkodra possess these studies. This strategy, which until now could be considered positive financially and quantitatively has brought a reduction in the level of quality of training young specialists. The quality of students attending correspondence system is lower than that of the regular day students. Likewise, the lower is the level of their training because of not attending lectures. Under these conditions, the students of both systems, despite these significant differences, are considered the same and get the same degree, which in the context of an administrative and political subjectivity can be associated with consequences. On the international level, various international organizations, specialized in the field of recognition of diplomas, are seeking information on the differences between the two systems of graduation. Would it be fair to answer that officially there is no difference? Evidently part time graduates are not capable of facing tasks rather than those of full-time, so this is a problem which really threatens our future.

In PISA-s's official ranking, our country ranked the 6th from the end of the list of 65 countries included in the study by the OECD, leaving behind only Panama, Peru, Azerbaijan, Kyrgyzstan and Qatar. OECD ranking classifies Albanian students significantly less prepared than their Bulgarian, Montenegrin or Serbian neighbors, both in writing, math and other sciences. According to the same report of PISA 2010, Albania is a country with the weakest educational level. Statistics speak, from 2000 to 2010 Albania has scored 20 points in the rankings of education that makes the Organization for Cooperation and Economic Development, being one of the three countries with the greatest progress. A fact that is strongly identified by the Ministry of Education. The Minister Myqerem Tafaj said: "Albania is rated among the three countries that have the greatest progress in the education of students in the last 10 years." But this indicator that compares the progress made from 2000 to 2010, if taken detached presents a slightly different situation from the truth. For a country with a developed educational system, such as the OECD countries, it would be impossible to have such a result as that of Albania. In this logical flow we have advanced, but we can't be compared to the standards that today policy claims, leaving a lot to be desired as in the pre-university education (textbooks, grades, competition for the university), but also in the postgraduate education (graduation, schedules, laboratories).

The consequence of all the problems treated from the beginning, is the loss of human capacity, which is a phenomenon that affects each day more the country. Thus, the solution is the removal or acceptance of conditions in universities. It is noticed a removal of students from Albanian universities, but not alone, many of the professors are mostly away for full qualification degrees. Students are leaving to gain a professional master, which our country hasn't still managed to secure. Seeing that there is an effort to master, but it still remains as an attempt to achieve standards rather than a full realization. Our universities really suffer emptying and increasingly mediocrity. "Canada, and the U.S.A will enjoy the fruits of this massive" brain drain "that Albania will pay dearly." Many talented students leave school because of unbelief set in Albanian universities. This is a reality that must be accepted and should not be treated emotionally. We should not continue with the rhetoric according to which our schools are among the best. In the circumstances being, education in Albania needs a radical reform, which should be declared a national priority. What is the concrete solution?

Conclusion

- We think it is important the processing of a strategy for a modern education, that might be integrated, aiming at:
- Text processing in the pre university education;
- Giving importance to the practice of students before graduation;
- Focus to Professional Master;
- Creation of a model of the same structure for exam thesis, both in state, and in the private;
- Establishing specific training projects for specific administration;
- Establishment of a model structure of assessing professors by students and the transparency of this assessment;
- Motivating students or excellent students.

Time for a change in the education system, has initiated. We have started a long way, which will give us the right direction for a better future. This road requires a consensus between the political forces and the effective coordination of the actors from politics, academic community and civil society. Such coordination is successful only if we show willpower and will walk alongside the most developed democratic principles. Only in this way will not destroy tradition, moreover will know to

appreciate it at any time, as required. All that is done in decades for our Albanian education, hoping to find the most valuable way to progress.

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•*shënim:*

shanset-mundësitë; problemet evidente -problemet e dukshme; procedohet -zhvillohet; amator-fillestar; reformë radikale-ndryshime rrënjësore; redukon-minimizon; potencial intelektual-fuqi mëdore; adaptoj-përshtat; neglizhoj-lë pas dore; fenomen-dukuri; strategji-plan; progres-zhvillim; standard-nivel; gjeneron-përtërin; vleron objektivisht-mat ashtu siç është, realisht; abandoj-braktis; brain drain-mëndje e ndritur.

•Note: opportunities-possibilities; evident problems -apparent problems; proceed-develop; amateur- beginner; radical reform -radical changes; reduces-minimizes; intellectual potential-mental power; adapt-adjust; neglect-flaunt; phenomenon-occurrence; strategy- plan; development- progress; standard-level; generates- renew; assess objectively-measured as it is, really; abandon -forsake; brain drain - the brightest minds.

Can Big Data Analysis Make Cities Smarter? Emerging Issues and Stakeholder Implications in Smart Mobility

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Abstract

This study deals with the challenges and bottlenecks with respect to the concept of smart cities which has largely been constructed on knowledge utilization issues and challenges. Despite the abundant existent literature in this field, the effective transformation of data into knowledge which can become a source of competitive advantage is still an ongoing debate, especially due to contemporary developments in big data analysis methods, approaches and strategies. As an emerging problem, the derivation of significant meaning from big data is among popular academic research fields, as well as being a crucial industrial and policy making engagement regarding value creating mechanisms in smart cities. Therefore in this study, limitations and challenges in translating big data into valuable knowledge in academia and industries are considered within the concept of smart mobility. In an attempt to propose researchers, business firms and governmental entities a collaborative approach, a perception about emerging issues is presented for clarifying some future constructs intersecting in relevant research and applied fields.

Keywords: Big data, Smart cities, Urbanization, ICT, Smart mobility, Industry-Academia collaboration

Introduction

The story of how recorded information evolved into big data begins earlier than it may be assumed. This historical evolution begins with a variety of endeavors to quantify the growth rate in records (e.g. the size of university libraries) and is currently ongoing by means of contemporary methods to utilize the latest inventory. Dictionaries¹ from the 1940s contain the term "information explosion"² in reference to the rapid rate of growth in the amount of information available. On the other hand, current dictionaries define big data as, extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially with relation to human behavior and interactions. While practitioners were more concerned about the range of information availability in the 1940s, in a half century's time their focus mutated into the array of information.

The basic notion here is a kind of metamorphosis from the availability of information, to its usefulness. In other words, we are now more preoccupied with the interpretation of (big) data as opposed to its acquisition. The sheer volume of the numbers provides an exemplary basis for further clarification of the issues at hand. While 100 gigabytes of data was generated each day in 1992, the same amount was created in each second by 2002. Within 10 years, around 2012, 2.5 billion gigabytes of data (equal to 10 million full capacity blue ray discs) was generated daily by people or internet of things (IoT³) and 90 percent of this data was unstructured (Dobre and Xhafa, 2014). It is expected that by 2020, 40 trillion gigabytes of data will be created every day (Gantz and Reinsel, 2012). Not surprisingly, the amount of growth in world trade volume which is 20 trillion dollars in a quarter century (\$4 trillions in 1990 to \$24 trillions in 2015), is not as rapid when compared

1 Oxford English Dictionary, 1940s; earliest use found in Lawton (Oklahoma) Constitution. 1941 cited in Press, G. in Forbes.

2 Abundance of information (meaningful or not) or the rapid increase in published and collected, available data.

3 Inter networking devices that collect and exchange data.

with the rate of growth in data collection. According to IDC's observations and assumptions, 23% of data can be useful if tagged and analyzed and just 3% of data was tagged. Not surprisingly, only 0,5% of data was analyzed or interpreted.

The growth rate of interpreted data is not as high as the increase in unstructured data due to reasons such as the shortage of skills, models, applications, governance and technical knowledge. To briefly reiterate, in order to effectively resolve emerging business or industrial problems, big data - as a new source of contemporary global demands - needs to be interpreted or refined. Big data analytics can be supposed as a refinery of this digital source (big data). The key function of this refinery is creating value from big data by harnessing its benefits. In order to clarify the challenges in extracting this value, understanding and conceptualizing the characteristics of big data is crucial. By taking into account the variety of the challenges and opportunities concerning big data and its analytics, this paper aims at focusing on and exemplifying issues with respect to smart mobility in smart cities within the framework of conversion of data to information.

The first section of the study explores and presents the basis of big data and analytics. Then the challenges in conversion of knowledge from unstructured data to information are conceptualized within the frame of smart mobility. In this context, the interpretation of the most common and popular bottlenecks with a view on specific challenges is critical for the extraction of value from big data. Finally, implications and research directions in relevant fields are presented in the concluding section.

Issues and Challenges in Big Data and its Analytics

The past decade witnessed a sensational growth of effort in attempts to conceptualize big data as a major ongoing challenge that arose from an unprecedented expansion in the volume, variety and velocity of stored information. These focal attributes of big data are also known as the 3Vs model actually introduced in the late 1990s by Doug Laney and published in 2001 as a research note. Briefly, the first V, **Volume**, indicates the size of the data set, and the second V, **Velocity**, implies the rate of data inflow of a non-homogenous structure. The final V, **Variety**, refers to the range of data types within multiple structured or unstructured formats (e.g. text, audio, video or even data noise collected by sensors). Beyond the basic 3Vs, practitioners' and scholars' initiatives in analyzing and handling big data propose one another V. As the fourth V, **Value** implies the significance of extracting the benefit from the accessible data sets (IDC, 2012). Efforts on the part of academia and the industry for defining big data expand its characteristics by identifying new V's. **Veracity** (Ohlhorst, 2012) implies the accuracy and trustfulness of the information within the existence of complexities, anonymities and inconsistencies. **Variability** is about the changes in the meaning of collected data. **Visualization** means transformability of data to be readable (Sivarajah, et al., 2016). Debates on characterizing big data are still incomplete. Even though the character of big data expanded from 3Vs to 7Vs, the literature is still inconsistent and weak in generating complete definitions of each V and clarifying the relationships among them. Moreover, within the existing quantity of V attributes, practitioners from industry/business (Richey, et al., 2015) or practitioners from academia still remain confused about the big data creation and sourcing issues. At this point, practitioners face different forms of solid challenges. The most popular and common challenges about creation and sourcing - needed to be resolved urgently - are about volume, variety, velocity and veracity. As it is exemplified in the introduction section, data overcrowding increases redundancy and causes a serious challenge in the smart era (Chauhan, et al., 2016). Even though cloud-based structures provide opportunities for cost-effective ways of overcoming the challenges regarding these four Vs, the constant interaction between cloud servers still comprises complexities such as structuring desirable data (Khan, et al., 2015), automatic recognition of desirable patterns (Cheng, et al., 2015), and scalability and modularity of data for context aware platforms (Li, et al., 2015).

The insufficient comprehension of these characteristics causes a lack in the utilization of big data by practitioners. Beyond the shortcomings in comprehending big data characteristics, similar ambiguity can be found in the process of analytics. This ambiguity or insufficiency about analytics is related to the techniques of capturing, storing, restructuring and integrating big data to reap its concrete benefits. The literature on big data analytics prompts such majority of engagements as the collection, storage, integration, manipulation and finally, presentation of data. The process of analysis mostly covers the range of data from unstructured form to structured form for deriving meaningful presentations. By structuring or reconfiguring raw data, the community of big data analytics practitioners (or machine learning applications) tries to figure out valuable information by using a collection of different tools including integrative analytics, data mining, statistics, artificial intelligence, natural language processing, and so forth. The most common methods about analytics can be grouped into five types as **descriptive, inquisitive, predictive, prescriptive and pre-emptive analytics**. According to a systematic literature review study provided by Sivarajah, et. al., (2016), even though **descriptive** analytics supplies some useful patterns for backward looking and current situations in order to forecast the next move (**predictive**), there is a mention (in the literature) of *required ability* to read the facts and relate these facts to relevant decision making processes. The

challenge concerning this ability stems from both human resource and machine learning issues. Some authors (Hasan, et al., 2014) propose some self-algorithms (e.g. self-organizing maps) for interpreting multi-structure inputs from a variety of sources. Finally, employing **prescriptive** analysis in order to clarify reason and result effects for business optimization would work fine when all the required dimensions were included. However, most of the databases are constrained on the number of dimensions (Banerjee, et al., 2013) and provide only partial insight into complex business problems.

Smart Mobility for Smart Cities: Basic Issues and Challenges

As commonly proposed, big data contains an enormous potential to make urban life more convenient despite the considerable issues challenges outlined in the previous section. The population density in urban life is going to rise especially due to the movement of people from pre-urban areas (Bohli, et al., 2015). Today, 30 percent of the world's economy is accounted by just 100 cities while in a decade 600 cities are projected to constitute 58 percent of the global Gross Domestic Product and accommodate 25 percent of the world's total population (McKinsey Global Institute, 2016). Almost in a quarter century, 70 percent of the world population will be moved to cities if this urbanization trend continues (Lierow, 2014). This percentage will be 86 percent for more developed regions (UN DESA, 2012). The rapid growth in city population generates some widely acknowledged problems such as congestion, pollution, social inequality, and so forth. As expected, there is a growing need for infrastructure to handle people's needs in areas such as the flow of goods, information, security, health, education, and entertainment. Within this frame, the increasing density and complexity of urban life and supply systems prompt various challenges with respect to sustainability and efficiency. In order to assure future viability and prosperity in urban areas, new technology based solutions as well as new perceptions are becoming the most crucial requirements.

Information and Communication Technologies (ICT) is an appropriate tool for facing these challenges in transforming traditional cities into smart cities. Each advance in ICT has a great impact on the urban life by reducing costs, facilitating new products or processes, substituting goods or travel with digits and signals (e-books, e-audio files, e-tickets, telecommunication, messaging, navigating, etc.). Within this context in the literature, a smart city is defined as a sustainable city which benefits from various ICT services, big data and domains of application. It can be briefly described as a kind of vision for urban development in definitive assets by benefiting from ICT where the data is mostly created by people or IoT. These definitive assets can vary from city infrastructures to city rules and regulations which include the water supply system of the city, transportation systems, pharmacy sharing or power plants among many others.

Although the origins of the definition dates back to the 1990s in the form of "networked cities", it actually addresses places where ICT is combined with everyday objects to shape a more prosperous and inclusive future for the citizens. Some popular definitions of a smart city from the literature are presented in Table 1. As it can be seen, defining a smart city is not easy because of the absence of a general consensus on the meaning. However, there is a wider agreement about smart city characteristics. There are six important axes or characteristics of smart cities: smart economy, smart people, smart governance, smart environment, smart living and smart mobility (Kumar, 2015; Chatterjee and Kar, 2015, cited in Chauhan, et al., 2016). With few exceptions, the applications domain is significantly parallel to these characteristics. Briefly, **smart economy** mostly refers to domains such as productivity, markets or innovation, while **smart people** refers to flexibility in social and professional areas. **Smart governance** covers aspects of participation in decision-making, public and social services, political strategies and suggests transparent governance. Environmental protection, resource management and other natural conditions for a viable city are the aspects of **smart environment**. Living healthy, improving the quality of life, culture, safety and tourism, etc. are encompassed by **smart living**. Finally, **smart mobility** refers to local and global accessibility, and a smart system of transportation.

Enabling accessibility in urban places requires having various data and knowledge integrations and operational innovations such as on demand travel opportunities, cost and time effective access opportunities, safe and secure movement opportunities and the like. Ironically, in this context ICT plays a complementary role in the demand for travel instead of substituting it (i.e. telecommunications), because it triggers the steady rise of demand for mobility of goods and people and exerts pressure on the urban mobility system. This interplay between ICT and mobility unveils a critical challenge concerning long-term sustainability. It is a big challenge when it is perceived as the convergence of digital and physical facts. As a critical and crucial characteristic, smart mobility has an unavoidable impact on all potential stakeholders expending the benefits of living in a city (Arena, et al., 2013) in various ways; environmental, social and economic. A smart city needs smart mobility for reducing air and noise pollution, traffic congestion, transportation costs, and increasing safety and speed. As a multifaceted point, smart mobility refers to integrated systems providing efficient and flexible travel

opportunities in all modes of transportation with the help of smart infrastructure, intelligent systems and operational modeling.

Table 1: Definitions of a Smart City

Definition	Source
Smart city as a high-tech intensive and advanced city that connects people, information and city elements using new technologies to create a sustainable, greener city, competitive and innovative commerce, and an increased life quality.	Bakıcı, et al. (2012)
Being a smart city means using all available technology and resources in an intelligent and coordinated manner to develop urban centers that are at once integrated, habitable, and sustainable.	Barrionuevo, et al. (2012)
Smart community – a community which makes a conscious decision to aggressively deploy technology as a catalyst to solving its social and business needs. The real opportunity is in rebuilding and renewing a sense of place, and in the process a sense of civic pride. Smart communities are not, at their core, exercises in the deployment and use of technology, but in the promotion of economic development, job growth, and an increased quality of life. In other words, technological propagation of smart communities isn't an end in itself, but only a means to reinventing cities for a new economy and society with clear and compelling community benefit.	Eger (2009)
A city connecting the physical infrastructure, the IT infrastructure, the social infrastructure, and the business infrastructure to leverage the collective intelligence of the city.	Harrison, et al. (2010)
Smart cities of the future have a high quality of life supported by sustainable urban development policies where all residents, including the poor, can live well and the attraction of the towns and cities is preserved. They are cities that pursue sustainable economic development through investments in human and social capital, and traditional and modern communications infrastructure; and manage natural resources through participatory policies. Smart cities are sustainable, converging economic, social, and environmental goals.	Thuzar (2011)

Source: Adapted from Albino, et al. (2015)

Big data and big data analytics are crucial in feeding the systems that enable smart mobility to overcome the threat of rising transportation needs. However, some of the issues in big data for smart mobility emerge in parallel with transportation problems. According to a White Paper by U.S. Department of Transportation (2014), one of the challenges is the comprehensive understanding of big data pertaining to transportation that needs to be promoted at the inception of a process, despite the existence of technical and occupational obstacles in data capture, data management and analysis. Secondly, there is a lack of confidence about the specific form of utilization and benefits, such as transportation system monitoring and management for better predictions of impeding conditions, imminent traffic flow breakdowns, weather and travel behavior and so forth. Moreover, traveler centered transportation strategies are required for understanding personalized travel demand and developing the correct tactical resolution. This might become available if the variety of traveler data describing traveler profiles and priorities are integrated. In addition, all the challenges with respect to traveler centered solutions are based on real time data flow and communication. Third, existing big data research is not sufficient when compared with the eminence of demand and data. As it is mentioned before, the lack of skills in big data analytics herewith emerges again as an insufficient research activity. Fourth, understanding and capitalizing on big data requires broader, non-traditional and non-transportation stakeholder engagement. Utilizing big data for smart mobility purposefully may be expected from someone from outside of the transportation community, such as someone from the fields of statistics, machine learning, demand management, customer profiling or marketing. Finally, cost or resource implications are

uncertain. More likely, developing applicable big data solutions mostly requires some investment in in-house training and/or outside consulting services, such as those associated with mining data to identify patterns and profiles, developing predictive algorithms, and incorporating the algorithms into existing expert systems. The task of facing these challenges has begun to be frequently outsourced to third parties who serve value extracted from big data. The dark side of this activity lies in the dependency for obtaining value from the outside source.

Conclusion, Implications and Future Directions

While in some aspects the world is expanding at an exponential scale (data creation, world trade, urbanization, industrialization and pollution, travel and tourism, world population, ecological issues and sustainable practices), the world is also becoming more and more complex through advances in ICT which implies interconnectivity. With the volume of data growing incessantly, the variety and intensity of stakeholder needs and demands are also continuously increasing. In this paper, issues pertinent to the utilization of big data in improving the future of smart cities were presented with a view on the current and popular trends in academy and industry. It can be concluded that the development and implementation of effective smart city applications based on big data analysis is not an option but is a mandatory and urgent ordeal for which industry-academia collaboration is crucial. Additionally, authorities must have implemented solutions to trigger merge of interdisciplinary knowledge and skills both from academia and industry. Up to date awareness about future technologies and prospect seems to be critical for academia while up to date awareness about big data methodologies, techniques and applied knowledge is required by industry. On the other hand, shared understanding, reciprocity and skill acquisition between academy practitioners and industry practitioners can be the most critical issue within a dynamic and early stage research field.

Smart mobility was deemed to be an essential aspect of smart cities where big data analysis, if executed successfully, can provide groundbreaking outcomes with respect to cost and time management and the optimization of supply chains with a prospect on the improvement of the quality of life in urbanized locations. Based on the overwhelming speed by which data is created by multiple sources, interdisciplinary collaboration in big data analysis is essential, in theoretical and applied contexts alike.

On the other hand, in parallel with the advances in ICT and increasing complexities posed by urban lifestyles, new challenges emerge while some of the existing issues remain unresolved. The main issues that require attention were identified in areas such as the need for new skill acquisition, motivation for indulging in big data analysis, confidence in the achievement of beneficial results, and the need to update and improve physical and technical infrastructures. Other issues in the context of big data and smart cities which deserve to be investigated in more detail in the future include the development of efficient methodologies for industry-academia collaboration in the field of big data analysis, and the improvement of innovation literacy, which entails central actions in the form of resource allocation, education and business intelligence.

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Global Innovation Trends and Georgia

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Abstract

Continuous and progressive technological changes based on scientific-technical revolution have become common under modern globalization processes. They gradually destroy the traditional distinction between low and high-tech sectors and shift the general vector of development of the country from static, temporary comparative advantages to innovation-based dynamic competitive advantage. In other words, innovation is becoming a significant resource that determines a competitive advantage of a country and is essential for achieving efficient and rapid improvement of welfare of a society. What is business innovation? How does innovation influence business development and its management in the country? In modern global business management success can't be achieved without application and proper management of up-to-date technologies. As a result, in recent years, scientists have paid special interest to the importance of technology and scientific and technological progress in business development.

Keywords: Innovation; Science; Technology; Research; development; Competitive Advantage

Introduction

1. Understanding the Concept of Business Innovations

The impact of innovation on business processes and final outcomes of production is one of the pressing issues in economic development. In modern global business management success can't be achieved without application and proper management of up-to-date technologies. As a result, in recent years, scientists pay special interest to the importance of technology and scientific and technological progress in economic development. In our opinion, this is caused by the global e-commerce boom beginning in the 1990s and the idea dominating in current economic thinking that scientific and technological advancement increase in productivity is one of the key factors in improving competitiveness of a company and welfare of a society.

One could find many definitions of innovations in the modern economic literature. Innovation is technological, technical and managerial novelty based on scientific advances and experience, as well as the latest and materialized idea recognized in the market. In a broader sense it is the outcome of ideas, experiments and research transformation, new or improved researched or social - economic results designed for practical use. The essential characteristic of innovation is novelty, ability to satisfy market demand and commercial viability (Strovsky, 2007).

From the novelty viewpoint, innovations include:

- New or improved goods;
- New or improved technological process;
- New forms of managing production, trade, financial or any other activities.

From market demand satisfaction viewpoint, innovation can be:

- Evolutionary. It manifests itself in modification of an existing product and is created in response to the familiar market needs. However, it is considered to be the best way of satisfying demand

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- Revolutionary, directed to satisfying demand, originated simultaneously with novelty. Innovations of this kind are rarely and unexpectedly born. Actually, they create a new market.

Comparison of revenues and costs is the basic criterion of realization of any new idea (Shaburishvili, 2013). Technical novelty cannot be regarded as innovation unless it brings an economic effect in terms of profit, reduction of production costs, improvement in productivity, etc.

2. The main Components of a country's innovative potential

In the age of globalization the fate and future of a country and its competitiveness in the market depends on its ability to be included into the new innovation contours of the world economy. Besides production of scientific knowledge and technological know-how, it increasingly depends on variables that describe innovative potential of the country, such as:

- ✓ **Research and development:** innovation processes are characterized by a significant increase in the role of science. Currently, research and development represent not only a source of new ideas, but also a resource that covers all stages of the innovation process. Naturally, a starting point for assessing this variable is expenditures on R&D, which can be divided according to sources of funding, branches of science, types of business activities and socio-economic objectives;
- ✓ **Innovations in enterprises:** introduction of technological innovations is actively applied by modern enterprises to achieve and maintain competitiveness; therefore, this variable includes expenditures of enterprises on innovations throughout the country, as well as technological aspects of the enterprise culture, such as: innovation priorities; experience in introducing innovations; a competitive position in domestic and international markets; level of interest in strategic partnership with innovators, etc;
- ✓ **High-tech manufacturing and the knowledge-based service sector:** innovative potential of the country depends on the development of high-tech and knowledge-based industries in the country and their role in sectoral composition of economy, which can be evaluated in the context of economic, employment and scientific research indicators (Meskhia & Shaburishvili, 2015);
- ✓ **Intellectual property:** patents, copyrights, trademarks, professional secrets are the most common methods of intellectual property protection. The countries that cannot ensure protection of property rights on intangible assets lose the possibility of formation of intellectual assets. In addition, patents reflect the outcomes of activities in the field of inventions in the country. The number of patents in the country also shows its possibility of application and commercialization of scientific innovations. In this context, the patent statistics directly reflects the country's innovative potential;
- ✓ **Human resources in science and technology:** innovative potential of the country is essentially determined by the number of people employed in scientific and technological fields in a certain period. In assessing these variables the following aspects can be observed: human resources in science and technology by gender, age, education, business area. Human resources with the third level of education in science and technology and their international mobility are essential components of this field;
- ✓ **Information society indicators:** frequency of usage of innovations and communication technologies in households and enterprises directly indicates the level of technological environment development. As a rule, indicators of information society include usage of information and telecommunication technologies, internet and other electronic networks; level of e-commerce and business development; investments in and expenditures on information and communication technologies; security of information and communication technologies (Gogodze, 2010).
- ✓ **Cooperation between entrepreneurial and scientific sectors:** under global competition, technological dynamism of a country is closely connected to the development of various forms of partnership between private and scientific sectors. Forms of such cooperation include development of scientific and technological parks, innovation centers, joint research projects, university research and technology centers, agreements on industrial and university research, scientific and research consortia, etc. As a rule, powerful scientific and industrial complexes are university-based. Silicon Valley in the US, based at Stanford University, is one of the best examples of global technological revolution and such complexes.
- ✓ **Stimulating role of the state:** in the modern world, innovative development of the country depends not only on the above factors but also on the effectiveness of the state policy from the point of supporting innovative activities. The more active and effective measures are taken by the government the more attractive is the technological environment of the country. In this context, the following areas are very interesting: **Structural policy**, which includes government initiatives

in various areas – technological and competition policy, deregulation, reduction of tax burden, encouraging hi-tech foreign investments, participation in major research projects, preferential loans to innovative business, free or preferential transfer of land or state property to innovative enterprises and scientific infrastructure organizations, etc.; **Intermediary policy** – the state takes the responsibility to organize meetings of scientific and business representatives with governmental structures; such meetings should encourage development of partnership and strategic cooperation between the parties; **The policy of a demanding consumer** – the state sets high standards on the quality of goods and services, technology and the manufacturing process, thus making companies design and implement innovations (Meskhia & Shaburishvili, 2015).

✓ **Internationalization of research:** the generation of scientific knowledge and technological “know-how” depends more and more on the research carried out in the frames of joint projects implemented in several countries. The participation of a country in internationalization processes is affected by the following factors: the size of a country (as a rule, scientific and technological area of small countries is more internationalized); geographical proximity to the regions, which are actively involved in research activities; industrial specialization; the nature of business activities of branches and subsidiaries of foreign firms, etc (Strovsky, 2007).

3. Formation of a company's new technological foundation

Since 2001 European Commission has been conducting the research Innobarometer, which aims at studying the role of innovations in the European Business. The results of the last one published in 2015 look as follows:

- Almost three quarters of EU companies have introduced innovations since January 2012 (72%) – an increase of six percentage points since the last survey in 2014. More than four in ten (45%) have introduced new or significantly improved services, 42% new or significantly improved goods, 38% new or significantly improved organizational methods, 36% new or improved marketing strategies and 32% new or significantly improved processes.
- For most companies, innovative goods or services accounted for up to one quarter of turnover in 2014 (63%), while 18% say these innovations accounted for over one quarter of turnover.
- More than one in five companies (22%) have invested more than 5% of turnover on the acquisition of machines, equipment, software or licenses.
- Companies investing in innovation are most likely to have invested in machines, equipment, software or licenses (70%), in training (64%), in company reputation and branding (59%) and in organization or business process improvements (53%) (Innobarometer, 2015).

The accepted wisdom is that innovators entirely depend on “good luck” in their innovative activities, because the chances of complete loss and huge success are almost equal while implementing innovations. The economists [W. Chan Kim](#) and [Renee Mauborgne](#) have studied the problem for ten years and explored 200 innovation implementation cases (Kim & Mauborgne, 2000). In their work “Profitable Business Idea” they distinguish 4 essential economic prerequisites of commercially viable business idea. These prerequisites are integrated into “commercially viable business idea” index, which can be applied by innovators:

1. Benefit: whether new goods and services attract consumers;
2. Strategic calculation of prices: What price strategy is applied by a firm in order to attract mass consumer?
3. Business model: How profitably can a firm realize new idea? Are the innovators capable to accomplish certain tasks?
4. Determining the possibility of expected difficulties.

We can distinguish three main stages in innovators' foreign economic activities:

At the first stage, companies export final products. That is the export of technological and other novelties in an indirect way. Naturally, science intensive export requires huge investments in research and development. Despite this, it is regarded as the most profitable activity. Besides the company's competitiveness, science and technological potential of the home country, labor skills, employment and national income as a whole increase.

At the second stage, companies start producing innovative products via FDI. It enables innovators to save transport costs, use cheap foreign labor and materials and seize a new segment of the foreign market. It is useful for the recipient, too, because FDI is an additional source of income, which helps to accelerate technological progress of a country.

At the third stage, technologies are sold abroad. As a rule, technology does not have a special innovative value for the exporter any more, although there are segments of the world market, where it can bring some profit. For example, those technologies which are already obsolete in developed countries, may have considerable value from the novelty viewpoint and be commercially viable abroad (Daniels, Radenbaugh, & Sullivan, 2013)

Firms operating in high technology sectors attach particular importance to the time needed to adapt consumer with the novelty. According to this parameter, the following segments can be distinguished:

1. Innovators (about 2,5% of the market) are ready to take risk and try goods first. Although their number is moderately small, they manage to persuade more passive consumers;
2. Early followers (13,5%) are first to imitate innovators and play the role of leaders, whose view is important for adaptation to new product markets;
3. Early majority (34%) are very careful to purchase new products and don't often take leaders' positions.
4. Late majority (34%) are skeptical about innovations and adapt novelties only under certain economic and social conditions (Doyle, 2002).

When exporting innovative products companies should be focused on the first two segments, which are small in number, but make an important influence on formation of consumer attitude towards the novelty. Positioning, pricing, distribution and stimulation strategies should respond to the peculiarities of the very market segments.

4. Features of Innovative Development in Georgia

Unfortunately, Georgia's export and economy structure in which dominated agricultural products, raw materials (gold, copper), etc., makes draw two unfavorable conclusions (Meskhia & Shaburishvili, 2014):

1. Innovative activities of Georgian firms are low. That impedes to reach and maintain international competitiveness;
2. The Georgian model of economic development does not correspond with and is not even similar to that of developed countries. Georgia does not hold not even a single niche in the world market of innovative products.

Despite this, shift to the innovative model of development is of vital importance. Rivalry of Georgian firms with the firms of developed and some developing countries has no prospects.

Table 1. Some innovative development parameters of EU and Georgia

countries	2014*	2014*	2014*	2015**	2015-16***
	Human Development Index (HDI) Rating for 188 countries	R&D costs, in % from GDP 2005–2012	GDP per capita\$ (from 2011)	Global Innovation Index (GII) -Rating for 141 countries	Global Competitiveness Index (GCI) Rating for 140 countries
Austria	23	2.8	44,376	18	23
Belgium	21	2.2	40,607	25	19
Bulgaria	59	0.6	15,695	39	54
Germany	6	2.9	43,207	12	4
UN. Kingdom	14	1.7	37,017	2	10
Denmark	4	3.0	41,991	10	12
Spain	26	1.3	31,596	27	33
Estonia	30	2.2	25,132	23	30
Ireland	6	1.7	44,931	8	24
Italy	27	1.3	34,167	31	43
Cyprus	32	0.5	27,394	34	65
Latvia	46	0.7	21,825	33	44
Lithuania	37	0.9	24,483	38	36
Luxembourg	19	1.4	87,737	9	20
Malta	37	0.8	28,828	26	48
Netherlands	4	2.2	44,945	4	5
Poland	36	0.9	22,877	46	41
Portugal	43	1.5	25,596	30	38

Romania	52	0.5	18,200	54	53
Greece	29	0.7	24,540	45	81
France	22	2.3	37,154	21	22
Slovakia	35	0.8	26,263	36	67
Slovenia	25	2.8	27,576	28	59
Hungary	44	1.3	22,914	35	63
Finland	24	3.5	38,846	6	8
Sweden	14	3.4	43,741	3	9
Czechia	28	1.9	27,959	24	31
Croatia	47	0.8	20,063	40	77
Georgia	76	0.2	6,946	73	66

*The Human Capital Report 2015. World Economic Forum. http://www3.weforum.org/docs/WEF_Human_Capital_Report_2015.pdf

** The Global Innovation Index 2015. Effective Innovation Policies for Development. Cornell University, INSEAD, and WIPO, 2015 http://www.wipo.int/edocs/pubdocs/en/wipo_gii_2015.pdf

***The Global Competitiveness Report. 2015-2016. World Economic Forum. Geneva, Switzerland http://www3.weforum.org/docs/gcr/2015-2016/Global_Competitiveness_Report_2015-2016.pdf

Georgia is rich in intellectual capital. Accordingly, Georgia possesses the most significant resource for economic development, and its rational use will provide considerable growth. It is necessary to realize that the long-term development vector of the country must be determined by human capital. Georgia needs national policy which will lead to formation of a powerful innovative sector. Our country will be able to take its worthy position in global division of labor by means of the very sector.

Georgia has considerable advantages and opportunities to shift the new model of development:

- Universal secondary education system;
- Developed (reformed) higher education system;
- A large network of research institutions;
- Internationally recognized scientists;
- Cheap and high skilled labor;
- Liberal trade regime;
- Favorable investment climate;
- Opportunities of formation of free industrial zones;
- Democratic political system;
- Favorable geographical location;
- Membership in international organizations;
- Participation in international projects.

The main weaknesses and threats for Georgia's innovative development are:

- Low technological level of production facilities;
- Lack of financial resources for modernization and renovations;
- Low quality of management;
- Imperfect institutional and legal mechanisms for stimulation of innovative activities;
- Deformation of industrial structure;
- Weak orientation on quality improvement;
- Threat of political instability, lost territories.

The experience of some developed and developing countries (China, India, Vietnam, countries of Central and Eastern Europe) shows that attraction of FDI accelerates innovative processes. Production system modernization by means of foreign resources has enabled these countries to reach foreign markets and take certain niches there. Entry of transnational corporations encourages innovative development: subsidiaries are established not only to produce goods and services, but also have a research function. There has been a considerable shift in FDI attraction in Georgia, but it should also be noted, that only technological novelties accompanying FDI are not sufficient to form a sustainable innovative sector. It requires

innovative potential evaluation. Scientific elaboration and inventions should be brought to “market conditions”. It also requires search for novelties and stimulation of demand for them, establishment of innovative firms, governmental support for their access to the foreign markets, and development of venture business.

The government should permanently care for the development of fundamental and applied sciences in order to stimulate innovative activities. The private sector should take an active part in this process, too. Unfortunately, implementation of innovations and research and development in this direction is not a priority in Georgia. Despite this, our country should support the transition of branch institutions into the ownership of private companies and their business schemes and their activity should be focused on the market demand. National ideological importance should be attached to the innovative policy of the country. It must be acknowledged that innovations and information about them represent a means of confirmation of strategic prospects and rising capitalization. We should convince the consumers of intellectual services, that we have decent qualification and ability to work in this field. We should take into consideration the experience of China and India and use the technological culture of well-known foreign companies. We can also create our own methods of conducting highly technological business.

Legal regulation of intellectual property and copyright needs to be essentially changed to be in conformity with international standards. It requires development of research infrastructure and seize the opportunity opened by the world trend of transfer of high technology branches to the less developed countries because of their cheap labor. The revolutionary changes going on in the world economy make it clear that consumption of goods of the new economy and inclusion into the new innovative contours are simply impossible without knowledge. The countries out of the new innovative contours are doomed.

Conclusion

In summary, a two level system of factors defines the prospects of innovative development. The first level encompasses those strategies and methods which are applied by firms to reach and maintain competitiveness in the world market. At the second level, the government is a decisive factor, which provides direct or indirect support for local innovative firms.

Unfortunately, Georgia's export and economy structure, in which dominated agricultural products, raw materials (gold, copper), etc, makes draw two unfavorable conclusions: 1. Innovative activity of Georgian firms is low. That impedes reaching and maintaining international competitiveness; 2. The Georgian model of economic development does not correspond with that of developed countries. Georgia does not hold a single niche in the world market of innovative products. The government should permanently care for development of fundamental and applied sciences to stimulate innovative activities. The private sector should take an active part in this process, too. Legal regulation of intellectual property and copyright needs to be essentially changed to be in conformity with international standards.

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Humor in Advertising

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Abstract

Creating good advertising message is very important segment in the promotion of a company. Companies use different advertising appeals to encourage consumers to buy products and services. Humor is one of those advertising appeals. The first task of humor is to attract the consumers' attention through an interesting, entertaining, provocative, unexpected, sudden and memorable message. Humor aims to help consumers in decision-buying process. However, humor can cause negative side effects if it insults, is used in inappropriate manner or is too excessive. Recent studies show that companies are successful if they use "intelligent" humor that is related to the products' nature and function. The purpose of this paper is to present the attitude of consumers towards the humorous advertisements and to explore the concept and usage of humor in advertising to find out its impact on consumer's purchase decision.

Keywords: humor, advertisement, appeals, promotion

"People do not buy from clowns." Claude Hopkins 1923

"I have reason to believe that... humor can now sell." David Ogilvy 1982

Introduction

Everyone loves to laugh. Everyone wants to be happy. There is no one in the Earth who doesn't like humor. In our lives, full of problems, risks, uncertainties and constant race for career, money, health, a warm housing, everyone wants to feel relaxed and happy. Companies use this natural human characteristic in their favor, to sell more of their products and services. As Pavlovian model claims, companies use unconditioned and conditioned (neutral) stimulus (humor paired with company's products) to sell their products and services.

Companies are trying in various ways, including humor, to sell their products and make profit. They do not do anything for altruistic reasons, but for high profits. Since there are many companies, and even more products and services, it is very difficult to approach consumers. There are a number of companies, products and services that people do not notice. This is mainly due to the limited mental capacity of consumers.

The real struggle among companies is to attract the attention of consumers. This is the most difficult task of any company. Today companies are faced with so-called "attention deficit" of consumers. Attention deficit means that consumers notice less and less information, products, services, companies, promotions, campaigns. They are overwhelmed with information coming from different sources: TV, radio, newspapers, magazines, the Internet, billboards, friends, brochures, leaflets, word-of-mouth, social networks, supermarkets, etc. The overall level of advertising is very high. Shimp (2010) claims that people in general are exposed to over 6,000 advertisements on an average day and over 25.000 new products in any given year. Advertisements are all around us.

In the jungle of information, every company asks the same question: "How customers to pay attention to my message?" According to marketing experts (Sekulovska, 2007), "paying attention" depends on the type of product, type of promotional message, advertising appeal (rational or emotional), ambience where the consumer receives the message, the mood of the consumer, etc. Some companies use humor, as emotional appeal, to attract consumers' attention and create brand awareness. There is estimation that humor is used in around 30% of the advertisements. (Beard, 2008). However, there are companies that avoid using humor in advertising due to the nature of the product or their policy according to which their main objective is selling products, not entertaining consumers. According to Hopkins (1923): "People do not buy from clowns. Ads are not written to interest, please or amuse customers."

According to Sekulovska (2007) there are some guidelines on how to use humor successfully and effectively:

- Humor must be in function of the product. It has to describe the product, its way of usage, its features, benefits, ingredients. Humor must not make jokes of the product or its user. Humor has to enhance liking of both, the advertisement and the advertised product. (Weinberger and Gulas 1992). Companies must be very careful when using humorous advertising, in order not to damage or neglect the product. At the end of the day, the ultimate goal of humor is to sell the product. Humor must be understood as an incentive for consumers to buy the product.
- Humor must be acceptable to the target audience. Something that is humorous to one individual may be offensive to another. Humor is dependent on a shared experience. As such, it is affected by demographic, psychographic, cultural, and sub cultural factors.
- Companies must avoid offensive humor. They can not make fun of sick people, elderly persons, socially vulnerable categories of persons, ethnic groups, religious groups, etc. Humor must not hurt the human dignity.
- Some products allow the use of humor and some do not. Some products are better suited to humorous strategies than others. In general, recognizable and positively accepted brands and companies can afford humorous advertising. Consumers are inclined to forgive and forget the mistakes of well-known brands. Humorous messages should be avoided for new products. It is more appropriate for products that are more feeling oriented (experiential) and that are not very involving (inexpensive consumer packaged goods).

Humor has hazard character. Although a company can have a good idea and good intention to promote its products through humor, still at the end it can fail due to misunderstanding, resentment, annoyance, hurt of consumers. Hence it is important for companies to use humor in advertisements carefully, and only after making an extensive and detailed marketing research.

Literature Review

Humor as an advertisement appeal is used to sell products. Society nowadays simply shops for pleasure, enjoyment and fun, where in most case humor is the suitable choice of appeal. Many of the most memorable advertisement campaigns tend to be funny.

A dictionary definition of humor is the quality of being amusing or comic, the ability to express humor or amuse other people, a mood or state of mind (Oxford dictionary). Still, humor appears in various forms that such a standard definition cannot cover. Weinberger and Gulas (1992) pointed out in their work that "an all-encompassing, generally accepted definition of humor does not exist". Humor is the word which is the hardest to define yet familiar to people across all languages. (Weinberger and Gulas, 1992).

While it is used frequently, humor in advertising remains controversial. On the one hand, humor has been credited with attracting attention to an advertisement, increasing comprehension of the advertisement, contributing to the positive attitude toward the advertisement and enhancing the positive attitude toward the advertised product. On the other hand, the use of humor may not be suitable for certain products or services, is thought to lead to faster advertising "wear out", may offend some members of the audience and may result in the so-called "vampire effect," where the humor sucks attention away from the advertised product/message.

Kotler (2004) believes that humorous advertisements can be divided depending on what kind of humor advertisements include: puns, satire, jokes, slapstick, irony, and incongruities. Catanescu and Tom (2001) provide the following categorization of humor:

-
- Comparison: putting two or more elements together to produce a humorous situation;
 - Personification: attributes human characteristics to animals, plants and objects;
 - Exaggeration: overstating and magnifying something out of proportion;
 - Pun: using elements of language to create new meanings, which result in humor;
 - Sarcasm: blatant ironic responses or situations;
 - Silliness: ranges from making funny faces to ludicrous situations;
 - Surprise: all advertisements where humor arises from unexpected situations;
 - Black humor is what happens by canceling out the serious side of socially taboo subjects like death, illness, morality or sex and approached playfully. There is also a possibility of audience feeling offended;
 - Blue humor: humor that deals with sexuality and bodily functions.

Catanescu and Tom's (2001) research shows that humor is used more in television advertisements than in print advertisement. Television is a more effective channel to use humor. Sarcasm is the most popular form of humor used in magazines, while silliness predominates in television. Humor tends to relax the audience, break the ice and create a connection between the communicator and the audience (Tellis, 1998).

Research Methodology

In order to find out the effectiveness of humor as a persuasive technique in consumer's purchase behavior, two types of data were used: primary data and secondary data.

At first, secondary data were examined gathered from articles, books, online data sources and previous researches.

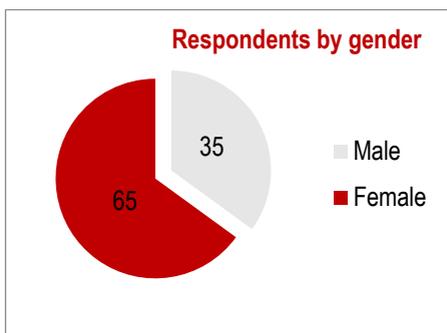
Primary data were obtained from the empirical research conducted through a questionnaire. The questionnaire consisted of open and closed questions, divided into two groups: demographic data and data related to humor in advertisements. The questionnaire was distributed to 100 respondents via e-mail, using a systematic random sampling technique. Respondents were from Skopje, the capital of Macedonia. The survey was conducted in March 2017.

Results and Discussion

In this part of the paper, processed are data obtained from the empirical research conducted through a questionnaire. First, the questionnaire contains two questions on the respondents' demographic characteristics, gender and age. Out of total 100 respondents, 65 were women and 35 were men. In terms of age the most covered population is the one between 26 and 55 years old. These questions are presented graphically below.

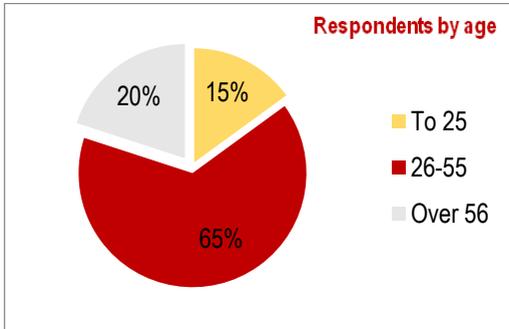
Question 1: What is your gender?

Figure 1: Respondents by gender



Question 2: What is your age?

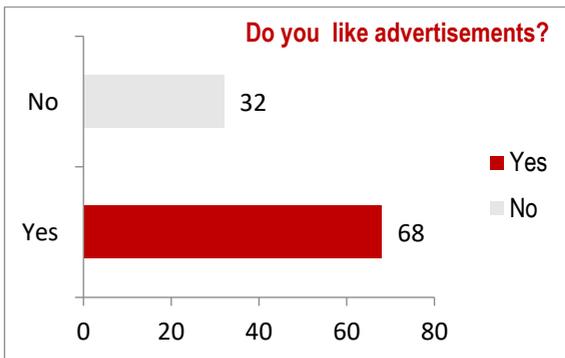
Figure 2: Respondents by age



The following questions relate to consumer attitudes to humor in advertisements.

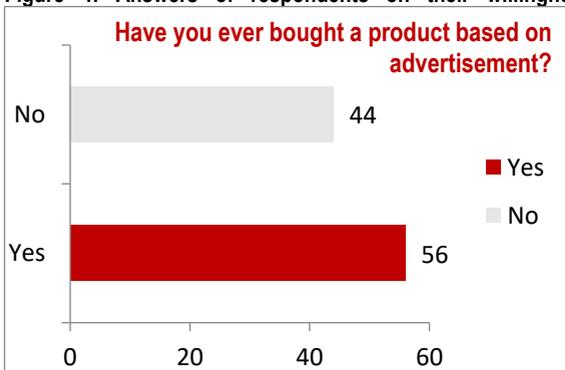
Question 3: Do you like advertisements?

Figure 3: Answers of respondents on whether they like advertisements



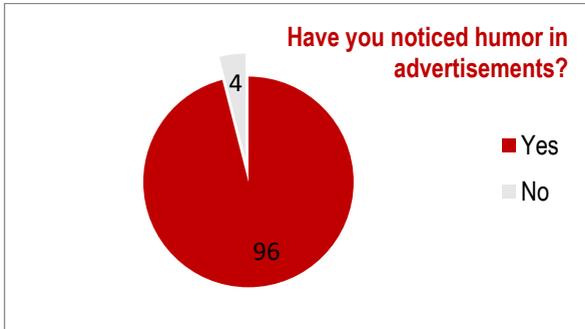
Question 4: Have you ever bought a product based on advertisement?

Figure 4: Answers of respondents on their willingness to buy a product based on advertisement



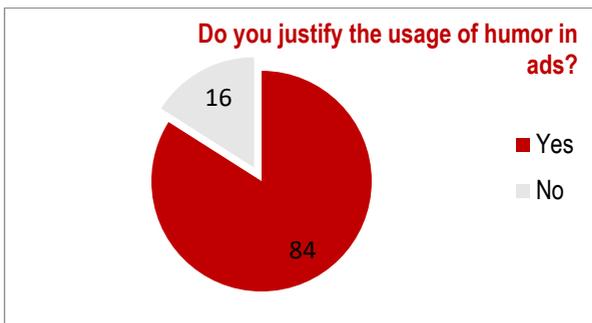
Question 5: Have you noticed humor in advertisements?

Figure 5: Answers of respondents on noticing humor in advertisements



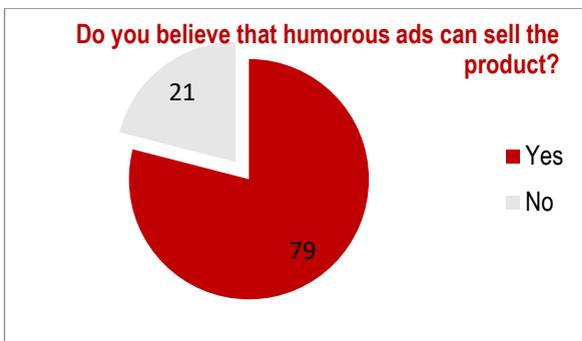
Question 6: Do you justify the usage of humor in advertisements?

Figure 6: Respondents' attitude toward humor in advertisements



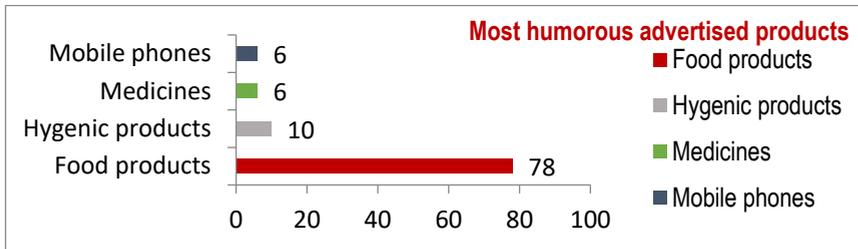
Question 7: Do you believe that humorous advertisements can sell the product?

Figure 7: Respondents' belief that humor can sell the product



Question 8: Please write down one/more humorous advertisement(s) that you can recall.

Figure 8: Respondents most humorous advertised products



The survey shows that people like advertisements. They even are willing to purchase products they noticed in the ads. Almost all respondents have noticed advertisements with humorous content. The most interesting fact is that over 80% of respondents justify the usage of humor in advertising. Humor works! Almost the same percentage of respondents (79%) believes that humorous advertisements can sell the product. Most people remember the humorous advertisements made for food products (78%). Mainly, these advertisements are for chocolates, soft drinks and alcoholic beverages, water, energy drinks, flour, chewing gum. A smaller percentage is placed on advertisements for hygiene products (deodorants, soaps, detergents and disinfectants), medicines and mobile phones. This data are in favor to companies. Namely, data encourage companies to use humor more often in advertising.

Although the questionnaire has four humorous print advertisements, this paper analyzes the following two:

Figure 8: Humorous print advertisement, No.1



Figure 9: Humorous print advertisement, No.2



For both advertisements, the same questions were asked that together with respondents' answers are given below:

Question 9: How did these advertisements describe the product?

Figure 10: Description of product via humorous ads, Likert scale

	I ad (in %)	II ad (in %)
Very bad	0	30
Bad	5	40
Average	10	10
Well	20	15
Very well	65	5

Question 10: Do you find these advertisements amusing/funny?

Figure 12: Respondents' answers on advertisements appeal

	I ad (in %)	II ad (in %)
Yes	90	15
No	10	85

Question 11: Based on these advertisements, will you consider buying a product?

Figure 13: Respondents' answers on willingness to buy a product

	I ad (in %)	II ad (in %)
Yes	75	25
No	25	75

Question 12: Will you find information about the product based on these advertisements?

Figure 14: Respondents' answers on motivation to find out more about the product

	I ad (in %)	II ad (in %)
Yes	80	30
No	20	70

This paper analyzes two humorous advertisements for which people have very different opinions. 85% of respondents find the first advertisement clear, understandable and it represents the company's product in a very well manner. A large percentage (90%) of respondents believes that this advertisement is really funny, attractive, amusing. It is particularly important to note that this advertisement encourages people to purchase the product and arouses their interest to find more information about the product.

Participants believe that the second advertisement is very inappropriate and does not describe the product. It is unclear and incomprehensible. According to a number of respondents, this second advertisement is not funny at all. Respondents, on the basis of this advertisement, will never purchase the product nor are they sufficiently interested to explore more about the product.

This means that not every product can be advertised in a humorous manner. Also, what is funny to one person is not for other. Only favorite companies and favorite, well-known and well-accepted brands can afford humorous advertising.

Other companies are exposed to higher risk when using humor in advertising. People easily forgive and forget mistakes of favorite brands. Also, humor is used successfully only if it is tied to product's quality, ingredients, its functionality and value. Humor is determined to fail if it mocks both, the product or the user.

Conclusion

The empirical research conducted in this paper shows that people like humor. People enjoy in the humorous advertisements. Based only on humorous advertisements people are ready to purchase products. Humor attracts attention. Humor enhance liking. Humor influences on consumers buying decision. Humor that is related to products and their functionality is superior to unrelated humor. Humor is more successful with existing and famous rather than new products. Humor is more appropriate for low involvement products and feeling-oriented products.

All these facts motivate companies to create humorous advertisements. Yet humor is a two side's sword. Humor, if not appropriate, if aggressive, offensive, can cause dissatisfaction and harm to consumers. In short, any company that uses humor must be very careful. In this context, a saying of Winston Churchill- "A joke is a very serious thing!" is very accurate and applicable.

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Anxiety with and Without New Technology Among Romanian High School Students

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Abstract

Nowadays, the new technology defines the classroom and students' and teachers' life. Sometimes the attitude towards technology use is marked by negative dysfunctional emotion, anxiety, fear, avoidance or dependence. This paper focuses both on the anxiety with the new technology and on the anxiety without technology. Our research aims to examine the attitudes and behaviours of Romanian high school students regarding trendy technologies, such as computers, internet and smartphones, including the access to social networking applications. The following tools were used: CARS (Heinssen, Glass, & Knight, 1987), IAS (Nickel and Pinto, 1986), four scales from MTUAS (Rosen, Whaling, Carrier, Cheever, and Rokkum, 2013), the Use of Smartphones for Learning Purposes Scale-USLS and a socio-demographic questionnaire. There were 517 participants distributed in two studies. The findings showed some differences concerning gender, age, specialization and academic performance, as well as an evolution of participants from the anxiety towards the computer (highest with females) to the anxiety without technology (similar for females and males). School performance is negatively associated with computer anxiety and Facebook activities. The study is important in the Romanian context, where computers, internet and smartphone penetration is more pronounced with younger people. Pedagogical issues of the research are also discussed, anxiety having a double function, as an endogenous and exogenous factor with respect to one's academic and professional development.

Keywords: anxiety, computer, internet, smartphone, high school students.

1 INTRODUCTION

1.1 Forms of academic anxiety

Nowadays, the new technology defines the classroom and the lives of students and teachers. The acceptance of the *new technology* concept in the learning area focuses especially on communication technology, like computers, tablets, internet and smartphones. The attitudes concerning these devices are variable, depending on gender, age, cultural context or the decade research (King et al., 2014; Powell, 2013).

As a consequence of technical and social developments, the research studies first put emphasis on the anxiety towards computers and the internet. This is a specific anxiety, associated with a specific situation, revealed in negative emotional reactions towards using computers, negative expectations concerning equipment damage, fatal consequences of the errors in use, or stress and frustration (Oetting, 1983; Phelps & Ellis, 2009). The anxiety towards computers and the internet is similar to math anxiety, or to the anxiety towards foreign languages and all the specific anxieties developed during school, which are cumulated under the umbrella-concept of *academic anxiety* (Cassady, 2010; Cazan, Cocorada, Maican, 2016). This specific anxiety is positively associated with the general trait of anxiety (Thatcher & Perrewé, 2002).

Over the recent years, research studies have emphasised the anxiety without technology. Called *nomophobia* or *dependence on technology*, it focuses on new behavioural addictions, including smartphone addiction (Dixit et al., 2010; Sapacz, Rockman, & Clark, 2016). The anxiety without technology is a situational anxiety, experienced as fear of not being able to use a smartphone or the internet, being beyond mobile phone contact, not being able to access information, or losing the connectedness and the services it offers (King et al., 2014). Both forms, the anxiety towards the computer or the internet, and the anxiety without technology, are the extremes of the continuum.

1.2 Research context

The penetration and widespread use of ICTs in Romania have marked the second decade of this century: in 2013, more than half of all households had a computer (55.8%), most were located in urban areas (69.8%), and over half of the households had access to the internet (52.9%) (INS, 2013a). 60.3% of all persons aged between 16 and 74 years have used a computer at least once, men (61.8%) more frequently than women (58.8%). Among those aged between 6 and 34 years, 90% have used a computer. The mobile phone and smartphone penetration is more pronounced with younger people, aged between 16 and 34 (74.4%), more highly educated people (62.3%) and males (49.7%). For accessing the internet, the smartphone is the most widely used nowadays (61.8%), followed by the portable computer (47.5%) (INS, 2013b).

In the described context, the analysis of the anxiety and the associated behaviours of high school students, owners of computers and smartphones, is critical. Since most of the high schools in Romania can be found in urban areas, our research was conducted in this environment.

2 Short literature review

2.1 The anxiety towards the computer and the internet

Early studies in the field reported that the anxiety towards the computers and the internet is higher in the case of females, older people and persons with lower competences (Igbaria, & Chakrabarti, 1990; Powell, 2013). Based on gender role differences, some authors found that males report more frequent use of computers and tend to have a more positive attitude towards this device than females (e.g. Chou, J., & Tsai, H., 2009; Nickell, 1987). Researchers have found that younger people report lower levels of anxiety towards the computer and the internet (e.g. Kubiato et al., 2011).

Previous studies also show that people with low performance in mathematics have high anxiety and poor performance in computing (Glass & Knigh, 1988). Other studies found that a high computer self-efficacy decreases the anxiety towards computers and reduces technostress **Error! Reference source not found.**; Shu et al, 2011). According to other studies, females have lower average computer self-efficacy than males **Error! Reference source not found.**, but not all findings are convergent. Concerning the relations between school performance and computer anxiety, some studies found a negative relationship, while others showed that anxiety moderates the relationship between academic self-efficacy and learning performance (Powell, 2013; Shakir, 2014).

2.2 Anxiety without technology and task switching

The studies focused on the anxiety without technology found that females are significantly less dependent than males, while older people show a less positive attitude towards technology and report a lower level of the anxiety without technology than younger people. More highly educated people report a higher level of anxiety without technology compared to less educated persons. The Facebook usage was most significantly correlated with the anxiety about not checking in often enough with the social network. Similar results were seen for each application of the smartphone, like emailing, phone calling, messaging, internet searching (Rosen et al., 2013).

Task switching, or media multitasking, is the consumption of two or more streams of content, facilitated by technology, and has several undesired outcomes (Terry et al. 2016). A study from 2013 found that media multitasking is not correlated with age, but the participants who preferred more to task-switch showed more dependency on technology and less positive attitudes (Rosen et al., 2013). Other research studies state that, in an experimental context, the younger individuals switch more often than the older ones (e.g. Brasel & Gips, 2011). The students who prefer multitasking are especially freshmen (Junco, 2015) and tend to have negative academic performance (Wood & Zivcakova, 2015). Numerous studies have showed that media multitasking was associated with higher depression and social anxiety, even after controlling for overall media use and for the personality traits of neuroticism and extraversion (Becker, Alzahabi, & Hopwood, 2013).

2.3 The consequences of anxiety in the academic field

The consequences of anxiety towards technology on academic performance and on the students' personal development are ambivalent, positive and negative simultaneously, depending on the personality traits, goals, duration and frequency of use. The paradoxical duality of the new media usage (Hoffman & Novak, 1996) showed that, in the short-term, the usage implies more benefits than drawbacks, while in the long-term, this usage is followed by addictive and impulsive behaviours.

Our research aims to analyse the anxiety with and without technology among Romanian high school students. We have designed two studies, the first one in 2012-2013 (Study 1) and the second one after 3 years (Study 2), in line with the dynamics of the social context. The objectives, hypotheses, tools and results will be presented separately for the two studies, being followed by the unique discussion section, to achieve dynamic comparisons and highlight the consequences. The research was a descriptive and correlational one.

3 Study 1

3.1. Objectives and hypothesis

The objective of the first research was to analyse the differences generated by gender, age and specialization as regards the computer and internet use. We supposed that (1) the anxiety towards the computer and the internet is higher for women, older students and those in the Humanities; (2) computer and internet anxiety is associated with school performance.

3.2 Participants and tools

The participants were 234 female and male students in secondary education, out of which 44.2% are boys, 51.3% being enrolled in Sciences. 99.3% own a computer and have access to the internet. The tools used were two self-report inventories: Computer Anxiety Rating Scale-CARS (1987) and the Internet Attitude Scale-IAS (1986). Higher scores indicate high degrees of computer and internet anxieties.

CARS, elaborated by Heissen, Glass, & Knight, is a 19-item instrument, used with a four-point Likert scale (1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree). Higher scores indicate a high degree of computer anxiety. We have used the version of Harrison and Rainer (1992) with two factors: Fear (10 items and alpha Cronbach=0.85) and - Anticipation (9 items and alpha Cronbach=0.84). Items examples: *I feel insecure about my ability to interpret a computer printout. I hesitate to use a computer for fear of making mistakes that I cannot correct. I feel computers are necessary tools in both educational and work settings.*

IAS is a tool adapted in order to assess the attitude towards the internet according to a scale built by Nickel and Pinto. IAS consists of 20/18 items and the Likert scale is a five-point one (alpha Cronbach=0.80 for 18 items). Example items: *Computers make me uncomfortable because I don't understand them, Life will be easier and faster with computers, I feel intimidated by computers.*

3.3 Results

On the entire sample, the level of anxiety towards the computer has an average of 47.7 ($SD = 3.88$), min. = 38 and max. = 69. The average level of the anxiety towards the internet has the value of 48.62 ($SD = 4.88$) min. = 37 and max. = 59. The analysis by gender, age and specialization indicates some significant differences (Table 1). In the entire sample, GPA is negatively correlated only with the mean score regarding the fear of computer ($r = - 0.170$, $p < 0.05$).

Table 1 Gender, age and specialization field differences concerning the anxiety towards the computer and the internet

	Anxiety towards the computer				Anxiety towards the internet			
	Mean	SD	t	Cohen's d	M	SD	t	Cohen's d
Gender								
F	48.89	2.90			48.85	4.82		
M	46.80	4.25	3.38**	0.57	48.47	4.95	.474	0.08
Age								
Until 16 years	47.73	4.47	.28		49.52	4.96		
After 16 years	47.67	3.23		0.02	47.68	4.66	2.34**	0.38
Specialization								
Humanities	48.62	3.84	2.69**		48.47	4.68		
Sciences	46.92	3.75		0.43	48.77	5.13	.381	0.06

Note: * $p < .05$, ** $p < .01$, M-mean, SD- standard deviation

4. Study 2

4.1 Objectives and hypothesis

Our objective was to analyse the relationships between the use of the smartphone and the anxiety without technology in the case of high school students. We supposed that: (1) the anxiety without technology is higher in the case of male students (2) the smartphone applications are used extensively by boys and the students in Sciences, (3) the attitudes of the participants are ambivalent, positive and negative, (4) there is an association between the school performance and the attitudes towards technology, (5) there are differences in point of the school performance, given by the possession of the Facebook account.

4.2 Participants

This study involved 283 students, girls (57.3%) and boys (42.7%), the Humanities comprising 41.6% of the total sample. 35.6% of the students are less than 16 years old. If in 2013 only 6.6% students owned a smartphone, in 2016, the proportion has massively increased (95.2%) on the sample we investigated. The self-reported duration for using the smartphone is 4.5 hours per day, on the average. The smartphone is used 2-3 hours a day by 33.7% of the participants, 4-6 hours by 49.2% and 10% use it more than 7 hours per day.

4.3 Tools

The tools used are the Use of Smartphones for Learning Purposes Scale-USLS, elaborated by Rung, Wranke, and Mattheos (2014) and the Media and Technology Usage and Attitudes Scale (MTUAS), elaborated by Rosen, Whaling, Carrier, Cheever, and Rökkum (2013).

The USLS is structured into three parts, but we have used only Part B, comprising questions which explore in particular the use of the smartphone for learning purposes, including the use of social media. MTUAS is a tool with more subscales, but we have used only the third part in this research. The factorial analysis of this section has showed four factors which we labelled 1-Anxiety without technology, 2-Negative attitude, 3-Positive attitude, and 4-Task switching. For each factor, we have detained items with saturation greater than .55. Example items: *I feel it is important to be able to find any information whenever I want online. When doing a number of assignments, I like to switch back and forth between them rather than do one at a time. I get anxious when I don't have my cell phone.* Three items grouped in the scale called *Anxiety without technology* reflect the anxiety related to being without a phone or the internet and, as a consequence, the technological dependence (Rosen et al., 2013). The task switching scale includes the items that express the tendency to shift attention from one task to another.

4.4 Results

The anxiety without technology is reported in the investigated sample ($M = 7.86$, $SD = 2.9$), but the differences between genders were not identified. The reported attitudes of teenagers are simultaneously positive and negative, the negative being more pronounced among girls (F) ($t = 2.28$, $p < 0.05$). Boys (M) tend to task switch more ($t = 1.78$, $p = 0.07$, a marginal significance) (Table 2).

Table 2 Gender differences concerning the attitudes towards technologies and task switching

	Gender	Mean	Std. Deviation	Test t	Cohen's d
Anxiety without technology	F	8.13	2.84	1.45	0.18
	M	7.60	2.98		
Positive attitude towards technology	F	14.00	2.91	1.20	0.14
	M	14.43	3.11		
Negative attitude towards technology	F	10.96	2.99	2.28*	0.28
	M	10.14	2.89		
Task switching	F	9.33	2.98	1.78	0.22
	M	9.98	3.04		

Students aged under 16 use the smartphone to a significantly greater extent than their peers ($t = 2.58, p < 0.01$). Science students compared to Humanities students report more positive attitudes ($t = 3.25, p < 0.01$) and a more competent usage of smartphone applications ($t = 2.28, p < 0.05$).

The anxiety without technology directly correlates with the favourable attitudes towards technology ($r = 0.40, p < 0.01$), task switching ($r = 0.16, p < 0.01$), smartphone usage ($r = 0.25, p < 0.01$), and Facebook usage ($r = 0.25, p < 0.05$). The students who use more the smartphone have had a computer ($r = -0.21, p < 0.01$) and internet access ($r = -0.19, p < 0.01$) for a shorter period of time and have emphasized positive attitudes towards the technology ($r = 0.246, p < 0.01$). Similarly, the students who use Facebook more say they have had a computer ($r = -0.13, p < 0.01$) and internet access ($r = -0.13, p < 0.05$) for a short period of time. Their school results do not correlate with any of the variables above, excluding task switching, indirectly associated with GPA ($r = -0.12, p < 0.05$).

In our sample, 97.9% of the students check their Facebook page using the smartphone. Female students, more than male ones, check their Facebook page at school ($t = 2.25, p < 0.05$). The students' Facebook activities are:

- Profile reading – 31.6% “multiple times per day” and 38.9% “all the time”,
- Liking posts, photos etc. – 30.8% “many times per day” and 44.6% - “all the time”,
- Post comments – 21.5% “several times per day” and 22.6% “all the time”,
- Searching for profiles and photos – 19.4% “multiple times per week” and 15.2%- “all time
- Photo posting – 18.7% “multiple times per week”,
- Updating their status – with the modal value 17.7% for the option “multiple times per week”.

The use of all listed Facebook activities are negative and strongly associated with the students' grades, the correlation coefficients being between -0.13 and -0.21 ($0.01 < p < 0.05$). Although some students say they use Facebook to learn, there are differences in point of the GPAs, given by the possession of a Facebook account ($t = 2.16, p < 0.05$).

5 Discussion and conclusions

The adoption of the computer and of the communication devices, with a fast rate in the last decade of this century, has activated some states and behaviours similar to those already identified in other, more developed countries. The self-reported anxiety towards the computer and the internet and the anxiety without technology are present in the case of the high-school students who participated in our research. These students own computers (over 99%) and smartphones (over 95%) to a very large extent. Younger high-school students (aged below 16) do not have lower anxiety levels towards the computer compared to their older mates, while they use the smartphone significantly more. These younger high-school students declare themselves more anxious regarding using the internet compared to the latter. We appreciate that the internet anxiety could be mimed or induced to these students by their parents or teachers, being probably a public conformism. But they do not report higher levels for the anxiety without technology.

Our findings support the hypothesis of gender and specialization differences concerning the anxiety towards the computer and the internet. The anxiety towards the computer is more pronounced in the case of girls and Humanities students, confirming other studies, and it is probably explained by their lower competences compared to boys and Sciences students, or by internalizing gender stereotypes.

In line with other studies (Rosen et al., 2013), smartphone usage, as well as task switching, is higher for students who report a higher anxiety without technology. In contrast to other studies, in our sample girls and boys reported equal levels of anxiety without technology. Probably the equal level is a consequence of the easier usage of the smartphone and can be interpreted as a levelling trend of the attitudes towards the new technologies specific to this decade. This tendency marks the beginning of the diminishing of gender differences concerning computers, also explained by the increasingly wider access to learning for both genders (Durnell et al, 2002; Cazan, Cocorada, & Maican, 2016), but the levelling of anxiety without technology is socially undesirable.

The positive attitudes towards the new technology are more pronounced in the case of Sciences students compared to the Humanities ones, just like their capacity to use more varied smartphone applications, confirming other studies (Rosen et

al. 2013; Terry et al, 2016). Negative attitudes are stronger with girls, who probably have less knowledge and self confidence in this domain.

Students experiencing uncomfortable feelings in the absence of devices or of the access to online communication have more favourable attitudes toward IT technologies, as in Rosen et al. (2013), and they switch between tasks more often, use smartphones and Facebook more. In our study, the preference for task switching was strongly correlated with the smartphone use, in contrast with other studies (e.g. Terry et al., 2016). Contrary to cited research (e.g. Rosen et al., 2013), our study did not show a higher tendency to task switching for the participants with less positive attitudes.

For the subject Informatics, we identified a significant association between academic performance and anxiety only for the "fear of computer" component of the computer anxiety construct. The students for whom the fear of computer use is more intense, have lower performance in this subject, confirming that anxiety is reduced by the competences in this field. GPA is not associated with the anxiety without technology, unlike task switching, whose increase is correlated with the simultaneous decrease in school performance, according to studies from other countries. Similarly, the students who are more active on Facebook reported lesser school performance. The GPAs are lower for the students who own a Facebook account (Terry et al., 2016; Wood et al., 2015). In this case, we propose two explanations: the students with lesser performance prefer the activities on Facebook as compensation, or the frequent access of Facebook wastes their learning time.

Regarding the limits of this study, first we underline the unrandomized sample, and secondly, the disadvantage of not being an effective longitudinal study. For future research, we propose to use a representative sample in a longitudinal survey and to include additional variables, such as self-efficacy, resilience and well-being. Using other methods such as qualitative ones, we can explain the different participants' options and motivations. Expanding the research at lower secondary level (11-14 years old) is an opportunity.

6. Implications for the school environment

The smartphones, the computers and the internet present a significant potential as learning tools, and cause changing habits in the classroom. These technologies were not included everywhere in the formal curriculum, but some authors underline the opportunity to design adequate educational methods, activities and material (Oulasvirta et al., 2012; Rung et al., 2014).

The computer and the internet could be sources for advantages in learning and in one's personal development, facilitating the fast access to information anytime and anywhere, or providing compensation for the difficulty of interpersonal relations in real life. The optimistic assumptions look at the use of the computer and the internet as a premise for a cognitive challenging task: it can facilitate information processing, the exchange of information, maximizing resources. For these and other reasons, the anxiety towards the computer and the internet can alter communication, social relationships or can impinge on the acquisition of useful skills in learning and in one's further professional activity (Heinssen, Glass, & Knight, 1987). The consequences are important because anxiety has a double function, as an endogenous and exogenous factor, in connection with one's academic, professional and personal development.

The listed findings can be an argument for differentiating learning and students' counselling. The difficulty to design teaching scenarios for students with different attitudes and abilities can be a pedagogical challenge (Sung, & Chan 2016) and, in our opinion, this difficulty is significant for the teachers who feel themselves anxious about technology. The presence of this category, including the schools in Romania (Cocoradă, 2014), implies, as a priority, an adequate teachers' training.

The negative consequences of new communication technologies are present in the students' life: long term usage of the internet or smartphone as coping strategies may have a negative influence on mental health and on relationships. Although the use of phones, computers and the internet can sometimes reduce boredom, excessively using this behaviour for emotional coping may increase depression and can be associated with health compromising behaviours, such as smoking or alcohol (Panova & Lleras, 2016; Sanders, Field, Diego, & Kaplan, 2002). The problematic use of these devices increases the procrastinating regarding homework, missing classes and dropout (Leena, Tomi, & Arja, 2005; Panova & Lleras, 2016; Sanders et al., 2000).

On the other hand, task switching reduces attention focusing during the lesson, and decreases the quality of learning outcomes. The exacerbated use of new technologies disturb behaviour and feelings, leading to social isolation (Bragazzi & Del Puente, 2014) and can introduce visible negative changes in the individuals' daily behaviour (King et al, 2013).

Facebook and the smartphone use have a positive effect on leisure activities (Janković, Nikolić, Vukonjanski, & Terek, 2016), but a negative one on school performance. In this context, in order to help their students reduce the perceived anxiety and techostress, teachers must manage their students' computer self-efficacy.

Multifaceted interventions, including self-efficacy, made by school counsellors can be a solution. In a similar study, we found that the anxiety towards the computer and the internet is negatively associated with self-efficacy, including assisted self-efficacy and independent self-efficacy, obtained by us after the factorial analyses of the instrument of Compeau and Higgins (1995) (Cocoradă & Pălășan, 2014). In our opinion and according to specific items, assisted self-efficacy is a positive feeling about one's own computer skills, updated in the presence of the help given by others, and it is higher with girls and Humanities students. We suppose that this type of self-efficacy can be used in counselling intervention for the reduction of female computer anxiety.

Although the students in our study report that they use smartphones for learning, their school performance is lower than that of their less dependent colleagues. It is possible that the usage of smartphones for social and private activities be dominant compared to its use for learning, as other studies show (Sanders, 2012). Smartphone usage can ease access to the internet, but using it in the classroom or at home concurrently with school activities or homework, avoiding outdoor activities or direct interpersonal relationships, is harmful. The students' misunderstanding of the negative consequences of using new technologies produces disadvantages: performance diminishing, sleep disorders, relational disorders. In these cases, primary prevention must avoid the subsequent appeal to medication or psychotherapy, more costly than secondary intervention.

The paradoxical duality of the new technologies, reconfirmed in our sample by the students' ambivalent attitudes, requires in school an approach which should avoid extremes. The emotional ambivalence towards technology could be relevant for a relatively critical attitude towards using the smartphone and, implicitly, it could be used as a premise for developing critical thinking and rational behaviour. In the presence of the divergent effects of new technologies, the appropriate behaviour of adults, parents and teachers must be differentiated: organizing a learning environment that reduces anxiety, but keeping them open to avoid abuse or dependence.

The assimilation of the complex attitudes towards the new technologies and the development of the control capacity are even more difficult when the students' age is lower. But it is even more important in the educational space because of its stronger negative effects at younger ages, when the dependence on technology is higher.

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Perspectives of the Science of Criminology

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Abstract

The object of criminology is to investigate and explicate conducts contradicting social order. The roots of this science originate from the thoughts of the first generation of sensible men who were able to reflect over aggressive actions, suchlike murders or any other criminal conducts breaking social rules. In terms of moral, religious, philosophical or political outlook, the inception of criminology is even more ancient whereas from the doctrinal point of view, the origin of this science has been considered the XIX century. Later on, from the middle of the past century and on, while it was developing gradually, issues related to criminal offenses and felons were treated legally, considerations that had an effect into the future of the science in word. Criminal act may be related to political, legal, constabulary, medical, psychological or sociological issues. Deviation and criminal offenses should be analysed in terms of all these domains and precisely this is where criminology should be justified as a science, considering the pro and contrary attitudes, regarding its role as an auxiliary discipline. Therefore, it is crucial for the science of criminology not to experience any critical situations of other social sciences and not get apart from its base ideals. It should be linked more with the reality, including all actors, the society and its values, culture, etc., and respond to questions related to its own object of study, acknowledging limitations and fully playing its role in an unstable society in continuous transformation while considering the effects of its intrusions.

Keywords: Criminology, Positive School, crises, paradigms of criminology, the future of criminology.

Introduction

As a science, criminology originates in the period human society took shape, when the first generation of sensible men were able to reflect over aggressive actions of an individual or a group of individuals, suchlike murders or any other felons whose conducts used to break social rules. Individuals who primarily reflected over felons conducts were the very first criminologists. Consequently, finding out the meaning of and understanding conducts which were considered antagonistic to social order, make up the object of the science of criminology.

Evidence supports the fact cited above that this science originates from ancient times; pre-historic paintings found in caves show aggressive conducts against vulnerable members of the tribes (Parmelee, 1918, 2013). It cannot be ascertained whether these conducts had a religious, educative or criminal background, however, there is no doubt that they convey the idea of a collective reflection to these events, characteristic for that period of time.

In the course of time, mankind gave shape to and consolidated clues about criminal acts and their significance. In a moral, religious and philosophical or political point of view, the genesis of criminology goes back to ancient times, whereas, in terms of doctrine, the origin of this science is the XIX century (Marotta, 2015). Three are the main figures who founded the school of criminology, (The Positive School) in 1880; Lombroso (1835-1909), Garofalo (1851-1934) and Ferri (1856-1929). It is because of them that we maintain concepts characterizing the born felons, suchlike high forehead, huge jaws, and elevated cheek bones. Are felons particular human beings? This was the question prevailing at that time and still persisting even for the present, while staring at the photos of some ill-famed and most wanted felons. Lombroso's idea of the inner features of conduct continues to be acceptable, to a certain extent, even more substantial and persisting at present, in the theories of personality, the genetics of human conducts or individual rationality (rational actions).

Founding fathers of criminology determined the circle of individuals that should be object of research; felons, the criminal acts and their social background, focusing on the methodical researching of the criminal acts which continue to exist in the society, need to be analyzed and which, definitely, are unavoidable.

Even though Lombroso overestimated biological affects by determining felons as atavist and indisposed beings, stigmatized by a series of bodily and moral anomalies, by means of the theory of born felons he revealed the historical and factual state of the individuals who might be victims of social circumstances they evolved in, rather than being guilty of their own conscious acts or free judgment (as represented by classical school) (Lombroso, 1896). On the other side, Ferri studied criminal phenomena under a clear-cut social context. According to him, Lombroso gave too much significance to anthropological and anthropometrical factors while neglecting the sociological and psychological ones. In his work, "Criminal Sociology" (1884, 1905), this author emphasized the social origin of felony (Ferri, 1953).

In 1885 Garofalo introduced the name of the new science under the title of his work "Criminology – A Study on the Nature of Crime and the Theory of Conviction". For the Italian jurist, the other two founders of the school focus only in the figure of felons renders the study of crimes more difficult; according to Garofalo, it should be considered as a positive criminological fact and not be treated as juridical definition (Garofalo, 1890). In this point of view, the natural penal acts (the basis of which is the cession of the moral, altruist and natural sentiments of human beings and those of the society as a whole), are the positive definition conveyed by naturalist researchers and by means of scientific inquiry. This study reveals the strategy of the just-born and ever empowering science of criminology, emphasizing that, in addition to the notion of felons, the notion of the penal acts should be defined by criminology, as well. Positivism deals with the systematical study of the observable and experimental phenomena in which, every piece of evidence that cannot be verified in empirical way does not make up a positive fact, but simply an opinion or a conjecture devoid of any scientific significance (Lilly, Cullen, Ball, 2015). Considered from this point of view, felons and the crime, as real units, can be subjected to positive analyses, can be observed and measured, their root causes can be studied and their effects can be reduced or mitigated: finally, the rules they perform can be fully revealed. To original positivism, the main cause of the criminal offense is the felons. What are felons? How can they become such people? What are their features? These are the fundamental issues of positivist criminology, whereas answers to these questions are obtained by the same epistemological and methodical principles used in other sciences suchlike biology, physics and mathematics (Kaiser, 1988).

The main contribution of the School of Chicago (10s and 20s of the XX century), dealt with the role of the figure of deviants into understanding deviation of the criminal offense; it was a qualitative sociology emphasizing individual subjectivism, consistent to the epistemological principles of Weber and Simmel (Burke, 2014). This current analyzes various clues and considers deviation as an adaptation strategy in the social ambiance, so making a great contribution to dismissing the theory of felony as physiological pathology, as product of lab studies about deviants as well as their consideration as mere statistical figures. This current has also contributed to the definition of deviation as a normal fact/subject whose normality is not merely a statistical issue in the Durkheimian point of view; on the contrary, it consists of expectations taking advantage of circumstances (Marotta, 2015). Deviation is an acquired strategy (a formulated one not a natural strategy), to be faced with the reality. Felons are as humane as other human beings and their presence is not related to any anthropological variety, or to any variation of anomalies or any kinds or disease (Ponti and Merzagora Betsos, 2008).

The positivist paradigm entails criminality as a product of various social and cultural strata. The functionalist current (prevailing to the end of '30s up to '60s), emphasized culture as the main factor, determining crime as a result of losing certain values or as effect of the other ones; on the other side, the critical-radical current focused on the role of economic structures and determined crime as product of the capitalist system (Bernard, Snipes, Gerould, 2010). These currents highlight the fact that understanding root causes of crime is a quite realizable aim since the causes can be found in the society; if the social-cultural conditions change or ameliorate the level of crime falls. Between the social wellbeing, in its widest meaning, and crime, persists a mutual and causal relationship (Mantovani, 1984).

Merton's ideas over the social structure and anomie (formulated in 1938 and spread in the following decade), consist, in my personal judgment, the best efforts explaining the observable relationships among social and cultural structures and deviants' and criminal conducts (Merton, 1968). Those ideas served as support to the theories of culture in the 50s, having Cohen (1955) and Cloward and Ohlin (1960) as their main representatives and they still continue to persist in the modern currents of criminology (Cohen, 1955), (Cloward and Ohlin, 2011).

During 60s and the beginnings of 70s, the theories of social stigmatization/reaction emerged and spanned (having Becker and Lemert as their main representatives) (García-Pablos de Molina, 2013). They consider felons as full, active subjects having too much to show about themselves; theories focus especially on social control. There is an interaction between deviants and the society, the last one being a strong subject regarding this issue, whereas deviants are the weakest subjects. It is the social group which determines what is permissible and which is forbidden as well the etiquettes bearing real effects (Becker, 1997). Actually, in the trinomial felon-crime-social reaction, the most stable are the society and its reaction. Penal acts and felons are the etiquette, social definitions applied by weak subjects in the course of their criminal career. Approaches to interaction served to the leftist and radicals to allege that it is the state and its main tool, the Penal Law which gives shape, through definitions, to both criminal acts and felons, in which the first is an expression of the capitalist order whereas the second is a way of stamina and a response to the exploitation of people, which is part of the system's nature. This kind of response, according to Austin Turk, one of the most distinguished representatives of this current, has been prone to failure, nonsense and isolation, since felons, over whom the state focuses its stigmatizing action, are generally young people, inexperienced, poor and part of the ethnic minorities, therefore, weak subjects (Burke, 2014). These years also mark the beginning of the historical period which cannot be defined clearly, so, the epithet *post* is randomly used about it; *post*-industrial economic and social field and *post*-modern cultural and identity period (Gassin, Cimamonti, Bonfils, 2011). This phase has been characterized by the shift from the economy of production to that of services and consumption; means of wide communication transfer to centers of power, the importance of the great social, political and religious ideologies diminished; after the fall of the Berlin Wall, in 1989, when "end of the history" was predicted (Jones 2013) and internet transferred into a global means of communication for the global community, giving way to a new kind of society, the network society (Ponti, Merzagora Betsos, 2008). In my personal opinion, this era is characterized by individualist inclinations, where individuals focus into themselves, in the form of psychological self-esteem and caring for their complexion and appearance as well as enjoying the present as if it were the sole moment of life (Giddens, 1991).

The post-modernist period causes disappointment regarding general issues, which become relative. Others use the term 'late modernism', or 'second modernism'; according to these authors the actual period, rather than being a new era, is a time-period where conditions and effects which began in XVII century augment and update continuously (Giddens, 1991). According to Vattimo, events are not important anymore but, the way they are presented and shown are significant, especially those transmitted by means of communication showing virtual realities (Vattimo, 2011). The epistemology of late modern time has already dropped the possibility for a general-postulate social science; on its own, the historical development opposes the cause-effect relationships determined by positivism (both left and right positivism), for which concrete, limited and casual knowledge are sufficient (Vattimo, 2009). This conviction entails casting doubts on and even giving traditional paradigms up, in the least, they imply taking biased attitudes. This reality of the great epistemological paradigms is related to what has been considered as the etiological crises of criminology originating in the mistrust of late modernism which has been added a series of concrete situation disputing previous situations (Taylor, 1999):

- Reduction in the figures of criminality have been noticed in periods of unemployment and increasing poverty, whereas, on the other side, criminal acts have increased in periods of economic wellbeing.
- Members of the middle and rich classes of the society commit criminal offenses to the same extent or even more than members of the poor classes.
- There are more criminal acts in developed areas compared to the poor areas.

In the period following World War Two and up to '70s, the so-called First World was founded, for which the decades of the '50s and '60s were characterized by stable development. During this period, the positivist paradigm, especially the social-democratic one, considered unstable social conditions as the root causes of anti-social conducts. Unemployment fell down to minimal levels, almost fell down to historically minimal levels, social welfare expenses grew, and so did the official sheltering and protection, level of education, etc. However, in many countries criminality increased in figures (in countries such as United Kingdom and the USA) (Siegel, 2013). In these periods of time, a social order different from those of the developed countries of Western Europe, was established in Albania, the socialist order, associated with a different political and governing order, too. After World War II, Albanian was ruled by only one political party, political pluralism was prohibited and the legal framework provided minimal respect for individual's rights and freedoms. Due to the prohibition of immigration and migration, movements of population were strictly controlled, just as the whole life of the people in general. However, in the course of these years of the Albanian state, the levels of criminality were lower compared to those after the '90s, coinciding with the installation of the capitalist order and the free market economy (Hysi, 2010). It should be emphasized

that this controversy has not been noticed in developed countries. In Japan, the economic flourishing and the level of criminality had interchangeable relationships. In less developed areas, suchlike those of South American countries, the increase of poverty have been associated with the parallel increase of the criminality (Marotta, 2015).

So, by passing of time, it was a fact that deviation simply could neither be determined judicially nor politically, it was neither a disease nor a law; psychology and psychiatry sciences gave partial explanation to it. Even less, criminality can be considered as simply a sociological phenomenon. This casual crisis has been added to the debate over traditional and institutional response (Herrero Herrero, 2007):

- Augmenting police forces, (formal control), does not necessarily mean less criminal acts.
- Augmenting detention facilities and toughening penal convictions do not have obvious affects in the reduction of criminality.

Accepting the complexity of criminal phenomena requires the necessity of including new and fundamental elements to the science of criminology in order to make a profound analysis to the problems related to it; the victim (victimology), females (female criminology), and the surrounding environment (environmental criminology). At the end of '70s, a series of questions regarding the epistemological crises and making up the actual paradigms of criminology were answered (Van Swaaningen, 1997):

- Situational criminology; this current originates from neopositivist empiricism, (neoempiricism) as well as from neoclassicism. It describes the study of crimes as pragmatic confrontation of a criminal situation (neopositivism), which should be responded via well-defined measures. In this point of view and by means of this description, two supporting principles can be established relating to what it proposes:

- Treatment of crimes does not necessarily entail addressing its root causes; therefore, the improvement of general social and economic conditions does not mean that the majority of criminal offences ceding citizens are proportionally reduced.
- Felons should be considered as rational actors (neo-classicism), who, within their possibilities, will try to estimate circumstances and improve the performance of their actions (Burke, 2014).

Consistent to these postulates, some of the answers materialized in proposals related to some very concrete actions are obtained (commencing from the perfection of the automobile locking systems to urban landscape):

- Possibilities for criminal offences to occur are dependent on the simultaneous persistence of three factors; an individual prone to cede a certain social norm, an appropriate object and the lack of proper surveillance. Common activities (Cohen and Cohen, 2008).
- To lower the number of criminal acts, these three possibilities should be limited as much as possible; actually, citizens can themselves do more than others for their safety, by safeguarding their living spaces in the best possible way and by displaying proper conducts. The situational prevention (Gassin, Cimamonti, Bonfils, 2011).
- Taking in account the lower and relenting efficacy of the formal control organs, the informal control should be promoted. In order to achieve the intention to bring back safe ways for the citizens, constructing a livable ambiance is needed; improved urban conditions of living affect positively into the feeling of the rule of order, and promote informal control. The theory of broken windows (Curran and Renzetti, 2001).
- The most appropriate social control is the one the individuals have acquired to the extent that the most likable conduct is the one in conciliation with social norms. Self-control theories (Gottfredson and Hirschi, 1990).

- Left Realism; Successors of the current originating in the work of Marx and Engels, introduced, in '70s the term; "critical Criminology" and professed it as "the realist left" (Taylor, Walton, Young, 2013). For these actors as well as for some others, the root causes of criminality continue to originate from the social structures and they focus their attention in the relative inequality of human society; according to them, crimes do not relate as much with poverty and unemployment as they relate with the lack of choices, in a relative and concrete situation, which can be shown in any of social strata and at any economic periods, be the latter a well-being or depression period (García-Pablos de Molina, 2014). In this context, individuals use individualist means to mend such abnormal conditions (Rüther, 1982). In this point of view, this new criminological paradigm, which has been professed as a legitimacy of the sub-cultural currents is in my personal opinion,

a continuity of the Mertonian approach. Cultural criminology, with its approach oriented to leftist realism, focuses its attention to the cultural structure, considering criminality and its control as a cultural building, being the first with upward direction and an expression of the fortitude of the latter (Downward direction). (Ferrell, Hayward, Young, 2015).

At any case, crimes remain a significant and complicated problem we are to confront with, since those who suffer more by crimes are the vulnerable social groups, so all the elements composing a crime should be taken into consideration suchlike, the aggressor, victims, formal and informal control. The interaction between elements making up the “square of crime” is very complicated and many factors affecting to a crime; social, demographic, spatial and time factors (Marotta, 2015). Many agents should cooperate in the fighting against crime and the fighting should be realized in different levels; family, work, youth, police level (models of the police in community), in a democratic and equal perspective (Votey, 1996).

- Anarchist criminology; for authors of this current of criminology, emerging in '70s, criminality is a consequence of exerting power by the public administration and exploitation of markets by social structures (Hagan, 1993). They aggravate their postulates of etiquettes since they maintain that criminality is an etiquette joining conducts and individuals found in illegal situations; they also address to abolitionism, according to which the majority of conducts should not be treated penally and jails should not exist at all (Christie, 2017). In the institutional point of view, “there is the risk of hurriedly determining social problems as crimes”, therefore, it is needed to raise the question on what are we considering as a crime, to deliberate about the existence of crimes, which action can be considered a crime and which cannot be considered as such, this basing on the measurement determined by society to this very aim (Ottenhof, 1995).

The future of criminology

As considered above, criminal acts are too much complicated and they intertwine issues related to political, legal, constabulary, medical, psychological and sociological nature. Deviation and criminal acts should be analyzed in terms of all these points of views and this is when criminology should be justified as science, by taking the pros and cons regarding its role as an auxiliary discipline. However, criminology should be careful not to fall into the general crises the other social and human sciences have been experiencing, and continue to act in its own domain, (to consider all actors, their ways of collaboration – society - social values - culture), to ask proper questions and to be aware of expected limitations, to fulfill its role in an unstable world in general and permanent transformation, while taking into consideration the unpredictable consequences of its interventions, so taking the shape of reflective criminology (Loeber and Welsh, 2012).

This does not entail quite another paradigm but a precautionary epistemological demand ceding any paradigm transversely. As has been emphasized in advance, positivist ideals of progress and development have caused disappointment, since, according to the fathers of modern thought, the technological and scientific progress failed to create conditions in which poverty could not exist and crime would have no meaning at all. During the late modernist period, it has been clearly understood that history is not unique, but there are many histories, there is not a unique goal and, in many cases there are not any goals at all (Marotta, 2015).

Finally, social reality is multiple and complicated, it includes interpretations of different kinds, so knowledge neither augments safety nor increases control, on the contrary, more knowledge we add within the system, more complicated gets the system per se. Consequently, this is the reason why social sciences are found in the center of the late modernism. This is the greatest paradox that should be taken into account and which entails complicated solutions. The society set up by humanity is a risk society, just as it is happening in the historical moment we are living, in which human development is jeopardizing its survival, making up the cause why we are away from achieving our ideals as well as from being positivists (Jones, 2013). Social ambiance is too complicated and dynamic; once we reflect about it or intervene into it, we change it in the way that forthcoming interventions should occur in this already turbulent and altered ambiance. This is the reason why the very complicated problems, suchlike criminality should not be taken into consideration solely basing on a general analysis of the causes, nor by providing exhausting explanation, clues that should make up the main intention of reflective criminology.

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Measuring Primitive Reflexes in Children with Learning Disorders

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Abstract

The paper aims to show that the children with learning disabilities have a high level of unconstrained primitive reflexes and that their undeserved suffering also comes from the increased presence of instinctive reflexive movements. This qualitative study is conducted with 20% of the children with learning disabilities 6-10 years old, in the city of Vlova, Albania. Also their cognitive development is held "as hostage" by stumbling power of the reflexive movements for the creation of new nerve pathways and schemes. The study is represented by a rich references with contemporary information on the role of primitive neurological reflexes in utero, in the first years of life and the non-integration consequences within their biological time. The study primarily measured the primitive retained reflexes in children in the study. As an instrument for measuring primitive reflexes, the study used "home test" developed by Sally Goddard Blythe. Measurements were made in just eight primitive reflexes based on the work of Petter and Sally Goddard Blythe; Moro, Rooting, Sucking, ATNR, TLR, Handheld, Galant, and STNR. Data were collected from the measurements on the type and percentage of the retained primitive reflexes. It was proven that children with learning disorders have a high level of retained primitive reflexes compared to other children. The findings of this study lead to the need for scientific research to inhibit the primitive reflexes at a young age, but also when they are present beyond their biological age.

Keywords: primitive reflexes, retardation, neurological development, learning disabilities,

I. Introduction

Learning Disorders refers to a heterogeneous group of problems that appear with obvious difficulties in the ability to understand spoken language, language expression, reading, writing, and mathematical calculations. It is believed that disorders in learning are caused by a mal-function of the central nervous system, which are present from birth and resistant to changes along the time. They do not depend on the socio-cultural background where the child is part and even from the way of teaching. During the first two years of primary school, this disorder becomes apparent and therefore their diagnosis is made at the end of this period. During this period, the process of learning in these children results slow and incomplete, compared to their peer group.

Increasing the number of children with difficulties in learning is a problem that requires special attention from the sciences of psychology and pedagogy as well as neurobiology. Central nervous system (CNS) is the control center for thinking, learning and moving. There are many factors that contribute to a person's ability to move well, to speak fluently, to play and to enhance the necessary daily skills to live and learn. The development stages of the SNC are developed in a regular sequence and are the same for all people, regardless of the racial, cultural and geographical influences. The nervous system maturation process begins with primitive reflex movements and continues with complicated brain processes leading to optimal functioning. (*Sally Goddard Blythe*)

According to the studies so far given data that, brain during developmental phases is vulnerable to developmental disorders that may have different etiologic backgrounds (*Teichert, Tomoda, & Andersen, 2006; Fagiolini, Jensen, & Champagne 2009; Kolb Gibb, 2011*). One of the factors influencing these disorders is the presence of primitive reflexes beyond their biological age as a consequence of their lack of integration in time. (*Allen & Capture, 1986; Zafeiriou, 2004, Sanders &*

Gillig, 2011). Also, the primitive unconstrained reflexes are related to certain specific neuropsychiatric disorders (Keshavan & Yeragani, 1987; Youssef & Waddington, 1988; Zafeiriou, 2004, Links et al, 2010; Nicolson et al, 2011; Sanders & Gillig, 2011). Studies by Rider 1971, Wilkinson 1994, O'Dell and Cook & Blythe and Hyland in 1997, Bein-Wierzbinski, Goddard Blythe in 2001, Kespwr G in 2003, Taylor M, S Houghton, E Chapman in 2004 Goddard Blythe SA in 2001, 2003, 2005, 2006, 2012, 2013, Agree on the role of primitive reflexes in the child's neurological development and in the learning process.

Also, the movement has a positive impact on the learning process, (Fredericks, Kokot and Krog (2006), but it is emphasized the necessity of considering the content of the motion program in relation to the purpose. It is also noted that there are a number of factors that affect the refraining of primitive reflexes, developmental delays and consequently learning outcomes. (The Institute for Neurophysiological Psychology (INPP) in Chester. Factors are also problems during pregnancy, childbirth, growth and development during the first 12 months of life.

2. Literature Review

2.1 Historical context of studies for primitive reflexes

Notable from amongst the first pioneers to today's most renowned researchers are: Descartes (1596-1650), Sir Charles Bell (1774-1842) François, MAGENDIE (1783-1855), Sir Charles Scott Sherrington (1857-1952), Rudolf Magnus (1873-1927), Arnold Lucius Gesell (1880-1961), Temple Fay (1895-1963), Jean Piaget (1896-1980), Lev Semyonovich Vygotsky (1896-1934), Berta Bobath (1907-1991), Glenn Doman (1919-2013), Peter & Sally Goddard Blythe, Kerstin Linde & Harald Blomberg, Svetlana Masgutova, Wibke Bein-Wierzbinski

In many studies, indications are found that the unconstrained initial reflexes generally erode, leading to tracks in various limitations and disability (Ayres (1979, 1982) Bein-Wierzbinski (2001) Bobath and Bobath (1955), Caputa (1981) DeMyer (1980), Holt (1991), Gazzaniga (1973), Gesell (1947), Blythe (1992), Goddard (1989, 90, 91) Miriam Bender (1976), O, Dell and (1996) Rosanne Kermoian (1988), Veras (1975) Berne, SA (2006).

In 1970, **Gustafson** discussed for the first time the presence of the primitive unconstrained reflexes and their effect on the process of learning for children with and without neurological damage. From this study emerged the **Moro reflex effect and ATNR STNR** in the learning process. In 1972 Rider B¹, found that children with learning disorders had the presence of reflexes unconstrained significantly compared with normal children.

In 1975, the **Institute of Psychology and Neuro-Physiology (INPP)** created by **Dr. Peter Blythe**, along with his student **David McGlown**, used a variety of methods to assess, train and investigate the role of initial unconstrained reflexes and underdeveloped postural reactions in children with specific problems in the pits.

In 1994, **Wilkinson**² tested four primitive reflexes with a Wide Range Achievement Test (WRAT). The results showed that the primitive reflexes were inhibited without an influential factor in learning difficulties and low levels of achievement in all fields. Thus, reflex TLR affects balance and Moro reflex influences on the specific problems of mathematics³.

In 1996, **Sally Goddard Blythe**, director of INPP, created a school based on the program "*rating neuromotor, stepping stones to Learn*," which examines the history of the evaluation and treatment of primitive reflexes, the importance of primitive reflexes and postural responses in typical and atypical childhood development, searches around neuromotor immaturity and its effect on sensory processing and academic achievement.

In 1997, **O'Dell and Cook** revealed that Bender exercises based on movements like walking or delay started to crawl, were valuable in stopping hyperactivity.

In 1998 **Goddard Blythe and Hyland**, examined children who had NDD (Nature Deficit Disorder). Screening was the focus of the primitive unconstrained reflexes which were related to neurological dysfunction of children with learning difficulties⁴.

1 (Rider B (1972) Relationship of postural reflexes to learning disabilities. *American Journal of Occupational Therapy*, 26/5, 239-243)

2 Wilkinon G (1994) The relationship of primitive postural reflexes to learning difficulty and underachievement

3 Ibid

4 (Goddard-Blythe & Hyland (1998) Goddard-Blythe, S. & Hyland, D. (1998). Screening for neurological dysfunction in the specific learning difficulty child. *British Journal of Occupational Therapy*, 61, 459-464.) McPhillips, M., Hepper, P.G. & Mulhern, G. (2000) Effects

In **2001, Bein-Wierzbinski** completed a research project aimed at determining the relationship between the visual system and the primitive reflexes to get into the study and treated half of them with a specific motor program which focused on primitive reflexes and early motor development. Results showed improvement in oculo-motor function and ability of reading, as well as the integration of reflexes¹.

In **2001 Goddard Blythe SA** - examined the impact of neuro-developmental factors in 54 children who were diagnosed with dyslexia. Participants showed evidence that the reflexes of unconstrained ATNR together and TLR were part of neuro-developmental factors. In 2002 she described reflexes in the normal development of a child and what happens if some reflexes remain or if some other does not develop. They affect the ability of the child's learning or have an impact on behavior.

In **2003 Kesper G**, demonstrated by its ongoing study on the effects of the primitive problems on motor reflexes.

In **2004, Taylor M, S Houghton, Chapman**, added that primitive reflexes appear to be related to the concentration of attention disorders, ADHD, developmental Genesis-class failure². Also in **2004 McPhillips, M. Sheehy, N.** has data on the presence of the primitive unconstrained reflexes and motor problems in children with reading difficulties³.

Goddard Blythe SA (2005) studied the relationship between the unconstrained reflexes and reading problems, as well as the efficiency of INPP program for several schools in Northumberland⁴. Sally Goddard (2006) brought evidence that failure to integrate the primitive reflexes can lead to neuro-developmental delays which leads to considerable immaturity of the nervous system function. In 2006 in the book: **"The well balanced child"** the emphasis is placed upon the importance of the whole body involvement in the learning process. Through movement, the brain reached maturity. This edition includes a new chapter with movement exercises that parents can use at home, so that their children fulfil their potential. Berne, S.A. (2006) provides information on the treatment of primitive reflexes in babies and children In order to anticipate disturbances⁵.

The Conference on the 40th anniversary of INPP, directed by Petter and Sally Goddard Blythe, held in London in October 2015, noted the successful implementation of INPP Program for curbing primitive reflexes in several different countries. For the first time research of INPP was attached to the findings of this study.

2.2. General knowledge of primitive reflexes

During the development of the fetus⁶, a set of reflexes is formed, which are called primitive reflexes⁷ and in utero are one of the first forms of movement⁸. They are involuntary stereotyped movements that respond to special stimuli and are the dominant form of movements during the last months before and after the first months of birth⁹. Early life periods are very important, due to two types of movements, Primitive reflexes and stereotypes¹⁰. Primitive reflexive movements and stereotypes are very important in the development process.

of replicating primary-reflex movements on specific reading difficulties in children: a randomised, double-blind, controlled trial. *Lancet*, 355 (9203), pp.537–541.

1 (Bein-Wierzbinski, W. (2001). *Persistent primitive reflexes in elementary school children. Effect on oculo-motor and visual perception.* Paper presented at The 13th European Conference of Neuro-Developmental Delay in Children with Specific Learning Difficulties. Chester. UK.)

2 Vol.19 / 1, International Journal of Special Education. Vol.19/1: 23-37.

3 *Dyslexia*. 14/4: 316-338.

4 (Goddard Blythe, S.A. (2005). Releasing educational potential through movement. A summary of individual studies carried out using the INPP Test Battery and Developmental Exercise Programme for use in Schools with Children with Special Needs. *Child Care in Practice*. 11/4:415-432.)

5 The primitive reflexes: Treatment considerations in the infant. *Optometry and Vision Development*:37(3):139-145 McPhillips, M. & Jordan-Black, J.A. (2007) Primary reflex persistence in children with reading difficulties (dyslexia): a cross-sectional study. *Neuropsychologia*, 45 (4), pp.748–754.

6(Goddard-Blythe and Hyland (1998)

7Hannanaford (1995)

8Goddard-Blythe and Hyland (1998).

9Continuity of neural Functions from Prenatal to Postural Life Fetal. Motility in the first half of pregnancy. P.46-64.

10Reinhard Rohkamm, M.D. *Color Atlas of Neurology*. (2004) Normal and Abnormal Function of the Nervous System. Reflexes. p. 40-60.

Primitive reflexes should be present at birth and are an indicator of the state of the central nervous system¹. Reflexive movements are the first foundations of the nervous system. Very early in the uterus, reflexes and primitive movements help the brain's development². Most of the primitive reflexes do not last beyond the first year, but they have to be slowed down during this year³.

Primitive reflexes⁴ are stereotypical⁵, automatic movements, driven by the cerebral trunk and do not require cortical involvement. They are needed for survival and development in the utero as well as in the early months of life.

While the most sophisticated brain centers begin to mature, the primitive reflexes turn into an obstacle and need to vanish, so that the brain develops neurologically in the right way, which is needed for its development⁶.

Primitive reflexes cannot be restrained, but some of them integrate into new, voluntary movements as a lifelong reflection⁷. Movements form neural networking patterns that allow the connection of different brain areas and are very important for the learning process⁸, communication behaviors, emotional and feel-good relationships, and motivation⁹ in later life.

A human being is born with very little voluntary will and limited mobility. Reflexes help in the process of delivery and are needed for early baby development. They are mainly used for protection, nutrition or survival¹⁰.

Usually appearing during conception, pregnancy or birth, primitive reflexes stay for a short period of time until leaving the postural reflexes¹¹. During the first year of life, these reflexes curb and mature in the most sophisticated brain areas. Once the central nervous system matures and the reflex has completed its work, it must undergo retardation or transformation into a higher part of the brain¹².

Postural reflexes, which are the foundation for later voluntary movements¹³, should be used by the baby to cope with the requirements of a gravity-based environment and provide the basis for controlling equilibrium, behavior, and voluntary movements¹⁴. If there is a group of primitive unconstrained reflexes, the central nervous system will not function properly¹⁵. Each reflex is accompanied by one or more Sensory Processing Systems¹⁶: listening, tasting, touching, smelling, sighting, space orientation, perception.

Therefore, if the primitive reflexes are not retained, a child or person may experience dysfunction of one or some of the sensory processing systems. This leads us to what is called "**Sensory Processing Disorder**".

All areas of mal-function of sensory processing systems are related to the development of the nervous system: vision - dyslexia, cortical - poor attention, vestibular - poor coordination, vestibular - loss of balance, lips and mouth - pronounced and poor speech.

Incomplete integration of primitive reflexes may be a cause for ADD and ADHD, autism, developmental slowdown, sensory disorders of socialization, vision, hearing, behavioral disorders and extreme fear, lack of self-confidence, difficulty in

1(Wolf & Binet.1973)

2Clara Hannanaford, PH.D. Smart Movement. (1995), p. 96-107.

3Zafeiriou, (2004).

4McPhillips et al., (2000),

5(Guyton, 1991; Thelen & Fisher,1983)

6(Rohkamm 2004; Melillo, 2009)

7(Gold, 1997; Wilkinson, 1994).

8(McPhillips et al.2000, Goddard Blythe 2001, McPhillips and Sheehy 2004, Taylor et al. 2004, Goddard Blythe 2005)

9(McPhillips et al.2000, Goddard Blythe 2001, McPhillips and Sheehy 2004, Taylor et al. 2004, Goddard Blythe 2005)

10Rohkamm, M.D. Color Atlas of Neurology. (2004), p. 26.

11(APA, 2000; Goddard, 1996; Hocking 1997; McGoey, Eckert & DuPaul, 2002; Taylor, 1998, 2002, Gold, 1997; Wilkinson, 1994).

12Capute, A. J, Palmer, F. B., Shapiro, B. K, Wachtel, R. C, Ross, A, Accardo, P. J. (1982), Primitive reflex profile: A quantitation of primitive reflexes in infancy. Developmental Medicine and Child Neurology, 26, p. 375-383.

13 (Gold, 1997; Wilkinson, 1994)

14Wolf, Theta. Alfred Binet. Chicago: University of Chicago Press, (1973). BIRTH. 52-62Transition from Reflex Movement to Voluntary Movement. p. 279-282.

15(Salkind, 2002).

16(Goddard, 1996) Reinhard Rohkamm, M.D. Color Atlas of Neurology. Reflexes. p. 40.

learning¹, laborious efforts to make the odds and the constant feeling of confusion. Rhythmic movements help the children to finish the original reflex models and transform the challenges ahead.

Postural reflexes are related to the development of later voluntary movements. Postural reflexes are the basis of future movements, initiated by the stimulation of high brain centers².

Reflexes provide a form of practice that later harmonizes in a voluntary movement³. It is difficult to determine the number of reflexes, because the terminology used to describe a reflex is similar or insufficient information is available for them.

Popular opinion cites are about 70 primitive reflexes (Illingworth, 1987). Almost all the researchers used the same method of examining and determining the location of the reflexes, showing the validity of the method used.

2.3 Consequences of non-refraction of primitive reflexes

If primitive reflexes are maintained beyond the normal age of integration, they may lead to difficulty in learning, socializing, academic success, hormonal balance, motor control etc.⁴. In essence, the perception of the internal and external environment and the responses to it may be irregular, so even conscious life can be disrupted.

Children with learning disabilities⁵ and other various types of nerve development are known to preserve the primitive reflexes, which have contributed to their symptoms and the level of dysfunction.

Each reflex is linked to one or more of the sensory processing systems: space, taste, touch, smell, visibility, hearing, proprioceptive and / or interoceptive⁶.

Therefore, if the primitive reflex is maintained, a child may experience dysfunction within one or some of the sensory processing systems. This can lead to what is known as a sensory disorder.

Each reflex plays a special role in behavior and learning, but when an immature neuro-motor is present in a school-age child, some reflexes are included before the symptoms begin to appear in the classroom. The Asymmetric Tonic Reflection (ATNR) emerges with the rotation of the head from each side, which leads to the extension of the arm, the hand and the foot by turning the head and the bending of the opposite limbs. If the ATNR remains active in the school-age child, it affects the vertical equilibrium control, because the head reversal causes the arm and leg to extend from one side of the body, while the opposite limbs bend, breaking the balance control. It also affects arm and hand control when the head is turned on one hand, handwriting during writing, and the visual skills needed to read.

While ATNR affects the muscular tone of the two sides of the body, another reflex, STNR, affects the joint function of the upper and lower body parts. It appears in the fourth month of life, when the baby is about to crawl on the ground with his toes and hands and should be restrained in months 9-11. The head bend makes the arms bend and the legs stretch out. Conversely, the spread of the head leads to the extension of the arms and the bending of the legs.

If STNR is not integrated with a school-aged child, it affects the body's attitude during sitting or sitting, the ability to stay motionless in one place, the muscle tone and the necessary coordination for activities such as swimming lessons and in confined areas. Other studies have produced, in duplicate, a link between non-reconstructed STNR (ADN) and (ADHD) and problems related to speed and accuracy. The unplanned primitive reflexes also influence the proper holding of the head in relation to the body position. This affects not only the balance of the body but also the control of eye movements. It also affects writing, reading, copying, and space co-ordination.

An active reflex, such as the Asymmetric Tonic Neck Reflex (ATNR) reflection, may, among other things, make it harder for the body and eyes to work together and cause problems with the eyes or hands. This can cause reading difficulties,

1(McPhillips et al.2000, Goddard Blythe 2001, McPhillips and Sheehy 2004, Taylor et al. 2004, Goddard Blythe 2005)

2(Zafeiriou Di. Primitive reflexes and postural reactions in the neurodevelopmental examination. *Pediatr Neurol* 2004; 31:1-8.)

3(Reinhard Rohkamm, M.D. 2004, *Color Atlas of Neurology. Voluntary Movements. P.42-45*).

4(DSM-IV Clsification. *Learning Disorder. p.51-79*)

5(Edited by Neil J. Salkind. *Child Development .p. 235-244, ADHD Greene, R.W., Beszterczey, S.K., Katzenstein, T., Park, K., & Goring, J. (2002). (Journal of Emotional and Behavioural Disorders, 10, 79-90. , spektrit të autizmit Edited by Neil J. Salkind. Child Development ,p 261-265 ,)*

6(Goddard, 1996) Reinhard Rohkamm, M.D. *Color Atlas of Neurology. Reflexes. P. 40.)*

including the concentration of eyes at the same point (convergence problems). An active ATNR can also complicate writing, causing trouble because of pulling control and passing to the center line.

A reflex which is often active in dyslexic children is the Symmetrical Thick Tone Reflex (STNR). The non-regressed STNR gives problems with accommodation, so the ability to move the eyes closely. Children with unsteady STNR often develop tunnel-vision, have convergence problems, and experience eye strain when they read. While ATNR, STNR and head restraints are examples of reflexes that work with the equilibrium mechanism; responses to the touch stimulant have an impact on learning. Palmar Reflex is such an example. If one touches the palm of a newborn baby's hand, the baby's fingers lock up tightly around one's finger.

A residual Palmar Reflex left over after the first months of life affects the development of the large thumb finger and the opposite finger movements needed for the individual operation of each finger. This affects handwriting and sometimes relates to speech problems.

Most children with autism have different sensory disorders. Many of them have a problem with eyesight, interaction with others, communication, listening etc. An active Moro reflex can result in children becoming overweight. These children are confused and tired quickly, especially in noisy environments, where they can react by becoming hyperactive and disruptive, or, alternatively, lock themselves out from stimuli.

3. Methodology

3.1 Brief description of methodology

The purpose of the methodology is to help us understand, in the best possible way, not the research products, but the process itself¹. This study is a qualitative study aimed primarily at the presence of primitive reflexes in children with learning disabilities aged 6-10 years.

Fourteen children with learning disabilities studied have been diagnosed by the doctor with: Autism Spectrum Disorders, Injury Disorders (ADHD, ADD, HD), Communication Disorders, and Sensory Integral Disorders.

The lack of theoretical and practical information on this field of study in Albanian pedagogy makes the realization of accuracy of each step of the study more necessary. In order to realize the purpose of the study, there is also an important role in uncovering the immateriality of the SNQ and measuring the primitive irreversible reflexes in children with learning disabilities as a necessity of qualitative study. Based on the level of conservation of the primitive inflexible reflexes, derived from the measurements of the children taken in the study, interference can be developed based on the type of primitive reflexes.

3.2. Research Questions

➤ Is there a higher level of primitive unconstrained reflexes to children with learning disabilities compared to other children?

3.3. The hypothesis of the work

Hypothesis: Children with learning disabilities have a high level of learning primitive unconstrained reflexes..

3.4. Selection of samples

The population of the study makes up of a group of 14 students with learning disabilities, 12 boys and 2 girls, 9-year public and non-public schools in Vlora. The sample was selected through a selective method, taking a non-casual representative sample. Students taken in this study are those who have finished first grade or second grade of elementary school. All children are diagnosed by a neuropsychiatrist, mainly from the diagnosis center in Tirana, and a child has been diagnosed in Italy.

The criterion for carrying out the study was that this target group of children be diagnosed by a physician with learning disabilities. Forms of learning disorder based on the Doctor's Standard Assessment were:

- 8 of the children or 57.1% are with Autism Spectrum Disorders,

1 (Cohen, Manion & Morrison, 2000: 45)

- while 6 other children are diagnosed with dyslexia, ADHD and communication disorders

During the study, some children have more than one disorder, for example, except for children with autism spectrum disorder, they may also have hyperactivity or disturbance disorders.

3.5 Instruments to study implementation

The study was conducted on the basis of qualitative methodology. Qualitative method was conducted through structured interviews with the parents of the children studied and the test for the measurement of the primitive reflexes, compiled by Sally Goddard Blythe.

3.6 Structured questions of an interview

As mentioned above, structured questions of an interview were drafted by Sally Goddard Blythe for the purpose of studying the subject on primitive reflexes and structured in a well thought-out way to gather all the necessary data for the study. From structured questions of an interview the study expected to come up with data for further investigation by a specialist doctor to highlight neuromotoral immaturity and immature Central Nervous System due to the presence of untreated primitive reflexes in children ages 6-10.

In the first column, structured questions are about some actions such as:

- walking foot in hand at age 4-9 months,
- sucking the thumb after the age of 5,
- urinating on the bed,
- when the child started to talk or walk,
- has vomiting from travel (travel sickness),
- use of fingers to fasten or break down the buttons,
- dominant hand,
- allergies,
- sense of self,
- morbidity,
- language position when eating or writing, and many other signs.

In the second column, structured questions are about some actions such as:

- it is difficult to ride a bicycle
- in the capture of the ball,
- in writing with overwhelming lettering or irregular writing
- overwhelming noise
- discontent
- makes a lot of mistakes when copying from the board

All of the above and many others are the product of refractory reflexes.

3.7 The test for measuring the primitive reflexes "Home Test"

Like the structured questions of an interview, the "Test at home"¹ test was also drafted and drawn up by Sally Goddard Blythe. The tests were taken from "Attention, Balance and Coordination"²: The ABCs of Learning Success" by Sally Goddard Blythe (2009) and "Primitive Reflex Training"³; Visual Dynamix "by Lori Moybray (2010) - accompanied by a series of corrective exercises for compiled reflexes. This type of test is used to detect the type of reflex and the percentage of its stored level. This is a collection of tests designed to show the presence of untreated neonatal reflexes. Tests contain exercises that show the probability of reflexes stored in infants and older children. If these reflexes are stored then the child can give warning signs in daily activities. Special attention is required to observe many signs of difficulty to understand that the child is not failing because of lack of will, but as a result of lack of communication between the brain and the body.

The test is only for the eight reflexes selected in the study, despite the proper practice to detect the type of reflex and their level of conservation. Reflex type indicators are lighter because they are merely specific movements, such as if the child cannot walk with the feet of the ankle open and the arms open and straight, but makes the body bend forward when it is required to walk. This is an indication that the baby still continues with Moro's reflex.

The evaluation of how many percent of the reflexion is retained is given for each type of reflex, but with the probability of having errors of the measuring instrument itself. In the case of this study, the percentage measurement may be greater or smaller than the real value, so we say we have random errors.

We are taking an example of the TLR reflex rating and seeing the casual error: In the test, the child lies down on the floor with the belly in the position as a landowner with a hand and foot raised from the ground at the same time. The difficulty lies in holding hands and feet raised from the floor and straight without reversal. In the event that the child cannot perform this exercise, but the legs are not held right but they are reversed, the ankle angle and the lack of lifting indicate the presence of the reflex. The percentage rating is expressed by 0%, 25%, 50%, 75% and 100%.

3.8 Data processing

In the case of variables in the study, the table method of their presentation was first used. Along the tables, graphic data was used for bar graphs where the nature of our data favored the use of this technique (suitable for visualization of categorical data). Also, graphics were used in pie charts.

All statistical data analysis was performed with Statistical Analysis System (SAS), version 9.1.

4. Structured Interviews and Their Analysis

4.1. Collection of information from structured interviews

After defining the disciplinary orientation and design for qualitative study, the researcher gathered information on the core study question as to whether they are a high level of primitive reflexes in children with learning disabilities compared to other children.

According to the implementation of the individual INPP program, to which we refer, the answers were first gathered from the structured questions of an interview received by the parents and then directed to the specialist neuropsychologist for evaluation of the primitive reflexes, the type of reflex, the underlying cause, and the level of its preservation. Structured interviews represent a common form of data collection for a qualitative study.

Using structured questions of an interview with parents to see if children with learning disabilities have unprecedented primitive reflexes.

Despite the small number of children involved in the study, at this stage we tried to interpret the answers of the parents to the structured questions of the children surveyed. If some or all of the answers are positive, then there is a need for further investigation by a specialist physician to evaluate the primitive reflexes, in order to reveal an immature Central Nervous System, indicating a refraction of the primitive reflexes.

¹<http://www.retainedneonatalreflexes.com.au/test-at-home/>

²Sally Goddard Blythe (2009) 'Attention, Balance and Coordination: the ABC's of learning success'

³Lori Moybray (2010) 'Primitive Reflex Training: Visual Dynamix'

The questions are about:

- early childhood
- child health performance
- achievements in different teaching and classroom attitudes.

4.2. Analysis of the findings of 14 structured interviews

- In 29% of cases, they held their finger in the mouth or walked with their fingertips (7% always and 22% sometimes); this sign indicates the presence of the Galant and TLR filament.
- 21.4% of cases have often or always contracted serious miscellaneous diseases during the first 18 months of life, a sign indicating the presence of the uninhibited primitive reflex ATNR and Moro.
- 50% of children during the first years of life have had difficulty in passing food; do not correctly chew the food using jaw movement to break the food. Likewise, 22% of cases have had problems with feeding up to 3 months old, signs indicating the presence of the primitive reflexes of suction, research, STNR, Palmar and TLR.
- In 8 cases or 57% of them, it is stated that their child during the first 6 months of life has shown signs of irritation, signs that allow for primitive unbridled reflexes such as Moro and Galant
- 35.71% of parents say their child has often experienced high temperature and 35.71% of them sometimes.
- 50% of parents say their child has urinated in bed after age five, always, sometimes or sometimes, and this sign indicates the presence of the spinal reflex.
- 29% of the cases have had problems during travel (vomiting during travel), signs that indicate the spring of the TLR primitive reflex.
- 21.4% of children have always, often or sometimes suffered from ear infection signs indicating the presence of the original Moro reflex.
- 21% of children have had allergies frequently or sometimes and in one case often suffer from asthma, a sign indicating the presence of Moro reflex.
- 60% of children have chronic signs of digestive disorders that indicate the presence of Reflex Moro and Galant.
- In 64% of cases, the child has not experienced the "walking scale" of the walking foot, or the prolonged phase of the STNR reflex.
- 71.4% of cases have been delayed in speech; a sign that indicates the presence of the initial Palmar, TLR, suction and search reflex.
- 57% of children do not look directly at the eye when talking to someone, a sign that indicates the presence of the reflexes ATNR, TLR, and STNR.
- 50% of children have problems, often with the identification of the left or right hand and it is confirmed that 86% of them have often had problems with the identification of the dominant hand that indicates the possibility of refraction of the original ATNR reflex, Suction.
- 86% of children always have difficulty tying shoelaces or fastening clothing or buttons, which shows the presence of the Palmar and suckling reflexes.
- 79% of cases have had a problem with reading and writing in kindergarten or school, 36% of children have been identified or overwhelmed, 93% of them have often had difficulty writing or writing irregularly. All of these signs indicate the presence of the Moro, suction, ATNR, Palmar, Plug and STN reflexes.
- 36% of children make many mistakes when copying from the board at all times or frequently and is indicative of the presence of primitive reflexes STNR and ATNR.

- 43% of children always have difficulty in catching the ball and in poor eye-hand coordination and 29% of them sometimes, this is the result of non-refraction of the original ATNR reflexes. Moro, Palmar and STNR.
- 43% of children always or often have difficulty or sluggishness in PE (physical education), dance, gymnastics; and 28% sometimes; this indicates the presence of the original reflexes Moro, TLR, ATNR, and STNR.
- 50% of children have difficulty riding bicycles and swimming, this indicates the presence of STNR and TLR reflex.
- 57% of children have always had difficulty with speaking and articulation, and in 36% sometimes; demonstrating the presence of the primitive reflexes of suffocation and unbridled research.
- In 50% of cases children have had chest colds or immune problems; always or sometimes indicative of the refraction of the Moro reflex.
- In 64% of cases the child hold a pencil strangely, a disorder that indicates the presence of the primitive Palmar and suckling reflex.
- 64% of cases children overwhelm to unexpected noises at all times or often and this indicates the presence of the original reflex.
- 36% of children pretend to have ants inside their pants, often or always, and are signs of the unstoppable rifles, Moro, TLR and Galant.

5. Measuring Initial Reflections and Their Analysis

5.1 Analysis of the findings of primitive reflex measurements

Data was collected from the measurement for primitive reflexes in general, on their presence or absence, as well as the level of conservation. The test focused on the 8 main primitive reflexes, which are even more dominant in the disorders that occur among the children surveyed:

For the successful completion of the test, we rely mainly on contemporary literature, but also on world experiences received from different countries, which had the appropriate guidelines on how to achieve them. These guidelines are structured in such a way that parents or field specialists have the opportunity to evaluate the presence of primitive reflexes, emphasizing the fact that this is worthless in the perspective of a study but also in the daily practice in the family or in the diagnostic centers. Initially, the frequencies and percentages of the type of disorder are given. Table No.1 clarifies the types of disorders that children in the experiment group present.

Table 5.1. Pupils by type of learning disorder

Type of disorder	Frequency	Percentage
Autism	8	57.1%
Dyslexia	2	14.3%
ADHD	2	14.3%
Oral disorder	2	14.3%
Total	14	100.0%

Based on the above data, it can be seen that out of the 14 children of this group, 8 children, or 57.1% of them with learning disorder and with *Autism Spectrum Disorders*, and for the rest these disorders are mainly related to *dyslexic disorders*, *ADHD* and *Linguistic disorders*, respectively from 2 children or 14.3% of these cases.

5.2 Measurement for the type of positive primitive reflex to 14 children taken in the study

Measurement of reflexes for all children studied with a positive outcome (deviation above 0) does not indicate the type of autism disorder, dyslexia, hyperactivity, oral disorders, etc., but only presents the fact that these children with learning disorder and presence Added to the primitive reflexes.

Table 5.2 .1. Type of Primitive Reflexes Positive to Children Taken in the Study.

Result of Positive Primitive Reflexes	Frequency %	Percentage
Asymmetric Tonic Neck Reflex (ATNR)	14	100.0 %
Tonic Lateral Reflex (TLR)	14	100.0 %
Symmetrical Tone Neck Reflex (STNR)	14	100.0 %
Spinal Galant Reflex	9	64.2 %
Moro Reflex	13	92.8 %
Rooting Reflex	9	64.2 %
Sucking Reflex	8	57.1 %
Palmar Reflex	9	64.2 %

According to the data in Table 1, the primitive reflexes: Asymmetric Tonic Neck Reflex (ATNR), **Tonic Labyrinthine Reflex** (TLR) and Symmetrical Tonic Neck Reflex (STNR) are observed in all children studied or otherwise reported in 100 % of cases studied. Reflex Spinal Galant, Rooting Reflex and Palmar Reflex are reflected in 9 children or 64.2% of them. Moro Reflex was also observed in 13 children or 92.8%, while Sucking Reflex was reflected only in 8 children, accounting for 57.1% of their total number.

5.3 Percentage of primitive reflexes for each child

Table above provides specific data on the percentage of primitive reflexes retained for each child. For example: child 1 retains 4 retained primitive reflexes and has overlapping reflexes such as *ATNR*, *TLR*, *STNR* and *Moro* according to the percentages specified in the table. This is studied and measured for each of the 14 children.

Table 5.3. Percentage of Primitive Reflexes for Each Child.

Child	ATNR	TLR	STNR	MORO	GALAN	ROOTIN G	SUCKIN G	PALMAR
1	100 %	75 %	50 %	25 %	0 %	0 %	0 %	0 %
2	100 %	25 %	25 %	0 %	25 %	75 %	75 %	50 %
3	100 %	75 %	75 %	25 %	25 %	100 %	100 %	75 %
4	75 %	75 %	50 %	50 %	0 %	75 %	50 %	25 %
5	75 %	50 %	25 %	25 %	25 %	0 %	0 %	0 %
6	75 %	75 %	25 %	50 %	25 %	25 %	0 %	25 %
7	75 %	100%	75 %	25 %	0 %	50 %	50 %	25 %
8	50%	25 %	25 %	25%	0 %	25 %	25 %	25%
9	75%	25%	25%	25%	25%	75%	75%	25%
10	100%	25%	75%	25%	25%	100%	100%	75%
11	75%	75%	50%	50%	25 %	0 %	0 %	0 %
12	50%	25 %	25 %	25 %	0 %	0 %	0 %	0 %
13	75%	25 %	25 %	50%	75%	25%	25%	25%
14	50%	25 %	25%	25%	25 %	0 %	0 %	0 %

Discussion of Results

The study aimed to show that children with learning disabilities have a high level of retained primitive reflexes.

The hypothesis of the study was:

Children with learning disabilities have a high level of retained primitive reflexes.

The quantitative and qualitative results are consistent with each other by proving the hypothesis H1: *Children with learning disabilities have a high level of retained primitive reflexes.*

According to the data we have that primitive reflexes: Asymmetric Tonic Neck Reflex (ATNR), TLR (**Tonic Labyrinthine Reflex**) and Symmetrical Tonic Neck Reflex (STNR) are observed in all children studied or otherwise reported in 100% of cases Studied. Reflex Spinal Galant, Reflection of Reflection and Reflection of Reflex are reflected in 9 children or 64.2% of them. Moro reflex was also observed in 13 children or 92.8%, while Reflex suction was reflected in 8 children, accounting for 57.1% of their total number.

Also, from the analysis of structured questions, there is a high presence of primitive reflections in these children. Thus, for 29% of parents, their parents say that their child has held his finger in his mouth or has gone to bed Fingers (7% always and 22% ever); this sign indicates the presence of Spinal Galant and TLR.

In 3 cases or 21.4%, the child has undergone various serious illnesses during the first 18 months of life. This sign indicates the possibility of the original unrestrained reflex ATNR and Moro.

Also, 50% of cases during the first years of life, the child has had difficulty in passing food. Likewise, 22% of cases, these children have had problems with nutrition up to 3 months of age; these signs of nutrition indicate the presence of the primitive reflexes of Sucking, Rooting, STNR, Palmar and TLR. In 8 cases or 57% of them the child during the first 6 months of life has shown signs of irritation, signs that allow for unforeseen primitive reflexes such as Moro and Galant, 71% of cases, the child has often or sometimes high temperature, 50% of parents say their child has ever urinated in bed after age five, often or sometimes, and this sign indicates the presence of the Galant reflex. In 21% of allergies, 60% showed chronic digestive disorders, signs showing the presence of Moro and Galant reflexes.

In 64% of cases, the crawl movement never happened, or it has happened very rarely, a sign that relies on the primitive STNR reflex.

In 71.4% of cases there was speech delay, a sign indicating the presence of the primitive Palmar, TLR, Sucking and Searching reflex,

In 57% of cases the child does not look into the eye, a sign indicating the presence of the reflexes ATNR, TLR and STNR. 50% have had problems with left or right hand identification and it is confirmed that 86% of them have had frequent problems with dominant hand identification, which indicates the possibility of moistening the original ATNR Reflection, Research and Suction Reflection. In all cases (100%), children have always experienced problems with the sitting and still standing, as well as the concentration of attention, signs that indicate the presence of the Moro and Galant reflexes .

In 12 cases, or 86% have had difficulty tying shoelaces or dressing themselves; showing the presence of the Palmar and suckling reflexes.

In 79% of cases children have had problems with reading and writing, in kindergarten or school, always or often. 5 children, or 36% of children, have been identified to not recognize the characters or write them backwards. Similarly, 13 children or 93% of them have often had difficulty writing or writing irregularly. All of these signs indicate the possibility of the existence of retained primitive reflexes, oro, Sucking, ATNR, Palmar, Babinski and STNR.

In 36% of cases, the child makes multiple mistakes when copying from the board. This is indicative of the presence of unbridled primitive reflexes, STNR and ATNR.

In 43% of the sample, children always have trouble catching the ball and in poor eye-hand coordination, 29% of them never. Difficulty in catching the ball, as well as eye-hand coordination, may be due to the refraction of the original ATNR reflexes. Moro, Palmar and STNR. 43% of parents confirm that their child has difficulty or sluggishness in physical education, dancing, and aerobics. These difficulties point to the presence of Moro, TLR, ATNR and STNR reflexes.

Regarding the child's difficulty in running bicycles or swimming, about 50% of children have experienced these difficulties; this indicates STNR and TLR reflex.

Likewise, in 57% of cases, children have always had difficulty speaking and articulation, in 36% action that enables the presence of retained reflexes, Sucing and Searching. In 50% of cases, children have had chest colds or immune problems ever or sometimes, which is indicative of the refraction of the Moro reflex.

In 64% of cases, mothers noted that the child holds a pencil in a strange manner -this indicates the presence of the primitive Palmar and Suckling reflex.

In 64% of cases it is noticed that children overwhelm to unexpected noises, this opens up the opportunity for the primitive retained reflex, Moro.

In 36% of cases, the child looks like ants inside the pants, these are signs of unrestrained primitive reflexes, Moro, TLR and Galant.

7. Conclusions and Recommendations

From this qualitative study we can draw some conclusions that are worthwhile to attract the attention of all stakeholders, who are able to use and who are engaged in building political interference to these disorders.

6.1. Conclusions

1. There was a correlation between maintaining primitive reflexes and learning disorder.
2. Children with learning disabilities have a high level of primitive retained reflexes compared to other children.
3. Undeserved difficulties and suffering of children with learning disabilities come from the increased presence of instinctive movements.
4. Their cognitive development is held "as hostage" by stumbling power of the reflexive movements for the creation of new nerve pathways and schemes.
5. Children who have retained primitive reflexes have low school achievement and various concentration and behavior problems.
6. All children have unwanted reflexes regardless of the type of disorder that they carry: autism, hyperactivity, dyslexia, or disruption of communication.
7. All children saw an overlap of the primitive reflexes with two or more reflexes.
8. The data from the parents' interviews were almost the same as neuropsychiatric data from the measurement of primitive reflexes.
9. There is a lack of theoretical and practical information from the family and the school about primitive reflexes, about their role in the life of the individual.

6.2. Recommendations

Tips for integrating primitive reflexes

1. Provide the family (young parents), programs and theories for the integration of primitive reflexes, their emerging lifetime role through TV shows or counseling Centers for Pregnant Women and Consultants during the follow-up Baby to prevent the disorder.
2. To require training by experts who have developed integration programs and theories of primitive reflexes..
3. To train teachers and parents of children with disabilities, how they themselves understand and evaluate the presence of retained primitive reflexes.
4. Establish evaluation commissions for neuromotor maturity in all children in schools, especially with children of the first grade.
5. Establish centers for the treatment of children with learning disabilities in each school and training by genuine specialists for unforeseen reflexes.
6. Establish a plan so that work with primitive reflections works according to advanced methods and practices already ested in developed countries.
7. Choose a plan that fits the needs of the child and the family.

Some training opportunities:

- Institutes for Human Potential, <https://iahp.org/contact-info>
- Kerstin Linde, Dr Harald Blomberg and Moria Dempsey: Rhythmic RTM Training: <http://www.rhythmicmovement.com/>
- Masgutova -MNRI © Method, Svetlana Masgutova: Neuro-sensory-motor reflex integration method <http://masgutovamethod.com/>
- Method Bobath. Berta Bobath: TNZ (Neuro-Developmental Treatment) <http://www.ndta.org/ndt-certification.php>
- Method Doman: Glenn Doman
- INPP Method: Peter Blythe and Sally Goddard-Blythe: <http://www.inpp.org.uk/contact-us/inpp-licentiates/>

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Imperative in English Proverbs

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Abstract

Apart from personal pronouns which are by far the most used referring expressions in English and Serbian, reference can be established and maintained using demonstratives. Their function is to refer to the location or distance of a person or an object. The aim of this paper is to examine reference realised by demonstratives with special regard to the restrictions written discourse imposes on their usage. The texts we used for analysis are narrative stories written in the two languages.

Keywords: demonstratives, reference, restrictions, English, Serbian.

Introduction

In modern English, only three different grammatical moods are commonly recognized: indicative, subjunctive, and imperative (Quirk et al. 1985: 149).

Although the basic speech act associated with imperative clauses is commonly held to be that of expressing a command, the imperative is used more frequently in English for less mandatory purposes (Downing, Locke 2006: 205) such as giving advice or warning, or making a plea for an action to be performed. In other words, the imperative is used to show the speaker's attitude toward an unrealised action that is to be performed, if it will be performed at all.

Nevertheless, a number of imperative expressions have undergone change processes which turned them into discourse marker (Bergs, Heine 2010:112). The imperative of verb *look* in the example below does not express command for the addressee to actually look, but functions as an attention getter in a discourse marker sense:

I mean, it may be that. Look, we're gonna have to stop.

The imperative in modern English is formed with the base or plain form of the verb, i.e. it does not show any inflection as such. Inflected verbs in unmarked indicative sentences usually follow the subject whereas the verb in the imperative occurs in initial position.

While the indicative mood and its characteristic verbal inflections are associated with factual assertion, the imperative on the other hand is used to inflect the verb when making requests or demands. It is usually labelled as the marked mood which is used to express commands and other directive speech acts like order *Close the door!*, request *Save some for me!*, offer *Have a drink!*, warning *Mind your own business!*, instructions *Shake before use*, and disbelief: *Don't tell me you've done that!*

A special case of the imperative is the so-called prohibitive, i.e. the explicit command not to do something (van der Auwera & Lejeune 2005). In English, the prohibitive is very similar to the negated form of the indicative.

Some modals like *must* can be used performatively by the speaker imposing a directive. However, despite the strong compulsion expressed by *must* there is not the same degree of directness as would be conveyed by its imperative counterpart where the speaker requires immediate compliance (Collins 2009:35).

On imperative in proverbs

A lesser degree of directness is found in imperative used in idiomatic expression like proverbs and sayings. What tells it apart from the imperative used in everyday communication is the fact that in everyday communication there are two participants, the "commander"—the speaker and the "commandee" —the hearer(s). In proverbs the commander is unknown and he is more like an indirect adviser whereas the commandee, or the receiver of the message, may be anyone.

Because of its nature imperative is closely associated with deontic modals. In fact it is often thought to be the strongest of the directives, one that emanates from someone in authority, which, therefore, does not expect non-compliance (Palmer 2001: 80). Having that in mind one would think that modal *must* may be generally used to replace it which is the case in a few analysed examples only (1). However, a great number of imperatives in proverbs may be paraphrased by modal *should* as in (4) and (6):

- (1) *When in Rome, do as the Roman do.*
- (2) *When a man is in a new place, country or situation he must adapt himself to new customs.*
- (3) *Don't count your chicken before they are hatched.*
- (4) *You should not make plans that depend on something good happening before you know that it has actually happened.*
- (5) *Don't cry before you are hurt.*
- (6) *One shouldn't cry before one is hurt.*

Our intention here was to show some of the characteristics of the imperative used in proverbs. Almost all examples we analysed express the desire of the speaker to make someone, generally the listener, perform a certain action and they convey a wide range of imperative meanings such as caution (7), recommendation (8), request (9), advice (10) order (11), and so forth depending on the occasion, context or tone:

- (7) *Look before you leap.*
- (8) *What you have, hold.*
- (9) *Save us from our friends.*
- (10) *Drive gently over the stones.*
- (11) *Do as I say, not as I do.*

There are proverbs in our corpus in which two verbs in imperative are coordinated by *and* as in (12), and there are proverbs in which this combination is made much interesting since the imperatives rhyme as in (13):

- (12) *Divide and rule.*
- (13) *Change the name and not the letter, change for worse and not the better.*

On the other side, there are imperative clauses joined by *and* or *or* and followed by a clause that have a conditional implication (Quirk 1985: 832). The illocutionary force of the construction varies and it may express offer in the following proverb:

- (14) *Come live with me and you'll know me.*

The imperative sentence of this type may be paraphrased by *if-clause* (15) although the imperative occurring in a combination with if-sentences usually gives advice (16):

- (15) *If you come to live with me, you will know me.*
- (16) *If you can't beat them, join them.*

Despite the fact that the subject is not an obligatory constituent in imperatives in proverbs (17), it is intuitively clear that the meaning of a directive implies that the omitted subject is the 2nd person pronoun *you* (Quirk 1985: 828). However, there are proverbs in which the subject may occur as in (18):

(17) *Make hay while the sun shines.*

(18) *When you are in a hole, stop digging.*

In English, there are structures with the verb *let* that are considered a type of imperative sentences. The verb *let* is used for the proposals and orders if they are not addressed to the listener (or not only to one listener). Quirk et al. (1985: 148) point out that the “Let x be y” construction signals imperative or optative mood:

(19) *Let sleeping dogs lie.*

(20) *Live and let die.*

A great number of examples from our corpus show that negative imperative sentences are widely used in proverbs. It becomes clear that the imperative does not only urge the hearer to do something, but it can also urge the hearer not to do something. It is achieved by negative form of the imperative *do not/don't* + base form. The prohibit of this type is common in English proverbs and may convey different meanings like prudence (21), and advice (22):

(21) *Don't put all your eggs in one basket.*

(22) *Don't teach your grandmother to suck eggs.*

But, the imperative in proverbs is not always negated by *do not*. It may also be negated in other ways including negative adverb *never* (23), determiner *no* (24) and negative pronoun *nothing* (25):

(23) *Never speak ill of the dead.*

(24) *See no evil, hear no evil, speak no evil.*

(25) Believe nothing of what you hear, and only half of what you see,

However, so-called postverbal negation occurs in proverbs. Unlike all the other ways of negation it expresses a greater degree of prohibition (26). In this pattern *not* is placed after the verb in imperative and it refers to the third person. The only possible paraphrase of the negative imperative of this type is realised by *let not anyone* (27):

(26) *Speak not of my debts unless you mean to pay them.*

(27) *Let not anyone speak of my debts unless he means to pay them.*

Conclusion

One of the characteristics of the imperative used in proverbs is that it expresses a lesser degree of directness and could mostly be replaced by modal *should*. The illocutinary force of positive imperative is advice in a good number of cases, and in a fewer number warning. The negative imperative shares the same characteristics. It does not usually convey the meaning of prohibition but frequently expresses the meaning of advice, and less frequently the meaning of warning.

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The Significance of the Multicultural Education Based on the Experiential Learning of a Local Community

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Abstract

The multicultural education was originally discussed in the Europe and the North America. It was introduced to South Korea more than 20 years ago and it has been discussed earnestly in South Korea. It began with the increase of Southeastern Asian immigrant workers and marriage-based immigrants in the late 1990s. People began to discuss the multicultural education as the awareness and demand regarding the human rights of immigrants, Korean language education, and the children of immigrants increased. Afterward, the multicultural education has become an education for the majority since the concept was extended to the society, although it once was conducted within the category of immigrants. The multicultural education, which has been taking place in South Korea, mostly consists of one-time experiential learning such as adding a multicultural element in a regular coursework, introducing other countries, or giving a chance to experience languages, foods, or clothes of other countries. The multicultural education utilizing the experiential learning is characterized by creative experiential activities, its association with the overall curriculum, and the connection with local communities. This study identified the significance of the multicultural education based on the experiential learning by examining the elements of the multicultural education.

Keywords: Multicultural education, experiential learning, space storytelling, multi-cultural space,

INTRODUCTION

As creativity is emphasized as a driving force for future society, the educational field is also changing accordingly. In the 'teaching education', in which the teacher communicates specific subject knowledge to the students, it is being developed as 'self-discovery education' in which students themselves seek information and problem solving methods. These changes led to the universalization of integrated education that encompasses curricular educational knowledge, critical thinking, and problem - solving abilities, without limiting it to the scope of curriculum such as language, mathematics, and science. As a result, the school of learning, a school that spent all day sitting in line with a blackboard in a square room, is also expanding and moving dynamically. Extended learning centers are moving away from the school premises to the community. Especially, this experience is getting stronger with emphasis on experiential learning such as 'field experience day', 'self-study day', 'creative discretion day', 'day without backpack'.

In recent years, with the emphasis on multicultural education in Korea, experiential learning for this purpose is gradually increasing. In the late 1990s, as the number of migrant workers and marriage immigrants from Southeast Asia increased in Korean society, the human rights of immigrants, Korean education, and awareness and demand of immigrant children increased. As a result, the education for adaptation to Korean life is mainly performed within the category of immigrants. Since 2010, the necessity of multicultural education has expanded to the society as a whole, and multicultural education has been carried out at the level of social subjects and each subject in each school.

In this paper, we review the present situation of multicultural education based on experiential learning, which is a small scale in / high school in / city, and discuss its improvement plan. In particular, we discuss the introduction of storytelling skills to realize the education that combines knowledge, experience, and feelings of students, the essence of experiential learning.

MULTICULTURAL EDUCATION AND EXPERIENTIAL LEARNING

Multicultural education through experiential learning, which is one of the learner = centered curriculum, is emphasized by many educators in that students directly see and interact with diverse cultures. In this paper, we propose a methodology for learning-based learning in Korea. Multicultural education, which has to recognize, understand and sympathize with the new phenomenon of cultural diversity, can make educational effect more easily through such experiential learning.

In many cases, experiential learning, which means education that allows a learner to manipulate objects directly or experience them to use them easily in real life and create new knowledge, is often performed outside the classroom. This experiential learning has been misunderstood to mean the physical activity outside the school. Dewey believed that experience was possible through specific activities, experiences after reflection, and reflective thinking. In other words, it can be said that true experience is achieved only when new changes are made in the learner through these concrete experiences (Kim and Lee, 2001). In this sense, experiential learning is not about accepting what the teacher has injected, whether it is to acquire any skill or to verify the theory, but it is necessary for the learner to make intelligent. It can be regarded as an activity involving emotional activities (Lee, 2013).

Nevertheless, a large number of experiential learning is carried out in the classrooms by experiential learning in the community. In addition, under the name of experiential learning, education is being held to visit museums, exhibition halls, concerts, and so on. Yang (2001) pointed out the limits of experiential learning in Korea. First, the theoretical background and reason for experiential learning were not clearly established. Second, they do not provide specific materials and guidance for conducting experiential learning, so they depend on the teacher's experience. Third, many teachers who are familiar with traditional teaching methods are not familiar with the new teaching method of experiential learning. Although many teachers perceive the educational meaning and necessity of experiential learning, the process of actually implementing it is not organized and educated, so the expectation of the teacher's experience is staying in the learning method.

This trend is stronger in multicultural education, which has not been in its long history. In Korea, full-fledged multicultural education was launched through the 2007 revision curriculum. In the general revision of the 2007 revised curriculum, the concept of a single nation, a bloodline, the Korean people, the pure blood religion tradition, and a single nation were deleted. In the 2009 revised curriculum, contents of multicultural education through curriculum time as well as curriculum contents were accepted. In particular, the 2009 revised curriculum includes the provision of special classes for multicultural students, curriculum management in consideration of Korean language ability, and support for learning (Jeon and Kim, 2013). In addition, in the current curriculum of Korea, 2015 revised curriculum, the multicultural education is selected as a subject of cross-curricular learning along with democracy education and human rights education among elementary and secondary school curriculum. (National Curriculum Information Center, 2017.04.18, search).

Multicultural education is an education aimed at social integration by improving the curriculum and education system so that all students with various social classes, races, ethnicities, gender, backgrounds can experience equal educational opportunities (Banks, 2002/2008). The rise of multicultural education in Korea is due to the rapid increase of migrant workers, foreign students, and married immigrant women, which have increased since the late 1990s. The number of foreigners residing in Korea, which was 65,673 in 1992, increased by 4.4 times to 287,923 in 2002 and increased to 932,983 in 2012 and 1,143,087 in 2015 (Korean Statistical Information Service; 2017.04.18.search).

Most of the foreign nationals who are staying in Korea are from Asia, and especially the Chinese and Korean foreigners account for 50% of all foreigners, meaning 'race' does not have much meaning in Korea's multicultural education. This is not only because foreigners in Korea are not so different from the outside, but also because of the large percentage of Chinese Koreans who moved to China in the early 1920s and early 20s. However, as mentioned above, Koreans received 'public education' of 'bloodline' and 'Korean people' until the revision of the 2007 revision curriculum, so the disparity in the diversity of the 'people' is as big an issue as racial controversy overseas. In addition, migrant workers and married immigrant women are often referred to as the driving forces of multicultural society. Migrant workers make it difficult for Korean young people to work in the Korean manufacturing industry, so the youth unemployment rate has risen, or the marriage immigrant women are treated as people who choose marriage for economic reasons in poor countries.

This situation seems to be due to the increase in the number of foreigners in Korean society by about 18 times over 15 years and the economic argument over the background of the increase of humanity. Kim and Kim (2008) pointed out that 'multicultural education' can be defined as 'the correct understanding of the culture in which the citizens belong in their own

self-establishment, the way of life and social relations in multicultural society, Values and attitudes' to emphasize the need for education in various cultures. The multicultural education, which has been taking place in South Korea, mostly consists of one-time experiential learning such as adding a multicultural element in a regular coursework, introducing other countries, or giving a chance to experience languages, foods, or clothes of other countries. Multicultural education in relation to curriculum is carried out through related units in each subject, and creative experiential activities consist of single - time education in comparison and time. Multicultural education through creative experiential activities can be a one-time event-oriented education, but it has the advantage of having various experiences (Jeon, 2015).

In order for multicultural education to be meaningful to students, it is necessary not to accept other cultures as information, but to organize knowledge by meeting with people of various cultures. Through experiential learning, the learner constructs knowledge through a process of thinking about knowledge in a practical context and meaningfully interpreting his experience. Multicultural education is more effective if it is centered on the process rather than the result. Students can recognize and understand cultural diversity scattered around us through specific cultural experiences. It is time to design multicultural education that is suitable for Korean multicultural situation, especially the design of multicultural education that utilizes experiential learning.

SIGNIFICANCE OF MULTICULTURAL EDUCATION EXPERIENCE LEARNING UTILIZING MULTI-CULTURAL SPACE

The multicultural education utilizing the experiential learning is characterized by creative experiential activities, its association with the overall curriculum, and the connection with local communities. Each place in a local community forms the memories, emotions, and thoughts of people and, consequently, it is important to form the value of a person. The internal space is soon exteriorized and the external space becomes the interior. The place and the space of the interior and exterior resemble each other. In other words, our perceptions and experiences are expressed in space and the memories and emotions of the space are integrated into our interior. Park (2012) named Multicultural Space where it can grasp the traces of life of various people. He explained that humans exist as a result of the connection between human beings and the environment surrounding them, and through the expression of this life, humans exist. Multicultural space is a place where people can grasp the traces of life in various spaces and various people making a relationship.

Choi (2009) defined multicultural space as a space where various cultures collide and produce multicultural phenomena. He explains that multicultural space has the following characteristics. First, multicultural space carries socio - spatial phenomena related to cultural exchange and coexistence that are accelerating in the global - local level. Multicultural space is a theater for cultural exchanges formed by the historical movement of people and culture, and a stage for performing hybrid identity (Keith, 2005). Second, the multicultural space is concerned with policies and plans for cultural exchange and mixing that are spreading globally and locally. Third, multicultural spaces embody normative ethics and democratic ideals that presuppose recognition of cultural diversity. The multicultural space is a recognition space that recognizes the cultural diversity of its members. It promotes the development of democracy on the premise of mutual recognition of its members.

The research on multicultural spaces is mainly carried out in the fields of politics, sociology, anthropology, geography, architecture, etc., in the field of multicultural space, policy plans, formation of multicultural spaces and research on social organization (Kong, 2013). In many cases, the multicultural space is limited to a range of foreigner / immigrant populations, historical sites of migration, and so on. Kim (2009) sees foreign residents of a specific country living in a specific area in a Korean society as a multicultural space with religious facilities and stores scattered around them. He cited the Korean-Chinese village, Chinatown as a dense area of Korean-Chinese, Seorae village as a dense area of French people, and Russian and Central Asian village as a major commercial area of Uzbek and Russians.

In other words, multicultural space means a space where prisoners can secure cultural diversity through spatial experience. Multicultural space is a space where everyone in our society lives. However, in a narrow range, multicultural spaces can be classified as multicultural spaces, where foreigner / immigrant populations, and places where foreigners have exchanged in history, are considered to be different from those of my life.

The experiential learning using this multicultural space has the following significance. Firstly, it can expand learners' multicultural knowledge through the context and context of multicultural space. Multicultural education in each subject or cross-sectional level that is constructed within the school classroom is composed of type. By experiencing the multicultural space, learners who are in a multicultural situation will use the information on multicultural education that preceded the school. It also enables a deeper understanding by experiencing the history and situation in which multicultural spaces are formed and maintained.

Secondly, by experiencing the multicultural space connected with the local community, the daily life of cultural diversity can be realized. Event-based multicultural education, which consists of clothing and food experiences in a particular country, can give learners a prejudice that 'multiculturalism' exists in special circumstances. However, cultural diversity always exists together in situations where learners are not aware of them. Experiential learning in a multicultural space where foreigners / migrants actually reside and conduct commercial activities informs learners that this form of life is ordinary and not ordinary, and the learner can also experience it.

Thirdly, it enables reflection and critical thinking about multicultural society. In order for experience to have real meaning in experiential learning, learners must organize their own learning through interpreting experiences and giving meaning to them in relation to the world. Exploring multicultural spaces and examining the life patterns of people living there will allow learners to look at themselves and have a critical view of society.

CONCLUSION

The goal of multicultural education cannot be achieved by simply teaching knowledge about multiculturalism. This study suggests experiential learning that utilizes multicultural space in order to develop learners' creativity and achieve the purpose of multicultural education which is related to real life. Experiential learning using multicultural space can expand learners' multicultural knowledge through the context and context of multicultural space, the cultural diversity can realize the usualness through the multicultural space connected with the community, it is meaningful that it enables reflection and critical thinking about multicultural society.

In order for the experiential learning that utilizes this multicultural space to operate more effectively, it should pay attention to the story of the multicultural space. Multicultural space is a pathway for transnational action and a channel for such performance. Multicultural education that uses multicultural space needs storytelling to connect the story of the space with me because there is a danger that it can only stay in the life of others, the story of others. The learner experiences the story of space and appropriates it, so that the multicultural space changes from the space of others to the space of my own. In order to enable such space storytelling, the instructor who guides the experiential learning should create a way to intertwine the interests and interests of the learners, the story of the space, and the knowledge to convey. And do not make boundaries on these paths.

However, it is not easy to carry out multicultural education using multicultural space without the support of schools and government. In case of experiential learning, it is necessary to solve problems such as cost problem and preparation for safety accident. And it is not a simple visit to the space, but it should organically take precedence learning and follow-up learning to reflect the individual's reflection.

The multicultural education should provide diverse experiences to learners by using the multicultural characteristics of a local community by closely connecting with the local community. Moreover, in a long-term, it should encourage the members of the society to participate in the multicultural education. It is expected that the results of this study convert the current simple visiting learning (e.g., immigration community visit, foreign culture contact historical heritage, and museum visit), which is conducted under the name of the multicultural education, into more concrete, systematic, and practical learning with having multicultural educational elements.

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Do We Need Surrealism Nowadays?

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Abstract

Even though 90 years have already passed from the First Surrealism Manifest (1924) of Andre Breton, it seems as if surrealism is still actual and tangible even nowadays. If we study it deeply theoretically, it is obvious that it is necessary in the century we are living. The surrealists' human commitment becomes more attractive in an époque that is becoming materialistic day by day, in a society that hands in its fate to science and technology and in an environment which is getting more and more hostile every day. In this framework, surrealism is perceived neither as a "dogma" nor as a closed philosophical system, but as an open and adapted thought and life confrontation "method". It has got a relieving effect which makes people co-communicate among each other; people of all the nationalities who gather around a common inspiration. It unifies the past with the present; it engraves the boulevard of the future, offering new and unknown opportunities to anyone.

Keywords: Surrealism, Nowadays

Introduction

Time passes and everything changes... Time itself changes, and so does the man, his mind, his thoughts, his concepts, his perceptions, his feelings and his ways of expressing himself... It seems as if everything has taken a new shape in the century we are living, and unconsciously, every day, we search a new expressing means for our spirit, because there are several ones at our disposal, but sometimes we refer to the past to find the most significant means for the spiritual inner needs. The artists, but even simple people are aware that modern art was the best way to express the opposition against reality and every conventionalism that surrounds the man. Surrealism, as one of the best organized movements, would have an undisputable artistic, literary, political, social and psychological role in this modern art.

What is surrealism?

Surrealism is considered as a literary and artistic movement of the 20th century. Along with Dadaism, they have emerged being provoked by the First World War. It is clearly distinguished from other movements by the trend and inclination to appear as a comprehensive system of ideas and principles, whose essence is not defined solely in literary and artistic expression, but in all respects, in order to provide a fuller interpretation of the world. To discover the world of unconsciousness, supporting the explanatory principle of the reliable records of irrational situations, such as dreams, spiritual automata, and psychopathic associations.

It is an anti -mystic surrealism that cannot be established beyond this world, nor beyond our time of life. Paradoxically, it is inherent, exists within human beings and greatly presents the dark sides of each individual (*Philippe Van Tieghem*).¹ Reflecting on surrealism, both from the aesthetic and metaphysical point of view, means capturing its poetic ideas, revolting

¹ Chassang Arsene, Senninger Charles, *La Dissertation Litteraire Generale*, Volume 2, Publications *Hachette*, Paris 1993, Chapter XII, *Le surrealisme*, pg. 331

attitudes and shameless experiences, dreams, coincidence, love, action, image, language and so on. It means exploring another world, finding the key to a superior universe of the Absolute of *Balzac's* time.

Thus, surrealism opened up a field of radical renewal both in the personal and collective human life, as well as in the development of thought, morality and art. Surrealism, defined by *A. Breton*, was intended to reconsider the definition of reality¹. The instruments it used, automatic writing, dreams recording, narrations under a state of hypnosis, poems, and paintings created by occasional influences, art that reflected absurd and dreamy scenes, all had been invented to serve the same basic goal - change of our concept of the world and change of this world. As Breton explained, "*We live in the heart of modern society, which relies on such a serious reconciliation that all its exaggerations are justified*"²

The Essence of Surrealism

Art should be oriented towards the expression of the wish to strengthen the foundations of reality as much as possible. At this point, we would refer to "Surrealism Manifest" which preaches the provocation of the world consciousness, which is even crazier, and which we perceive via our senses. The surrealists, who apart from the artistic expression preserved fanatically even the political one, did not support the realistic character of art, but the spiritual one, processing Rimbaud's principle that the poet should become a prophet, the prophet of love and crazy pain. One of the artist's obligations is to believe in miracles, as "what is wonderful is always beautiful, every wonderful thing is beautiful" according to the surrealists. XX century will have, to some extent, the tendency towards one single art and religion, through a prevailing character. Every artist should respect his own self and the free artistic creation. In this way, even art will preserve the prophetic character and human variety and the genuine pluralism, which stems from the consciousness of the common human destiny.

The *sharp morale* was evident among the surrealists. It did not leave space for hypocrisies and unreasoned disdain of a society which considered the social order as a priority with regard to human behavior integrity. For a surrealist, a passionate rush will always be a step higher than a calculated brutality, a spontaneous gesture in art and in life, better than a well-studied plan. In an époque which becomes more materialistic day by day, in a society which infinitely bestows its destiny to technology and science, in an environment which becomes more and more hostile day by day, the surrealists' human zeal becomes more attractive. The supernatural still plays a certain role to explain to the man his own self and to oppose the arrogant theory, if supposedly the man's attitude and his universe expansion might be measured. As Aragon would reflect at "The countryman from Paris":

Is it possible that at some certain time the knowledge, which stems from the logic, might be compared to the esthetic knowledge? Undoubtedly, brutal people, who refer only to this one and despise the other one, give some explanations to me about the disdain it has degraded to, and that it originates from the senses. But when the wiser ones learn that the light is a tremble, what my eyes teach to me about the light, what differentiates me from the blind, and that is connected to the miracle, is not a logical object at all.

At this point, the essence of surrealism and the guaranty for its continual relevance can be found. Surrealism is not a "dogma", not a philosophical enclosed system either, but it is an open and adjusted thinking and life confronting method. It is an attempt to recreate "the spread consciousness of time in an "ensemble" which accepts continuously reconceptions and enrichment with new elements and data-it is a synthesis of several ideas from the inside, and its sources are a lot outside. Exactly within this definition, we should also explain the scientific concern of surrealism, making use of scientific data, aiming to build surrealist science and put it in service of their project, which consisted of the total liberation of human beings in the capitalist world.

1 As above, pg. 60

2 Browder Clifford, "*Andre Breton: Arbiter of Surrealism*", Publications Droz, 1967, pg. 21.

Today's globalism of surrealism

We may say that a "globalism" exists in the middle of surrealism, because it is understood and accepted by people, despite their age or race, despite their education or the group they come from. It has a liberating influence, which makes people communicate among them, people from all nationalities, who are united around a common inspiration. It reunites the present and the past, it carves the far away boulevard of the future, offering new and unknown opportunities to everyone. Surrealism is made of ideas conjugations which complete each other dialectally. It is an "annexing" attempt of the thinking zones which are still unknown. It is an attempt to reconnect the man with his own-self and the surrounding world elements, he was separated from, by the so-called "progress of our civilization", that means a reunion with his real wishes and emotions. This does not mean that surrealism is against "the improvement of the survival conditions of man"; on the contrary, according to *Marx*, we have to "transform the world", but even according to *Rimbaud* we have to "change our life"¹.

Rimbaud responded to this cause through his own life, accomplishing his poetic mission at the age of 24. He went to the East in search of that first and enlightening truth. He left to his successors a great message – *Real life does not exist*, and he wanted to win exactly this life, the life of absolute freedom of soul, where action, poetry and dream form an absolute reality that probably constitutes the lost unity of modern world.

Building life through poetry was the leitmotiv of surrealists, which meant to explore new ways to know the so-called objective reality. However, this duty would not be only of the poets, but of all the world. According to *Lautreamont*, poetry should be created by everyone.

Which will be the role of the beautiful in this poetry? *Beauty should be convulsive*², wrote *Andre Breton* and *dream, revolt, alchemy of the word and reversal of rules of the beautiful and logical rule, laughing* constitute the arsenal of the emerging poet at the dawn of the twentieth century. This arsenal would comprise of very strong images-objects that may arise from a comparison, but also from the approximation of two realities distant from each other. The farther these two realities are from each other, the more this image will have an emotive strength and poetic reality³.

This new empire of images was not addressed only to poets, but to all people. Because it was about turning all the old, sublimated and mystified images of the European bourgeoisie after the French Revolution into divine ones, such as justice, equality, peace, freedom. It was about turning them into real images, specifically, to make the artist function through his artistic activity within this space...⁴

Surrealist phenomenology

We may say that globalism awareness is an undisputable condition of art. Every artistic masterpiece transmits the consciousness of the common human destiny. "Gilgamesh Epic" or "Odyssey" of Homer are not just a registration of the mythical genealogy or the ancient history of a nation, but they reveal accurately the their human character through the human adventure of a certain man: the hero of these mythical eposes. *Giannis Tsarouchis* stated: "An artistic work is a tree that expands its branches all over the world, deeply rooted in its place". He wanted to describe the antithesis which exists between human adventure in the world, through one single hero and his destiny.

If we carried out a research from the XV to XX century, we would notice the same perception of man and his product, the artistic work. In the modern literary and artistic trends of the XX century, particularly in cubism and surrealism, we would

1 Rimbaud Arthur, *Une saison en enfer*, in *Works*, Publications Garnier, Paris 1960, pg. 225

2 Breton Andre, *L' amour fou* (1937), Publications Gallimard, Paris 1976, pg. 15

3 Reverdy Pierre, *L image*, published in the Magazine *Nord-Sud*, No. 13, March 1918, in *Nord-Sud, Self-Defense et autres écrit sur l art e la poesie (1917-1926)*, Publications Flammarion, Paris 1975, pg. 73

4 Benjamin Walter, *Mythe et Violence*, Publications Gallimard, Paris 1986, pg. 35

find a strong presence of art's and man's globalization. Meanwhile, we should consider the fact that only in freedom can art give the right products. Science and art do not have boundaries; the surrealists knew this fact very well. They preached only the freedom in the artistic expression via the automator writing.

The elements surrealism is able to provide us with, are the heraclitian search for a point of our spirit, "where life and death, the reality and the imaginary, the past and the future, the transmittable and the non-transmittable, the bottom part and the sublime are not perceived according to a contradictory way anymore" (Second Manifest):

"It would be in vain", Breton adds, "to give to surrealism just a destroying and constructing sense. Even this is a conjugation of the opposite meanings, like the construction and the destruction, which cannot be positioned in front of each other by anyone." (Second Manifest)

*"What can those, who still preserve some knowledge about their position in this world, profit from the surrealist experience?"
"The real position of man is inside himself, it is a hazardous recognition, but we think it is even supreme for our own self" (Second Manifest).*

For this reason, as Hegel's admirer, he applies his dialectic system in the analysis of spiritual emotions and situations. He creates a phenomenology of "eros" and concretizes a special method, which loses partially when it is applied only on abstract meanings. In the same way, from Freud he gets the most important keys, such as the dreams analysis, the "penetration" method in the codified world of the spirit, composed of symbols, analogies and transfers. In the majority part, he does not accept the "mechanic basis" of his theories, and even the "complexes theories", not regarding their formulation, but regarding the relevant conclusions. He completes the psychoanalysis with the metapsychic without falling into *mysticism* or into a belief without the "value. The surrealist war against the mentality that existed in literature and in the logics in general, is carried out with words, and then with images: *"The overturn of the way man feels, nowadays cannot be achieved only with the articulation of the logical phrase"* (Second Manifest).

At this point, Engels's thought, which is emphasized by Breton, is quite similar to Heraklit's and Lao Ce's thought. They are two major dialectic systems of the antiquity. The spirit is free and not free, it is influenced by its environment and is not influenced, it opens new ways and continues its own one. These tragic conditions of the spirit are reflected very heartedly in the philosophical and poetic works of *Hegel, Foierbah, Marx, Lautreamont, Rimbaud, Tzara, Freud, Caplin, Trotsky, Nietzsche, Dostoyevksy, Kafka, Jung* and many other ones who are concerned about this drama: our époque thought. Surrealism objects openly the free use of the language or the insufficient definitions which create suspicious spaces around them. Surrealism is becoming free from the medieval scholasticism ropes, it is a fresh wind of Paganini's understanding, "it is a tragic expression of life", it is the "mythization of the world", it is the eternal research of the truth. Where is the truth? Within this mess of these opposing ideas which existed about every above mentioned topic, surrealism makes a heroic and desperate attempt, to form its own idea, despite the fractions, the feelings, interests or the accepted ways of the thought.

The importance of surrealism lays exactly in this effort for independence, which at first sight seems to be easy, but which might actually be the most "inaccessible", the most challenging thing in our époque – today everything stiffens and roughens – everything is created in mentalities – tendencies – thinking directions and systems – among which every avoidance exception, "every heresy" is a synonym of "crime".

Misunderstandings and misinterpretations

Generally, the shallowness of the criticisms in connection with "surrealism" phenomenon might have even unconscious causes. In other words, they might be the reactions of those people who do not want or are afraid to contact their own self "deeper", or afraid of what the surrealism techniques might reveal (exactly like the neurotic who contradicts the psychoanalysis). On the other hand, surrealism might become antipathetic for those people who react against the

“conscious” content of the “surrealist message” which is “an inner and outer liberation of man from all his handcuffs”. This “surrealist attitude” unifies against itself the majority part of the people of our époque – based on the way the developments have flown, the “suppression” of man against man is becoming more and more prominent. However, this situation is unacceptable for the surrealists and it can be shortly summarized in the sentence that the demand for freedom is absolute, inseparable and complete, and its objection in a certain field will influence even other ones. This means that the man, tangled in the crossroad of the issues of the time, has essentially lost himself and has abandoned the independent thought and the old habit to achieve to “conclusions” on his own. On the contrary he has to be “fed” with conclusions by the “specialists” so that he can accept everything without anxiety.

If we confused – as it often happens – surrealism with this way of thinking, with this “abandonment” of every independent character from other entire groups of intellectuals worldwide, this would be a serious mistake. The existence of a surrealist group “located” in France is sufficient to create the impression that all the surrealists worldwide, receive “didactical guidelines” from a café in Paris, where an assumed “World Movement” is led from. Every surrealist meeting has always had the character of a “friendly meeting” among the people who share the same preferences and present every idea, phrase, decision, criticism or concept in a dialectic conversation – which was often voted to get an important decision. Their applied criteria used to have the characteristic of an “elaborated consciousness” which was fully aware of the modern world. Furthermore, no “arbitrary” action in the field of ideas, was ever made without the appropriate and sufficient justification, particularly in cases when the relevant case was very complicated and it had some spiritual criteria.

They intended something more significant and complete, the gain of the “lost land” of humanity from the previous years – this is a land which produces original artist children and spontaneous geniuses and the “previous peoples” the most prominent artists of the world. The surrealists themselves call the “esthetical criteria” “recognition of one’s own self”. They are fully conscious about what is happening inside them, they are aware of the fact if a product, a text, a painting or a sculpture, comes from the real source of one’s own self.

Of course, it is not easy for one to present completely surrealist thesis, his experiences, techniques or his philosophical thesis – because at the end, something “enigmatic remains” from the entire hypothesis – something that exists or not – something we cannot catch, just like the sneaky image of a lightning. Something that predicts something else that might be even bigger, more expanded and stronger – that means “the real recognition of surrealism is equal to a “catechism” (narration of the secret) – with a catechism taught to the Zen systems students, where the purpose of the spiritual and physical violence is carried out to remove the prejudices from their previous and conventional ideas and to prepare the “student” in advance to accept the “experience” of recognition.

Concluding Remarks

In conclusion, we would emphasize the fact that its value and presence are still current nowadays even though 5 decades have already passed from the last appearance of surrealism in Europe. Milto Sachtouris, the Greek surrealist stated: “We will always need a heaven –the sky of surrealism ...” In an interview given, he responded to the question of today’s surrealism: “Today it is not about surrealism, but rather its influence because the automatic writing and free coherences are not a game of style, they are a way to let things out of your unconsciousness on the surface, which does not mean that man liberated from his own unconsciousness those he disguised with surrealism. However, they did it more systematically and more convincingly, specifically, they were facing the problem and told us that we could not avoid it. ”¹. ”

During the social depression of all the society, *the automatic writing* would replace the psychological and the psychoanalytical treatments of the time; *crazy love* would fill in the empty spirit of the modern man that chases the technology and would help him to know his own self better, *black humour* would tragically fill in the pale panorama of the

1 <http://www.tovima.gr/relatedarticles/article/?aid=91903>

time where we live and would express the irony and the darkness of the modern days hypocrisy; and of course, *the objective fortuity* would prove that the entire life is an objective coincidence, where its flow and destiny are defined in the space. Nowadays, surrealism globalization has artistic and spiritual values, as they would not help the man to change the world, not even life either, but would help him to alter his opinion and consequently, to alter his own self to live more poetically...

Because after all, today everyone may believe that everything happening seems to be only a dream:

"When I dream or I believe I dream, I am not in another world, says the surrealist, I am more than ever in this world, where reality is organized in a truly coherent way, but less coherent for me because it responds to my deepest desires. I attempt to make this moment of dreaming last longer, telling the dreams, stimulating insanity in order to build into the soul a crazy state" ¹

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Severity and Reasons Behind Religious Intolerance in Pakistan: Perceptions of Sunnis, Shias, Ahmadis, and Christians

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Abstract

The aim of the study was to investigate a perceived severity of religious intolerance, and reasons behind it, among different religious groups in Pakistan. A questionnaire measuring religious intolerance was completed by 199 university students (females $M = 23.8$ yrs, $SD 5.3$, and males $M = 24.6$ yrs, $SD 5.6$) from four religious groups: Sunni, Shia, Ahmadi, and Christian. Questions regarding the severity of intolerance were included as well as the following seven scales measuring possible causes for it: impact of the school curriculum, lack of knowledge about other groups, impact of hate literature, lack of social justice, family background and peer pressure, media impact, as well as external power influence and history. Respondents of all groups agreed upon the severe level of religious intolerance towards Ahmadis. Regarding the other religious groups, opinions differed. Sunni respondents rated the seven causes for religious intolerance as lower than the others. Sunni and Shia respondents rated the impact of the school curriculum as the significantly most important reason behind religious intolerance, whereas the Ahmadis and Christians rated hate literature as the most important reason. The results suggest that there is a need for further research into social factors that could reduce religious intolerance in Pakistan. Views of different religious groups need to be taken in consideration.

Keywords: religious intolerance, religious groups, hate literature, school curriculum, Pakistan

Introduction

Intolerance between religious groups is widespread in the world of today. It is based on the belief that one religion is supreme and that all others are false, distorted, or non-existent (Nussbaum, 2004). In 1981, the United Nations' General Assembly adopted the declaration on the elimination of all forms of intolerance and discrimination based on religion or belief (United Nations, 1981).

Pakistan is the country with the highest number of reported incidents of religious extremism and hatred against religious minorities in the world, all in the name of religion (Human Rights First, 2012). According to the secular Jinnah Institute, the situation of non-Muslims in Pakistan has never been more difficult than today (Faruqi, 2011). Their access to education, work, and health care in Pakistan has been deteriorating, and there have been numerous incidents of violent attacks against them. Also in the public view, the situation is getting worse (Khan, 2012).

Today, the population of Pakistan consists of 96.4% Muslims (Sunnis 85–90%, Shias 10–15%), and 3.6% other groups, including Christians and Hindus (Index Mundi, 2016). In 1947, when the country was created, the non-Muslim religious minorities formed a quarter of Pakistan's total population; now they account for less than 4% (Sikand, 2011).

Religious extremism is not new for this part of South Asia: it has been claimed that it can be dated back as early as to the Indus Valley Civilisation (2500 BCE) (Malik, 2002). Pakistan's history includes many such movements. In 1973, Zulfikar Ali Bhutto, who acted as the chief architect of the Constitution, initiated the step to declare the Ahmadis to be a non-Muslim minority in Pakistan. In 1984, Zia ul Haq enacted Ordinance XX, which led to strict persecutions of Ahmadis. The "Mullah and Madrassah-culture" was then at its peak (Khan, 2012). During this period, the real Islamisation of Pakistan began, terms like religious extremism and religious suppression have been used to describe it (Malik, 2002). The establishment of blasphemy laws under the name of religious defamation is a case in point, which is creating havoc in many countries around the world (Human Rights First, 2012).

Religious violence does not only take place between Muslims and other religious groups; violent incidents also occur between sects and sub-sects of Islam (Yusuf, 2012). Sectarian violence has in fact been considered as one of the worst faces of extremism in Pakistan. The sectarian divide, largely between the Sunnis and Shias, has brought conflicts of identity. It has become a strong political weapon, and militant groups have vested their interest in such conflicts largely due to a political agenda rather than as a religious cause (Nasr, 2000). Also, the political rulers and the upper class use their position to create discriminatory peer pressure for different self-interested motives (Toor, 2011).

Due to the severe ethnic and sectarian divide, Pakistan as a state has become vulnerable to external power influence and praetorianism (Haleem, 2003). Pakistan holds importance for external powers like NATO and Al-Qaeda, especially when it comes to issues like terrorism, militancy, religious discrimination and other extremist behaviour (Toor, 2011). The situation in Afghanistan has given Pakistan a major setback and continues to do so (Kibaroglu, 2012).

A variety of social factors have been used to explain both the causes and impact of religious intolerance. A lack of social justice is experienced by minority groups; religious minorities like the Ahmadis, Sikhs and Christians are openly discriminated against (Sikand, 2011). Following the political crisis that shook the judiciary of Pakistan under Ordinance XX of 1984, hate and discrimination against the Ahmadis in particular have been disseminated (Mahmud, 1995). In 2009, due to a rift between the Pakistani government and the Taliban, the Sikhs were forcefully displaced and now have to pay a religious tax (Jizya) in the Federally Administered Tribal Area (FATA) (Gaur, 2010). Also, the Christians are terrorised from every angle, starting from false charges, mob attacks and target killings to the burning down of churches and destroying of the Bible (The Religion of Peace, 2016). A study by Mahmud (1995) reveals a general lack of social justice towards religious minorities in Pakistan.

The most dangerous aspect of religious intolerance has been said to be when a religious majority group starts to try to make people change their religious beliefs (Nussbaum, 2004). An example of prejudice towards different religious minorities in Pakistan is the distribution of hate literature in the form of pamphlets and brochures. This practice impacts the minds of people and creates a strong and lasting disturbance and inequality (Kibaroglu, 2012). The editorial policy of the newspapers in Pakistan has led to the Christians being more highlighted than other religious minority groups in the media. The Ahmadis, on the other hand, are either not discussed at all or if discussed, then in a negative manner (Ali & Jalaluddin, 2010).

The Pakistani educational system is not equal for all. There is a strong discrimination in madrassas (based on a religious curriculum) and public schools on the basis of religion (Hussain, Salim, & Naveed, 2011). In the class-bound society of Pakistan that revolves around religion, intolerance is developed in an organised manner already at a grass root level due to the different forms of educational institutions (Rahman, 2003).

The national school curriculum in Pakistan, from primary to secondary school, has deviated from its actual goal of creating progressive and enlightened young minds (Nayyar & Salim, 2005). During the Zia regime, the school curriculum in Pakistan was the prime target of Islamisation and became intertwined with national identity (Lall, 2008). In recent years, refutation of the teachings of other sects has been blamed for an increase in sectarian violence in Pakistan (Rahman, 2003).

Students can either choose, or are simply put into, one of the educational streams, i.e. either the madrassas or the secular schools, in the public or the private sector (Asadullah & Chaudhury, 2010). Approximately 2 million madrassas in Pakistan

have been held responsible for spreading violence and hate around the world (Delvande & Zafar, 2015). Still, the overall enrolled student population in the madrassas comprises less than one per cent of the students in Pakistan (Cheema, Khwaja, & Qadir, 2006).

Research Questions

The aim of the study was to investigate differences in opinions held by respondents from different religious groups regarding a) the experienced severity of religious intolerance towards different groups, and b) experienced causes for religious intolerance in Pakistan.

Method

Sample

A paper-and-pencil questionnaire was completed by 199 university students; 103 women (mean age 23.8 years, SD = 5.3) and 96 men (mean age 24.6 years, SD = 5.6), the age difference was not significant. The religious affiliations of the respondents were as follows: Sunni 37.2%, Shia 18.1%, Ahmadi 21.6%, and Christian 23.1%. Women and men were equally represented in all four religious groups.

Instrument

The perceived *severity* of religious intolerance towards six religious groups was estimated by respondents who were themselves from four religious groups (Sunni, Shia, Ahmadi, and Christian), with the following six questions: "How severe, in your opinion, is the religious intolerance towards the following groups: (a) Shia, (b) Ahmadi, (c) Christian, (d) Hindu, (e) Sikh, and (f) Parsee?". The responses were given on a five-point scale (0 = no intolerance, 1 = very mild, 2 = medium, 3 = severe, and 4 = very severe).

Factors associated with religious intolerance were measured with the inventory Social Factors Associated with Intolerance towards Religious Groups (SIRG; Khan, 2013) which consists of seven scales. The responses were given on a five-point scale (-2 = strongly disagree, -1 = disagree, 0 = neutral, 1 = agree, and 2 = strongly agree). The scales are presented below:

(a) *Lack of Knowledge about Other Religious Groups* measured the opinion that a lack of knowledge on an individual level about other religions and groups causes religious intolerance towards minorities (9 items, $\alpha = .85$).

(b) *Impact of the School Curriculum* measured the opinion that religious studies at the school level should begin with teaching religious tolerance and peace between all religions, and that there is a need to revise the religious studies curriculum (3 items, $\alpha = .76$).

(c) *Hate Literature against Religious Groups* measured the opinion that hate literature is having a negative psychological impact on both the individual and society as a whole, creating a rift between different religious groups, thus leading to violence (10 items, $\alpha = .90$).

(d) *Impact of the Media on Religious Intolerance* measured the opinion that the Pakistani media are religiously biased and promote extremist ideas instead of religious tolerance. Instead, the media could be a tool for creating religious respect (9 items, $\alpha = .83$).

(e) *Impact of Family Background and Peer Pressure* measured the opinion that the impact from families with their own religious interpretations, in addition to peer pressure, is diluting the actual message of different religions, instigating religious intolerance (5 items, $\alpha = .70$).

(f) *Lack of Social Justice* measured the opinion that the respondent thought that a lack of social justice has led to sectarian intolerance and the persecution of religious minorities, which in turn has resulted in a humanitarian crisis in Pakistan (9 items, $\alpha = .79$).

(g) *External Power Influence and History* measured the opinion that Pakistan still suffers from the politicisation of religion that started under the realm of independence in 1947, which has led to a scenario of religious intolerance. Furthermore, the use of military support from other countries has been a driving force in developing religious intolerance (10 items, $\alpha = .77$). The scales in full are available from the first author.

Procedure

Questionnaires were distributed amongst university students from four universities in three Pakistani cities; Islamabad, the capital; Lahore and Karachi, the provincial capitals. Students from different religious affiliations were approached. The data were collected over a period of three months. The questionnaires were returned either through regular mail or as e-mail attachments.

Results

Severity of Victimization from Religious Intolerance: Opinions of Respondents belonging to Four Different Religious Groups

Four within-subjects analyses of variance (WSMANOVA) revealed that, according to Sunni [$F(5, 69) = 15.39, p < .001, \eta^2 = .527$], Shia [$F(5, 31) = 8.33, p < .001, \eta^2 = .573$], and Ahmadi [$F(5, 38) = 8.21, p < .001, \eta^2 = .519$] respondents, the Ahmadis were significantly more subjected to religious intolerance when compared to all other religious groups (Fig. 1). The Christian respondents rated the Ahmadis, the Shias and the Christians themselves to be equally victimised from religious intolerance [$F(5, 41) = 3.85, p = .006, \eta^2 = .319$] (Fig. 2). All analyses obtained high effect sizes.

A multivariate analysis of variance (MANOVA, 2×4) was performed with sex and religious affiliation of the respondents as independent variables, and severity of intolerance towards six groups as dependent variables. The multivariate test showed a significant effect for the religious affiliation of the raters, a tendency towards an effect for sex, and a significant effect for the interaction between religious affiliation and sex of the raters (see Table 1 and Fig. 1).

The univariate tests showed a significant effect for the raters' religious affiliation on estimations of severity of intolerance towards Shias, Christians, Hindus, Sikhs, and Parsees, but no significant differences were found regarding ratings of intolerance towards Ahmadis. That is, raters with different religious affiliations showed the highest degree of agreement regarding the severity of religious discrimination against the Ahmadis. Regarding the other five groups, the raters showed significant differences in opinions.

The results of Scheffé's tests showed that intolerance towards Shias was rated significantly higher by Christians and Ahmadis compared to the Sunnis and Shias themselves. Intolerance towards Hindus was estimated to be significantly higher by Christians than by Sunnis. Intolerance towards Parsees was rated significantly lower by Sunnis than by all the other three groups. Christians rated the intolerance towards themselves and against Sikhs significantly higher than did any other group.

Univariate interaction effects for the religious affiliation and sex of the raters were found for intolerance towards Shias, Christians, and Hindus, and a tendency for an interaction effect was also found for ratings regarding Parsees (see Table 1). Sunni women gave the significantly lowest ratings of victimisation from religious intolerance of Christians, Hindus and Parsees. Shia women estimated that their own religious group was the one least victimised by religious intolerance.

Table 1

Results of a Multivariate Analysis of Variance (MANOVA, 2 x 4) with Sex and Religious Affiliation of the Raters as Independent Variables, and Ratings of Severity of Religious Intolerance towards Six Groups as Dependent Variables (N = 199), cf. Fig. 1

	F	df	p ≤	η ²	Differences Between Raters ¹⁾
Effect of Sex of Raters					
Multivariate Analysis	1.88	6,186	.086	.570	
Effect of Religious Affiliation of Raters					
Multivariate Analysis	3.39	18,564	.001	.098	
Univariate Analyses					
Intolerance towards Shias	10.14	3,191	.001	.137	Chr, Ahm > Sun, Shi
Intolerance towards Ahmadis	2.44	"	ns	.037	ns
Intolerance towards Christians	11.46	"	.001	.153	Chr > Ahm, Shi, Sun
Intolerance towards Hindus	5.21	"	.002	.076	Chr > Sun
Intolerance towards Sikhs	9.12	"	.001	.125	Chr > Ahm, Shi, Sun
Intolerance towards Parsees	5.05	"	.002	.074	Chr, Shi, Ahm > Sun
Interaction Effect of Religious Affiliation and Sex of the Raters					
Multivariate Analysis	2.42	18,564	.001	.072	
Univariate Analyses					
Intolerance towards Shias	4.89	3,191	.003	.071	Shia Women
Intolerance towards Ahmadis	1.27	"	ns	.020	ns
Intolerance towards Christians	4.09	"	.008	.060	Sunni Women
Intolerance towards Hindus	3.25	"	.023	.049	Sunni Women
Intolerance towards Sikhs	1.76	"	ns	.027	ns
Intolerance towards Parsees	2.40	"	.069	.036	Sunni Women

¹⁾Abbreviations of Rater Groups: Sun = Sunnis, Shi = Shias, Ahm = Ahmadis, Chr = Christians

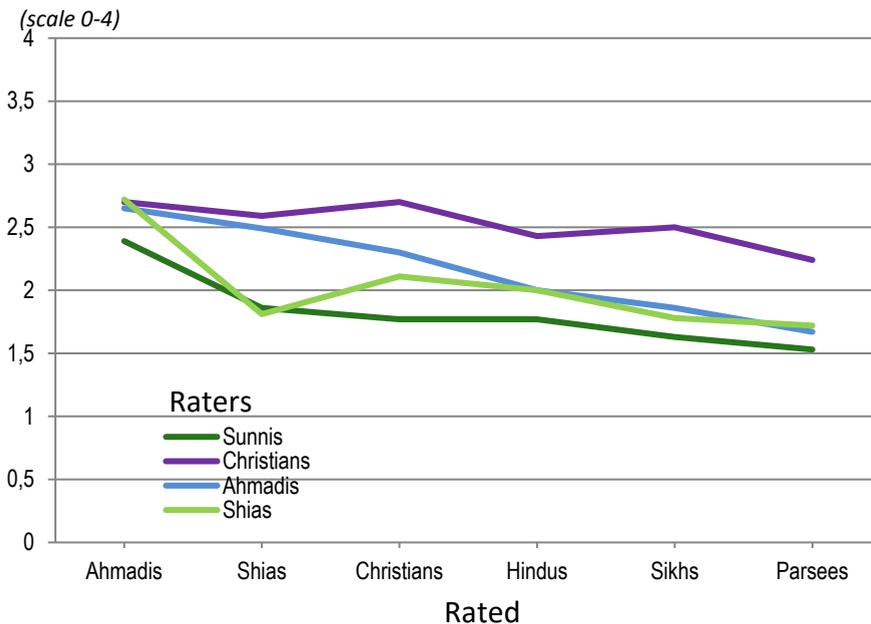


Figure 1. Opinions of members of four religious groups regarding the severity of religious intolerance in Pakistan towards six different religious groups (N = 199).

Causes for Religious Intolerance: Opinions of Respondents from Four Groups

Four within-subjects analyses of variance (WSMANOVA) revealed that Sunni [$F_{(6, 68)} = 2.99, p = .012, \eta_p^2 = .209$] and Shia [$F_{(6, 30)} = 18.51, p < .001, \eta_p^2 = .787$] respondents considered the school curriculum to be the most important reason behind religious intolerance, while Christians [$F_{(6, 40)} = 5.23, p < .001, \eta_p^2 = .440$] and Ahmadis [$F_{(6, 37)} = 11.87, p < .001, \eta_p^2 = .658$] rated hate literature as most important (Fig. 2).

A Multivariate Analysis of Variance (MANOVA, 2×4) was performed with sex and religious affiliation of the respondents as independent variables, and the seven scales measuring factors associated with intolerance towards religious groups as dependent variables. The multivariate test showed a significant effect for religious affiliation, and no effect for sex, or for the interaction between religious affiliation and sex (Table 2 and Fig. 2).

The univariate tests showed that the Sunni respondents considered all the seven reasons for religious intolerance to be significantly less important than did the other groups. The greatest differences between raters from different groups were found for how important they considered a lack of knowledge about other groups to be; the Ahmadi and Shia respondents gave it the significantly highest importance in creating religious intolerance. Impact of the school curricula was considered to be significantly most important by the Shia and Ahmadi respondents. Impact of hate literature, the media, and family and peer pressure were considered equally important by the Shia, Christian, and Ahmadi respondents. Lack of social justice, as well as the impact of external powers and history, was considered to be significantly most important by the Ahmadi respondents. The Shia and Christian respondents also considered these two to be significantly more important than did the Sunnis.

Table 2

Results of a Multivariate Analysis of Variance (MANOVA, 2×4) with Sex and Religious Affiliation of the Raters as Independent Variables, and the Seven Scales of the Inventory Social Factors Associated with Intolerance towards Religious Groups (SIRG; Khan, 2013) as Dependent Variables (N = 199)

	<i>F</i>	<i>Df</i>	<i>p</i> ≤	η_p^2	Differences Between Raters ¹⁾
Effect of Sex of Raters					
Multivariate Analysis	1.58	7,185	ns	.057	
Effect of Religious Affiliation of Raters					
Multivariate Analysis	10.05	21,561	.001	.273	
Univariate Analyses					
Lack of Knowledge	10.26	3,191	.001	.518	Ahm, Shi > Chr > Sun
Impact of School Curriculum	5.46	"	.001	.211	Shi, Ahm > Chr, Sun
Impact of Hate Literature	8.85	"	.001	.427	Ahm, Shi, Chr > Sun
Media Impact	6.08	"	.001	.311	Ahm, Shi, Chr > Sun
Family Background and Peer Pressure	4.52	"	.001	.260	Shi, Ahm, Chr > Sun
Lack of Social Justice	4.60	"	.001	.308	Ahm > Chr, Shi > Sun
External Power Influence and History	4.18	"	.001	.299	Ahm > Shi, Chr > Sun
Interaction Effect of Religious Affiliation and Sex of the Raters					
Multivariate Analysis	1.28	21,561	ns	.046	

¹⁾Abbreviations of Rater Groups: Sun = Sunnis, Shi = Shias, Ahm = Ahmadis, Chr = Christians

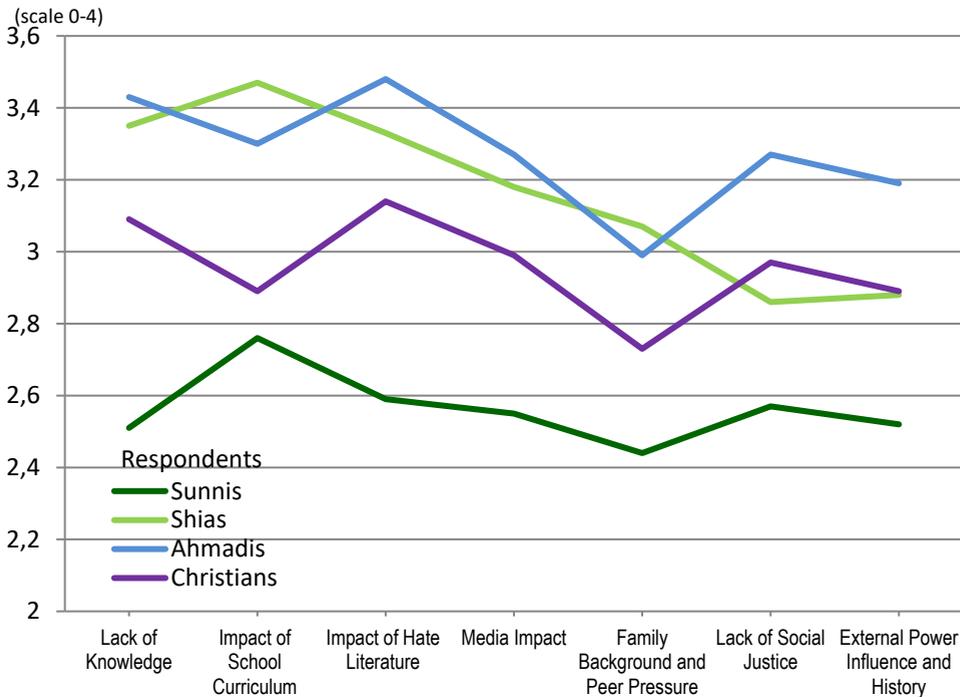


Figure 2. Opinions of respondents of four religious groups regarding reasons behind religious intolerance in Pakistan ($N = 199$).

Discussion

The study presents the assessments of respondents from different religious groups on the severity and reasons behind religious intolerance in Pakistan. It was found that differences in opinions were more dependent on the religious affiliation of the respondent than on gender. Males and females did not differ from each other regarding the extent to which they considered different religious groups to be victimised from religious intolerance. Neither did females and males differ regarding what they considered to be the most important reasons behind intolerance. Respondents from different religious groups, on the other hand, differed significantly from each other in their opinions on both the severity and reasons for intolerance.

Perceived Severity of Intolerance

When the assessments were made on how severe religious intolerance is towards members of six religious groups, Shia, Ahmadi, Christian, Hindu, Sikh, and Parsee, a high degree of consensus was found regarding the grave situation of the Ahmadis. The Sunni, Shia, and Ahmadi respondents agreed on the fact that the Ahmadis were the religious group suffering the most from religious intolerance in Pakistan. This result may be seen in light of the fact that the controversy over the Ahmadi sect has gone on for one hundred years, and that mainstream Muslims do not accept Ahmadis as real Muslims (Rais, 2005).

Christian respondents diverged somewhat from the general pattern and opined that not only the Ahmadis but also the Shias and they themselves were equally victimised from religious intolerance. Christians, in general, gave the highest

ratings of religious intolerance towards all groups, including themselves. Ahmadis also gave high ratings, whereas Sunnis and Shias gave lower ratings. Since Ahmadis and Christians are both minority groups this was not unexpected.

One of the few sex differences found was an interaction effect regarding Sunni women as raters. It was found that they as a group gave the lowest ratings for victimisation of Christians, Hindus, and Parsees. One reason for these assessments could be the fact that they themselves belong to the majority group and therefore are not acquainted with the amount of intolerance towards minority groups. Furthermore, as women, they stay more indoors where they interact mainly with other women, and are therefore not able to see the discrimination going on against minority groups as well as men. In a similar vein, Shia women considered intolerance towards their own group to be lower in comparison with the assessment made by other groups.

Perceived Reasons for Intolerance

The school curriculum was considered to be the most important reason behind religious intolerance according to both the Sunni and Shia respondents. The structure of the educational system is generally thought to create intolerance rather than religious tolerance. The gap between the madrassas, Urdu medium and English medium schools creates a problem since it brings inequality amongst people (Rahman, 2003). In the past decade, textbooks and the school curriculum have been revised to some extent, but the madrassas are still seen as extremist religious structures rather than regular educational institutions that teach Islamic knowledge along with regular studies. The present study shows that this is also acknowledged by the majority groups in Pakistan.

Hate literature was rated as the most important reason for intolerance by Christians and Ahmadis. Hate literature can be found in many different forms, like in newspaper sections, pamphlets, stickers, banners, and posters. It is also being distributed through electronic media under the curtain of the blasphemy laws. The highest number of hate literature publications in Pakistan are directed against the Ahmadis (Human Rights First, 2012).

The Sunni respondents considered all the seven listed reasons for religious intolerance to be of significantly less importance than any of the other groups.

The greatest differences between raters from different groups were regarding how important they considered a lack of knowledge about other groups to be; the Ahmadis and Shias gave this a significantly higher importance than did the Sunnis and Christians. Opinions regarding the impact of hate literature and the media were the second and third most important factors dividing the opinions between different groups. The Ahmadis, Shias, and Christians considered hate literature and the media to be significantly more dangerous than did the Sunnis. The minority groups of Shias, Christians, and Ahmadis are also those that suffer from the adverse effects of media and hate literature circulation. Hate literature, being one of the most crucial, and still among the lesser discussed issues, would be a good area for further research. It would not only help in obtaining an insight into the augmenting scenario of hate literature distribution in Pakistan, but it could also enable ways to curb it as much as possible. Christians are the most mentioned religious group in the media, and are especially mentioned in the newspapers. Mostly, the media projects religious minority groups positively, although the Ahmadis are least mentioned and at times, negatively highlighted (Ali & Jalaluddin, 2010).

A lack of social justice, as well as the impact of external powers and history, was given the highest ratings by the Ahmadis. The Shia and Christian respondents also considered these two to be significantly more important than did the Sunnis. The Ahmadis are the only group that have been forcefully declared as non-Muslims under the 1973 Constitution of Pakistan (Mahmud, 1996). Christians and Shias are also influenced by the political history of Pakistan and exterior forces, but they have leverage above the Ahmadis as there is nothing declared against them by the government. It appears that the Ahmadis are the most persecuted group because they are declared as a minority group under the constitution of Pakistan. They are victimised the most on the issue of khatam-i-nabuwat (the finality of prophethood) and also, on the issue of Jihad (Malik, 2002).

Final Words

In Pakistan, individuals mostly discuss religious matters with people from the same religious background rather than with people from other groups. Even if they in daily life communicate in a mixed group in which people from different religious groups are present, religious intolerance is so common that the issue of religion is never raised, or if it does, then it ends up becoming very unpleasant, since no one wants to hear the other religious group's point of view.

A limitation of the study was that the data were only collected among university students, and from three cities only. A wider sample with respondents from different parts of the country and from different levels of society would make the results more representative. Another limitation of the study is that the Sunni respondents could have been included not only as raters but also as victims of intolerance.

Future surveys of this kind might, if conducted at a national level, provide members of different religious groups with knowledge about each other's views, which subsequently might bring about a dialogue. Finding common ground, as well as acknowledging differences in opinion, is a starting point which can eventually enhance stability and ultimately peace in the society.

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Sick-Leave Due to Burnout Among University Teachers in Pakistan and Finland and Its Psychosocial Concomitants

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Abstract

The study examines sick leave due to burnout among 476 university teachers in Pakistan and Finland and its relationship with a number of psychosocial concomitants with the help of a web-based questionnaire. Sick leave due to burnout was significantly more frequent in Pakistan. An alarming finding was that 19.2 % of 26–35 year old Pakistani teachers had been on sick leave due to burnout, while in Finland, the percentage for this age group was zero. Results from a MANOVA revealed that good working conditions, social support at work, and promotion opportunities were all rated as significantly better by the Finnish sample. Workplace bullying was also significantly less frequent in Finland. The findings suggest that young university teachers in Pakistan are especially at risk of experiencing occupational stress and burnout.

Keywords: burnout, sick leave, occupational stress, workplace bullying, university teachers, Finland, Pakistan

Introduction

The aim of the study was to explore psychosocial factors related to sick-leave due to burnout in a sample of higher education institutions in Pakistan, a developing country, and compare the situation in Pakistan with that in Finland, a socioeconomically more developed country. Burnout is a relatively well-researched phenomenon in the western world, but comparatively little is known about the situation in Pakistan, which right now is going through a transitional phase in which higher education plays an important role.

Finland was selected as a country of reference, since the Finnish educational system is one of the best in the world, ranked as number five worldwide according to the PISA ranking list of 2016 (OECD, 2016). Besides being ranked among the best in education, the country also scores well above average in civic engagement, environmental quality, social connections, subjective well-being, housing, personal safety, and work-life balance (OECD, 2015). Accordingly, a comparison with Finnish higher education could provide insights into how Pakistani higher education could be improved.

Maslach and Jackson (1986) defined burnout as a syndrome of emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, occurring especially among individuals whose occupation requires much social interaction and empathy, such as nurses. Their study made the phenomenon known worldwide; however, they did not coin the term themselves as often is assumed – it was previously used already in an article by Freudemberger (1975).

Since the seminal work by Maslach and Jackson, burnout has been in focus for much study within organizational psychology. A vast number of negative outcomes have been associated with the syndrome such as insomnia, physical exhaustion, depression, anxiety, decreased self-esteem, increased health problems in general, weak memory, decreased performance, excessive use of drugs and alcohol, and family and marital problems (Maslach, Schaufeli, & Leiter, 2001; Peterson, Demerouti, Bergström, Samuelsson, Åsberg, & Nygren, 2008).

The two major classification systems for medical diseases (ICD-10 and DSM-5) are not in agreement about whether the burnout syndrome is a distinct category in its own right or not. In the ICD-10 of 1992, it was introduced under Z.73.0 as 'Burnout – state of total exhaustion' (World Health Organization, 1992). In the 2011 version of ICD-10, it is categorized under Z.73.0 as 'Burnout – state of *vital* exhaustion' (our italics) (World Health Organization, 2011). However, the DSM-5 does not regard burnout to be a distinct syndrome at all (American Psychiatric Association, 2013).

Burnout, clearly, is closely related to occupational stress (Tsai, Huang, & Chan, 2009; Wu, Zhu, Li, Wang, & Wang, 2008); in fact, the burnout syndrome could be regarded as the logical consequence when continuous stressful demands exceed the individual's resources. Theoretical models used within stress studies such as the Job Demand-Control (JDC) model (Karasek, 1979) and its revision the Job Demand-Control-Support (JDCS) model (Johnson & Hall, 1988) should thus be applicable also in research on burnout. When perceived demands are high, one's sense of control low, and there is no moderating effect of social support, strain and stress will follow. If these circumstances continue with no end in sight, the risk for burnout is imminent.

Research on occupational stress reveals it to be common among university academia (Blix, Cruise, Mitchell & Blix, 1994; Boyd & Wylie, 1994; Doyle & Hind, 1998; Jack & Punch, 2001; Kinman, 1998, 2010; Kinman & Jones, 2003; Kinman & Wray, 2013). Nakada, Iwasaki, Kanchika, Nakao, Deguchi, Konishi, and Inoue (2016) examined which job stressors that physically and mentally burden teachers in Japan: they found that high role conflict, high role ambiguity, low social support, and a heavy workload were all related to stress symptoms.

Some factors are more likely to initiate stress amongst teachers than others. Barkhuizen and Rothman (2008) found four occupational stressors which drastically affected the teachers' commitment to their organisations: resources, communication, overwork, and job characteristics. Doyle and Hind (1998) found that for all higher education staff, job insecurity was the most prominent source of stress. Tytherleigh, Webb, Cooper, and Ricketts (2005) analysed 14 U.K. universities and colleges, and found that work-life balance, job security, work relations, control, workload, overall job nature, communication and resources, salary and benefits, all constituted sources of stress.

Boyd and Wylie (1994) also identified some major stressors among teachers. These included excessive workloads, time restrictions, a dearth of promotion opportunities, insufficient appreciation, insufficient salary, changing job roles, inappropriate administration, and insufficient resources and funding. Kinman (1998), in a U.S. national survey about the causes and consequences of stress in higher education, found the main stressors to be high expectations, extreme job demands, a low level of support, and long working hours.

Since burnout appears to be a common source for absenteeism, sick leaves, and job turnover, as Maslach et al. (2001) found, the syndrome has severe socioeconomic consequences not only for the individual, but for the organization and society as a whole. Accordingly, there is a need to identify risk factors for sick leave due to burnout within higher education organizations.

A decision was made to use sick leave due to burnout as the key indicator of burnout rather than any subjective measure like for instance the Maslach Burnout Inventory. First, sick leave is an objective measure, while a scale is a subjective one. Either you have been on sick leave, or then you have not, there is no in-between. The decision to grant a sick leave has been made by a physician, who has made a medical diagnosis. Second, we were particularly interested in sick leaves due to the negative socioeconomic impact they have on individuals and organizations. The use of sick leave instead of a scale for the measurement of burnout has previously been employed by Varhama and Björkqvist (2004b)

who investigated municipal employees in Finland, industrial workers in both Poland and Finland (Varhama & Björkqvist, 2004a), and municipal employees in Spain (Varhama et al., 2010).

Method

Sample

The official list of e-mail addresses of permanent/full time teachers were obtained from the websites of 15 randomly sampled public universities in Pakistan and Finland. More than 2,000 emails were sent out; a total of 476 responses were subsequently obtained. An exact response rate is impossible to estimate, since there is no way to certify how many of the e-mail addresses were in fact valid and active. There are reasons to believe that a substantial number of the addresses were no longer valid, since some emails were bounced back to the sender.

The questionnaire was filled in by 199 female and 277 male university teachers in Pakistan and Finland. The mean age was 44.4 years (*SD* 11.1) for females, and 45.3 years (*SD* 11.1) for males; the age difference was not significant. The mean age was 37.7 years (*SD* 8.4) for the Pakistani university teachers and 50.5 years (*SD* 9.5) for the Finnish teachers, the age difference was in this case significant [$t_{(476)} = 15.26, p < .001$].

Instrument

A questionnaire was constructed in order to measure potential sources of burnout that would be culturally adequate in both countries, also keeping in mind results from previous research on the subject (Dua, 1994; Kinman, 1998; Einarsen, Hoel, & Notelaers, 2009). It included five scales: four were constructed for the study (Good Working Conditions, Social Support at Work, Promotion Opportunities, Heavy Workload, and Workplace Bullying), and the fifth, the Work Stress Symptoms scale (Björkqvist, & Österman, 1992) was a previously used measure. The responses for all scales were given on a five-point scale (0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = very often, or 0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree). A pilot study was conducted with the questionnaire being sent by e-mail to university teachers in both countries. The reliability of the scales was estimated with Cronbach's alpha. The reliability scores of the scales varied between .72 and .84. The same procedure was then adopted for the collection of the final data. All the teachers were informed about the aims of the study and confidentiality was emphasized. The items of the scales and Cronbach's alphas are presented in *Table 1*.

For the measurement of sick leave due to burnout, the following question was asked: "Have you been on sick leave due to burnout?" The participants could then respond on a dichotomous scale, either "yes" or "no".

Table 1

Items and Cronbach's Alphas of the Scales in the Study

Good Working Conditions (5 items, $\alpha = .75$)
My workplace conditions (e.g. space, light and noise) are satisfactory
I have all the necessary equipment and/or infrastructure support at work
I am not frequently interrupted at work
There are enough instructional facilities in my department
I am satisfied with my monthly salary
Social Support at Work (4 items, $\alpha = .85$)
The head of my department is reasonable in her/his attitudes towards me
I am happy with the level of support I get from my colleagues
There is a great understanding between staff and head of the department
I get appreciated for my efforts
Promotion Opportunities (5 items, $\alpha = .73$)
There are enough promotion opportunities in the job
Performance rather than politics determine who gets promoted in my department

My annual appraisal process has fairly recognised my achievements and abilities
The university has enough facilities for undertaking research
The university offers proper training and development opportunities

Work Stress Symptoms (10 items) $\alpha = .91$

Exhaustion
Difficulties to concentrate
Weariness and feebleness
Insomnia
Nervousness
Irritation
Depression
Indifference towards everything
Reduced work performance
Reduced self-confidence

Workplace Bullying (5 items) $\alpha = .92$

I have been exposed to insulting remarks at my workplace
I have been exposed to verbal abuse
I have been exploited at my work place
I was told indirectly to quit my job
I have been exposed to bullying at my work place

Results

Sick leave due to burnout

Percentages of sick leave due to burnout differed significantly between the countries. Among Pakistani teachers in the sample, 18.3 % had sometimes been on sick leave due to burnout compared with 9.4 % among the Finnish teachers (Table 2). Pakistani female teachers had significantly more often been on a sick leave due to burnout than the Finnish female teachers (25.4 % vs. 8.8 %). The difference was not significant for the males. The difference in percentages between the sexes inside the country was not significant in either country.

In the Pakistani sample, no teacher over 56 years had ever been on a sick leave due to burnout, while in Finland, 10 % in this age group had been on sick leave for this reason sometimes during their working life (Table 3). In the youngest age group, 26–35 years of age, 19.2 % of Pakistani university teachers had been on sick leave due to burnout while in Finland, the percentage for this age group was zero.

Table 2

Percentages of University Teachers Who Had Been on Sick Leave due to Burnout

	Pakistan	Finland	Total	
Females	25.4 % (16)	8.8 % (12)	14.1 % (28)	$\chi^2_{(1)} = 9.78, p = .002, \phi^2 = .05$
Males	15.2 % (21)	10.1 % (14)	12.6 % (35)	$\chi^2_{(1)} = 1.66, p = .ns, \phi^2 = .01$
Total	18.3 % (37)	9.4 % (26)		$\chi^2_{(1)} = 8.07, p = .005, \phi^2 = .02$

Table 3

Experience of Sick Leave due to Burnout in Different Age Groups (n)

Age groups	Pakistan	Finland
I 26–35yrs	19.2 % (19)	0 % (0)
II 36–45yrs	18.8 % (13)	11.8 % (8)
III 46–55yrs	19.2 % (5)	8.9 % (8)
IV 56–65yrs	0 % (0)	10.0 % (10)

Table 4

Correlations between the Scales of the Study (N = 476)

	1.	2.	3.	4.
1. Good Working Conditions				
2. Social Support at Work	.50 ***			
3. Promotion Opportunities	.58 ***	.54 ***		
4. Work Stress Symptoms	-.32 ***	-.36 ***	-.37 ***	
5. Workplace Bullying	-.36 ***	-.54 ***	-.35 ***	.34 ***

*** $p \leq .001$

Correlations between the scales in the study

The highest positive correlations were found between the scales of Promotion Opportunities, Social Support at Work, and Good Working Conditions (Table 4). The highest negative correlation was found between Workplace Bullying and Social Support at Work. Bullying was also negatively correlated with Good Workplace Conditions and Promotion Opportunities, and positively correlated with Work Stress Symptoms. Work Stress Symptoms were negatively correlated with Social Support, Promotion Opportunities, and Good Working Conditions.

Psychosocial concomitants of sick leave due to burnout in Pakistan and Finland

A multivariate analysis of variance (MANOVA) was conducted with country and sick leave due to burnout as independent variables, and the five scales of the study related to the psychosocial concomitants as dependent variables (Table 5, and Figures 1 and 2). Due to the significant age difference between respondents from the two countries, age was kept as a covariate in the analyses. (Separate analyses of sex differences in regard to the five dependent variables revealed, surprisingly, no differences between the two sexes. Accordingly, sex was not included in the final MANOVA analysis.)

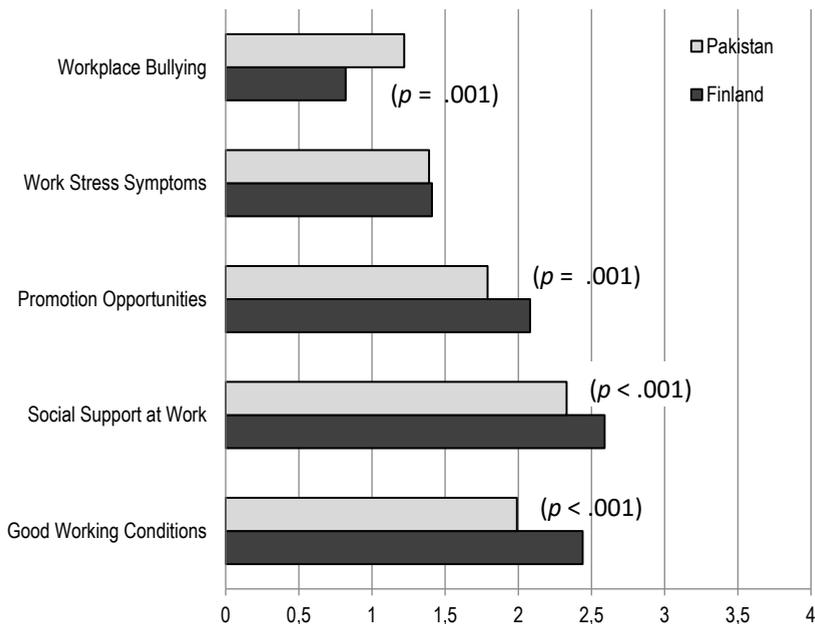


Figure 1. Mean scores of respondents in Pakistan and Finland on the five scales of the study (N = 475). Cf. Table 5.

The multivariate analysis revealed a significant effect for both country and sick leave due to burnout, and also for the interaction effect between country and burnout.

Effects of country: The univariate analyses showed that Good Working Conditions, Social Support at Work, and Promotion Opportunities were all rated to be significantly better in Finland than in Pakistan. Workplace Bullying was significantly less frequent in Finland (see Table 5 and Fig. 1).

Effects of sick leave due to burnout: The univariate analyses revealed significant differences in the expected direction on all five scales. Those who had been on sick leave scored higher on Work Stress Symptoms, and Workplace Bullying, but lower on Good Working Conditions and Social Support at Work (see Table 5 and Fig. 2).

Interaction effects between country and burnout: The univariate analyses revealed that Pakistani university teachers who had been on sick leave due to burnout scored lowest on Social Support at Work, and highest on Work Stress Symptoms (cf. Table 5).

Table 5

Results of a Multivariate Analysis of Variance (MANOVA) with Country and Sick Leave due to Burnout as Independent Variables and the Five Scales of the Study as Dependent Variables (N = 475). Cf. Figs. 1 and 2.

	F	df	p ≤	η ²	Group differences
<i>Effect of Age (covariate)</i>					
Multivariate Analysis	5.06	5, 468	.001	.051	
<i>Effect of Country</i>					
Multivariate Analysis	7.11	5, 468	.001	.071	
<i>Univariate Analyses</i>					
Good Working Conditions	14.99	1, 472	.001	.031	Fi > Pk
Social Support at Work	24.54	"	.001	.049	Fi > Pk
Promotion Opportunities	10.50	"	.001	.022	Fi > Pk
Work Stress Symptoms	0.15	"	ns	.001	-
Workplace Bullying	11.39	"	.001	.024	Pk > Fi
<i>Effect of Sick Leave due to Burnout</i>					
Multivariate Analysis	7.60	5, 468	.001	.075	
<i>Univariate Analyses</i>					
Good Working Conditions	5.68	1, 472	.018	.012	Group with higher mean: No sick leave
Social Support at Work	9.56	"	.002	.020	No sick leave
Promotion Opportunities	4.61	"	.032	.010	No sick leave
Work Stress Symptoms	32.38	"	.001	.064	Sick leave
Workplace Bullying	16.79	"	.001	.034	Sick leave
<i>Interaction Country and Sick Leave</i>					
Multivariate Analysis	3.36	5, 468	.005	.035	
<i>Univariate Analyses</i>					
Good Working Conditions	0.79	1, 472	ns	.002	-
Social Support at Work	11.45	"	.001	.024	Lowest mean: Pk with sick leave
Promotion Opportunities	2.09	"	ns	.004	-
Work Stress Symptoms	5.42	"	.020	.011	Highest mean: Pk with sick leave
Workplace Bullying	0.23	"	ns	.000	-

Note. Fi = Finland, Pk = Pakistan

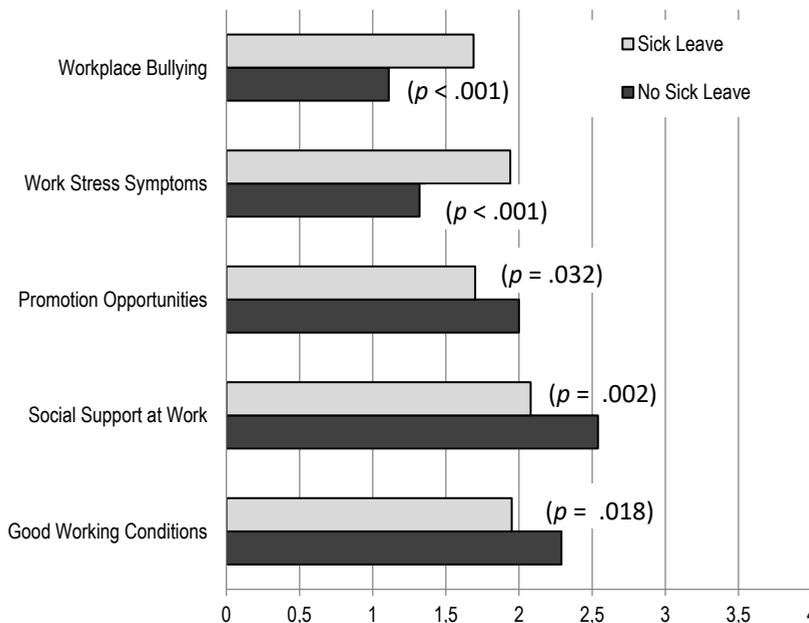


Figure 2. Mean scores on the five scales of the study for university teachers who had or had not experienced sick leave due to burnout in Pakistan and Finland ($N = 475$). Cf. Table 5.

Discussion

The findings revealed that there were some significant differences between Finnish and Pakistani university teachers. Those from Finland reported better working conditions, more social support at work, and better promotion opportunities than their Pakistani colleagues. The results also showed that workplace bullying was significantly less frequent in Finland.

The percentages of respondents having been on sick leave due to burnout differed between the two countries: in Pakistan, the percentage was overall significantly higher. However, this difference was mainly due to differences between the female teachers in both countries. Pakistani female teachers had significantly more often been on sick leave due to burnout than their Finnish female counterparts (25.4% vs. 8.8%). The difference was not significant for males.

Another noteworthy finding of the study is that in the Pakistani sample, no teacher over 56 years had ever been on sick leave due to burnout; in Finland, however, 10 % of this age group had been diagnosed at least once during their working life. It appears that in Pakistan, teachers over 56 years of age are not over-worked at present and were not over-worked as young teachers either. However, with increasing job demands, young teachers are now facing this problem.

Perhaps the most alarming finding was that in the youngest age group, the 26–35 year olds, 19.2% of the Pakistani university teachers had been on sick leave due to burnout, while in Finland, the percentage for this age group was zero. This is a matter of serious concern. This finding suggests that young university teachers in Pakistan might be more at risk of stress and burnout.

The study has limitations, and generalisations regarding differences between the two countries should be made with caution. An exact response rate is impossible to estimate, since there is no way to assess how many of the e-mail

addresses that the link of the electronic questionnaire was sent to actually were valid. However, the response rate was clearly low, and percentages should not be seen as indicators of exact percentages of the work force, only as percentages of the responding sample. Second, it may be argued that a paper-and-pencil questionnaire could have yielded different results than an electronic one. However, Boyer, Olson, Calantone, and Jackson (2002) found that e-surveys are comparable to manual survey questionnaires with minor exceptions, and e-surveys provide workable alternatives to printed questionnaires. Both methods have not only similar response rates but generate comparable results as well.

In conclusion: despite the limitations of the study, the findings suggest that interventions are needed to enhance a better work environment for young university teachers in Pakistan in order to reduce work-related stress and burnout. Reward systems, social support, and a culture of respect are required in order for them to consider their job as more worthwhile.

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Penitentiary Tutors' Activities with Muslims Prisoners. Between Uniformisation and Identity Shaping

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Abstract

This article discusses securing the right to respect for one's own religion, identity, and culture. However, it confronts them with penitentiary practice in Polish organizational and legal conditions. There emerges an interesting space for analysing different tendencies to uniformize the conditions of punishment and protection of individualization. Not only are procedural issues involved, but, above all, the mentality and attitudes presented by penitentiary officers. The deliberations are focused on a kind of conflict between yielding under the demands of a different culture and the resistance of prison staff against respecting them. Presented conclusions are the results of field research among penitentiary officers in Poland, but they all start a discussion on the creation of penitentiary policy in this area, especially in countries with poor experience in working with Muslims.

Keywords: multicultural education, muslims, prison staff, synergy

Introduction

Stigma of Difference of the Criminal

The issue of crime and punishment is inextricably linked with the emphasis on the differences between criminals (prisoners) and righteous people. The prison, rightly pointed out by Howard S. Becker, is not only a place of punishment but also a preventive measure, because its existence accentuates and confirms the fact that there has been chosen a group of criminals (branded) from among the people who would not like to share their fate (Siemaszko 1993, p. 302). This stigma is so strong and ubiquitous that it is at the centre of attention of the chosen approaches to rehabilitation work. It is worth referring to theories of rehabilitation based on the concept of E. Goffman (2003, p. 31), in which the elimination of stigmas collected by the convicts throughout their lives marks one of the paths of their personal and social change. From the perspective of discussion about the difficulty of dealing with the criminal, stigmas and differences between them and the rest of society become an important predictor of the shape of penitentiary politics. It is important to assume that the policy of conduct towards convicts, and especially foreigners, cannot only be determined by a set of law rules, without taking into account the social climate. Hence, questions about the understanding of multiculturalism, its axiology and the perception of foreigners by Prison Service officers are so important. Of course, as pointed out by Henryk Machel, the prison community combines staff and convicts, but, at the same time, the author emphasizes the differences between them (Machel, 2003, p. 82, 91, 152).

In this perspective, consideration of penitentiary policies towards convicted foreigners is becoming even more complex. Except for the offender's label, there are another: 'alien', 'different', 'problematic', 'demanding'. Therefore, considering the chances and prospects of developing Polish standards of penitentiary conduct towards foreigners, it is necessary to thoroughly understand the existing tendencies and expectations created by the Prison Service itself. A bottom-up understanding of the situation allows to seek solutions based on synergy rather than top-down concessions. For this

reason, the search for standards of penitentiary work should begin with a careful exploration of the staff's personal attitudes towards prisoners who are culturally or religiously different.

The main aim of these considerations is to present the opinion of the Prison Service that shows the difficulties of penitentiary policy. There has been made an analysis of two factors, namely, the perception of concessions to 'aliens' and the differences between 'alien' offenders and the majority. The differences between 'our own people' and 'aliens' – especially in prison conditions – can be one of the most important blocks of communication and rational standards of conduct. Even the most thoughtful ways of acting cannot be implemented without the quality of interpersonal relationships.

The analysis of social background for the standards of penitentiary policy towards foreigners is the result of the author's own research, conducted since 2012 on convicted foreigners in Poland. The conclusions are also a part of the current research carried out in the years 2015-2016 in Polish, Czech, and Lithuanian penal institutions, focusing on interviews with penitentiary officers. The research questions for this discussion can be specified in two problems: What are the difficulties in the implementation of penitentiary tasks for foreigners in prisons? How do officers interpret their relationships towards a multicultural group of convicts?

Standards and difficulties of penitentiary conduct with 'alien' convicts

The quality of relationships between the majority and ethnic, religious, or national minorities in prison conditions is not beyond general tendencies of perception of foreigners. Of course, this fragment of social reality, whose image is distorted by the total jail itself, is not a simple translation of social tendencies. Their distortion results, *inter alia*, from the stigmatization of crime, domination of personnel over the convict, situation of total subjection of the convict to the prison conditions, as well as retributive justice and struggle for domination.

However, when writing about the standards of penitentiary policy towards 'aliens', their cultural, ethnic, or religious diversity should be taken into account. This is especially important in prison conditions, because the convict is subordinated to the conditions that the penitentiary creates. In view of such a relationship, the difficulties in realizing religious freedoms are more pronounced, and the emphasis on ethnic/cultural differences is more difficult than in open society. However, the legal aspects that guarantee the convicts the right to cultivate their distinctiveness should not be overlooked. In particular, the text of Recommendation R(84)12 of the Committee of Ministers for EU Member States concerning foreign convicts is a specific guarantee of certain freedoms.

The guidelines contained in the Recommendation can be divided in terms of their difficulty, pointing to: those that already form a part of well-established rights of foreign prisoners and those that require additional officers' activity, as well as certain organizational changes and adaptations. The first category includes, for example, access to texts written in the language of the foreigner (Part II A, pt. 3.). This issue is discussed in the Polish penitentiary law. An inseparable element is the cooperation with diplomatic representatives of countries of the convicts' origin, but there are no instruments governing mutual cooperation. Apart from formal diplomatic notes regulating relations in these issues (e.g. of Poland and Turkey, Ankara 1989), in fact, the prison staff actions can be, and often are, superficial. The field research in Polish prisons in the Lublin region (2012/2013) has indicated that the cooperation is irregular, and diplomacy is often not responding to attempts to contact of the convicts, as confirmed by interviews with Russians and Ukrainians. In general, there have been shown the difficulties in dealing with diplomatic representations of the countries of Eastern Europe. On the other hand, the issues of providing legal and proceeding documents, as well as the transfer of prisoner rights and obligations (Part II B, pts. 8, 9) in an understandable language, are already a well-established part of penitentiary practices, especially intensified since 2010, after the Polish Ombudsman's speech.

Similarly, the right to religious practice is governed by law, but determining the right to respect ethnic customs (Part II C, pt. 11) generates a lot of doubts. How to deal with different ethnic customs then? Particularly with those very different from the European culture, e.g., when Muslims refer to the different (superior) relations with women of their African and

Asian region. How to deal with different ways of making ablutions, which are a custom and an organizational challenge in Polish, Czech and Lithuanian prisons, whose infrastructure is not adapted to wash the whole body after every physiological activity? These difficulties are highlighted by the results of the author's own research (2015/2016), as officials from Poland, Lithuania and the Czech Republic have recognized the problems with respecting ethnic differences.

It is therefore much more difficult to implement these recommendations, which are imprecise, with a high degree of vagueness, leaving room for national penitentiary policy. Hence, there emerge the essential questions about mental preparedness to create a different penitentiary policy in this area.

The more difficult issues include ensuring that foreign convicts have an equal contact with the outside world, just like other prisoners (Part II, pts. 6, 7). In addition, activation processes in the local environment are also troublesome to use for 'aliens' who very rarely use job opportunities outside the prison. In the course of interviews with the convicts, the only exception was an option to work outside the jail area of two Russians in Hrubieszów, who were participants of a program of activation through work for the local community and protection of cultural property. There has emerged a particularly complicated problem, as foreigners can really benefit from all the rewards included in the Executive Criminal Code to a small extent. The reason for these limitations are formal considerations and not their attitude. Convicts do not use visits if they are not in contact with the family, nor do they fulfil conditions of visit without supervision outside of prison (Article 138, s.1, pt.7), because they do not contact relatives and do not have relations with trustworthy people. It is difficult to expect that the convict will be able to provide guarantees of a trustworthy person, since he or she has no contact with the local community. Of course, the role of non-governmental organizations, whose activity is visible in this area, should be emphasized. For example, in Warsaw, there are cases where organizations try to help foreigners to use several hours of visit, with the guarantee of a trustworthy person. In the studied penal institutions in the Lublin district, the correction officers did not notice such an initiative. Equally important are organizational considerations, especially in closed and semi-closed institutions, which are generally not prepared to meet even legitimate requests, such as the possibility to prepare and eat meals after twilight during Ramadan.

There are discrepancies between recommendations and reality in organizing vocational courses and trainings, taking into account linguistic, communication, attitudinal, and other difficulties. The correction officers could not really offer anything to the convicts, which would help in their reintegration, especially since they will be deported, having served the sentence of imprisonment. Therefore, there are questions about the competence that should be provided to the convicts; since they do not need Polish documents, they will not be looking for work on the Polish labour market. The main canon of penitentiary programs in social reintegration usually emphasizes social-life tasks, administrative tasks, and teaching professional competences. Their meaning and scope of the expected competences remain outside the area of interest of foreign convicts. After leaving prison, in contrast to the Poles, they will not have the right to use the Polish social assistance system, so social security is not part of their reintegration. Likewise, any issues related to understanding of the local labour market or competencies of applying for employment, in the opinion of correction officers, do not support real opportunities for re-integration. Also the tasks connected with cooperation with the Polish public administration offices pass with the goal of re-integration, because these people will return to their countries, where it is impossible to adapt the gained knowledge, which is useful in Poland. The respondents have pointed out that an important problem is the lack of knowledge necessary to inform the convict about the living conditions in his or her country – although the question is whether such action is manageable and necessary.

Axiological Principles and Multiculturalism in Penitentiary Politics

Combining prisoner's freedoms with total prison conditions generates many difficulties and ambiguities. In addition, the general nature of the recommendations, which are differently understood in different EU countries, causes confusion.

However, this state of penitentiary practice is superinduced by a definite, general view on multiculturalism, especially in countries that have not been the place of large influx of ethnically and religiously different foreigners. Alicja Szerlag views the trends of social perception of multiculturalism in two, mutually exclusive directions, such as:

The official-private face of multiculturalism, where social relations are built on the ideals of civil equality, regardless of race, religion or gender, when the cultural heritage of different groups – including minorities – is protected, where there is room to expose different cultures, languages, and history of nations (Szerlag, 2015, p. 73).

The threatening-deconstructing face of multiculturalism that accentuates the disapproval of cultural differences. Divergences generate a social conflict where there is social ethnocentrism and scepticism towards minorities. Such a tendency is triggered by hate crimes (Szerlag, 2015, p. 74).

The understanding of multiculturalism as an opportunity or threat determines trends to interpret the relationships between the minority and majority. Grzegorz Janusz points to the processes of: a) assimilation (voluntary or forced), b) integration (as assimilation managed by the host country, cultural pluralism policy, spontaneous assimilation), and c) integration broadly understood, as a bidirectional process of mutual interpenetration of majority and minorities (Janusz, 1995, p. 16-18).

Likewise, Jerzy Nikitorowicz points out that the minority may be subject to the processes of marginalization, separation, but also assimilation or integration (Nikitorowicz, 2002, p. 66). Although the integration understood as a preservation of native culture (of origin) and incorporation of the culture of country of settlement into it, is undoubtedly a difficult challenge. Actually, it is shaping of a new human identity that is not always compatible with the interests of politics, society, and ethnic groups who want to preserve their legacy and distinctiveness. Examples of these difficulties appear in contemporary Western Europe, with the large and multi-generational Muslim community. These are difficulties in creating one's own identity, mainly in young people. That is why the fundamentalist movements reach European Muslims, who are already born and educated in western countries, and whose grandparents and parents have settled in Europe as migrants. The fundamentalist movement, which does not speak directly about fighting for its own distinctness, refers to the return to the roots of faith and tradition. Islam is supposed to give spiritual peace in a world where there is a relaxation of values and norms of behaviour (Algosaibi, 1985). The fundamental values of Islam include the return to the dignity of Muslims and escape from spiritual dilemmas (Dekmejian, 1995, p. 49). On the other hand, Tariq Ramadan raises questions about the new identity of the Muslim in Europe, wondering whether his ethnic customs and relationship to the country (region) of origin is not a real obstacle to building an unequivocal European identity. European Muslims have to cope with different identities, determining the relevance of each of them and their own loyalty to them, and only on the basis of this diversity, to create their own identity (Widy-Behiesse, 2012, p. 15-16).

Therefore, the questions not so much about the social policy itself, but about the social image of foreigners, are still topical. These are also the questions about the social background for penitentiary policy towards foreigners, which, in my opinion, is even more complicated, because, as indicated at the beginning, it includes additional, pejorative stigmas of a prisoner, alien, and criminal.

Marian Golka, exploring the sources of conflicts in multicultural relations, pointed to the continuum of reactions of the majority to the minority, emphasizing:

Open antagonism,

Passive antagonism,

Striving for overt or concealed segregation and isolation,

Coexistence with mutual accommodation,

Assimilation with mutual adaptation, acceptance, and even amalgamation (Golka, 2012, p. 286).

When the stigmas of a criminal are taken into account, there are big differences between officers and prisoners, between representatives of the majority and the minority. Natural processes of retributive justice indicate that attitudes of open or passive antagonism towards foreign prisoners can be the major area for penitentiary policy. It is worth emphasizing that from the point of view of social rehabilitation pedagogy, the quality of this policy is not only determined by law, since the social context of their implementation must be discerned. This thesis is confirmed by the situation when law becomes dead in practice, because there is no social will for making concessions or favour. This is the space where, even if there is no obvious antagonism, its passive form of hostility will appear, which is, in fact, easy to implement under conditions of a total institution.

Cooperation and Concessions – Willingness to Cooperate for Penitentiary Policy towards Foreigners

Creation of penitentiary policy in every European country (here, mainly analysed Poland, Czech Republic, and Lithuania) is standard, i.e. it covers conditions for the statistical majority. In these countries, since the early 1990s, the waves of migration have not been large; even if ethnic minorities are observed (especially in Lithuania), their ethnic and cultural distance is not drastic. The relationship with Muslims, whose ethnic and religious diversity, as well as customs closely linked to the different standards of Shari'a law, is clearly highlighted. In general, legal and organizational conditions of the prison are generally intended for similar people, i.e. those that do not represent strong distinctive categories (Szerlag, 2015, p. 80) that create cultural differences.

In situations where the total institution is inhabited by people with diverse standards of behaviour, customs, rituals, even diet and the way of perceiving social relationships, new organizational difficulties arise in the total institution. In order to meet them, social will is essential, but also understanding of the meaning of these activities.

Alicja Szerlag tries to indicate the canon of standards for execution of a prison sentence preserving the multicultural entanglement. These standards include:

Respecting the principles of the foreigner's native culture and dominant culture, especially in the context of social re-integration,

Recognizing the psycho-social causes that arise in the community of officers, fellow prisoners and convicts from other ethnic groups,

Balancing of threats that arise for the native values of foreigners,

Introducing a superior axiology for punishment, recognizing the values of cultural differences, tolerance, compromise, and dialogue.

However, the results of the author's own research carried out in the years 2015 and 2016 involving Prison Service officers in Poland, Lithuania, and the Czech Republic show a great distance of penitentiary staff to these standards. In addition, Recommendation R(84)12 points to the important direction of penitentiary policy that "... foreign prisoners, who in practice do not enjoy all the facilities accorded to nationals and whose conditions of detention are generally more difficult, should be treated in such a manner as to counter-balance, so far as may be possible, these disadvantages." (Recommendation R(84)12 concerning foreign prisoners, Part II, C, pt. 13). This points to a tendency in the penitentiary practice to turn away from standardization of conduct with convicts; contrariwise, solutions for those people should be individualized. However, readiness for these activities is not obvious.

However, it is worth to emphasize the difference in perception of this individualization and its different ontological justification. Alicja Szerlag derives the justification for these different axiological conditions, seeking multicultural values that go beyond retributive justice and severity of punishment. However, from the perspective of the respondents, the sources of individualization and its justification are ontologically related to the necessity of "concessions". The results of

the study in the three countries underline the predicted need for concessions, as this is required by international law, unspecified political correctness, and a necessity of democratic societies. It is a perception of the officers that some forces impose concessions to differences, but they cannot necessarily verbalize them.

The concession to convicted foreigners has been presented in different understandings, giving it a pejorative and positive meaning.

Concessions are a threat to the punishment process because they threaten with the sense of injustice and maximize the demands of other prisoners. As many as 25% of the respondents, asked about over-standard claims regarding halal diet, would explicitly deny such claims. Ignoring the motivation and justification of these claims, they were perceived as threatening and excessively ductile. These fears are worth noticing, because the prison community strongly reacts to manifestations of privilege, therefore, the recommendation not always corresponds to the reality. This contradiction is indicated by the officers, for whom the respect for claims and disparate customs are a threat to the internal order.

Concession is a necessity; penitentiary policy assumes that they must exist, which does not change the situation of passive resistance. There has emerged an interesting opinion of the respondents, that if concessions were necessary – and it was commonly known that they are – it is only in the least non-standard situations. So, if this would involve additional organizational activities, then foreigners (here: Muslims) should not count on changes, but if it is not a demanding task, then yes, it should be deferred. Such concessions appeared as a reasoning when the issue of Muslim men's reluctance to be subjected to the orders of female officers was resolved. Regardless of the issues of gender equality and European standards for gender relations, there has appeared an important factor. 26% of the respondents have considered that the European standards of gender equality can be 'sacrificed', if this is to reduce conflicting attitudes of convicts. This concession will improve the relationships between the convict and the officers and organizationally, it is the easiest action. In the surveyed countries, the penitentiary staff, especially in male prisons, were dominated by men. Thus, providing the convict with a contact with officers of the same gender has been explained as an easy operation. At the same time, it has been seen as a concession to these convicts, that is the fulfilment of an unspecified necessity of deferring.

Concessions are seen as a manifestation of legal obligations of European countries, recognizing the values of the different religion and the consequences that arise from the perception of themselves as democratic societies. The arguments deriving from the religious background, ethnic distinctness, or personal dignity of convicted Muslims, which can not be forced to submit to the majority rules, have been perceived – but their frequency has not exceeded 7-10%.

The conclusion that emerged from the interviews points to the important role of understanding concessions to convicted foreigners as something imposed and unjust. On the other hand, the differences between criminals (the minority) and non-criminals (the majority) have been emphasized. The punishment, in the opinion of the respondents, does not enable mitigation of its conditions; it is beyond the issues of multiculturalism and does not allow other axiology as the issues of legality of conduct, according to standard solutions.

In fact, minimizing the cultivation of different traditions and accentuating diversity have dominated understanding of the role of assimilation, described as subordination to the majority culture. In particular, the prison conditions revealed these tendencies, arguing that committing a crime in a given country implicitly causes the need to accept the conditions of execution of the sentence without the right to other claims. Of course, an important argument has been the confrontation of the values of European societies with Islamic communities, indicating that in other Asian or African countries, convicted Christians have no right for their religious and ethnic differences to be respected. This also turned out to be an argument for perceiving concessions to convicted foreigners as unjust and overly liberal.

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Structure and Determinants of Intra-Industry Trade in Agro -Food Sector of Bosnia and Herzegovina

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Abstract

This paper aims to contribute to a better understanding of the structure and determinants of intra –industry trade specialization in agro food sector of Bosnia and Herzegovina over the transition period. The empirical analysis based on calculation of the following indicators: Grubel – Lloyd index (GL), Revealed Comparative Advantages (RCA indicator) and Relative unit value (RUV indicator). In order to show the level of intra-industry trade specialisation and to examine comparative advantages at sectoral level, as well for individual product group, are calculated Grubel – Lloyd index and RCA indicator. RUV indicator is used for analysis of two components of total intra-industry trade (TIIT); horizontal intra – industry trade (HIIT) and vertical intra- industry trade (VIIT) of agro-food products in Bosnia and Herzegovina. The analysis and calculations of above mentioned indicators are conducted using the data about international trade of agro-food products in Bosnia and Herzegovina for period of time 2008-2015, as well data at 4 – digit level, classified according to HS (Harmonised System). The final analysis in this paper is finished through applying *K* - means cluster analysis. *K* - means method was used for identification of different clusters of agricultural and food commodity groups related to comparative advantages, level of specialization in intra – industry trade, as well as the ratio between unit value export and unit value import. The empirical results indicated that GL index for observed period at sectoral level is lower than 50 %. The values of RCA indicator for agro-food sector of Bosnia and Herzegovina in international trade and to important trade markets indicate lack of comparative advantages. In the structure of intra – industry trade is dominated vertical specialization.

Keywords: intra-industry trade, vertical and horizontal specialization, agri-food products, comparative advantages, Bosnia and Herzegovina

Introduction

Bosnia and Herzegovina, throughout the adoption and application of certain trade agreements; 32 bilateral trade agreements, which are later integrated in one unique multilateral trade agreement - CEFTA, and the Stabilisation and Association Agreement (SAA) with EU, affected the active involvement of agro – food sector into integrations processes. CEFTA agreement between Bosnia and Herzegovina and Western Balkan countries, came into force in 2007 and SAA in June 2015. Through the signing of SAA agreement, were created the conditions for submitting of application of Bosnia and Herzegovina for EU membership and obtaining of candidate status country. Thanks to CEFTA and SAA agreement (especially trade component of SAA – interim trade agreement), it is enabled the trade in agricultural and food commodities between Bosnia and Herzegovina and CEFTA – EU countries. These groups of countries are considering as two most important trade partners or destination markets in agricultural and food products of Bosnia and Herzegovina. Generally, Bosnia and Herzegovina has an unfavourable trade balance of agricultural and food commodities. The proportion of agro – food sector of total country exports amounted an average about 7.9%. Agro-food sector of Bosnia and Herzegovina is contributed to 17.9% of the value of total imports (average for period of time 2008-2015). There are many reasons for the unfavorable trade balance of Bosnia and Herzegovina's agro - food sector. According to Bajramović, Ognjenović, Nikolić

(2010), differences between Bosnia and Herzegovina and EU standards and legislation, an insufficiently recovered and undeveloped food industry, weak support for domestic production, low level of market – oriented production for founding critical mass necessary for export, as well as problems with quality and high expenditures for the collection of products, slow structural reforms in agriculture, not enough attention to direct foreign investments that could bring fresh capital, new technologies, products and markets, contribute to this situation. In order to better integration and achievement of competitiveness in international trade, it is important to build a market and export – oriented agro - food sector.

How much is competitive agro - food sector of Bosnia and Herzegovina and what is its position in international trade of transition period ? In order to obtain the answers on this question, in this paper are analysed comparative advantages and the level of specialization of intra – industry trade. This question is very important, considering the role and significance of intra – industry trade in the process of globalization and integration of transition economies on international markets (Buturac, 2006). The research in this field are led by Aturpane, Djankov, and Hoekman (1997), which showed that intra- industry is the fastest growing segment in the international trade of transition economies. Intra –industry trade is defined as simultaneous export and import of commodities of the same industry (Vollrath, 1991). Intra – industry trade can be horizontal (HIIT), which means export and import of products with approximately the same level of quality. The second components of intra – industry trade is vertical (VIIT), whereby in trade are products with different quality. Theoretical basis for horizontal intra – industry trade are developed by Lancaster (1980), Krugman (1981), Helpman (1987) and Bergstrand (1990). These models imply that as countries are similar in terms of their income, is the greater share of horizontal intra-industry trade. On the other hand, theoretical basis for vertical type of intra – industry trade has developed Falvey (1981). Falvey suggest that since higher – value added products require higher – capital intensity in production, in an open economy the capital – rich country will export high – quality products whereas the labor – rich country will export low – quality products.

The purpose of this paper is to contribute to a better understanding of the structure of intra –industry trade specialization in agro - food sector of Bosnia and Herzegovina over the transition period, precisely to identify which component of intra – industry is dominant. The paper is divided into five parts: introduction, methodology, results, conclusion and references. The results in the paper are divided into two parts; in the first part are represented data on agro – food trade development in Bosnia and Herzegovina 2008 – 2015, and in the second the results by applying of RCA indicator, GL index and RUV indicator.

Methodology

The empirical analysis in this paper based on using following indicators:

- 1) Revealed Comparative Advantages (RCA)
- 2) Grubel – Lloyd Index (GL_i)
- 3) Relative Unit Value (RUV indicator)

RCA indicator is used to analyse comparative advantages of agro-food sector of Bosnia and Herzegovina. The indicator is originally developed by Bela Balassa (1965) and is calculated according to following formula:

$$RCA = \ln \left[\frac{X_i}{M_i} \right] * \left[\frac{\sum_{i=1}^n X_i}{\sum_{i=1}^n M_i} \right] * 100$$

whereby X is definition for value of export and M for value of imports. Index i presents production group classified according to Harmonised System (01-24), referred in total trade for period 2008-2015. The interpretation of this indicator is the following; a positive value indicates that the country has comparative advantages in production and trade of given sector and corresponding product group. Negative value of RCA indicator implies a lack of comparative advantages. The indicator is calculated for agro-food sector of Bosnia and Herzegovina in total trade, as well in trade between Bosnia and Herzegovina and main trade partners (CEFTA and EU countries). For the analysis of the level of intra-industry trade specialization of agro-food sector Bosnia and Herzegovina is used aggregate Grubel-Lloyd's index, calculated using the formula:

$$GL_i = 1 - \frac{|x - m|}{x + m}$$

whereby GL_i is the value of the Grubel-Lloyd index for sector i , X stands for value of export and M is the value of import. For individual products group the GL index is calculated by formula:

$$GL_i = \frac{\sum_{i=1}^n (X_i + M_i) - \sum_{i=1}^n |X_i - M_i|}{\sum_{i=1}^n (X_i + M_i)} * 100$$

whereby GL_i is the value of the Grubel – Lloyd index for product group i . X is defined as the value of export and M is the value of import. Overall, value of GL index ranges from 0 to 1. The interpretation of coefficient is; lower value of GL index implies higher degree of specialization in inter-industry trade. The value of GL index closer to 1 shows that country has a higher level of specialization in intra-industry trade. The GL index is calculated for agro-food sector in total trade, as well in trade between Bosnia and Herzegovina and main trade partners (CEFTA and EU). GL index is calculated for each individual product groups classified according to Harmonised System (01-24), related to total trade for period 2008-2015. The methodology for calculating of GL index is originally developed by Grubel and Lloyd (1975). The third indicator calculated in this paper was Relative Unit Value (RUV), used for analysis of horizontal and vertical intra-industry trade. The RUV indicator was first proposed by Abd-el-Rahman (1991), Greenway et.al. (1994), and then by Blanes, Martin (2000). RUV is based on ratio of unit value of export and import.

$$1 - \alpha \leq \frac{UVXi}{UVMi} \geq 1 + \alpha$$

$UVXi$ stands for unit value of export for product groups i and is calculated as the value of export divided by the export quantity. $UVMi$ refers to the unit value of import and is calculated as value of import divided by the import quantity. The parameter α is coefficient of dispersion. The coefficient of dispersion α is assumed to be equal 0.15 (Abd-el- Rahman 1991; Greenaway et al. 1995; Aturpane et al. 1999; Blanes et al. 2000; Algieri 2004; Reganati and Pittiglio 2005; Buturac 2006). If the ratio of unit value of export and import is within the interval (0.85 ;1.15) intra-industry trade is horizontal; conversely if the RUV is outside of this interval, intra-industry trade is vertical. If the RUV is greater than 1.15, the country is "exporting quality", while if it is smaller than 0.85 the country is "importing quality" (Buturac, 2006). Formally:

$$IIT = HIIT + VIIT = HIIT + (VIIT^{LQ} + VIIT^{HQ})$$

$$HIIT = 0.85 < \frac{UVXi}{UVMi} < 1.15$$

$$VIIT = \frac{UVXi}{UVMi} < 0.85 \text{ for } VIIT^{LQ} \text{ and } \frac{UVXi}{UVMi} > 1.15 \text{ for } VIIT^{HQ}$$

In this paper, the calculation of RUV indicator is based on using of data for agricultural and food products at 4 – digit level, classified according to Harmonised System (01-24) and is analyzed for three years (2008;2011;2015).

K – means cluster analysis in the paper was used to determine different clusters of agricultural product groups related to comparative advantages, level of specialization of intra – industry trade and relative unit value. In k -means cluster analysis, as variables are used values of RCA indicator and GL index for period of time 2008 – 2015. Product groups at the 4- digit level according to Harmonised System represented objects of clustering for 2008, 2011 and 2015.

Results

Results in this paper are divided in two parts. The first part represents the data on agro-food trade of Bosnia and Herzegovina for period of time 2000-2015. In the second part are represented empirical results obtained by calculations of RCA indicator, GL index and RUV indicator, as well as results by applying of k - means cluster analysis.

Agricultural trade – Bosnia and Herzegovina

Bosnia and Herzegovina recorded constantly an unfavorable trade balance of agricultural and food commodities. Total volume of trade of the agricultural sector in period of time 2008 – 2015 amounted an average of EUR 1.681 billion, accounting for 14.5 % of Bosnia and Herzegovina's total trade.

Table 1. Total trade and trade in agro-food products of Bosnia and Herzegovina 2008 - 2015.

BH total (mil.EUR)	2008	2009	2010	2011	2012	2013	2014	2015
Export	3.432	2.828	3.628	4.204	4.018	4.285	4.439	4.595
Import	8.330	6.317	6.962	7.938	7.799	7.757	8.283	8.105
Total	11.762	9.145	10.590	12.142	11.816	12.042	12.721	12.700

Trade Balance	-4.899	-3.489	-3.334	-3.734	-3.781	-3.472	-3.844	-3.510
Coverage (%)	41.19	44.77	52.11	52.96	51.52	55.24	53.59	56.70
Agro-food BH total (mil.EUR)								
Export	217	238	283	314	326	350	332	430
Import	1.320	1.210	1.279	1.416	1.440	1.421	1.407	1.464
Total	1.537	1.448	1.562	1.730	1.767	1.771	1.739	1.893
Trade Balance	-1.103	-972	-997	-1.103	-1.114	-1.070	-1.075	-1.034
Coverage (%)	16.45	19.69	22.10	22.14	22.65	24.66	23.58	29.35
Share of Agro-food in total BH trade (%)								
Export	6.33	8.42	7.79	7.46	8.12	8.18	7.48	9.35
Import	15.84	19.15	18.38	17.84	18.47	18.31	16.99	18.06
Total	13.07	18.84	14.75	14.25	14.95	14.71	13.67	14.91

Source: Agricultural Statistics Database - Bosnia and Herzegovina 2016; calculation of structure by authors.

Table 2. Total trade and trade in agro-food products between Bosnia and Herzegovina and CEFTA – EU countries 2008 - 2015.

CEFTA total (mil. EUR)	2008	2009	2010	2011	2012	2013	2014	2015
Export	1.274	1.076	1.302	1.469	1.270	683	694	682
Import	2.409	1.696	1.883	1.985	1.964	859	953	1.001
Total	3.683	2.772	3.185	3.454	3.234	1.542	1.647	1.683
Coverage (%)	52.88	63.46	69.14	74.04	64.64	79.54	72.90	68.17
Agro-food sector								
Export	162	166	188	230	239	134	136	145
Import	730	693	721	764	650	370	404	437
Total	893	860	910	994	889	504	540	582
Trade Balance	-568	-527	-533	-535	-412	-235	-268	-293
Coverage (%)	22.22	23.99	26.12	30.05	36.68	36.36	33.67	33.11
Structure (%)								
Export	12.74	15.46	14.47	15.63	18.79	19.68	19.57	21.23
Import	30.31	40.90	38.31	38.51	33.11	43.06	42.38	43.71
Total	24.23	31.02	28.56	28.78	27.49	32.70	32.76	34.60
EU total (mil.EUR)								
Export	1.893	1.534	1.979	2.345	2.328	3.156	3.204	3.299
Import	3.996	3.100	3.196	3.602	3.660	4.658	4.880	4.932
Total	5.889	4.635	5.175	5.948	5.988	7.814	8.084	8.231
Trade Balance	-2.102	-1.566	-1.218	-1.257	-1.332	-1.502	-1.676	-1.633
Coverage (%)	47.39	49.49	61.90	65.10	63.60	67.75	65.66	66.89
Agro-food sector								
Export	46	56	74	111	105	173	126	126
Import	491	426	466	476	440	787	792	811
Total	537	482	540	586	544	960	917	937
Trade Balance	-445	-370	-392	-365	-335	-614	-666	-686
Coverage (%)	9.36	13.16	15.87	23.26	23.84	21.93	15.86	15.52
Structure (%)								
Export	2.43	3.65	3.74	4.72	4.50	5.47	3.92	3.82
Import	12.28	13.73	14.57	13.20	12.01	16.90	16.23	16.45
Total	9.11	10.39	10.43	9.86	9.09	12.28	11.35	11.39

Source: Agricultural Statistics Database - Bosnia and Herzegovina 2016; calculation of structure by authors.

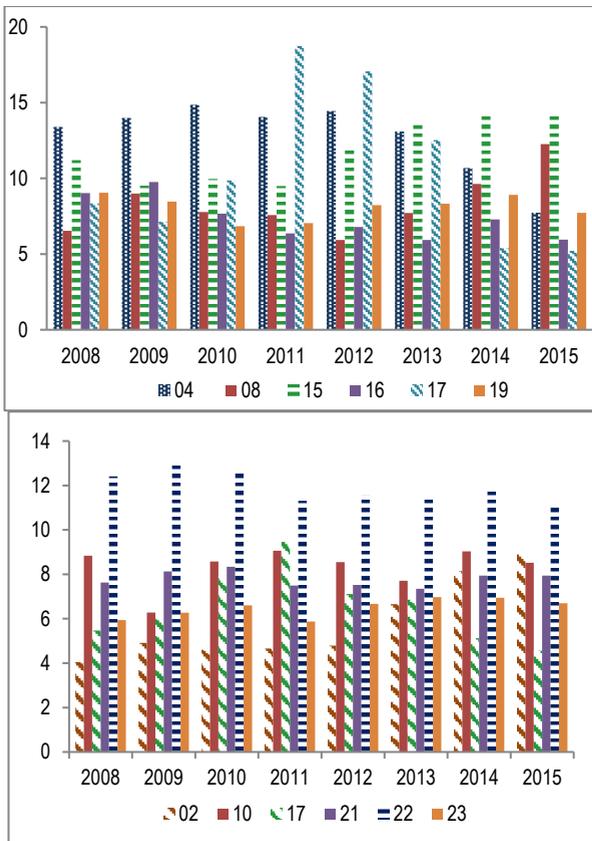
Export of the agricultural sector represented an average of EUR 311 million, or 7.9 % of total country's export. Agricultural imports were significantly higher, amounting to an average of EUR 1.370 billion or 17.9% of Bosnia and Herzegovina total imports. Table 1. shows that exports of agricultural and food commodities increased steadily in period of time 2008 – 2013, and in 2013 were 1.6 times as high as in 2008. The coverage of imports by exports of agro-food commodities recorded growth in observed period; it increased from 16.45% in 2008 to 29.35 % in 2015. Bosnia and Herzegovina in agro-food products trades mostly with CEFTA and EU countries (table 2).

In the study period, Bosnia and Herzegovina's trade of agricultural products to CEFTA countries amounted an average of EUR 771 million, or 30.0% of total country's export to CEFTA. Total export of agricultural products to CEFTA countries represented an average of EUR 175 million or 17.2 % of Bosnia and Herzegovina's total exports to CEFTA countries and recorded increasing in period of time 2008 – 2012. The import of agro-food products from CEFTA countries had continuously increasing tendency in period of time 2008 -2011. The last four year of observed period recorded decreasing of import of agro – food products CEFTA countries. Agricultural imports amounted an average EUR 596 million or 38.8% of total Bosnia and Herzegovina's import from CEFTA countries. The coverage of imports by exports of agro-food commodities recorded significant growth until 2013; it increased from 22.22% in 2008 to 36.36% in 2013 and were 1.6 times high as in the beginning of observed period. EU countries are the second most important trade partner of Bosnia and Herzegovina. On average about EUR 688 million in trade with agricultural products refer to EU countries (or 10.5% of total Bosnia and Herzegovina's trade with EU). Total exports from the agricultural sector to EU countries in study period represented an average of EUR 102 million, accounting for 4.03 % of Bosnia and Herzegovina's total exports to this trade group. Agricultural imports from EU countries to Bosnia and Herzegovina had an increasing tendency. In observed period imports of agricultural products from EU countries reached an average of EUR 586 million, representing 14.4% of total Bosnia and Herzegovina's import. The coverage of imports by exports of agro-food products in trade between Bosnia and Herzegovina and EU countries recorded growth until 2012; it increased from 9.36 % in 2008 to more than twice in 2012, when it reached 23.84%.

In the structure of total exports for agro-food products in period of time 2008 – 2015, the greatest share included the group of dairy products (tariff group 04), animal or vegetable fats and oils (tariff group 15), sugars and sugar confectionery (tariff group 17), edible fruit and nuts; peel of citrus fruits or melons (tariff group 08), preparations of meat, of fish or of crustaceans, mollusks or other aquatic invertebrates (tariff group 16) and preparations of cereals, flour, starch or milk; pastry cook's products (tariff group 19) (Figure 1.). The tariff groups 17 (sugars and sugar confectionery) and 15 (animal or vegetable fats and oils) are re-exported, not produced (sugar beet) or produced in modest amounts (oilseeds) in Bosnia and Herzegovina (Bajramović, Ognjenović, Butković, 2016). The average shares of main export agro-food products throughout the observed period were for dairy products 12.8%, edible fruits and nuts 8.30%, meat preparations 7.35% and preparations of cereals 8.07%. The greatest share in the import structure of agricultural and food commodities (Figure 2.) was made up meat and edible meat offal (tariff group 02), cereals (tariff group 10), sugars and sugar confectionery (tariff group 17), miscellaneous edible preparations (tariff group 21), beverages, spirits and vinegar (tariff group 22) and residues and waste from the food industries; prepared animal fodder (tariff group 23). Beverages, spirits and vinegar recorded an average share of 11.9%, cereals 8.32% and miscellaneous edible preparations 7.79% throughout analyzed period.

Figure 1. Share (%) of main commodity group of agro-food export - food import

Figure 2. Share (%) of main commodity group of agro - food import



Source: Agricultural Statistics Database - Bosnia and Herzegovina 2016.

Comparative advantages and intra – industry trade

In order to define the position of agro - food sector of Bosnia and Herzegovina in relation to the international market, as well as to the markets of CEFTA and EU countries, are made analysis of comparative advantages and the level of specialization of intra-industry. By applying the RCA indicator, agro-food sector of Bosnia and Herzegovina recorded lack of comparative advantages in total trade as well in trade with CEFTA and EU countries throughout period (Figure 3.). Less pronounced lack of comparative advantages of agro-food sector of Bosnia and Herzegovina was in trade with CEFTA countries, in compare with EU countries. In relation to EU countries, trade in agricultural and food commodities recorded the most pronounced lack of comparative advantages, especially in two last years of observed period. The values of Grubel-Lloyd's index for agro-food sector indicated the existing of the low level of specialization in intra - industry trade of Bosnia and Herzegovina, especially pronounced in trade with EU countries and total trade (Figure 4.). Based on values of GL indeks in trade with agricultural and food products between Bosnia and Herzegovina and CEFTA countries, it is visible the gradual growth of the level of specialization in intra-industry trade. In period 2012-2015 are recorded higher values of GL index in agricultural trade between Bosnia and Herzegovina and CEFTA countries; 53.68% (2012); 53.33% (2013); 50.37 % (2014) ; 49.75% (2015). There are many factors that influence and determine the share of intra – industry trade in total trade of certain products between the countries. The hypothesis that major economies have a higher share of intra – industry trade was confirmed through empirical researches and the thesis by Balassa and Bauwens (Balassa and Bauwens, 1987).

In according to Balassa and Bauwen's thesis, the intensity of intra – industry trade is positively correlated with the size of gross domestic product. In addition to this factor, the impact on the share of intra-industry trade in total trade have geographical distance between trading partners, inflow of foreign direct investment, trade liberalisation – free trade agreements, as well as EU integration process. Balassa and Bauwens (1987) believe that intra – industry trade is more intense if the trading partners are geographically closer. The correlation between foreign direct investment and the level of specialization in intra – industry trade can generally be considered positive, which is confirmed in researches of Greenaway at al. (1994). The great impact on intra-industry trade has trade liberalization. This is confirmed by studies that analyzed intra – industry trade between the EU and transition countries (Czech Republic, Hungary, Poland and Slovakia) for the periods 1993., 1997 and 2000, which showed a significant increasing of intra – industry trade in trade between EU and these countries. The reason for this is represented a combination of trade liberalization between EU and countries in transition process, through the implementation of trade agreements in 1992 (Gabrisch i Segnana, 2002). Also, the researches conducted by Aturpane, Djankov and Hoekman (1997) have confirmed, that the growth of intra – industry trade between EU and CEECs after the collapse of centrally planned economy, was driven through the market liberalization, changes in management and market structures, as well as the acceptance of new technologies.

Figure 3. Values of Balassa index of agro-food sector of BH

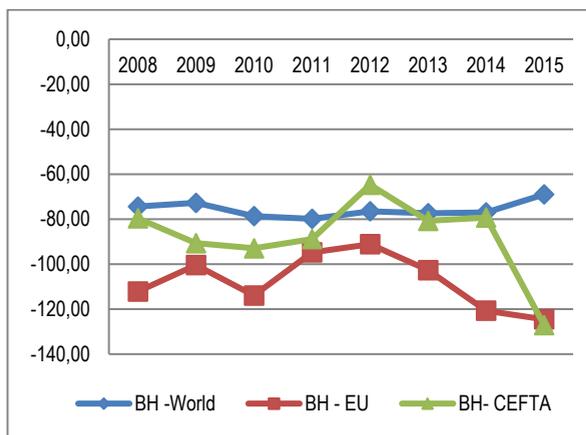
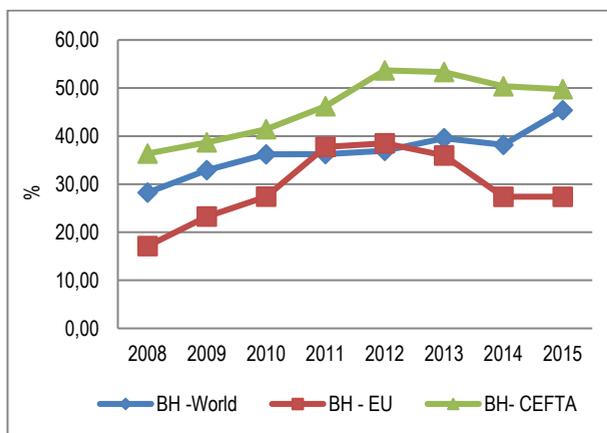


Figure 4. Values of Grubbel Lloyd index of agro-food sector of BH



Source: Authors based on Agricultural Statistics Database - Bosnia and Herzegovina, 2016.

By applying of *k*- means method, the values of RCA indicator, GL index and RUV indicator are used as variables. The results of clustering indicated the existence of three different clusters of product groups relative to the values of the analyzed RCA and GL index. The first step consisted in calculation of the unweighted arithmetic average of the two variables, which are used as a basis for clustering. In according to number of product groups, the biggest is cluster 1 with 13 product groups. Cluster 3 contains 6 product groups and the smallest cluster is cluster 2 with 5 product groups. By comparing of the mean values of variables (RCA and GL index), it is evident that to cluster 1 belong the product groups with the most pronounced lack of comparative advantages and is prevalent of high level of specialization in inter-industry trade. A significant impact on the obtained values of cluster 1 have live animals, meat and edible meat offal, cereals, products of milling industry. Product groups in cluster 2 have not comparative advantages, but they show high level of specialization in intra – industry trade in compare to cluster 1. In this cluster are classified products of animal origin, vegetable plaiting materials, preparations of cereals and preparations of vegetables and fruits. Cluster 3 has the most less pronounced lack of comparative advantages, and the highest level of specialization in intra – industry trade, and includes dairy product groups, fish and crustaceans, edible vegetables and fruits, animal or vegetable fats and oils, preparations of meat. Table 3. shows the number of product groups in each cluster as well as mean values for the RCA indicator and the RUV indicator for generated clusters.

Table 3. The number of product groups in clusters and final cluster centers

	Cluster 1	Cluster 2	Cluster 3
Number of products group	13	5	6
RCA clusters centers	-.51	-.29	-.16
GL clusters centers	.18	.47	.64

Source: Calculated by the authors in SPSS.

Table 4. ANOVA – RCA indicator and GL index

	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
RCA	.272	2	0,06	21	42,770	,000
GL index	.467	2	0,03	21	138,328	,000

Source: Calculated by the authors in SPSS.

ANOVA procedures show, that considering the *p* –value ($< 0,01$), there is significant differences among three existing clusters (table 4.).

The results of the *k*- means cluster analysis indicated that agro – food sector of Bosnia and Herzegovina had five different clusters of product groups related to the relative unit values (table 5). The first step consisted in calculation of the unweighted arithmetic average of one variable – RUV based on data for three years 2008;2011;2015, used as a basis for cluster method. Cluster 4 stands out as the biggest with respect to the number of products groups, and contains 52. This cluster has vertical intra – industry trade, since that mean values of RUV indicator 0.72, precisely it is dominant low quality exports in this homogenous product groups. In that case, Bosnia and Herzegovina respect to products in cluster 4 has low quality export, mostly in non – processed tobacco, vegetables (cabbage, kohlrabi, cauliflower, salad), some dairy products (chesse and cottage cheese, eggs, poultry and bird eggs in shell), oil- cake and other solid residues resulting from the extraction of soya, miscellaneous edible preparations (extracts, essences and concentrates), preparations of vegetables, fruits, nuts, preparations of cereals (bread, pastry, cakes), sugar and sugar confectionary, animal or vegetable fats. Cluster 3 contains 43 product groups. Vertical intra- industry specialization is dominant for this product groups, precisely high quality export. Typical products in Bosnia and Herzegovina trade patterns that have high quality exports are: fish, vegetables (tomatos, onions, cucumber, leguminous vegetables), fruits (fresh or dried grapes, apples, pears, melon, apricote, cherries, peaches, plums). Clusters 1, 5 and 2 consist 15 products with predominant high quality vertical intra - industry trade, with cluster centers: 3.82 (Cluster 1); 6,22 (Cluster 5) and 8,76 (Cluster 2). The products of these clusters are fish filets and other fish meat, some fruits (raspberries,blackberries and mulbery), vegetables (carrots, beets and other fresh, chilled or frozen vegetables).

Table 5. The number of products groups in clusters and final clusters centers

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Number of products group	10	3	43	52	2

RUV clusters centers	3,82	8,76	1,59	,72	6,22
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Source: Calculated by the authors in SPSS.

ANOVA procedures show, that considering the *p* –value ($< 0,01$), there is significant differences among five existing clusters (table 6.).

Table 6. ANOVA – RUV indicator

	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
RUV	71,308	4	,118	105	603,926	,000

Source: Calculated by the authors in SPSS.

The empirical results based on clustering showed that with exception of products groups in clusters 1, 2 and 5, low quality exports are dominant in Bosnia and Herzegovina's intra – industry trade.

Conclusion

Bosnia and Herzegovina had an unfavourable trade balance in agro – food sector, whereby export of the agricultural sector represented an average of EUR 311 million, or contributing the 7.9 % of total country's export. Agricultural imports amounted to an average of EUR 1.370 billion or 17.9% of Bosnia and Herzegovina total imports. Generally, calculated values of RCA indicator and GLI index for agro – food sector of Bosnia and Herzegovina indicated the lack of comparative advantages and low level of specialization in intra – industry trade. Between Bosnia and Herzegovina and CEFTA countries is recorded more intense intra-industry trade, especially during the four last years of observed period (2012-2015), whereby the values of GL index are more than 50%. The *k*- means cluster analysis showed that in Bosnia and Herzegovina exist three clusters of product groups relative to comparative advantages and level of specialization in intra – industry trade. Cluster 1 has the most pronounced lack of comparative advantages and high level of specialization in inter - industry trade. *K*- means cluster analysis indicated that the agricultural and food sector in Bosnia and Herzegovina generated 5 clusters of product groups relative to ratio between unit value of export and unit value of import. Cluster 4 consisted 52 products group with prevailing low quality vertical intra – industry trade (low price export). Product groups in cluster 3 had high quality exports compared to cluster 4. Three clusters; 1, 2, and 5 consisted the products groups with predominant high quality vertical intra – industry trade. In order to improve of position of agro – food sector and to achieve better integration and competitiveness in international trade, in Bosnia and Herzegovina is important to create the conditions related to improving of productivity agro – food sector, stronger support to the modernization of agricultural and food sector, attracting of foreign direct investments in agro – food sectors, as well as empowering of state institutions which have to provide the services to satisfy of customers requests (quality and safety assurance system).

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Entrepreneurial Culture and Financial Education Between Students of the Veracruzana University, Veracruz Region

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Abstract

Entrepreneurial culture and financial education stand out as two fundamental issues on the international agenda, since these elements are considered in favor of the efficient use of financial resources, as well as the identification of opportunities for the development of self-employment projects, contributing to local economic growth. According to the National Commission for the Protection and Defense of Financial Services Users (CONDUSEF, 2012), financial education can be defined as the set of actions that imply learning to manage money better, being foresighted, consuming in a rational way, and learn to invest, know how to take care of your assets and use financial products and services with responsibility. Similarly, Smyth (2011) points out that financial education is the process by which consumers improve the understanding of financial products and acquire a greater understanding of financial risks and market opportunities, by making economic decisions with information. In addition, he points out that an important part of our decisions is associated with financial behavior, which directly impacts his personal and family environment, from the search for funding for studies to planning for retirement. Thus, having an adequate financial education will favor an intelligent selection of financial products, based on well-informed decisions.

Keywords: Entrepreneurial Culture and Financial Education Between Students of the Veracruzana University, Veracruz Region

Introduction

Background

The benefits of having an adequate financial education also extend to the national economic level, since, as BBVA (2015) points out, greater economic and financial education contributes to explain the level of financial development in the country, and which ultimately leads to lower inequality. In this way, having policies to promote these issues would contribute to reducing inequality by allowing large groups of the population of a country to access financial markets to make their savings profitable. This can also favor an improvement and development of the domestic financial market and consequently contribute to economic growth.

However, the picture of financial education in Mexico is unfavorable, since, as mentioned by BANAMEX and UNAM (2008) in the results of the First Survey on Financial Culture in Mexico, there is, in the majority of the population, a medium-term or long-term vision in matters related to finances. In addition, an incipient "control and expenditure planning" culture was identified. This is because, overall, about one in five households had a record of expenditures or planned income, debt and household savings.

In this sense, it is observed that in Mexico there is an environment with gaps and gaps in terms of financial culture, both in terms of training and information, which is more evident among the rural population and sectors of lower education and socioeconomic level, causing Serious consequences, among which are the lack of planning in the control of expenses, income and debt, lack of savings and a culture of foresight, which undoubtedly compromises the stability of most Mexican families.

In addition to this, this lack of financial education has repercussions in the area of business, and especially among the projects of micro, small and medium enterprises (MSME's) and entrepreneurs, which, according to Carton, Hofer and Meeks (1998) are those people with the ability to identify market opportunities to create companies and thus generate value.

This is evident since, as Lederman, Messina, Pienknagura and Rigolini (2014) state that there is a large gap between the ability to access financing between large companies and the rest, with larger ones being widely favored. This difficulty faced by MSMEs to raise capital also implies greater demands on their use, which undoubtedly requires an adequate level of financial education. In addition, Lederman et al. point out that it is possible that this access barrier to financing that new companies experience is negatively affecting the entrepreneurial potential of Latin America and the Caribbean.

Also, Marín (2014) stresses that it is important for entrepreneurs to have the ability to evidence their knowledge in financial matters, because in this way they can overcome the challenges of the market. Similarly, Di Costanzo (2013) argues that a company that begins operations without basic financial education has a high chance of failure, while those that incorporate good financial practices increase their chances of remaining in the market. Thus, financial education has a great influence on the success of entrepreneurial projects.

Once the importance of the topics of financial education and entrepreneurship in the national and international agencies has been identified, it is necessary to identify one of the main spaces where strategies can be designed and implemented in favor of these topics: the university. This, as mentioned by Neck (2014), is because education is an essential factor to start a business, and therefore the university gives the student the space where he can practice the venture, and at the same time can learn to deal with the uncertainty of the market, which is part of the world of entrepreneurship.

Thus, universities have a fundamental role in the process of training competent individuals to meet the demands of an increasingly competitive labor market, in which they will have to make use of financial tools and entrepreneurial skills. However, Lopez (2010) emphasizes the fact that the level of schooling is not directly related to the degree of financial education of individuals.

Based on the above, there is interest in identifying the level of financial education and how widespread is the entrepreneurial culture among university students in our country. However, given the large potential population to be addressed during this project, we intend to limit our space to the context of our federal entity, in which the Veracruzana University represents the main house of studies given its presence and coverage in twenty-eight municipalities distributed in five regions: Xalapa, Veracruz, Orizaba-Córdoba, Poza Rica-Tuxpan and Coatzacoalcos-Minatitlán.

Given these premises, the following research question that will lead to the development of this project is proposed: which is the level of financial education and entrepreneurial culture among the students of the Veracruz University, Veracruz region?

Then, this work aims to identify the level of entrepreneurial culture and financial education among the university students of the different areas of knowledge of the Veracruz University, Veracruz Region. Next, a series of arguments that validate the pertinence of this work are presented.

Justification

The close relationship that exists between the level of financial education and the level of success of entrepreneurial projects is very important since they affect the pattern of economic growth in emerging economies. This is why the Inter-

American Development Bank (IDB, 2014) has emphasized among senior officials of ministries and agencies of Science, Technology and Innovation of Latin America and the Caribbean the need to discuss public policies that promote entrepreneurship. This institution also continues to promote the dissemination of financial education programs, since these have a fundamental impact on the well-being of citizens (IDB, 2015).

This IDB effort can build on the widely accepted premise that closely links business to economic growth and productivity (Lupiáñez, Priede & López-Cózar, 2014). In this sense, they emphasize that the business aggregate and the creation of new units represent the engine of the economy of the industrialized countries (García, Martínez & Fernández, 2010; Galindo & Méndez, 2011). Similarly, Álvarez, Giraldo and Martínez (2014) point out that the sum of entrepreneurial entrepreneurship projects contribute to social and economic development at local and national levels; Being the local area where the positive effects are more evident, which translate into an increase in the level of employment and income of the population.

However, Lupiáñez, Priede and López-Cózar also point out the fact that among the empirical evidence there are no uniform results that allow us to conclusively confirm this premise, but these vary based on the context and the indicators used to quantify this relationship.

In addition, the premise that the lack of financial education has an impact on the development of young entrepreneurs (Singer, 2016) represents another area for further research on this subject, since, as Lederman et al. (2014), it is difficult to conclude that the lack of access to financing is one of the main constraints of innovation and the development of entrepreneurial projects.

Based on the above, the development of this work acquires relevance since, according to CONDUSEF (2013), there is a severe delay in our country in the area of financial education, which is evident since due to the lack of information people do not know the advantages or disadvantages they can get from their use.

Similarly, the National Entrepreneur Observatory (2013) emphasizes that in our country, despite the fact that entrepreneurs and MSME's generate a significant amount of jobs and income for the country, they suffer from a series of weaknesses; among which are: difficulty accessing financing, lack of knowledge on the subject and low productivity. Thus, raised these needs we recognize the importance of continuing and contributing to the analysis with concrete proposals on these issues, since they represent areas of opportunity for economic growth and social development in our country.

In addition, these topics will remain strategic on the international agenda, as the World Bank (2015) states that entrepreneurship and financial culture represent two of the major development tools. Added to this, in the context of the State of Veracruz, Mexico, there is little to no research regarding the level of financial education and entrepreneurial culture, jointly, among university students.

Empirical framework

According to Siciliano (2009), cited by Khwaja (2009), financial knowledge is essential to promote sustainable projects; then, entrepreneurs must develop a series of financial competences to increase their business skills; similarly, Bruhn and Zia (2011) point the role of training to enhance entrepreneurial projects; in this case, they found that individuals that attended some business skills courses improved their financial knowledge, developed new business strategies and better personal and business financial practices.

Besides, the site Small Business BC (2016) mentions that financial literacy has gained attention not just from government agencies, but universities and high education institutions have developed a series of research projects to identify the status of students in this topic among countries. Also, it is mentioned that small business owners which have financial skills are more competitive and could manage changes in the economic environment in a better way; also, they could offer better support to their employees and even start training them in this area.

In relation to the relationship between entrepreneurship and financial literacy, Njoroge (2013) found that successful entrepreneurs had strong financial skills and got grades above average; on the opposite side, less successful entrepreneurs showed low financial skills and many of them ran informal businesses. Added to this, Nunoo & Andoh (2012) studied the implication of financial literacy as a way to develop sustainable business; according to them, financial knowledge and skills could help MSME's owners to access to better financial services, providing new options to support business performance. In their results, they stress that owners with high financial knowledge had access to better financial services.

Also, Mabhanda (2015) found that MSME's owners with low financial literacy levels had less ability to cope with economic environment changes and had poor performance at financial and managerial tasks, driving to less informed decision making.

Based on the above, it is observed that financial literacy has a positive impact on entrepreneurship as high financial skills could enhance MSME's performance.

Methodology

The present study is based on the development of a descriptive, non-experimental and cross-sectional research. This, since it is intended to identify the level of entrepreneurial culture and financial education among the population under study; In addition, this work is non-experimental since the variables involved in its development are not manipulated, and of a cross-sectional type since the data was collected in a single moment.

Regarding the characteristics of the information obtained and the techniques for its processing and subsequent interpretation, this study is considered to be of a quantitative type.

In order to carry out the field investigation phase and compile the information that allows us to reach the aim of this work, a questionnaire was designed considering the instruments presented by Tiftik (2014) and Yilmaz & Sünbül (2008), quoted in Tiftik, which assess entrepreneurial skills. To measure financial literacy, the questionnaire designed by Atkinson and Messy (2012) was reviewed and adapted for this context.

In terms of population, the universe is represented by the total number of students at the Veracruzana University (UV) region of Veracruz. In this sense, the online report issued by the Directorate of Institutional Planning of the UV for the 2015-2016 cycle, yields a total of 11, 181 undergraduate students distributed in thirty educational programs. In order to manage such a large population, only students from Management Faculty were considered, and a sample size of 89 students was surveyed, based on non-probabilistic sampling for convenience. As a inclusion criteria, only students who have passed more than 75% of total credits were considered, in order to guarantee that must have taken courses that promote math, financial and entrepreneurial business skills.

Results

After analyzing the answers got from surveyed students, next results were got:

Table 1. Survey results

Entrepreneurial skills		Financial literacy	
Low	2.25%	Low	24.72%
Medium	28.09%	Medium	60.67%
High	55.06%	High	14.61%
Very high	14.61%	Very high	0.00%
Total	100.00%	Total	100.00%

As shown in Table 1, most students had a high level of entrepreneurial skills and a medium level of financial literacy; also, it is important to mention that just 2.25% had low entrepreneurial skills and no one showed a very high financial literacy level.

Considering the correlation index between Entrepreneurial skills and financial literacy, a value of 0.27 was found; then, financial education showed a direct but low effect on entrepreneurial skills.

Conclusion

As many of authors reviewed in this study have stated, financial literacy has a positive effect on entrepreneurial skills. In the case of Management Faculty students from Veracruzana University surveyed, similar relation was found but not as strong as expected. Nevertheless, this is an important step to provide information on a topic not documented in our context and that could be helpful to design university policies addressed to enhance financial and entrepreneurial skills among students, increasing their chances to start a successful business project.

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E-Commerce as Mechanism for Enhancing Micro and Small Enterprises: The Case of a Port Conurbated Area in the Southeast of Mexico

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Abstract

E-commerce arised from the greater demand experienced by companies and the need of their administration to make better use of information technology and to find a better way to adapt the new technologies, in order to improve the relationship between customer and supplier. In this scenario, from micro to large interprises could benefit by developing e-commerce strategies; in the mexican context, micro, small and médium enterprises represent more tan 90% of business units but show low preference for adopting e-commerce strategies. Based on the above, this study aims to detect which elements appart small enterprises from e-commerce. After applying a survey among 100 small enterprises, it was observed that the most important barriers were the high cost of implementation, lack of qualified personnel and lack of information.

Keywords: e-commerce; micro enterprises; mexican SMEs.

Introduction

Studies by the Organization for Economic Co-operation and Development (OECD, 1999) define e-commerce as the process of buying, selling or exchanging goods, services and information through communication networks. This represents a great variety of possibilities to acquire goods or services offered by suppliers in various parts of the world. With the development of this process, purchases of items and services online may become more attractive because of the ease of doing them, however, it is very important that cyber consumers take certain precautions to avoid being victims of fraudulent business practices.

Similarly, Fonseca (2014) states that electronic commerce deals with commercial transactions in which there is no physical relationship between the parties, but orders, information, payments, etc., are made through a electronic distribution channel (non-physical). Although there are other means of electronic commerce such as mobile e-commerce and interactive digital television that offer similar advantages, people focus on the Internet.

With the passage of time, this commercial modality has gone from being a simple catalog of products or services at the beginning of the nineties, built from an immovable page, with a little maintenance, to become one of the most indispensable means And important to make sales and generate profits.

E-commerce arises from the greater demand experienced by companies and the need of their administration to make better use of information technology and to find a better way to adapt the new technologies, in order to improve the

relationship between customer and supplier. It is in this way that electronic commerce started in the business-to-business world more than four decades ago with the presentation of the Electronic Data Interchange (EDI), which was given among commercial firms, with the sending and receipt of orders, exchange of information, distribution and payment, etc. On the other hand, there is also consumer-to-consumer and consumer-to-consumer electronic commerce.

Also, Fallestein & Wood (2000) mention that electronic businesses have passed through four stages: presence in the network: with information content (1995-1996); Electronic shopping malls: (1996-1997) electronic catalogs; Electronic businesses: many companies were established (1997-1998); And digital economy: (1998 to date): interaction of systems of different organizations.

In the last ten years, e-commerce has registered a strong growth worldwide, both in quantity of users and number of commercial sites and certainly the investment advertising within the network; by its current volume, e-commerce can be considered as a mechanism for massive communication that thanks to its emergence is perceived as another way of understanding the market where the distance and the time are not obstacles and where client becomes an active consumer with a greater supply.

In this sense, the OECD (2012) stated in 2011 that in Mexico less than 5% of the population has bought some kind of product or service on the Internet. By percentage of net Internet buyers we can group Norway, England, the Netherlands, Denmark and Korea among the countries with the highest percentage of Internet users, because more than 50% of their population had bought online. With a percentage of the population between 30 and 20%, Iceland, Ireland, Belgium, Israel and Poland; with less than 20% of the population, are from Slovakia, Spain, Slovenia, Czech Republic and Estonia. Finally, the countries where less than 10% of the population had bought online were Hungary, Portugal, Italy, Greece, Chile, Turkey and Mexico.

Entering in the Mexican context, the director of Small and Medium Enterprises (SMEs) and Electronic Commerce of PayPal Mexico, Peón (2015) announced that e-commerce in Mexico had a value of 164 billion pesos and annually recorded a growth rate of 35%, which benefits SMEs by increasing their transactions. She also highlighted the growth in the number of online buyers in the country, since in 2011 reported 5.8 million and in 2014 totaled 9.6 million.

In addition, she pointed out that by the end of 2015, 10.9 million buyers are estimated, and that this figure might increase by 2016, reaching 12.1 million Mexicans who could purchase items online; also, announced that the best-selling items in 2014, were air tickets, clothing and accessories, followed by electronic, tickets for events, video games, applications, reservations for tourist packages and hotels, as well as books and magazines. Where SMEs showed greater growth in their Internet sales in the services sector, with an expansion rate of 20%; electronics, with 7.0%, and health and beauty with 6.0%.

Peon also indicated that mobile penetration has boomed in e-commerce, because of the "Millennial" generation (aged between 18 and 34) that leads mobility trends, with 88% of buyers via smartphones.

Advantages and disadvantages of electronic commerce

E-commerce today is a reality and can be a very attractive alternative to expand the distribution channels of a company that offers consumer products. In this sense, Palomares (2015) emphasizes a series of advantages for the consumer when opting for this modality, among which they emphasize: access to more information; facilitates research and comparison of prices and products; lowers costs and prices; comfort, avoid travel and schedules; access to more diversity and information; promotes more competitive and cheaper markets; among other.

In addition to this, Arias (2015) points out that companies are also favored by being part of this market, as they can obtain some of the following benefits: their business are available 24 hours a day for 7 days a week; possibly greater discount on the product taking into account the diminishing cost of hiring sales personnel and the lower payment of the salaries; it is not necessary to have a physical store and invest in the decoration, screens, security and sanitation of the establishment;

reducing the risk of misinterpretation in the circuit with the customer, and even with the supplier; easier access to new markets and customers, with little economic effort.

However, the competitive advantage of large companies to smaller ones is smaller because an efficient and attractive online shopping portal does not require a large financial investment, the customer chooses what gives him more confidence and greater service; ease of processing of the data transmitted by a customer relationship management (CRM) system, for example, preferences and form of payment of the clients, as well as allows the anticipation to changes in the tendencies of the market; the permanent contact with all the entities involved in the process, the interaction is faster, which reduces the costs related to communication; knowledge that is contained in the client's profile, habits and regularity of consumption, continuous availability of reports on which aspects are the most visited and which areas are most navigable; manufacturers can directly access the consumer market and therefore reduce intermediaries and increase their profitability; companies can internationalize their brands with much lower costs, without having to open physical stores (Arias, 2015).

However, problems may also appear. The causes of these problems are usually: customers fail to understand the whole buying experience. Even a product that is very well positioned in the market and with great value can fail if manufacturers and distributors do not understand the habits, expectations and motivations of consumers (e-commerce could lessen this potential problem with proactive and well-targeted marketing research). Another problem could arise from not considering the competitive environment: one enterprise may have the ability to build a good model of electronic bookstore business but not take into account the competition with other portals, or firms could be affected by the inability to provide feedback from the environment which could produce a coordination failure (underestimation of time requirements) (Arias, 2015).

In spite of these facts, the Internet is considered an effective sales channel that gives any size and type of business the opportunity to have a larger sales volume than in previous years. This is a strong reason why it is recommended that SMEs develop and strengthen the offer of electronic commerce. Besides, this means that every entrepreneur should see the Internet as a source of growth and alternative tool for their business. Getting involved in e-commerce is a great opportunity for companies to increase their sales levels in their products and services and represents itself as a great opportunity for small and medium-sized enterprises (SMEs) when they are concerned with all the aspects that are necessary to function correctly.

This is a way for SMEs to strengthen their offer through electronic commerce. The task for each company that wants to sell online is to invest in a good electronic channel that meets the quality requirements such as: site design, payment methods, product availability, security, ease of purchase, delivery options, Warranty and after-sales service.

However, SMEs in Mexico are not using this tool that would allow them to have additional income, in addition to helping to combat the current economic crisis. This is then analyzed in such a way that the problem of study can be identified.

Approach to the problem

In spite of the great number of advantages that exist in the implementation of electronic commerce, as well as its rapid growth in the last decades, it is observed that there are still many limitations to be able to take advantage of the potential of this mechanism. Throughout the specialized literature on this subject, a number of factors are mentioned that affect the implementation of electronic commerce, among them, Weltevreden and Boschma (2008) affirm that the size of the company represents a limitation for them to be inserted in these practices, the smallest and medium being the least favored in this sense. On the other hand, Baptista (2000) and Mitchell (1992) emphasize that the seniority of companies is the most representative element for the adoption of electronic commerce, since those with more years in the market are more resistant to transit in this channel.

In the Mexican context, according to the National Institute of Entrepreneurs (INADEM), in *El Economista* (2013), reported that of the 73% of SMEs that have Internet access, only 10% sell online due to limitations on payment methods, reduced

number of users and distrust of the systems. Another reason why smalls business are not using e-commerce as a growth strategy is by ignorance and myths about this online service, since you can launch a website with a small investment.

In order to offset the limiting factors mentioned above, greater financial education and promotion among SMEs are required to accept online purchases, therefore, a joint effort between authorities and private initiative is required to promote the use of electronic commerce between Mexican SMEs, recognized the National Institute of the Entrepreneur (INADEM) as well as the OECD.

According to data from the National Institute of Statistics and Geography (INEGI, 2015), in Mexico, in 2014 there were approximately 5.6 million business units, of which 95.4% were micro and small enterprises (MSMEs) that generate almost 20% of the Gross Domestic Product (GDP) and have a relevant role in providing employment in the country. Although the data is of impact, it is more that their sales have been practically achieved in a face-to-face market. And is that only 25% of these SMEs had Internet and only 10% a website.

One of the world's fastest-growing regions of the world is Latin America and the Caribbean, receiving 9.7% of global e-commerce in 2015, according to Internet World Stats (Conexión INTAL, 2015); also, in 2015, there were almost 110 million online consumers in this region.

So why is not the use of e-commerce implemented? According to Pueyrredon (2016), President of the Latin American Institute of Electronic Commerce, there are important barriers as the lack of products strategically designed for this market and an incipient culture to develop attractive mechanisms that improve customer experience.

Considering that SMEs represent more than half of the total companies in Mexico, this means that there is a great competitiveness and it is the duty of the organizations to be updated continuously so as not to collapse.

Based on the above, it is noticed that SMEs are not making use of this tool and are not only missing an opportunity for growth and introduction to new markets, but simply to remain remote in a broad competitive market. After identifying the problem experienced by SMEs in Mexico, related to the implementation of electronic commerce, the following question arises: What are the limiting factors that affect the adoption of electronic commerce in SMEs located at a port conurbated area in southeast of Mexico? Once the research question has been raised, the objective of this study is identifying the factors that have limited the adoption of e-commerce in SMEs in the mentioned area.

Based on the reports of the Economic Commission for Latin America and the Caribbean (ECLAC, 2013) and the World Trade Organization (WTO, 2012), the following hypotheses are proposed for this work:

Work hypothesis: the conditions for access to financing, the lack of qualified personnel and the distrust of the companies are the most influential factors in the adoption of electronic commerce in SMEs.

Null hypothesis: the conditions for access to financing, the lack of qualified personnel and the distrust of the companies are not the most influential factors in the adoption of e-commerce in SMEs.

Justification

Great technological advances are transforming social and economic organization by bringing together millions of people around the world. In this new and more competitive environment SMEs should be better prepared and aware of the globalization that is being experienced and enter the electronic environment to obtain competitive advantages.

The supply and demand of goods and services in different markets, the structure of the market and competition in various sectors is affected by electronic commerce. In the short run, it is anticipated that the spread of electronic commerce will continue to reduce transaction costs and production costs, facilitate the incorporation of new companies into the markets and increase competition. All this, in turn, will lower prices, raise quality levels and create new and more diversified products, thus boosting economic growth and welfare.

As mentioned earlier, SMEs generate seven out of every 10 jobs in the Mexico, and generate 50% of GDP. Then it is necessary to identify why SMEs are not joining this growing market. Based on the above, it is shown the relevance of the development of this work.

Methodology

The development of this study is based on a descriptive analysis which seeks to describe characteristics of a relevant groups and to calculate the percentage of units in a specific population showing certain behavior. Also, this is a cross-sectional work, since the collection of information from a given population sample happens just once. Given the characteristics of this work, a survey was designed as research instrument, considering the one presented in 2014 by the National Institute of Statistics (INE) of Spain, titled "Encuesta sobre el uso de TIC y comercio electrónico en las empresas 2014".

The study area selected for this study is the zone integrated by the cities of Veracruz and Boca del Río which constitute a port conurbated area in the southeast of Mexico. Due to the large number of SMES in the selected area, it was decided just to consider the ones related to the food industry; specifically, restaurants formally registered. The selection of these enterprises lies on the huge increase of business in this sector during last years, as pointed by Toledo (2014).

According to the Mexican Business Information System (SIEM), in 2015, in the State of Veracruz there were 39,722 companies in the commerce sector with less than 10 workers. Under this criterion, these can be classified as SMEs. Of these, 3,896 and 14,634 are located in the municipalities of Boca del Río and Veracruz, respectively. Together, they represent 18,530 productive units. However, official statistics do not give an accurate figure on how many of these are operating in the food subsector; This is a limitation to accurately identify the number that identifies our target population.

Based on the above, the technique of non-probabilistic sampling by quota was used, for convenience as it is easier to examine SMEs in terms of geographic proximity and access to information that is in the subsector food . In this way, a sample quota of 100 units was taken, divided equally between both municipalities; That is, 50 surveys were applied in each.

Results

In this section, the analysis of the results of the 100 surveys applied in the municipalities of Veracruz and Boca del Río with their respective interpretation is presented.

According to the individuals surveyed, 28% of small and medium-sized companies have been operating for 3 to 4 years, which represented the highest percentage in the sample. Similarly, 26% reported having between 1 and 2. When analyzing the municipalities separately, 36% of the organizations surveyed in Boca del Río are of recent creation, having carried less than 1 year of operation.

Based on the responses of the respondents, who are in charge of SMEs located in Veracruz and Boca del Río, it can be observed that 91% of their businesses are not under the franchise model, this is a great disadvantage considering that a franchise could provide a rapid growth and reduction of risks and this would facilitate the implementation of electronic commerce as a tool. It can also be seen that the municipality of Boca del Río has the largest number of SMEs in franchise with 14%. Also, 60% of the organizations do not have other branches under their control, which can benefit from having more time and dedication to the branch with which they count, looking for new ways to grow their business, including electronic commerce.

Considering the means of communication used by the SMEs, it was reported tha 63%, do not have a fixed telephone line. Nowadays, a fixed line may not be seen as necessary, and for a small or medium-sized company it can be an extra cost, however, it can help in complementing the use of social networks and ordering and providing information through she.

After analyzing the overall results of Veracruz and Boca del Rio, it can be seen that only 23% of respondents do not have electronic equipment as support in their business, the other 77% that is the majority. With them, this is a great advantage for the company as it can employ e-commerce through these support tools.

Similarly, most companies that do not have computer equipment reported that its high cost is the main obstacle, since many of them hardly have sufficient resources to maintain their operations, so they have trouble thinking about buying equipment that generates an extra income, this also has relation with the financing to which the owners or the companies themselves have access. The reality is that today, large companies are those with greater financing opportunities and lower interest rates, creating an obstacle for SMEs and preventing the collection of resources. Subsequently 38% of companies do not believe necessary the implementation of computer equipment, but the reality today is that there is a great competition between companies to survive and if companies can not adapt and innovate can fall. Only 14% of companies do not have electronic equipment because they do not know how to use them.

When it comes to Internet connection, it was noted that 76% of the small and medium-sized companies surveyed, which is the majority, have Internet at their premises and only 24% do not, nowadays it seems indispensable to have an Internet connection for creating a competitive advantage and increase income; also, it was noticed that 24% of organizations do not have an Internet connection and these should make an investment in a good Internet connection, which in the long run will generate many benefits. Aught, the great advances in technology are observed since before the majority of the users had Internet connection through cables and nowadays the majority of the SMEs (92%) have Wi-Fi connection.

To achieve success in a business you need to attract customers to him as it is what generates income. It is a very important variable to offer wireless Internet to your customers, as they are often influenced not to go for not offering it, what is observed is that 45% of companies that is almost half, do not offer free wireless Internet, which sounds necessary in the face of globalization. Besides, more than half (56%) of the studies SMEs do have software related to the practices of their business.

Most SMEs with 63% offer their services by electronic means, but this does not necessarily mean that they occupy e-commerce as a tool, but take advantage of social networks that are free to promote their products and even taking orders through them, without the need to invest in a page, which represents a benefit for them when increasing their sales, however, the disadvantage would be not being able to make payments online.

About the factors that limit the adoption of e-commerce, 41% of companies have not opted for electronic commerce due to the cost that this represents for their business,. But it also influences the financing provided by banks to these types of companies, since they offer them few financing opportunities and with very high interest rates compared to the large companies that benefit most. Also, 35% do not think it is necessary to implement this tool and there may be several factors to think this as seeing unnecessary invest in a page when there are free social networks where they can place orders and offer their products or simply the size or age of your company; moreover, 19% of companies do not have the necessary and trained personnel to carry out electronic commerce and only 5% do not use this tool because of mistrust, which is a subject that has been greatly improved thanks to the new privacy and data protection policies offered by websites.

Furthermore, 60% of companies use social networks to spread their business, which is a very good advantage, 26% have a platform that allows them to order their customers, 10% have a website to promote their company and only 4% have a portal for their customers to make payments online. So it is noticed that most SMEs use the internet and social networks as a tool to generate an extra income.

Also, 35% SMEs considered that the high prices to open an online sales page is the main limiting factor, 25% believe that the lack of qualified personnel is also a relevant factor by which they do not adopt e-commerce, 14% believe that it is the lack of information that is the determining factor and 10% that the lack of financing. Several factors prevent the use of electronic commerce as a tool, however, there are ways to combat or counter them, either through training or talks provided by the government or banks, provide more information about prices, more financial support, better privacy policies, among others.

Either way, 70% of the managers and owners of SMEs are willing to receive training in e-commerce knowledge, in order to be informed and able to use this tool in the future that would allow them to increase their income. An 11% is not ready to receive training because they consider that their business is in the ideal form and is satisfied with it. While the other 19% do not know if they want to receive training for the knowledge of electronic commerce.

About the potential benefits and advantages produced by e-commerce pointed by SMEs, among the most notable are higher revenues with 34%, business profitability increases by 27%, customer knowledge with 18% and attracting new customers with 14%. Unfortunately, 76% of SMEs surveyed in the food sector do not have a mechanism to measure the impact on clients, which can be a great disadvantage since they will not be able to know Improvement or can get to know their customers in depth. Also, most attributed between 26% and 50% of their sales to the use of electronic commerce and the minority believed that it generates between 76% and 100% of their sales. Finally, it is noticed that most individuals look at e-commerce as a great strategic advantage for their business and 22% consider it not.

Conclusions

The objective of the present study was fulfilled since the main factors that limited the adoption of the electronic commerce in the SMEs of the food sector in the conurbated zone Veracruz-Boca del Río were identified through surveys carried out to the different individuals; main factors detected were high prices, lack of qualified personnel and lack of information. The results were compared with existing articles and found matching factors, however, we must take into account that there are significant differences among countries..

In addition, the need for SMEs to implement e-commerce was identified, exposing the perception of SME entrepreneurs in the food sector in the Veracruz-Boca del Río area facing the factors that hinder the adoption of electronic commerce. It is clear that this tool in the food sector in the field of study could help to improve the economy, generate jobs, increase profits in small and medium enterprises, among other great advantages. Similarly, a large number of individuals in charge of SMEs are willing to receive training in e-commerce awareness; This represents an area of opportunity for the development of strategies that contribute to the insertion of these tools in the sector studied.

In addition to having an electronic page for online sales, it is advisable to have a mechanism that measures the impact on customers or if there is an increase considerable in the profits thanks to this tool. With this, a small and medium company can know if it is really worth investing in electronic commerce and if the money that is being invested in the page will be refundable in the short or medium term. Granting this set of tools would be a positive boost for SMEs and the local economy.

Notwithstanding the foregoing, it is necessary to address this issue from a broader perspective, in which other variables are included and focus on a larger sample, in order to obtain more precise results; However, it is considered that this exercise has provided valuable information that serves as a reference point in the study of this topic in the local context and from which support can be given to companies in the sector or others.

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Perspectives of Public Pedagogy in Christopher Nolan's Cinema. Case Studies on *Inception* and *the Dark Knight Rises*

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Abstract

The educational and pedagogical impact of cinema is investigated through two popular Christopher Nolan's films *Inception* and *The Dark Knight Rises*. Analysis of his films, in the context of cinema public pedagogy, shows that Nolan's way of film-making defines a specific set of challenging and reversing messages, hidden behind the Hollywood mainstream standards. Moreover, throughout this analysis, the power of the public pedagogy of the cinematic medium is established, and cinema is approached as a powerful tool that sets the standards of private and public behavior by combining entertainment and politics, according to [Giroux, 2008]. We end up in suggesting that the public pedagogy of cinema be embedded in the educational system as a distinct educational tool.

Keywords: Christopher Nolan, Public Pedagogy, Giroux

Introduction

Cinema public pedagogy is one of the most important types of informal education of our times. Grollios (2008), on commenting related analyses of Henry Giroux, states that "the meaning of public pedagogy demands a radical reflection of how optical technologies are produced, circulated and adapted on various aspects of pedagogic. These aspects give birth to types of knowledge being intervened with specific social relations and activate selected ideologies, stories and memories (Giroux, as referred in Grollios, 2008)." Based on the above, one could claim that the educational and pedagogical influence of cinema comes in a massive way and, thus, Hollywood has developed irresistible ways through which it can affect public behavior.

Public Pedagogy through Christopher Nolan's Films

In the context of this claim, we approach two Christopher Nolan's films, with which he succeeds in establishing a frame of opposing to the mainstream, although he conforms to the rules imposed by the big studios. Analysis of Nolan's films is made on the basis of cinematic narrative and aesthetic, intertextuality, psychoanalysis and ideology as factors that compose this basis so that public pedagogy is produced and publicly accepted.

Nolan is a British-American director born in London in 1970. His projects are characterized by huge production costs and the participation of highly recognizable movie stars (*Batman begins*, *The Dark Knight*, *The Prestige*, *The Dark Knight Rises*). His films are to be blockbusters and comply with the rules of modern capitalistic economies in terms of being as profitable as it gets. Issues dealt with in his films are enriched by motives and stories popular in modern American society. What makes his films important is not their content but the way the content is developed and evolved. The result may seem as being set on the industry standards, although multiple views of political, existential, psychoanalytical, and controversial (but truly ideological) dimensions are hidden. Narration levels of Nolan's films are composed of controversial elements that seem to confront to the basis of current social-economical-political status.

Inception

The film *Inception* (2010), can be used as an example of intertextuality, which includes most of the themes of cinema theory: demonstrating pictures as signs and symbols, references to Freud and Lacan, connection of the cinema to the other "Fine Arts" (visual arts, architecture), philosophical questions of a phenomenological type, references to the ideological absolutism and the creation of thought that arises from a film. The film *Inception* can be considered at the same time a psychoanalytic and ideological comment, while its narration strength can be located in the multiple *mise en scène* (dream in a dream). The intertextuality of the film includes the self-reference of cinema itself, since essentially every dream is a well directed, almost cinematic, story.

The film has as the main character Dom Cobb (Leonardo DiCaprio), who is an expert in a new specialization of the Science of Sleep. He "invades" into the dreams of unsuspecting people and steals their secrets, something that proves a valuable asset in industrial espionage. In the USA he is wanted man and as a result he is forced to be active in any other place of the planet. When the Japanese businessman, Saito (Ken Watanabe), offers him to clear him of his alleged crimes, Cobb accepts to make a risky plan. Saito asks Cobb to achieve the "inception", something truly inconceivable for Dream Invaders. The enterprise consists in planting an idea into the subconscious of Fischer (Jilian Murphy), a business rival of Saito, so that Fischer will believe that the idea is exclusively his own. Cobb with his friend Arthur (Josef Gordon Levit) enlist the young architect Ariadne (Helen Page), the forger Eames (Tomas Hardy) and the chemist Yusuf (Deleep Rao) in order to achieve his reckless plan. However, the personal subconscious unresolved issues and his guilt for the death of his wife, Mal (Marion Cotillard), pose a dangerous threat to Cobb's team.

The initial classification of the film to the type of fantasy films – although simplistic – is exceptionally accurate. It is a paradigm of fantasy film, which combines at the same time adventure, spectacle, continuous action, suspense, unbroken narrative, unexpected development, romanticism and a clear-cut philosophical-political-social background.

Cinema – through the film of Christopher Nolan – proves to be the ideal reflection of subjective and subconscious reality. It is the personal dream-like reflection and the visionary mirage of the creator that becomes the personal experience of the spectator. Like a dream inside a dream, where the boundaries and the limits are blurry and –as a result- easy to change at any moment. Through the dream, the "inception" of an idea is implanted with surgical precision in the victim-target's subconscious, by brilliant scientists and con artists. At the same time, it is also implanted in the spectator's subconscious, since he is also an abuser (he participates actively in the development of the story through the process of identification) and a victim (he also suffers the "inception" with the process of the spectacle). The con man, scientist-artist in the *Inception* is the director Christopher Nolan, who insists with his films in exploring the instincts of man inside a modern environment, which creates new urban nightmares and insecure and iconic, for himself and his work, characters. The original character in his case is the fact that his films constitute the essence of mainstream while, at the same time, they demonstrate his personal anxieties, masked by Hollywood's business philosophy, which has as its motto the phrase "give the people what they want".

The philosophical structure of the *Inception* becomes clear and understandable from the first sequences of the film. Dom Cobb, the character played by Leonardo DiCaprio, is particularly persuasive when he develops his arguments regarding the existential and philosophical origin of the Idea: "The most resilient parasite?... An idea! A single idea from the human

mind can build cities. An idea can transform the world and rewrite all the rules". It is an obvious and perhaps simplistic parallelism with modern reality. The powerful media daily overwhelm citizens with "simple parasitic ideas", and consequently it is easy to shape-transform the world, according to the will of those who are in power. The Ideas (that is the idols of the real objects that are created in the mind and at the same time, every abstract concept) are the most powerful parasites, when they are used like this.

Nolan structures the film creating three levels, as many as the dreams in which the characters of the story invade into. "Dream inside a dream" (like babushka dolls), until Cobb and his company manage to enter into the depths of the subconscious of the subject-target. The "Inception" is designed completely. Cobb is the director-inspirer of the three dreams and operates as the alter ego of Christopher Nolan, who builds his film on three levels using the same mechanism. Integral pieces of the films—like the one of the dreams—the architecture, the identification and, finally, the flight, the basic structural components of a successful film experience. The architecture expresses the decor-environment (artificial or natural) over which spectators start to feel a gradual familiarity with the characters of the film. Cobb needs an architect to build an environment, on which the heroes (and through them the spectators themselves) will experience "dream inside the dream". Cobb's architect is the young student Ariadne, who will provide the "thread", the means for him to find a way out from the complicated situation in which he found himself and thus escape Oblivion.

The complete identification of the spectators comes with the achievement of the "Inception", that is with the implantation of the parasite-idea. The identification is multiple, successive and parallel. The spectators in the first dream are identified with Yusuf, who is trying to escape the persecutors-projections of Fischer driving a van, which moves in the highways of a big city. In the van there are, in a state of hypnosis, the rest members of the team. At the same time, in the second dream they are identified with Arthur, who gives his own, unimportant, battles with Fischer's bodyguards in a vaguely familiar hotel. In the third dream, spectators identify with the rest of the characters: Cobb, who faces his own personal insecurities, his lost wife Mal, Ariadne, Saito, Eames, even the group's target, Fischer, who through the deceptive "Inception" he sees his past under a different light. The flight of the heroes and of the spectators as well comes at the ending (it is melody).

All these take place at the same time, in succession, fully harmonized and masterfully designed in the multiple and complicated *mise en scène* planned by Nolan. That is, we have a *mise en scène* inside a *mise en scène*. Action inside action. Plot inside the plot. A film inside another film. An adventurous Odyssey from Memory to Oblivion and back again, with the invaders of the subconscious and with them the accomplices-spectators (perpetrators and victims) to return constructing and deconstructing the dreams-realities, using signs and symbols. The film, according to the views of Daniel Frampton about cinema (2006), obtains its own autonomous thinking and is defined as a new entity with its own intelligence.

The Dark Knight Rises

An example regarding how the projector creates a clear ideological substratum and at the same time a powerful pedagogic influence to the mass public, with direct measurable influences to society itself, is the trilogy of Christopher Nolan's films with central character the comic hero Bruce Wayne/Batman [*Batman Begins* (2005), *The Dark Knight* (2008) and *The Dark Knight Rises* (2012)].

The *Batman* trilogy was based on the popular comic with the same name by DC COMICS and is a powerful figure of the American popular culture that deals with the known stereotype "good against evil". Bruce Wayne, a wealthy businessman, with a strong "feeling of justice", is transformed into a masked vigilante, in order to face the criminals that institutional justice can't or won't arrest. That is, he is a vigilante who operates outside the legal framework. This in itself is an issue that troubles society for centuries. The limitations of the "Law and Order" that provide asylum to big time criminals, through bureaucracy and the corruption of public servants, allow the appearance of masked-vigilantes, which will try to give justice, as it is necessary. Usually, these masked vigilantes are rich, noble and philanthropists and have an intense sense of justice, always within the framework set by the status quo. Such famous characters of popular culture are Robin Hood, Zorro and others, whose actions provided plenty of material, both for films and TV series.

Batman by Christopher Nolan tries to restore the system of corrupted city (Gotham City) into an operational situation, fighting outside the system against mafia and organized crime. He doesn't wish to overthrow the system, but to make it even more humane. He is not the overthrewer but the one who maintains the status quo. In the three films by Nolan, interesting are the "villains". In the first film, Ra's al Ghul, who wants to destroy the corrupted city of Gotham, in the second is Joker who comes to create panic and upheaval into a declining city and state, while in the third city, the terrifying Bane, who clearly shapes the ideologically profile of the villains and through some amazing scenes seems to justify them. For Nolan villains are ideologists, who try to overthrow the system through violence. They are terrorists with crystalized ideological and political attitude. Apart from the first (easy) reading of the film, Nolan manages to specify his own, revolutionary, almost of terroristic ideology, character through a blockbuster production. The whole story is structured around Bane, who is the opponent of the tired, disappointed Bruce Wayne/Batman. Bane (actor Tom Hardy) pushes Batman (Christian Bale) even more into the background, weakens him ideologically and comes as a tornado to destroy everything. "Victory defeated you", he says ironically to the resigned and without ideological and personal motives Batman. The capitalistic businessman Bruce Wayne, who wears the uniform of the vigilante Batman, is presented tired and compromised since he is invited to defence the status quo of Gotham, which is based on lies and corruption. Behind the apparent calm of the city with the low levels of criminality, the oppressed citizens who live in the sewers of the city are ready to offer their lives, since Bane promises them "death to the rich people of Gotham". The outcasts of society, the despised homeless are ready to sacrifice themselves in order to build a new world, where there will be no corruption. As a matter of fact, "... they have nothing to lose but their chains".

Through Bane, Nolan preaches violent revolutionary overthrow. Film producers, faced with the certain profits from the tickets of the Batman films, seem to ignore the production of anarchist ideology of Nolan. The anarchist manifesto of Bane, in the middle of the film speaks for itself:

"We take Gotham from the corrupt! The rich! The oppressors of generations who have kept you down with myths of opportunity, and we give it back to you... the people. Gotham is yours. None shall interfere. Do as you please. Start by storming Blackgate, and freeing the oppressed! Step forward those who would serve. For an army will be raised. The powerful will be ripped from their decadent nests, and cast out into the cold world that we know and endure. Courts will be convened. Spoils will be enjoyed. Blood will be shed. The police will survive, as they learn to serve true justice. This great city... it will endure. Gotham will survive!"

The Machiavellian Bane gives hope where hope does not exist. He sets popular courts and eliminates the rich and powerful giving his own kind of justice, reminding the following day of the French Revolution. Bruce Wayne/Batman, in the second half of the film, he understands that in order to subdue Bane he must not become like him. He understands that he must desire the insatiable desire of Bane to achieve his objectives. "Desiring the desire of the other" according to Lacan (Stam, 2006) and thus Nolan's film is justified, apart from ideologically and psychoanalytically. Through this process of identification of desires, the spectator desires Bane's desire for justice that is imposed by instincts and which will come with an uncontrolled social entropy.

Discussion

According to Grollios (2008), "many theoreticians of cultural studies, following the works of Antonio Gramsci, Raymond Williams and Stuart Hall, recognize the primary role of culture in education. They argue that culture, as an area of production of meaning and social interaction, is important because it there that, through struggle and negotiation, the different types of identities and values are created, although always in a framework of unequal power relationships". According to Giroux (2008) "given the important role of popular culture, including cinema, the influences it exercises are pedagogic and political, determining identities and values and wider social practices that characterise a continuously increasing postmodern culture, in which the electronic media and visual forms are the most powerful educational tools of the new millennium" (p. 591). Giroux (2008) also emphasised that cinema as a medium of public pedagogic combines entertainment and politics, while it creates an atmosphere that helps shape individual behavior and public beliefs with multiple and complicated ways, consciously or unconsciously. The films, which were analysed in the present paper function as models of a state pedagogic,

which invites citizens to question and to stand with scepticism in front of the status quo. This is interesting and peculiar, since the specific films are products of the status quo itself, expressed through the powerful film industry of Hollywood. Christopher Nolan with his films behaves like a "functional" intellectual according to Gramsci's analysis of "hegemony". During the opening night of *The Dark Knight Rises*, the "pedagogic" influence of his films in the mass public, was "measured" with human casualties. This took place on the night of the 20th July 2012, in the pack-filled dark hall of a cinema in the city Aurora of Colorado, which was characterised by the press and the internet as exciting (like watching a film!...), disturbing, terrifying, ominous and at the same time expected. The twenty-five year old James Holmes, (PhD Candidate at the University of Denver, in the field of neuroscience), dressed in Joker's costume, opened fire against the spectators that were watching the midnight show of the Batman film, killing 12 people and wounding over 50. In conclusion, it doesn't matter who was the neuroscientist, or why he did it (a young woman who knew him since high school said that he was a "cool guy", but she was puzzled that he was identified with the "villain" in the action films). What is important is that James Holms, did this on the specific place, dressed as one of the basic characters of the story, during the opening night of one of the most successful films ever shot, something that demonstrates its influence of the medium to the people and the masses.

The dimensions of the film reality are confused with the dimensions of the actual reality and the object of art (the film or the location of the projection) "occupies" the subject (man, who passes into a different dimension and becomes literally the unsurpassed hero of the film). The object becomes the subject through an amazing confusion or the retraction of the realities into a subconscious procedure that demonstrates the strength of the medium. Cinema influences ideologically both on mass and private level, it changes the spectators, educates them and finally it "transforms" them.

The mimesis of film characters consists a vehicle of behavior, both in the unconscious everyday life of people and in exceptional cases like the one of Aurora. Another case of this kind is the attempted assassination of the President of the USA Ronald Reagan in 1981 by John Hinckley Jr. The aspiring assassin, before attempting to murder Reagan, has seen fifteen times the film by Martin Scorsese, *Taxi Driver* (1981). Hinckley attempted to do exactly what the hero of the film did, the taxi driver Travis Bickle (the actor Robert De Niro played the part), who planned the assassination of a candidate for the Presidency.

Conclusion

According to what has been discussed so far, the initial claim that the public pedagogy of cinema is one of the most powerful massive pedagogic means nowadays, as it creates formulas and models of private and public behavior, throughout the combination of entertainment and politics. Christopher Nolan's films, although being produced in the frame of the massive film industry, promote an alternative view that seems to doubt on the mainstream. This view encourages the audience to rethink on the way that society is built, either through the ideology and the parasitic-ideas (*Inception*) or through the rapture of the current status-quo (*The Dark Knight Rises*). The detailed study on Nolan's films could lead to new directions on this dimension of public pedagogy, while an additional plan on future analysis could deal with research of similar cinema projects and Hollywood directors that work on a public controversial pedagogy. Furthermore, taking into account all the above and in the frame of general audiovisual education, we suggest the research and development of a system that includes the public pedagogic of cinema, as a distinct educational tool, in all types of the typical educational levels.

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Investigation of the Effectiveness of Nutrition Education Applied to Preschool Children

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Abstract

This study was conducted to evaluate the 12-week nutrition education given to pre-school children during the "Let's move fun and eat healthy" project which was supported to the Pınar Institute. In order to determine the effectiveness of the nutrition activities, interview form consisting of 9 questions was developed by the researchers. 33 children were interviewed from 19 pre-school education institutions affiliated to İzmir Provincial Directorate of National Education where the project was implemented. Data were analyzed by the researchers and answers categorized. When asked children "what is the nutrition for you" children gave 35 different answers and they categorized three subjects. Children have defined nutrition as eating something, names of meals or as a name of food like apple, orange or yogurt. When we asked children for their most favorite meals they said that it is the carbohydrates. Only nine children define feeding plate truly. Most of them define it as a circle. Also only one children know the nutrition pyramid before the education. As a result of the study, we can said that 12 week nutrition education is affected children knowledge of healthy nutrition. Also teaching healthy nutrition basics in early age is important for promoting of health.

Keywords: Investigation, effectiveness, nutrition, education, applied, preschool, children

Introduction

Nutrition, which has a very important place in every period of human life, is one of the basic stones of the life cycle starting from mother's womb (Şanlıer,2003). The concept of diet and nutrition in preschool period plays an important role. It also plays an important role in bringing children into an adequate and balanced way of life (Uzakgiden, 2015). Daily eating habits which have important impacts on the development of children, must be provided to get the children adopt this habit in very the first decade of their life, and this adopted habit must be maintained by refreshing it(Healthy Eating Guidelines, 2005). Education, which will form the basis of children's eating habits, should be supported by a well-equipped program in their school, as well as learning from their parents.

The results of the studies on nutrition in Turkey show that many health problems are experienced because of lack of knowledge about nutrition. In order to overcome such health problems, it is necessary to train all ages on nutrition and to emphasize the necessity of nutrition education (Baysal, 2004). Healthy and balanced nutrition information given to children in school will be a precautionary measure to prevent diseases that may occur in short or long term (Zembat ve ark., 2015).

Healthy eating habits are important for the normal growth and development of preschool children and to prevent nutrition related diseases in their future life. Some research show that the fat intake of children aged 2 to 5 years is approximately

34% of energy intake and it's above the recommended level of 30% calories from fat. Likewise, children's fruit and vegetable intake is approximately 3 1/2 servings per day, 1 1/2 servings short of national recommendations of 5 servings per day. Food habits that develop during childhood are maintained as children enter school, and the dietary choices of elementary school-aged children track into adolescence. Therefore, nutrition education during the preschool years may provide a foundation for lifelong healthy eating habits (Matheson et al. 2002).

One of the most important aims of nutrition education in preschool period is to teach children different food groups (Swadener, 1994). Studies have shown that children have problems in classifying nutrients. In addition to the difficulties that children experience in the concept of food groups, it is also stated that it is difficult to establish the relationship between food and health. (Matheson, Spranger ve Saxe, 2002).

The "Healthy Food and Physical Activity Pyramid" that we have observed in studies of abroad is based on the principles of healthy eating and nutritional diversity. Pyramide offers daily recommended consumption of portions and also reviews nutrients and nutrients that need to be consumed and reduced.

When the literature is examined, it is seen that a similar study is carried out by the US Department of Agriculture. Nutrition pyramid converted into a personalized multicolor animation is implemented as 'My Pyramide' (Palmer, 2014).

This study was conducted to investigate the effects of the 12-week healthy nutrition and mobility-training program on children in the framework of the project "Let's move fun and eat healthy" conducted by the Pınar Institute.

Method

Experimental type study was done by using interview technique from qualitative data collection methods. We created 33 pre-school children studying with the contributions of independent kindergartens affiliated to İzmir Provincial Directorate of National Education within the scope of the project "Let's move fun and eat healthy".

Researchers developed the interview form from nine questions as data collection tool. In addition, a PowerPoint presentation consisting of 12 pictures was also prepared to be shown to the children during the questions. Research permit was obtained from relevant institutions. A letter was sent to the children's parents informing them of the study and to ask their consent. Children whose parents returned the signed consent forms were considered for inclusion in the study.

Results and Discussion

Findings that are derived from face-to-face interviews about "nutrition", "their favorite and dislike foods", "what healthy foods are for them", "food pyramids", "nutrition plates" and "movement activities" are listed below. The interviews were made before and after the training with the same children but not all the children were reached due to the relocation or absenteeism of some children in the interviews after the training.

Table 1: Distribution of the answers given before and after the training for the question "What is the nutrition for you?"

	Before	After
Children answers	N	N
It is health	2	5
Strengthening	3	2
Growing	2	1
Saying meal names	8	6
Saying food names	10	3
No answer	2	5
Other	9	4
Total	36	26

When we asked the children "what is the nutrition for you?", the answers were examined and it was determined that the pre-education children gave a name to the food item predominantly. After the training, the children gave a meal name and

said it is health. Among the answers of the children these expressions attract attention C1 "Feel hungry", C5 "Finished our meals", C13 "when we feel hungry after we feel full", Acıkınca doymak demek" C23 "My mom" C25 "Store up".

In a study which is entitled as "A Qualitative Study of the Nutrition Information of Primary School Children and Parents in Tehran" conducted by Abdollahi et al. In 2008, it was found that 8 primary schools in Tehran, 128 children aged 6-11 years and 32 mothers, 16 children There were 20 focus group discussions, 4 for mothers. In contrast to our study, it has been determined that children have information about the advantages of different food groups, including digestion and growth, and intelligence.

Also in a qualitative study conducted by Özyürek et al. (2013) was determined that the parents of children between five and six years of age had training needs regarding the feeding of their children.

Table 2: Distribution of the answers given before and after the training for the question "What is the healthiest food?"

	Before	After
Children answers	N	N
Wholemeal cereals and breads, pasta and rice	6	3
Fruits and vegetables	18	12
Milk, yogurt and cheese	1	3
Meat, pout, fish, eggs, beans and nuts	12	8
Fats, sugars and salt	1	2
Total	38	28

When we examined the answer of children before and after training, and children's answers changed. The answer that includes milk, yogurt and cheese options, increase after training of the children more healthily. It was found that children perceived bread and cereal group as less healthy after education. In the study "Nutritional Information and Good Food Perception between Kindergarten Children in Kenya - Kisumu District" Ayieko and Anyango in 2011 found that 39.2% of the children had accurate information about the food they needed frequently. It shows us healthy nutrition education affect children's food choices.

Table 3: Distribution of the answers given before and after the training for the question "What is the most favorite meals for you?"

	Before	After
Children answers	N	N
Wholemeal cereals and breads, pasta and rice	18	10
Fruits and vegetables	8	6
Milk, yogurt and cheese	3	1
Meat, poultry, fish, eggs, beans and nuts	5	8
Fats, sugars and salt	3	3
Total	32	28

When children were asked the name of their favorite meal, it was determined that the children answered **this question** in 5 different categories. Although the children's favorite foods before the training were 18 different versions of pastry, this rate decreased after the training. It was observed that children mainly gave answers such as pasta, potato, rice and pie. It was found that children expressed more milk and cheese from the milk, yoghurt and cheese group. Also they gave such as cucumber, carrot, apple, olive, apple, spinach from fruit and vegetable group. In the group of Meat, poultry, fish, eggs, beans and nuts the children mainly used meatballs, especially the expression "mother meatballs".

Ayieko and Anyango (2011)'s study it is confirmed that even a three-year old child possesses some discretion about food selection and few go further and have limited nutritional knowledge about the foods they eat. Although the children's knowledge is not well defined, they have an idea of what good food is and **they** can make a choice faced with several options to select from. It is similar to this study because before the training children's favorite food choices were pastry.

Table 4: Distribution of the answers given before and after the training for the question "Would you say the name of a meal you do not like?"

	Before	After
Children answers	N	N
Wholemeal cereals and breads, pasta and rice	2	6
Fruits and vegetables	17	8
Milk, yogurt and cheese	2	-
Meat, poultry, fish, eggs, beans and nuts	7	8
Fats, sugars and salt	5	3
Total	2	2
Children answers	35	

When children were asked to name the food they did not like, children were found to respond in 6 different categories. The most striking point after the training is that the child does not like milk, yoghurt and cheese anymore. Fruits and vegetables groups, especially children do not like the hot pepper is remarkable.

"The Determination of Inadequate and Unbalanced Nutritional Habits of the Students between 4 and 6 Years of Schooling" was conducted by Sumbul in 2009. When the results of the research are examined; it was determined that the consumption of daily vegetables, fruits, milk and dairy products, cereals, dried legumes, decrease in fast food and consumption of acidic beverages and increase in nutrition knowledge were found in children who were receiving nutrition education.

Table 5: Distribution of the responses to children About Food Pyramid photo before and after the training

	Before	After
Children answers	N	N
Triangle	15	9
Pyramid	5	-
It is related to sports	1	-
Castle	1	-
Usefull Foods	2	-
Something Healthy	1	-
I saw it in the School	5	6
Tells about Fruits and Vegetables	1	-
Tent	2	-
Don't know	3	2
Food Pyramid	1	13
Total	37	30

When the answers given by the children before the food pyramid education were examined, 15 expressions were triangulated while 1 food pyramid response was given. Children have defined the picture as something healthy, Castle, tent, pyramid. However, the majority are related to the formal geometric form. After the training, children's attention was drawn to the pyramid of nutrition. When describing the pyramid of nutrition, they have been identified as C18 "Healthy food triangles", C 9 "Color group foods". It has been observed that children frequently describe the pyramid of food and know their function after the training.

In the study entitled "The Effect of Nutrition Education to Children on Nutritional Knowledge, Behaviors and Anthropometric Measurements" conducted by Başkale in 2010, nutritional knowledge scores of the children in the experimental group increased after the training and the frequency of food consumption was positive according to the control group. In this study children's knowledge of the food pyramid was increased too.

Table 6: Distribution of the responses to children About Nutrition Plate photo before and after the training

	Before	After
Children answers	N	N
Circle and Round	20	11
Plate	9	8
Ball	2	-
Dont know	2	2
Streeing Wheel	1	-
Pizza Plate	1	-
Fr learning colors	1	2

Describes the healthy eatings	1	1
I did such an activity at school	1	13
Colors of the food pyramid		3
Total	38	40

When the children were presented with a nutrition plate, it was determined that they used 40 expressions in 7 different categories after the education they gave 38 different answers in 9 different categories before the training. The pre-training period, children usually describe the photo as a geometric figure by circling or rounding. It is striking that after the training the children clearly stated that they had done such an activity before they could clearly define the nutrition label. Children's nutritional labeling descriptions have been found to use the expressions C21 "Looks like the colors of the food pyramid", C9 "show the feeding groups", C12 "eating plate".

The plate illustrates the five food groups for healthy diet. When children use it they have to think before eating what they took their plate and glass.

In a survey conducted by Holub and Eizenman in 2008, nutrition information for preschool children was assessed for their answers to questions on food nutrition and their ability to create healthy, unhealthy food menus. As a result of the children's menus, it has been found that children can not make sufficient explanations about why they chose those foods.

In addition, children were presented with various photographs that reminded children of sedentary and physically active life. In this context, the use of the words "playing" mainly on children's photos, especially children's photographs using tablets, computers or mobile phones, suggests that children have more beliefs that these technological tools are for gaming purposes. It was important to have only two children using the phrase "doing business on the phone" or "doing research". In the photographs of children doing sports or cycling, it is observed that a few children whose children are focused on doing sports directly internalize these images as "I do gymnastics" and "I am cycling in summer".

In 1999, 844 children from 9 centers participated in the study conducted by D'Agostino and colleagues in 3 different regions. The study was carried out with a total of 3 groups consisting of 2 experimental and 1 control group. Participants were given different nutritional programs and nutritional information was collected by applying a pictorial knowledge test. At the end of the first year, the knowledge levels of nutritional information and beneficial foods of participating children were found to increase. It is thought that the gains that the children have achieved as a result of this study will increase their quality of life in the future.

Conclusion

As a result of this study, it can be said that nutrition education given in early childhood is effective in children. While these programs are being developed, should be taken to ensure that they are designed to be game-based, reusable, allowing children to learn by doing.

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Transformation of South Caucasus Countries During 25 Years of Independence

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Abstract

More than 25 years have passed since countries of the South Caucasus gained independence. During this time, they underwent a serious transformation, their geopolitical and economic significance, as well as the relationship with the outside world has changed. The countries of the South Caucasus are small and their role in the world economy is negligible. However, because of the important geopolitical location, they attract the attention of many major powers and thus external factors play an important role in their development. The purpose of this work is to study the peculiarities of the transition of countries of the South Caucasus from the socialist system to the capitalist, to identify the problems of this transformation and to show the ways of their solution, and to determine the influence of regional and non-regional countries on the economic development of these countries. The paper analyzes the trends in the economic development of the countries of the South Caucasus, the features of their transformation, the degree of economic interdependence and the possibilities for deepening cooperation, shows the structural features and international competitiveness of national economies, the prospects for economic development of these countries, taking into account external factors, the possibilities of globalization and modern geo-economic conditions.

Keywords: the countries of the South Caucasus, transformation, economic development, foreign trade, investment, competitiveness.

Introduction

Over 25 years ago, the South Caucasus Countries (SCCs) – Armenia, Azerbaijan and Georgia declared independence and transferred to a new stage of their historical development. The post-Soviet transformation of the SCCs was found to be complex and rather painful. On the one hand, the disruption of production ties of the former union republics led to a deep economic crisis, while, on the other, as a result of the contradictory attitude of major powers to this region, the South Caucasus became an area of three interethnic conflicts having developed into open military confrontations.

The SCCs are small countries and therefore their role in the world economy is insignificant. However, they occupy an important geopolitical and geostrategic position in the given region. They are located at the border of the All-European space of security. Here the interests of Russia and the U.S.A, also of other regional and non-regional states intersect. The SCCs offer rather important advantages of a transit hub of the Central Asia, and this can either contribute to or interfere with the development of communication between the West and the East. The Republic of Azerbaijan possesses reserves

of oil and gas, for transportation of which the pipelines running through Georgia are used. These pipelines are an alternative to the Russian pipelines and accordingly Russia is not interested in the availability of competitors. Neighboring Russia has a special influence on the development of the SCCs.

The purpose of this work is to study the trends and processes of the SCCs transformation under conditions of independent statehood. It is oriented towards the consideration of economic problems, however, in the current stage, the economy and politics are so interrelated that cannot be separated. Correspondingly, to achieve the goal of the problem under study, definite attention is being paid to political issues as well.

Transformation of the South Caucasus countries under conditions of state independence

Every country aspires to the common goals of the civilization development, but goes towards them following its own path, based on its national interests, cultural habits, national mentality, etc. Accordingly, the sovereign development of the SCCs also has its peculiarities that go with their common soviet past. After the breakup of the Soviet Union, each SCC had to cope with the problem of "triple transition" [Korganashvili, 2014]: 1) from the Soviet totalitarian state to democracy; 2) from the centrally-planned economy and total state owned properties to the market economy and private property; 3) from a republic in the composition of the large state to a sovereign republic with a small economy. The world knew no analogue of transition from the socialist subsystem to the capitalist one and, naturally, such transformation was connected with enormous difficulties, the processes developed spontaneously and, generally, by the trial-and-error method.

Transformation of the centrally-planned economy began as early as the years of "perestroika" (restructuring) of the Soviet Union, when the first steps in the direction of a market economy (spring of 1985-August of 1991) were made under Gorbachev. The perestroika period can be conditionally divided into 2 stages: the first stage targeted on the perfection of the existing system of social relations (1985-1988) and the second targeted on the development of market relations (1988-1991). However, instead of positive results, the perestroika has further aggravated the Soviet Union's economy and the country had to transit to the rationing of products: for a number of essential goods vouchers were introduced, wages in individual enterprises started to be paid out by goods produced therein and the workers had to sell those goods themselves. The crisis situation in the country led to the break-up of the USSR and to the emergence of 15 new sovereign states. The formation of national economies of these states was accompanied with disengagement of the former union republics. The sovereign states had actually to depend only on their natural and accumulated competitive advantages determined by the Soviet heritage. As the sovereign SSCs had different launch opportunities (economy structure, availability of raw material resources, food, degree of industrial development, infrastructure, etc.) and as a result of this, they faced different difficulties of the transformation processes. Their relationships were also problematic. After the breakup of the common Soviet economic space, they were challenged with the problem of forming national economic complexes and the optimal sectoral make-up. Deep economic differences, especially in the supply with raw material resources, resulted in the difference of strategic and current interests of the FSU republics.

During the 70s-80s of the 20th century, the former South Caucasus Soviet republics occupied the middle position according to the degree of economic and industrial development among the Soviet republics, but lagged behind the western and central republics and regions of the USSR. The leading hand in their economy belongs to the manufacturing industries of Group A and construction, and the share of agriculture in GDP did not exceed 10-15%. On the whole, the region was characterized by a low degree of the economy and industry complexity, up to 55-65% of its material resources being formed at the expense of import and export. The winemaking, fruit and vegetable and tobacco production were based on own raw material in all the three republics, petrochemistry and light industry in Azerbaijan, electrical industry in Armenia. The share of population with a monthly income below RUB 75 constituted in Azerbaijan 29.7%, while the monthly money wages - RUB 194.6; in Georgia these figures made 6.5% and RUB 214.0 respectively, while in Armenia – 5.4% and RUB 241.3. Out of the SCCs, Georgia had the lowest natural population growth index per 1,000 of population – 8.6%; in Armenia it made 17.4% and in Azerbaijan – 20.2% (table 1).

Table 1: Some social indicators of Union Republics in 1989

Union Republic	Share of population with a monthly income below 75 RUB*, in %	Average monthly wages and salaries, RUB	Natural increase, births per 1,000 population
Tajikistan	45,1	206,9	32,6
Uzbekistan	34,1	215,4	27,6
Azerbaijan	29,7	194,6	20,2
Turkmenistan	26,9	243,7	27,2
Kyrgyzstan	24,8	219,2	22,3
Kazakhstan	10,0	265,4	14,0
Georgia	6,5	214,0	8,6
Moldova	6,1	233,0	8,0
Armenia	5,4	241,3	17,4
Russia	3,2	296,8	2,2
Ukraine	2,7	248,4	0,6
Belorussia	1,5	264,5	3,2
Lithuania	1,2	283,3	4,6
Latvia	0,9	290,9	1,1
Estonia	0,6	340,7	1,8
USSR	7,7	274,6	6,5

* Beginning from 1985, the subsistence wage in the USSR was on monthly average of RUB 75.
Source: 1. National economy of the USSR in 1990. State Statistics Service. M.: Finances & Statistics, 1991. C. 38, 89, 115.
2. Social-economic Development of Post-Soviet Countries: Overall Results of the Twenty-year Period. – M.: IE RAS, 2012, p. 16

Soviet republics were closely interrelated and their participation in the inter-republican exchange was different to some extent. In 1989, the inter-republican turnover constituted 55% of the total volume of republican trade relations, 45% accounting for foreign economic relations. Almost half of the inter-republican exchange was the share of the RSFSR. The share of Armenia constituted 1.7% of import and 1.5% of export, that of Azerbaijan - 1.8% and 2.9%, of Georgia– 2.3% and 2.5%, respectively (table. 2).

Table 2: Import and export of products by republics in 1989 at the actual intra-Union prices

Republic	Import		Including in %		Export		Including in %	
	Total, billion RUB	%	Inter-republican exchange	Import	Total, billion RUB	%	Inter-republican exchange	Export
RSFSR	144,3	50,7	49,0	51,0	109,6	45,2	68,5	31,5
Ukraine	54,5	19,1	73,3	26,7	48,1	19,9	84,2	15,8
Belorussia	19,4	6,8	76,7	23,3	20,3	8,4	90,2	9,9
Kazakhstan	17,6	6,2	82,9	17,1	9,1	3,8	90,2	9,8
Uzbekistan	14,2	5,0	85,1	14,9	10,2	4,2	84,0	16,0
Lithuania	7,4	2,6	78,8	21,2	6,3	2,6	92,4	7,6
Moldova	6,6	2,3	78,5	21,5	5,5	2,3	95,1	4,9
Georgia	6,5	2,3	75,6	24,4	6,1	2,5	93,9	6,1
Latvia	6,0	2,1	75,0	25,0	5,4	2,2	93,2	6,8
Azerbaijan	5,2	1,8	73,0	27,0	7,1	2,9	93,4	6,6
Armenia	4,9	1,7	78,3	21,7	3,7	1,5	97,6	2,4
Kyrgyzstan	4,3	1,5	78,3	21,7	2,6	1,1	98,1	1,9
Tajikistan	3,9	1,4	82,7	17,3	2,5	1,0	86,2	13,8
Estonia	3,8	1,3	84,6	15,4	3,1	1,3	92,9	7,1
Turkmenistan	3,3	1,2	82,3	17,7	2,7	1,1	91,0	9,0
Total	284,7	100,0	62,9	37,1	242,3	100,0	78,8	21,2

Source: 1. National economy of the USSR in 1990. State Statistics Service. M.: Finances & Statistics, 1991. p.636.
2. Social-economic Development of Post-Soviet Countries: Overall Results of the Twenty-year Period. – M.: IE RAS, 2012, p. 16

After the break-up of the USSR, the SCCs found themselves in a catastrophic economic recession. The most complicated period in their history were the years 1991-1995, when the fundamental changes of the political and economic structures were taking place, the rights and freedoms of citizens were being legislatively recognized, while the major changes in the social sphere were at the development stage. Georgia and Azerbaijan found themselves in an especially hard situation, where volumes of the lowest GDP constituted USD 2,514 (1994) and 3,052 (1995) mln respectively or 32.4 и 34.4% from the 1990 level. In Armenia, the situation was comparatively better: the lowest index was observed in 1993 and constituted 53.2% (Figure 1).

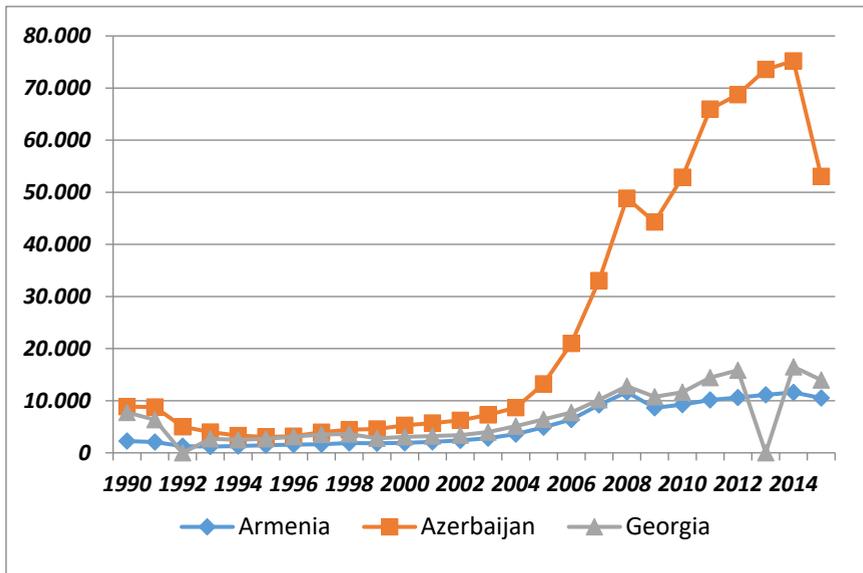


Figure 1: GDP of the South Caucasus Countries, current US\$ mln Source:
<http://data.worldbank.org/indicator/NY.GDP.MKTP.CD?view=chart>

Due to hard socio-economic position of the SCCs, anticrisis programs of macroeconomic stabilization and systems transformation had been developed, under which the radical changes were initiated: transformation of the fiscal and monetary and credit sphere, privatization of the state property, reforming of the health care, education, social sphere, etc. The transformation processes with a transition to market relations in all the South Caucasus countries proceeded under the recommendations of the IMF, on the basis of the liberal economic policy, the requirements of which are:

- Liberalization of prices and tariffs of goods and services;
- Maximum reduction of the budget deficit and curtailment of social programs;
- Cancellation of the practice of purposeful and “cheap” credits;
- Creation and development of a financial market;
- Stage-by-stage privatization of state property and maximal reduction of the State’s participation in the economic life of the country;
- Cancellation of state support of industry, etc.

The SCCs almost concurrently accepted the conditions and standards proposed by the IMF. As a result of their realization, they were able to overcome the existing economic crisis and achieve the economic growth. However, the SCCs used to

develop at different rates. The highest growth rate of GDP was observed in Azerbaijan in 2006 (34%), in Armenia - in 2003 (145) and in Georgia – in 2007 (12.3%) (Figure 2).

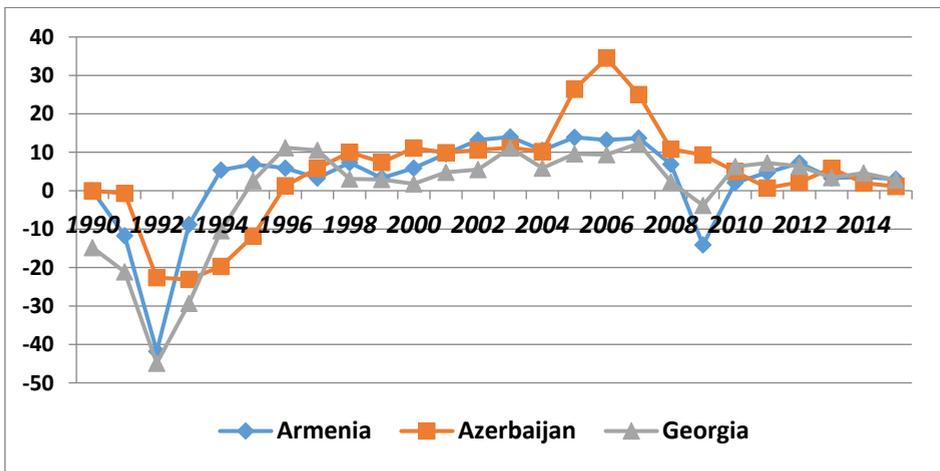


Figure 2: GDP growth in the South Caucasian Countries, annual % Source: <http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?locations=AM&view=chart>

In 2015, the highest GDP per capita was in Azerbaijan – USD 5,497, followed by Georgia – USD 3,757 and Armenia – USD 3,489. It should be noted that the GDP per capita levels in 2014 were higher, constituting USD 7,886; 4,430 and 3,862 respectively (Figure 3). The situation can be explained by a reduction of GDPs in all the three SCCs: in Armenia from USD 11,610 to 10,529 mln, in Azerbaijan - from USD 75,198 to 53,047 mln, in Georgia – from USD 16,509 to 13,965 mln [World Bank].

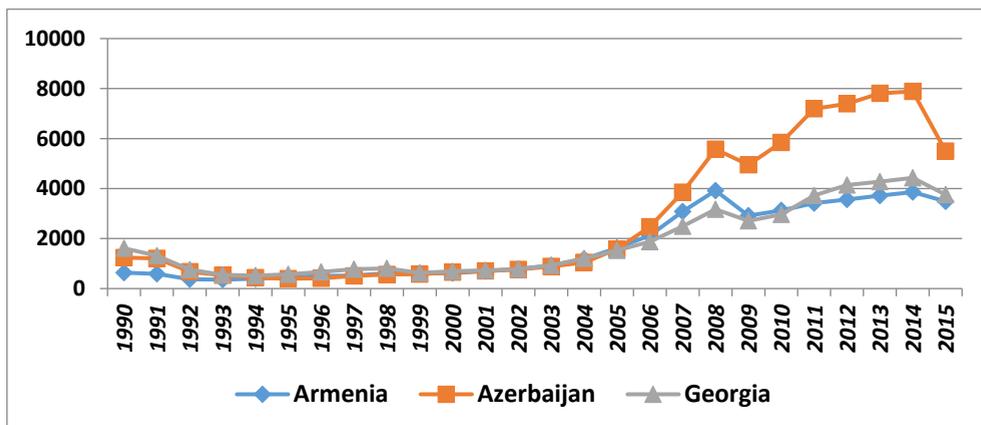


Figure 3: GDP per capita in the South Caucasian Countries, current USD Source: <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

The economy of the SCCs differs by the structure and is being constantly transformed. In 1990, in Armenia the share of agriculture in the country's GDP constituted 17%, of industry – 52% and of services – 31%. In Azerbaijan these figures

constituted 29, 33 и 38% respectively, in Georgia – 32, 33 and 35%. In 2015, the GDP structure of the SCCs was as follows: Armenia –19, 29 и 52%; Azerbaijan – 7, 37 and 56%, Georgia – 9, 25 and 66%. On the whole, the high share of agriculture is characteristic for Armenia, in 1994 – 45 %, of industry – for Azerbaijan, the maximum was attained in 2008 – 70%, of service – for Georgia, maximum share in 2008-2010 – 69% [World Bank].

Foreign trade plays an important role in the economic development of the SCCs. In 2015, the share of export of goods and services in the GDP constituted 30% in Armenia, 38% - in Azerbaijan and 45% in Georgia (Figure 4), while the share of imports of goods and services - 42, 35 and 65% respectively (Figure 5). In 2015, the export of goods from Armenia constituted USD 1,487 mln, while their import – USD 3,254 mln, commercial services exports – USD 1,549 mln; in Azerbaijan, these figures made for goods –USD 14,500 and 9,400 mln, for services –USD 4,423 and 8,553 mln, in Georgia: for goods – 2.204 and USD 7,724 mln: for goods; USD 3,066, mln and USD 1,614 mln – for services.

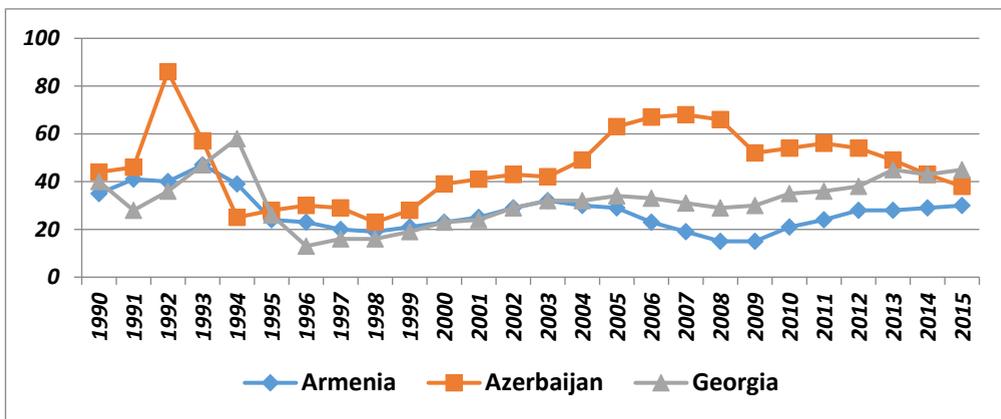


Figure 4. Exports of goods and services of South Caucasian Countries, % of GDP Source: The World Bank. Exports of goods and services. <http://data.worldbank.org/indicator/NE.EXP.GNFS.ZS?view=chart>

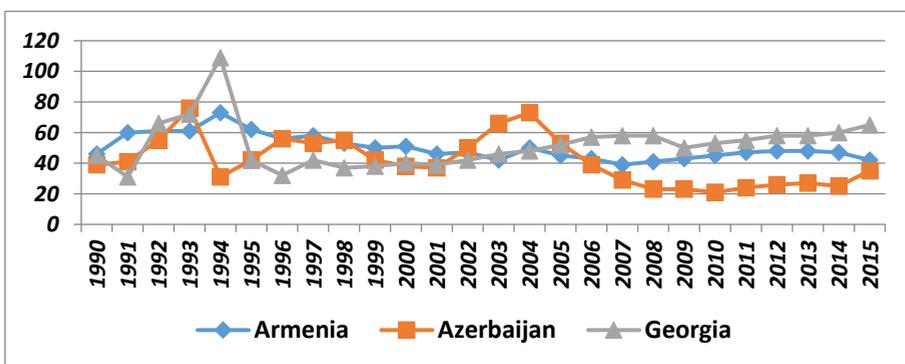


Figure 5: Imports of goods and services in the South Caucasus Countries, % of GDP Source: The World Bank. Imports of goods and services. <http://data.worldbank.org/indicator/NE.IMP.GNFS.ZS?view=chart>

A major part in the transformation processes of the SCCs belongs to foreign direct investments. In 2015, the volume of foreign investments in Armenia totaled USD 178,452,920, in Azerbaijan – USD 4,047,630,000 and in Georgia – USD 1,571,048,770. The investment activity started in 1995-1996 and differs by countries and years. In Armenia such activity is

observed in year 2008 (USD 943,733,059), in Azerbaijan - in 2012 (USD 5,293,250,000), in Georgia – in 2007 (USD 1,877,615,756) [World Bank].

The effectiveness of national economies is determined by its competitiveness on the world markets. According to the Global Competitiveness Index 2016-2017 rankings, Armenia is ranked the 79th, Azerbaijan – the 37th and Georgia – the 59th [WEF, 2016]. The World Economic Forum estimates the SCCs by the stage of development as follows: Armenia and Georgia belong to stage 2: Efficiency-driven economies; Azerbaijan is in Transition from stage 1 (Factor-driven economies) to stage 2 (Efficiency-driven economies); Armenia has the best showing by the 6th pillar: Goods market efficiency (ranked the 45th, scored 4.6), Azerbaijan – by the 7th pillar: Labor market efficiency (26th, 4.8), Georgia – by the 3rd pillar: Macroeconomic environment (40th, 5.2). The worst showing have: Armenia – by the 10th pillar: Market size (120th, 2.7), Azerbaijan – by the 8th pillar: Financial market development (97th, 3.5), and Georgia – by the 12th pillar: Innovation (116th, 2.8) (Figure 6) [WEF, 2016].

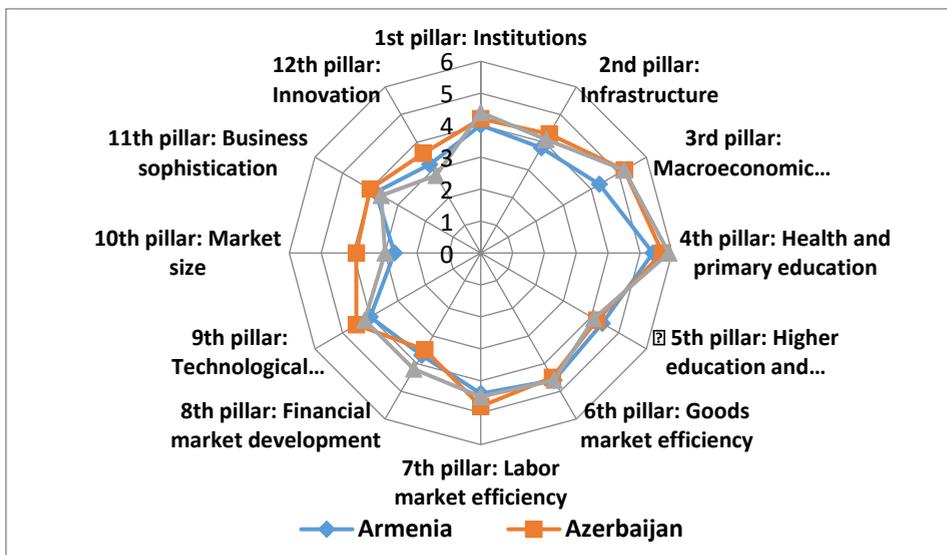


Figure 6. Global Competitiveness Index of the South Caucasus Countries Source: World Economic Forum. The Global Competitiveness Report 2012–2013. Geneva. pp. 100-101, 106-107, 184-185. http://www3.weforum.org/docs/GCR2016-2017/05FullReport/TheGlobalCompetitivenessReport2016-2017_FINAL.pdf

The transformation processes in the SCCs can be characterized by the Bertelsmann Stiftung's Transformation Index (BTI). The BTI analyzes and evaluates whether and how developing countries and countries in transition are steering social change toward democracy and a market economy. Guided by a standardized codebook, country experts assess the extent to which a total of 17 criteria have been met for each of the 129 countries [BTI. 2016]. The BTI consists of two components: Status Index and Management Index. In its turn, the Status Index consists of two variables. The first reflects the degree/status of advancement of the countries toward democracy (Democracy Status), the second – towards a market economy. The Democracy Status is determined on the basis of five criteria: Stateness, Political Participation, Rule of Law, Stability of Democratic Institutions, Political and Social Integration. The economic transformation analysis criteria are: Level of Socioeconomic Development, Organization of the Market and Competition, Currency and Price Stability, Private Property, Welfare Regime, Economic Performance, Sustainability and Competition.

The Management Index ranks the countries according to their leadership's political management performance. It consists of five criteria: Level of Difficulty, Steering Capability, Resource Efficiency, Consensus-Building and International

Cooperation. According to the data of Table 3 below concerning the SCCs, the transformation processes are developed most successfully in Georgia. It has the best ratings by both the Status Index and the Management Index. At that, the ratings of these indexes in Georgia have improved, while in Azerbaijan and Armenia they have worsened. In 2016, by the Status Index Georgia ranks the 45th, Armenia – the 64th, Azerbaijan – the 95th; by the Management Index they are ranked as the 39th, 84th and the 103rd respectively (Table 3).

Table 3: The Bertelsmann's Transformation Index (BTI) for the South

Caucasus countries, 2012-2016

	Armenia			Azerbaijan			Georgia		
	2016	2014	2012	2016	2014	2012	2016	2014	2012
Ranking Status Index	64	62	65	95	88	84	45	48	57
S | Status Index	5.56	5.71	5.59	4.44	4.71	4.85	6.31	6.16	5.88
SI | Democracy Status	5.23	5.35	5.25	3.48	3.92	4.02	6.70	6.50	6.15
Q1 | Stateness	8.8	8.5	8.5	7.0	7.5	7.5	6.3	6.5	6.3
Q2 | Political Participation	4.5	4.5	4.0	2.8	3.0	3.3	8.5	8.0	7.5
Q3 | Rule of Law	4.3	4.8	4.8	3.0	3.8	4.0	6.5	6.0	6.0
Q4 | Stability of Democratic Institutions	3.0	3.0	3.0	2.0	2.0	2.0	7.0	7.0	6.5
Q5 | Political and Social Integration	5.7	6.0	6.0	2.7	3.3	3.3	5.3	5.0	4.5
SII | Market Economy Status	5.89	6.07	5.93	5.39	5.50	5.68	5.93	5.82	5.61
Q6 | Level of Socioeconomic Development	4.0	4.0	4.0	5.0	5.0	5.0	4.0	4.0	4.0
Q7 | Organization of the Market and Competition	6.3	6.5	6.5	4.3	4.5	4.8	7.0	6.8	7.3
Q8 | Currency and Price Stability	7.0	7.0	7.0	7.0	6.5	6.5	7.0	7.0	6.5
Q9 | Private Property	8.0	8.0	8.0	5.0	5.5	5.5	6.5	6.5	7.0
Q10 | Welfare Regime	6.0	5.5	5.5	6.0	6.0	6.0	5.5	4.5	4.0
Q11 | Economic Performance	5.0	6.0	5.0	6.0	6.0	7.0	6.0	6.0	5.0
Q12 | Sustainability	5.0	5.5	5.5	4.5	5.0	5.0	5.5	6.0	5.5
Ranking Management Index	84	69	73	103	99	98	39	41	53
M | Management Index	4.29	4.84	4.70	3.72	3.95	4.00	5.72	5.78	5.38
Q13 | Level of Difficulty	4.3	4.2	4.6	4.7	4.9	4.7	4.8	5.5	5.5
MII | Management Performance	4.92	5.55	5.35	4.22	4.45	4.53	6.47	6.43	5.98
Q14 | Steering Capability	4.3	4.7	4.7	4.3	4.3	4.3	5.7	6.0	5.7
Q15 | Resource Efficiency	4.3	5.3	5.3	3.3	3.3	3.7	6.7	6.0	6.0
Q16 | Consensus-Building	5.0	5.2	4.4	3.2	3.8	3.8	6.2	6.4	5.6
Q17 | International Cooperation	6.0	7.0	7.0	6.0	6.3	6.3	7.3	7.3	6.7

Source: <http://www.bti-project.org/en/home/>

The essential improvement of business environment and economic freedom contribute to the economic development of the SCCs. According to ease of doing business in the 2017 rating, Armenia is ranked the 38th, Azerbaijan – the 65th, and Georgia – the 16th among 190 countries of the world [World Bank, DB, 2017]. In the 2017 rankings of the level of economic freedom, Armenia is ranked the 33rd, Azerbaijan – the 68th, and Georgia – the 13th among 186 countries. Armenia and Georgia belong to mostly free countries, and Azerbaijan – to moderately free countries [IEF, 2017]. Although Azerbaijan has the worst showings by Doing Business and Index of Economic Freedom, but, as indicated above, it outstrips by economic development Armenia and Georgia. Openness to global trade and investment, supported by some improvements in regulatory efficiency, has aided Azerbaijan's transition to a more market-based economic system. Continued transformation and restructuring are needed to capitalize on the well-educated labor force and broaden the production base. Economic growth has been driven mainly by development of the energy sector. Challenges to diversification and sustainable growth remain substantial. Deeper systemic reforms are critically needed to advance and institutionalize

economic freedom more firmly. Despite some progress, property rights are weak, and corruption remains widespread. State involvement in banking is still excessive, and lingering financial instability adds to uncertainty [IEF, 2017, Azerbaijan].

Considerable diversification of Armenia's economic base has increased economic dynamism. Broad simplification of business procedures has facilitated regulatory efficiency. After years of expansionary fiscal policies, efforts have been made to limit the cost of government through more prudent management of public finance. More reforms are needed for Armenia to enhance judicial independence and government transparency. Despite progress in tackling corruption, particularly in the tax and customs administrations, close relationships within political and business circles raise concerns about cronyism and undue influence [IEF, 2017, Armenia].

Georgia's government has maintained strong momentum in liberalizing economic activity while taking steps to restore fiscal discipline. Public debt and budget deficits remain under control. Open-market policies, supported by competitively low tax rates and regulatory efficiency, have facilitated flows of trade and investment. Large-scale privatization has advanced, and anticorruption efforts have yielded some notable results. With monetary stability and the overall soundness of fiscal health relatively well maintained, Georgia has enjoyed macroeconomic resilience. Nonetheless, deeper and more rapid institutional reforms to enhance judicial independence and effectiveness remain critical to ensuring further dynamic and lasting economic development [IEF, 2017, Georgia].

On the whole, the transformation processes in the SCCs met the requirements proposed by international financial and economic organizations to the introduction of market mechanisms and democratic transformations. Despite the fact that the economic and political transformations proceeded at different rate of intensity and were accompanied with a whole number of shortcomings and errors, nevertheless the radical transition to market relations using shock therapy has yielded a positive result. In the current stage of development, the SCCs proceed with the course of transformation, consisting now in the strengthening and perfection of the existing mechanisms.

The path directed toward the strengthening of sovereignty requires from each state a complex dynamic estimation and is coupled with different upheavals of the world politics. Thereupon, in considering the issue of further development of the South Caucasus countries, the globalization challenges, the necessity of integration into the world and regional economic structures, the possibilities of protection of national interests should be prioritized. The degree of impact on the world of global integration is measured by the index of globalization. According to the KOF Index of Globalization 2015, Georgia is ranked the 63rd, Armenia – the 83rd, and Azerbaijan – the 87th; by the Economic Globalization, they are ranked the 19th, the 64th and the 73rd respectively; by the Social Globalization – the 77th, the 111th and the 95th respectively; by the Political Globalization – the 142nd, the 94th and 123rd [KOF, 2015]. As can be seen from these data, the South Caucasus countries are involved in the globalization processes at various rates. It should, however, be kept in mind that further development of these countries is impossible without participation in the regional integration, which at the expense of synergy effects and scale can ensure the acceleration of the economic growth, the enhancement of competitiveness, etc. At that, the following problems should also be solved:

- Undetermined regional conflicts, turning at times to open military confrontations;
- Creating international strife and the climate of mistrust;
- Unsatisfactory level of democratization and insufficient level of socio-economic development;
- Not impartial interest of the international community and non-regional forces in the countries of the region.

The solution of these problems and a complex task of attaining a balance of the national interests of the SCCs are possible only on the basis of a reasonable compromise, searching for such non-confrontational strategies of cooperation, which can ensure their peaceful coexistence and socio-economic development. All subjects of the Caucasus should keep in mind that the progress and development in the Caucasus region are greatly dependent on their peaceful coexistence and economic cooperation.

Conclusion

During a quarter of a century of state independence radical reforms characterized by an accelerated liquidation of old economic structures and a transition to market relations have been carried out in the South Caucasus countries. However, these transformations failed to yield a sufficient effect and the South Caucasus continues to be one of the most problematic regions of the modern world. This is a territory of three interethnic conflicts and the place of confrontation of many large states of the world, as a result of which the SCCs experience serious political, economic and other problems. For the solution of these problems a reasonable compromise between all the subjects of the Caucasus region attitude as well as the understanding of the necessity of peaceful coexistence are primarily needed. It should be remembered that only under conditions of peace the progress and sustainable economic development can be achieved.

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Self-Affirmation Effect on Risk Perception and the Moderating Role of Self-Efficacy in Anti-Alcohol Messages

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Abstract

The beneficial effect of self-affirmation on the reduction of people's defensive responses and the increase in message acceptance has been widely demonstrated in different health-related topics. However, little is known about the specific conditions in which self-affirmation strategies might be more effective. Our objective is to explore the interplay of self-affirmation and self-efficacy in the context of alcohol consumption. Recruited participants were randomly assigned to either a self-affirmation group or a no-treatment group and exposed to a video describing several consequences of alcohol consumption. Following the message exposure, participant's drinking refusal self-efficacy was measured together with their perceived risk of daily alcohol intake. In line with our predictions, self-affirmed individuals who reported higher drinking refusal self-efficacy perceived daily alcohol consumption as a significantly higher risk than those who were assigned to the no-treatment condition. In contrast, for individuals with low drinking refusal self-efficacy, there was no significant difference in the perceived risk between the self-affirmed and the non-affirmed. We predicted and showed that self-affirmation influences the risk perception of daily drinking only for the people who reported higher drinking refusal self-efficacy. This indicates that self-efficacy could be an important factor that moderates the effect of self-affirmation in alcohol consumption domain.

Keywords: anti-alcohol campaigns, self-affirmation, self-efficacy, risk perception, persuasive communication

Introduction

Heavy alcohol consumption ranks among the leading five risk factors of global burden throughout the world (Lim et al., 2013). It has a wide range of health, social and economic consequences for the drinker, other individuals and for society in

general (World Health Organization [WHO], 2014). Alcohol abuse contributes to the development of severe physical and mental health problems for drinkers, causing acute intoxication, alcohol dependence, liver cirrhosis (Rehm et al., 2010), pancreatitis and even cancers (International Agency for Research on Cancer, 2012). Recently, a causal relationship has been discovered between alcohol abuse and infectious diseases such as tuberculosis (Rehm et al., 2009). In addition to these causal impacts of alcohol consumption, there is a long list of other diseases and injuries closely related to it, such as depression or anxiety disorders (Boden & Fergusson, 2011; Kessler & Üstün, 2004), and aggression (Wells, Graham, Speechley, & Koval, 2005). It is also related to the increased risk of HIV and other sexually transmitted diseases (Baliunas, Rehm, Irving, & Shuper, 2010; Hahn, Woolf-King, & Muyindike, 2011). In the last *Global status report on alcohol and health 2014* of the World Health Organization, the death rate attributed to harmful alcohol consumption is estimated at approximately 3.3 million deaths every year (5.9% of all deaths) (WHO, 2014).

Besides health consequences, alcohol abuse often imposes high socioeconomic costs for the drinker, such as reduced school and work performance, stigma, family problems or job loss (Rehm et al., 2009; Room, 2005; Rumpf, Hapke, Meyer, & John, 2002). However, the consequences of harmful alcohol consumption are not limited to the consumer alone – they often “spillover” to other individuals. Intentional or unintentional injuries, toxic effects (e.g. fetal alcohol syndrome), psychological and emotional damage are only some of the examples of potential harm to others (Abel & Sokol, 1987). At a more global level, aside from the individual costs, alcohol consumption represents a considerable economic cost for the society (e.g. for the criminal justice and health-care system) (WHO, 2014).

According to the above mentioned WHO report, alcohol consumption in Spain reaches 11 liters of pure ethanol per capita per year. While being slightly above the European average (10.9 liters/ year), this level of consumption is double the yearly world average of 6.2 liters of pure ethanol for anyone aged 15 or older. The Spanish national survey ESTUDES 2014/2015 (Ministerio de Sanidad, Servicios Sociales e Igualdad [MSSSI], 2016) shows that alcohol is the most consumed psychoactive substance in this country. It also revealed a decrease in alcohol consumption among 14-18 year-olds due to prevention programs. Nevertheless, patterns of intensive alcohol consumption and binge drinking are still very frequent among Spanish youth and are often associated with the use of illegal drugs (MSSSI, 2016) and a higher probability of risky sexual behavior (Antón Ruíz & Espada, 2009).

Considering the magnitude of alcohol-related problems, reducing the harmful use of alcohol is a high priority goal in the public health agenda. A great deal of effort is invested in the development and implementation of persuasion campaigns and interventions, aiming to prevent alcohol-related problems and to promote healthier lifestyles (DeJong & Atkin, 1995; Witte & Allen, 2000).

However, in an effort to encourage a change in behavior, health messages typically represent a threat to the self-image of the recipients. This threat challenges people's personal identity by questioning their values and attitudes, judging their unhealthy behavior as irresponsible, dangerous or harmful to themselves and others. Faced with this kind of psychological threat, people – especially those most at risk – are motivated to reaffirm their self-integrity by ignoring or rejecting the health information and opportunities for change (Ehret & Sherman, 2014).

One of the effective approaches often used to reduce defensive responses and increase openness to threatening health information is self-affirmation intervention (Cohen & Sherman, 2014; Ehret & Sherman, 2014). The theory postulates that when people affirm other sources of their overall self-integrity unrelated to the domain of threat, they have less need to act defensively against threatening information (Steele, 1988; Sherman, Nelson, & Steele, 2000; Sherman & Cohen, 2006). More specifically, by expressing their most important values, attributes or actions (Harris & Epton, 2009), people affirm themselves in other aspects of the self that go beyond a particular threat. After boosting other sources of self-integrity, individuals are able to view the threat from a broader and more positive perspective, thus diminishing its influence on self-evaluation and psychological well-being (Cohen & Sherman, 2014; Sherman, 2013; Sherman et al., 2013). As a result, self-affirmation can effectively reduce resistance and increase acceptance of health-related information, intentions to change, and subsequent behavior (Epton, Harris, Kane, Van Koningsbruggen, & Sheeran, 2015; Sweeney & Moyer, 2015). Where

alcohol is concerned, previous research has shown that self-affirmation can mitigate the defensive responses of individuals with higher levels of risk behavior, therefore increasing the chances of alcohol consumption reduction (Armitage, Harris, Hepton, & Napper, 2008; Harris & Napper, 2005; Klein, Harris, Ferrer, & Zajac, 2011; Klein & Harris, 2009; Scott, Brown, Phair, Westland, & Schuz, 2013).

However, the effectiveness of affirmation depends on different conditions and moderators (Cohen & Sherman, 2014). Some authors argue that self-affirmation unleashes “previously unrealized behavioral potentials of the subject” (Bronfenbrenner, 1977, p. 528; Cohen & Sherman, 2014). In other words, self-affirmation intervention provides a reminder of the already existing aspects of the self and makes them more salient aspects that otherwise would have remained covered in the presence of a threat (Harris & Epton, 2009).

Consistently, we believe that self-affirmation interventions might be influenced by individual differences (Cohen & Sherman, 2014; Sherman & Cohen, 2006). People have different beliefs, cognitive representations about their physical characteristics, self-worth, role in life, attitudes, likes and dislikes, ability to handle life situations, etc. (Wright, 2001). Nevertheless, the amount of certainty and uncertainty about any of these self-beliefs may vary (Wright, 2001). The level of people’s self-certainty reflects the level of confidence with which they hold specific beliefs about themselves (Story, 2004; Wright, 2001; for the role of certainty in attitude and persuasion literature see Bassili, 1996; Petrocelli, Tormala, & Rucker, 2007; Rucker & Petty, 2004). An important aspect of the self-related to confidence is perceived self-efficacy which indicates people’s beliefs about their capability to “exert control over their own motivation, thought processes, emotional states and patterns of behavior” (Bandura, 1994). People avoid engaging in activities they believe exceed their capabilities, but perform those they judge themselves capable of handling with success (Bandura, 1982).

Self-efficacy is often taken into account in the area of health promotion as a decisive factor in the process of behavioral change (e.g. Bandura, 1991). It implies being confident about one’s own capability of resisting the risky behavior, which would in turn lead to a more or less stable change of health habits. In terms of drinking behavior, one particular scale that has been developed is the Drinking refusal self-efficacy scale (Young, Hasking, Oei, & Loveday, 2007). This scale measures the person’s certainty of his/her capability to resist or refuse drinking alcohol in a variety of situations. Drinking refusal self-efficacy is a significant predictor of individuals’ intentions to drink alcohol (e.g. Jang, Rimal, & Cho, 2013) and also a predictor of their actual drinking behaviors (e.g. Oei & Baldwin, 1994; Connor, George, Gullo, Kelly, & Young, 2011).

In the present research, we argue that the effectiveness of self-affirmation in reducing resistance to health-related messages depends on people’s perceptions of self-efficacy. We hypothesize that the effects of self-affirmation will only affect the responses of people who have relatively high self-efficacy related to the topic self-affirmation is being applied to. Specifically, we expect that anti-alcohol messages should be particularly effective for self-affirmed individuals who report relatively high drinking refusal self-efficacy. On the contrary, the absence of certainty in one’s ability to refuse alcohol could make them less likely to use their affirmed “self” to guide their behavior.

To examine this hypothesis, we measured the effect of self-affirmation on the perceived risk of daily alcohol intake for people who were either high or low in self-efficacy.

Method

Participants

One hundred and thirty eight students (72.5% female) from the School of Communication Science at Complutense University of Madrid were recruited for this study in exchange for course credit. Briefing and debriefing of the students were approved by the Research Committee of the Department of Audiovisual Communication and Advertising II (School of Communication Science).

Procedure

Participants were informed that they would complete a study related to the opinions of college students regarding alcohol intake. Participants were randomly assigned to either a self-affirmation group or a no-treatment group. Next, all participants watched a 13-minute video adaptation of the Argentinian documentary episode, "Alcoholismo: Abuso" (Goldstein & Zuber, 2008), which consisted of several personal testimonies of youth about the consequences of their alcohol consumption, such as aggressive episodes, car accidents or poor physical condition. Following the message exposure, they filled out the drinking refusal self-efficacy questionnaire (Young et al., 2007) and reported their perceived risk of daily alcohol intake. After completing the dependent variable, participants were debriefed, thanked and dismissed.

Independent/Predictor Variables

Self-Affirmation

Participants were randomly assigned to either a self-affirmation group or a no-treatment group. In the self-affirmation group, participants were asked to briefly describe (and write) three past situations in which they had behaved honestly. This manipulation has been shown to affirm participants' concepts of self in the past (Briñol, Gallardo, Horcajo, De la Corte, Valle, & Diaz, 2004; Zuwerink & O'Brien, 2004)¹. Participants in the no-treatment group saw the video without being subjected to prior manipulation.

Drinking Refusal Self-Efficacy Scale

Participants completed the drinking refusal self-efficacy scale (Young et al., 2007). The scale consists of 15 items ($\alpha = .89$) which evaluate the respondent's perception of self-efficacy towards resisting alcohol intake. The options of response range from 1= *I'm very sure I could not resist* to 6= *I'm very sure I could resist*.

Dependent Variable

Perceived Risk of Daily Alcohol Intake

Participants valued the level of risk associated with *drinking 2-3 beers every day*. The responses ranged from 1= *Not risky at all* to 4= *Very risky*.

Results

Drinking Refusal Self-Efficacy Scale

The scale was submitted to a one-way ANOVA using the self-affirmation manipulation as the only predictor. As expected, the self-affirmation manipulation did not affect participants' responses to the self-efficacy scale, $F(1, 136) = .27, p = .60, \eta^2 = .002$.

Perceived Risk of Daily Alcohol Intake

The item was submitted to a multiple regression using self-efficacy, self-affirmation and the interaction of the two as predictors. There was a significant main effect of drinking refusal self-efficacy $b = 0.30, t(134) = 2.79, p = .006, 95\%, CI: 0.0896, 0.5263$, showing that individuals who reported higher self-efficacy resisting alcohol intake also perceived more risk in daily beer intake. There was also a marginally significant main effect of self-affirmation, $b = 0.20, t(134) = 1.74, p = .083$,

1 A pilot study was run to check whether honesty could be an important enough value to self-affirm participants. 77 participants from Universidad Nacional de Educación a Distancia (55,8% percent women, age $M = 36.82, SD = 11.90$) volunteered for a pilot study in which they were asked to rank 11 different values, the highest ranked being the most important to the lowest ranked being the least important for them. The list of values was taken from previous research on Self-Affirmation (Cohen et al., 2000). Out of the eleven values, more than 90% of participants chose "Honesty" as either the highest ranked or the second highest ranked value. In light of this, we chose to use honesty as the preferred value for the self-affirmation manipulation.

95%, CI: -0.0269, 0.4344, indicating that those who were assigned to the self-affirmation condition tended to perceive more risk in daily beer intake than those who were assigned to the no-treatment condition. More critical to our predictions, a significant two-way interaction emerged, $b = 0.51$, $t(134) = 2.32$, $p = .021$, 95%, CI: 0.0770, 0.9574, showing that the self-affirmation intervention was significantly more successful for those who reported higher drinking refusal self-efficacy (see Figure 1). Specifically, among the participants who reported higher than average drinking refusal self-efficacy (+1 standard deviation over the mean), those who were assigned to the self-affirmation condition reported significantly higher risk in daily drinking than those who were assigned to the no-treatment condition, $b = 0.48$, $t(134) = 2.90$, $p = .004$, 95%, CI: 0.1531, 0.8099. On the other hand, among the individuals who reported lower than average drinking refusal self-efficacy (-1 standard deviation below the mean), those who were assigned to the self-affirmation condition did not differ from those who were assigned to the no-treatment condition in perceived risk of daily drinking $b = -0.07$, $t(134) = -0.44$, $p = .66$, 95%, CI: -0.4062, 0.2582.

To put it differently, for participants who were randomly assigned to the no-treatment condition, there was not a significant difference in the perceived risk of daily alcohol intake as a function of drinking refusal self-efficacy, $b = 0.06$, $t(134) = 0.43$, $p = .66$, 95%, CI: -0.2167, 0.3378. In contrast, for those who were randomly assigned to the self-affirmation condition, there was a significant difference in perceived risk of daily alcohol intake as a function of drinking refusal self-efficacy, $b = 0.57$, $t(134) = 3.34$, $p = .001$, 95%, CI: 0.2359, 0.9197, indicating that the higher the drinking refusal self-efficacy, the higher the perceived risk of daily alcohol intake.

Discussion

The present research has demonstrated that a new individual variable may influence the impact of self-affirmation on persuasion when the message is threatening to the self. We hypothesized that self-affirmation influences the risk perception of daily drinking only in people with high self-efficacy. The results confirmed our hypothesis and demonstrated that individuals who were self-affirmed and able to resist alcohol consumption saw daily drinking as being riskier for their health than those who were self-affirmed but believed they were not able to resist it. On the other hand, for non-affirmed individuals, there was no difference in perceived risk among those who were either high or low in self-efficacy.

As explained earlier, self-affirmation is an important strategy for increasing persuasion of messages that are threatening to the self. People affirm themselves by expressing their important values, attributes or actions (Harris & Epton, 2009) and thus focus on aspects of the self that are not related to the threat contained in the message. Once other sources of the self are highlighted, people are able to view the threat from a broader and more positive perspective and thus reduce defensive responses to a call for behavioral change (e.g. Cohen, Aronson, & Steele, 2000; Cohen & Sherman, 2014; Sherman, 2013; Sherman et al., 2013). Our results indicate that self-affirmation is particularly effective in reducing the defensive responses of people who think they are capable of regulating their behavior. In other words, according to our findings, people perceive alcohol consumption as riskier for their health when they are self-affirmed and report high self-efficacy, but not when they report low self-efficacy. These findings are especially important for health interventions using a self-affirmation approach because they indicate that these interventions may not work if people do not believe in their capability of handling challenging situations and resisting the risky behavior.

The present research has a number of important implications for theory and practice in relation to self-threatening messages. First, the findings of the current research provide an important extension to prior work on self-affirmation processes in health related topics. Although previous research has focused on the impact of self-affirming strategies, only a limited amount of research deals with the specific conditions under which these strategies may work. For instance, Haddock and Gebauer (2011) found that self-affirmation is particularly effective at reducing actual-ideal self-discrepancies in defensive self-esteem individuals. Also, Steele, Spencer, & Lynch (1993) argue that people high in self-esteem have more self-affirmation resources than people low in self-esteem and thus may rationalize self-threatening messages more effectively. Our research extends these findings and demonstrates one more condition where self-affirmation is more effective, that is for individuals who are high in self-efficacy.

Our findings are also interesting for policy makers who use self-affirmation strategies to encourage changes in health related behaviors. Convincing people to change their health behavior may be difficult, and because of that, it is important to identify the conditions under which health interventions work better. In that sense, our study indicates that self-affirmation interventions should only be aimed at people who believe they can avoid alcohol consumption since no difference in risk perception was found among individuals who are low in self-efficacy regardless of the self-affirmation condition they were assigned to.

The present study comes with some limitations. First, instead of a control group, a no-treatment group was used. Therefore, instead of being self-affirmed, it could be argued that participants who remembered a time in which they felt honest were less able to think about the message when they had high self-efficacy than when they did not. In other words, for self-affirmed individuals, self-efficacy may increase confidence in the affirmed value and consequently in the self, thus reduce message processing (for a review of self-confidence on message processing see Briñol & Petty, 2015). In this sense, individuals who are self-affirmed and also have high self-efficacy would not be able to differentiate between messages containing strong and weak arguments. On the other hand, it could be argued that in the no-treatment group, people were able to think carefully about the message and identify weak arguments which would lead to less persuasion independent of the perceived self-efficacy. Another possible explanation is that the risk perception assessment was referring to a general risk instead of a personal one. Consequently, self-affirmed individuals with high self-efficacy could have perceived a higher risk when other people's drinking is considered, but if the question had been focused on them, the opposite could have happened.

Future research should further examine the relationship between self-affirmation and self-efficacy by experimentally inducing both variables instead of measuring only one of them. Finally, it would be interesting to examine whether the effect is produced not only in people who focus on past instances of honesty (affirmation condition), but in those who focus on past instances of dishonesty as well (non-affirmation condition).

Disclosure statement

No potential conflict of interests was reported by the authors.

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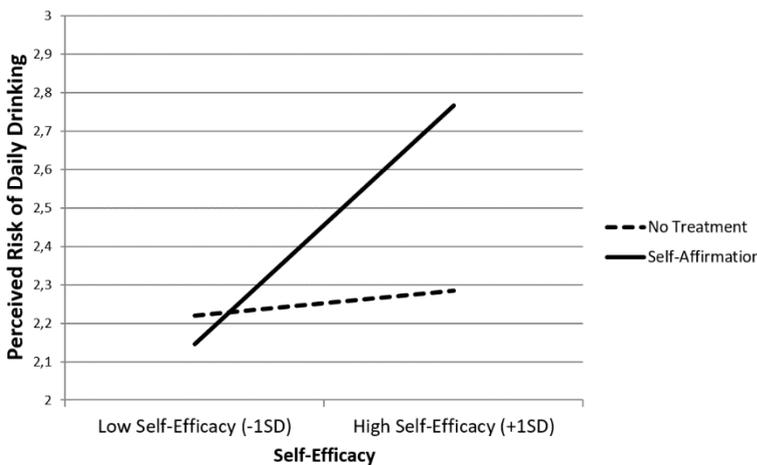
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Figure 1. Perceived risk of daily drinking as a function of self-efficacy and self-affirmation



The Impact of Music in Memory

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Abstract

A lot of research has been done on the effects of music and sounds on performance in many areas of study. However, there have been mixed results about what kind of effects music can have. Musical pleasure was able to influence task performance, and the shape of this effect depended on group and individual factor (Gold B., et al. 2013). According to Fassbender (2012), music does have an effect on memory, music during a study or learning phase hindered memory but increased mood and sports performance. The objective of this experiment is to find if music can help memorize different tests like nonsense syllables, numbers and poems with rhyme. Students were from different faculties, N=74 (75% females) between age 17-22, participating in this experiment. Experiment had 4 different tests, self-created according to the experiment of nonsense syllables from (Ebbinghaus 1885). First test had 50 nonsense syllables to lead to the next phase of experiment. Students were separated in 3 groups with almost the same numbers of correct nonsense syllables from the first test. First group was taking the tests without music at all and in silent, second group was doing the test with lyrics music and the third group with relaxing music. All three groups had 5 minutes for each 3 different tests to memorize 50 other nonsense syllables (including 3 same syllables), 12 lines from poems and 50 different order of numbers, then to write down how much they memorized. The music was the same during memorizing phase and was repeated during writing phase with same volume and with headphones on. Result showed that there are significant differences memorizing lines from poems and the same syllables between students without music and them with music. T-test for each group also showed the significant differences between these two groups. Regression analyses explain 33% of variance factors for memorizing the lines and 50% of variance factors for memorizing the same syllables, groups have the most impact on regression. Conclusions of this research are that music affects memory negatively resulting that students are able to memorize better without music. This research also concludes that silent is a key factor to recognize the same nonsense syllables. When it comes to memorizing better keep the music down!

Keywords: Memory, music, memory tests, affect of music.

Introduction

What we usually think of as "memory" in day-to-day usage is actually long-term memory, but there are also important short-term and sensory memory processes, which must be worked through before a long-term memory can be established. The different types of memory each have their own particular mode of operation, but they all cooperate in the process of memorization. Short term memory or working memory holds a small amount of information in mind,

readily state for a short period of time typically from 10 to 15 seconds, or sometimes up to a minute (Atkinson, R.C. & Shiffrin, R.M, 1971).

"Music is a play of tones, that is, of fixed, clearly defined quantities. Other sounds, glissandos, cries, noises, may occur as inserts; if they are numerous, the result is partly musical; if they predominate, it is no longer music in the proper sense of the word" (Wiora, W., 1963).

A lot of research has been done on the effects of music and sounds on performance in many areas of study. However, there have been mixed results about what kind of effects music can have. Musical pleasure was able to influence task performance, and the shape of this effect depended on group and individual factors (Gold B. et. al., 2013).

Martin, Wogalter and Forlano (1988) show that reading comprehension was impaired when current lyrical music was played. However, this seems to contradict the music and cognition literature, which proposes that listening to music that one likes increases cognitive performance (Hallam et. al., 2002; Saramo et al., 2008; Thompson et. al., 2001; Wallace, 1994).

Music led to a significant decline in performance overall, working-memory capacity moderated this effect in the reading-comprehension tasks. Individuals who are better able to control their attention may be protected from music-related distraction when completing certain kinds of academically relevant tasks (Christopher E., 2016).

According to Fassbender et al. (2012), music does have an effect on memory. This research found that music during a study or learning phase hindered memory but increased mood and sports performance.

Music benefits individuals in other way such is increasing older adult working memory performance because of listening to an excerpt of Vivaldi's "Four Season" (Mammarella et. al., 2007).

Accordingly, people primarily listen to music for emotion and mood regulation (Sloboda 2001; Saarikallio 2007). Prior research had shown that listening to music that people considered

pleasurable increased the release of dopamine in the brain, and dopamine is well known as a "feel good" neurotransmitter (Nadler et. al., 2010).

Can music direct reward-based decision making? Although the famous "Mozart effect" implies that music can temporarily influence cognitive performance (Rauscher et. al., 1993). Its functional relationship to reward processing has not yet been assessed.

Subsequent studies have revealed this phenomenon not to be caused the music of Mozart or other classical composers but by an increase in arousal and mood because of listening to preferred music (Nantais 1999; Perham 2012; Schellenberg 2005).

Carpenter (2012) did an experiment with older adults (age 63-85) to study the positive feelings and the impact in working memory among older adults. Participants completed a computer administered card task in which participants could win money if they chose from "gain" decks and lose money if they chose from "loss" decks. Participants in the positive-feeling condition also demonstrated improved working-memory capacity. This concludes that the effect of "good feeling" can have impact in working memory, even the complex decision making problems.

The Chinese University of Hong Kong use music as training method of memory. The results showed that children with music training demonstrated better verbal but not visual memory than did their counterparts without such training. When these children were followed up after a year, those who had begun or continued music training demonstrated significant verbal memory improvement. Students who discontinued the training did not show any improvement. Contrary to the differences in verbal memory between the groups, their changes in visual memory were not significantly different.

The objective of this experiment is to find if music can help memorize different tests like nonsense syllables, numbers and poems with rhyme. What's the impact of music in those different tests and if the impact of different music is the same.

Hypothesis:

H1: Lyrical music has negative impact on memory H2: Relaxing music increase memory

Methodology

Sample

Students were from different faculties, N=74 (75% females) between age 17-22, participating in this experiment, 57.8% of them have only one preferred kind of music and the most preferred music was RNB with 21.6%. According to them 54% listens music while studying.

Instruments

Experiment had 4 different tests, self-created. The first test had 50 nonsense syllables to lead to next phase, second test had 50 other nonsense syllables, third test had 50 different orders of numbers, fourth test had 12 lines of poems in different orders and all this tests were created according to the experiment of nonsense syllables (Ebbinghaus, 1885). This experiment had two different kind of music: Shattered Lyrics and Relaxing Music for Brain and Concentration (Melody).

Procedure

Before administrating the tests, was taken permission from faculties to use some of their classes. In first day participants did the first test (Test A). Participants were in the same class, they did test A, in silent, that had 50 nonsense syllables to lead to the next phase of experiment. After analyzing the test A in the other day of experiment students were separated in 3 groups with almost the same numbers of correct nonsense syllables from the test A. Then they had to do 3 different tests of memory in the same class, same time but in different part of the class. First group was taking the tests without music at all and in silent, second group was doing the test with lyrics music and the third group with relaxing music. All three groups had 5 minutes for each 3 different tests to memorize 50 other nonsense syllables(including 3 same syllables), 12 lines in different orders from poems and 50 different order of numbers, then to write down how much they memorized. The music was the same during memorizing phase and was repeated during writing phase with same volume and with headphones on.

Results

Results will present the main findings of the study by using the adequate concluding analyses to give an answer to the research hypothesis, and to give an explanation to the aim of the research.

Table 1. Anova: Results between 3 groups and 3 different tests

		Sum of Squares	df	Mean Square	F	Sig.
Tests of numbers	Between	18.834	2	9.417	0.505	p=.606
	Groups					
Tests of nonsense syllables	Between	9.58	2	4.79	0.276	p=.759
	Groups					
Same nonsense syllables	Between	9.589	2	4.795	6.703	p=.002**
	Groups					
Tests of lines	Between	51.851	2	25.926	4.5	p=.015*
	Groups					

M	SD	T-test	sig.
1.9130	.51461	4.132	p=.000**
1.0370	.89792	4.307	p=.000**
8.1304	2.30226	2.563	p=.014*
6.2593	2.78171	2.602	p=.012*

The results presented in table 1 show that there is a significant difference comparing three groups with each other and 3 testes used. There is a significant difference in nonsense syllables p=.002** and in lines of poems p=.015*. But there is not a difference in

numbers and nonsense syllables.

Table 2. T-test: Results between group without music and lyrical music

		M	SD	T-test	sig.
Same nonsense syllables	Group without music	1.9130	.51461	4.132	p=.000**
	Group with lyrical music	1.0370	.89792	4.307	p=.000**
Test of lines	Group without music	8.1304	2.30226	2.563	p=.014*
	Group with lyrical music	6.2593	2.78171	2.602	p=.012*

T-test analysis in table 2 showed significant differences between group without music and

lyrical music in same nonsense syllables and lines. The results in table 2, shows that group without music memorize more same nonsense syllables with M=1.91 and SD=.51 and group with lyrical music memorize less with M=1.03 and SD=.89. Also table 2 shows that group

without music memorize more lines of poems with M=8.13 and SD=2.30 and group with lyrical music memorize less with M=6.25 and SD=2.78.

Table 3. T-test: Results between group without music and relaxing music

		M	SD	T-test	sig.
Test ..	ofGroup without music	8.1304	2.30226	2.752	p=.009*
	Group with relaxing music	6.3913	1.97114	2.752	p=.009*

T-test analysis in table 3 showed significant differences between group without music and

relaxing music in lines. The results in table 3, shows that group without music memorize more lines with M=8.13 and SD=2.30 and group with relaxing music memorize less with M=6.39 and SD=1.97.

Regression analyses explain 33% of variance factors for memorizing the lines and 50% of variance factors for memorizing the same syllables, groups have the most impact on regression. Regression analyses explain 33% of variance factors for memorizing the lines, groups with most impact $\beta = -.318, p=.026^*$, and 50% of variance factors for memorizing the same syllables, groups have the most impact $\beta = -.456, p=.001^{**}$.

Results also showed that there is not a significant difference between group with relaxing music and group with lyrical music.

Discussion

Based on this research we have come to some results that support the lecture that music is a factor that has negative impact on memory. Our first hypothesis that lyrical music has negative impact on memory results to be approved because according to this experiment students that were doing the tests while listening to lyrical music had less correct lines than students without music at all but not significant differences in nonsense syllables or numbers.

The second hypothesis was refused because results shown that relaxing music has negative impact on memorizing lines while comparing the students that did the testes without music and them with relaxing music but not significant differences in nonsense syllables or numbers even

thought that current studies showed that relaxing music helps students to focus, but according to the experiment this focus while listening to music does not improve working memory.

There is a significant difference in same nonsense syllables. Students without music are more able to find the same nonsense syllables and remember them better than two groups with music.

It is important to mention that relaxing music and lyrical music does not have a significant impact difference in memory. The experiment also showed that it is not important the music you chose, it is important that music do not have a positive impact.

As Saarikallio (2007) said "People primarily use music for good mood and good feelings not as a tool for cognitive improvement".

Conclusion and recommendation

Based on the results we conclude that trying to memorize lines without correct order while listening music is less effective than memorizing them without music, so it results that without the distraction of music students are more able to code and memorize different lines that have sense. According to results of this experiment is also conclude that music is a distraction to students, making them not to recognize the same nonsense syllables, even though that results shown that at least one of three nonsense syllables was remembered by every student.

It is recommended that during different activities, music is a good tool to use because increase mood and the dopamine in brain but during reading, memorizing (numbers, lines and poems) better keep the music down. Even though that people feel good about listening to music and read at the same time, actually the music is not a key factor especially to lines that have sense and focus. If it comes to memorizing better keep the music down!

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Gender Discrimination or Respect?

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Abstract

In recent years, sociologists pay special attention to the challenging issue of sexual discrimination which has been converted to a hot topic nowadays. The main issue is why women are inhibited to attend in a special socio cultural events despite of presence law, rule and regulation in that area. So, in order to find out the answer of this question, the authors decided to conduct an analytic short communication using a search in the literature. As the main problem was emerged in Iran, besides reviewing International documents and conventions allocated to women, national – Iranian- literature such as academic papers, reports, newspapers and magazines were also searched. Comparing the written documents to real situations showed inconsistency; because although there was no limitation for participating women in such activities, the execution of laws has been failed. The barriers seem to be categorized in Macro and Micro levels which could be resolved by clarifying, defining and planning specific strategies in their related area. Obviously, in depth exploration of the major concept need qualitative studies.

Keywords: Gender, Discrimination, Respect

Introduction

Nowadays, human societies develop and progress, focusing on their financial capitals, social assets and human resources. There is no need to say that social and humanistic wings play more crucial role than financial and materialistic parts in different affairs; e.g. males and females could constitute a balanced community in terms of talent, ability and capability by which human asset of community could be formed and the social life could be possible. It is crystal clear that the more clear laws, rules and regulations for clarifying position of women in different parts of society, can conducive to better application of human assets for social development. If this position is defined more rational, the capability of society will promote accordingly. (Javaheri, 2015)

Recently, women have been more capable and competent in different areas of sociopolitical aspects; on the minus side, they have experienced some problems and dilemmas such as social and sexual discrimination, poverty, abasing, violence and assault across the world. In Iran, the similar situation has been appeared in some extents for women, however, like any other region, it is not possible to depict an integrate model for presenting the dilemma.

According to Iranian Statistical Center, women constitute more than half of Iranian population that is approximately in consistent with international ratio.(Iranian Statistical Organisation) However, there is a big difference between international and national law legislation for women due to the religious form of government which influences on this issue. (Creedon, 1994)

Apart from religious aspect, which claims that men and women are equal and equity should be established between two genders, so that in holy Quran both males and females are regarded equal in terms of virtual aspects and moral excellence, there is also a cultural background in Iranian society which is related to patriarchal nature of units of community in which women had to obey and follow the men of family and community. It has been dominant for years and historically rooted in structure of Iranian social life and influenced by sociocultural movements during the history where except for some limited instances, the key positions of society were occupied mainly by men rather than women. For that, women were inhibited from sociocultural activities by both written and unwritten laws.

It seems, some bio psycho social differences between males and females are responsible for behaving differently in the society. Despite of these differences, holy Quran emphasized on the equity rather than any egalitarian point of view. According to the holy Quran, both men and women are human being, they are capable, however, they should be treated based on their differences in bio psycho social aspects. They are created to complete each other; they are able to bridge their partner's gap and help to his/her development. This belief is attributed to Islamic scholars and is completely different from slavery view. This kinds of beliefs influence on the laws extracted from Islamic resources such as inheritance law by which the women have been financially supported after dying their fathers or husbands. On the other side, women have been financially supported after divorce, etc. These written rules are completely feasible in real situations.(Saberian, 2004, Mayer 1991)

On the minus side, there are some activities that religiously have not been inhibited but there are some problems for implementing them in real situations. In these instances, the hidden movements or unwritten parts of law play an important role. Of these laws, is related to participating the women in sport arena. In Islamic literature, women not only have been encouraged both for doing exercise and useful sport activities such as swimming, horse riding etc, but also participate in sport atmosphere for refreshment as well as inspiring others to join health- related affairs. These types of behaviors help them to learn socially, communicate to each other and experience some kinds of social events. They learned how to teach their children to behave as a hero rather than a champion, help others both physically and emotionally. On the other hand, some social values transferred automatically by informal hidden instruction to people in different age groups. It sounds women could freely attend in such socio cultural meetings. It was common across the world. Although today, there is no written law, neither religious nor formal, for preventing women from entering the stadiums, frequently, it is forbidden for them to attend sporting events. (Cook 2012, Mehrpour 1995)

So, in present paper, it has been decided to point out the specific part of this big picture (attending in sport arena), in which the written laws are not feasible in real situations.

Methodology:

In order to prepare this analytic short communication, some international and national laws, rules and regulations related to women social activities were applied for conducting this study in order to compare the written one with real situation. Human right law, International, European and National Conventions for women's right have been reviewed for sexual discrimination documents as written law in order to compare with present status of women condition in society as unwritten or hidden movement which inhibits implementation of the written law, rules and regulations. Iranian literature as well as some newspaper and magazine reports in Iranian context were also reviewed for discovering the trend of this movement.

Result and discussion:

International and national declarations and documents indicate to no discrimination between male and female in social, cultural and political activities. They explicitly emphasize on women's right authorized by the UN with egalitarian view in civil rights, marriage and familial situation, social and working situations, payment, social and professional position as well as involving in political activities.

These documents are in agreement with religious literature in some extents. Some threatening situations are exceptional based on cultural diversity among different societies which caused some challenges among religious leaders and scholars and lead to objection to this equality.

It seems, religion does not play the direct role in this issue, but governmental structure and authorities decide for its people how they should behave. In Iranian context, people experience differently in different periods. After Islamic Revolution, the law, rules and regulations showed a radical change and women restricted more than before. Until then, several women

especially in higher class of society had social and political positions. In the lower classes, they had no limitation for either running or involving with such activities both indoor and outdoor.

Despite membership of Iran and some similar countries to International conventions, it seems executing the related laws pertaining to women has been failed in some area of their activities. It should be noted that Islamic Republic of Iran has been incorporated to International Convention for Civil and Political Law since 1976, however, still some laws are left just on the papers with no execution. They are neither presented and approved by legal authorities nor executed in society. Therefore, these days, women have been prevented from attending in some socio cultural activities such as sporting, although no barrier is exist legally. (The UN guide, 1975)

It sounds, the most important barriers are associated with legal issues rather than cultural ones. The International laws are neutral and keep separated from any religion and detached from special ideology, however, the religious governments have religious bias and consider religious bases for legislation. (Hosseini, 2009)

As the major organization for human rights have been established and worked in either Non-Muslim or the western countries, they are also accused for bias towards Islamic nations; These days, several politicians have been elected among women in the west, such as Angela Merkel, Tresa Mai, Candolina Rice, Hilary Clinton, etc, however, it is less common either in the East or even in the Muslim nations (Indra Gandhi in India was exceptional). In Iran, there are limited number of women who are working in high rank such as politicians or senators. It seems it could be due to the setting priorities for women in managing family and doing house chore rather than playing socio-political roles. It is believed that a woman should be firstly a wife, then a mother and after that works as a member of society. She should be secured from social risks and abnormalities. Although some positive changes have been occurred in recent years in some countries such as Iran for involving women in different socio-political positions and facilitating their participation in social activities, there is still long way to pave for women development.

The developing and underdeveloped countries also doubtful for the nature, structure, performance and reports issued from these organizations. Some countries believed that the organizations are instruments for western and developed countries by which they could monitor the western policies in the inferior regions and confirm their superiority policies. But it is claimed that these neutral organizations present their critical reports for all countries and critique any discrimination, they also defend women right as well as monitor any breaking human right.

Apart from the Macro barriers, related to government and society, some micro barriers should not also been ignored. They could be related to some issues specifically pertaining to self-esteem and self-concept of men and women in these countries. They should empower their socio cultural identity and advance to social role promotion in order to bridge the gap of discrimination. Women used to be under supervision of men for years and treated as the second gender. So, it is necessary to help not only women but also men to revise and define their roles along with changing society to modern and postmodern form. They need to acquire new experiences in several fields as well for resolving micro issues.

In a nutshell, growth of equalitarian values and civil freedom, process of social regeneration and development, revolution of traditional and conventional values, increase academic education, application of broadcasting media and social networking as well as drastic changes in accessing information could be regarded as necessary reasons for radically revising international and national conventions. (Javheri, 2015, Bunch 1990)

Conclusion:

Overcoming sexual discrimination in social activities become possible if the Macro and Micro barriers will be recognized, new opportunities for women activities will be clarified and they will be empowered for involving in different socio political positions. On the opposite side, men also need to be instructed to have shared activities and responsibilities with women. They should try to reflect on their paternal role more than before.

Limitation:

In order to explore main concepts of sexual discrimination, qualitative approach is recommended.

Conflict of Interest:

No conflict of interest is declared.

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Restoration in Objects and the Methodology of Intervention

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Abstract

The purpose of the study is to highlight some of the ways of intervention that can be applied in various objects. In this study they treated theory- practical issues dealing with ways of intervention and essential elements in an object. Regards restoration as complex discipline which aims to value the monument as an historical proof. It's a monument evaluation by considering the appropriate amount to the component of historical document. Each population even each period of its historical development contains the ethnical and temporal stamp. The experience of our country in the restoration of popular dwelling makes possible that within the basis of achieved realizations other important criterion should be highlighted. The popular dwelling is distinguished for huge transformation that has passed throughout time. Each monument changes throughout time, but popular dwellings being a category directly connected to socio-economical conditions reflects those conditions. The dwelling is a construction with intensive and continuous exploitations which remains same even after being labeled as a monument. In the construction relatively weak materials and techniques are being used, highlighting the degradation of its constructive and architectural elements. - *Some of the problems we are going to treat are:* Positions that should be held towards the changes that has passed the dwelling over time. 1.The partial or overall restoration (seen in report with monument evaluation) The constructive and architectural degraded elements; 2. The methodology of interference; 3.The techniques of cleaning; 4. The special criterion for dwelling restoration, for the simple fact that all monuments have its history and place in popular dwelling typology, find in most of the cases a common effectuation. So in the same monument can be applied different criterion in different parts of it. Every restoration is a special case.

Keywords: degradation, partial restoration, overall restoration, time transformation, construction volume

1. Introduction

The term " restoration" we understand reconstruction. The experience of our country in the restoration of popular buildings makes it possible on the basis of the achievements reached to jump to more fully some basic criteria for their restoration. Popular buildings due to major transformations it has undergone over time. Any monument undergoes changes over time, but the buildings being a category directly linked with socio-economic conditions, reflects these conditions. An important role in the transformation of the building plays and numerical growth of the family and its division into new families.

2. The purpose and objectives of the study

It is important to conduct research on restoration, intervention methods in objects (buildings) Definitions and justifications on the restoration of residential buildings are achieved through a long investigation by the Albanian and foreign literature. The material selected is read and analyzed in such a way as to remain faithful to the theme of the handle. Everything is handled on the basis of individual opinions and conclusions based on the study of literature. Following the goal, we can determine issues of the paper in the form of the following questions.

-*A Caution on new additions carried out through objects of their previous existing connection?*

-If intervene (restore) objects through a damaged original part of his predecessors?
-Interventions in a facility to enable its longevity?

The study aims to:

-To make a theoretical presentation of the way, the methods of which we intervention in the object.

-Giving some conclusions and recommendations for improving the situation.

3. Research question, Hypothesis.

Research questions

1. If a restored building has a more longevity?
2. What type of restoration used more partial or complete?

Hypothesis

1. Restoration of damaged parts of objects brings his longevity.

4. The methodology of the study

The working methodology will be qualitative research is designed so that the data gathered and interpreted to be in the middle of the target in the study.

• The resources will be used:

1. *Secondary sources*
2. *Secondary sources:* The authors and other studies of the cities history. Scientific studies by different authors.

5. Analysis

5.1. Changes in time buildings

Buildings proceed in time, this growth is reflected in the old buildings, which undergo changes. These changes can be divided into two groups:

- a. In the first part make additions of new facilities that fail to alter the initial volume, often it functional. This group may include the construction of new facilities, the open areas of the apartment, which is carried out within the existing volume.
- b. In the second included changes to specific architectural and constructive elements in accordance with the tastes of the time.



In general, in the apartment we find transformations which belong to both groups. These additions or changes and should be seen and assessed contributions of different eras that gave rise to their construction. All of these have double value as the architectural and historical document it. In many cases the additions are performed improvisations performed without any care, but simply meet immediate needs.

(Source: *Monuments 11, 1972 Emin Riza fq. 162*)

What is evident supplements which have not the original elements of the building, no taste, but with different materials. These types of cases should be definitely

taken as seriously damage the structure of the monument, since they are located in relation to housing, also does not represent value. If extensions are attachments out of the initial volume, this action is easy and fruitful.

If the additional new facilities accepted as valid, then it is important to preserve the special treatments architectural elements that have been made to other parts of the apartment during the construction of new facilities. (Fig. No. 1)

5.2. Restoration of missing parts or transformed into objects

Certainly any kind of intervention in the building is a type of damage, in the sense that affected its authenticity, its value as a product of the time and the circumstances.

However, it is a condition for the extension of the monument's life as much as possible. The term restoration must also realize the partial reconstruction of the apartment, but also thorough. Reconstruction of missing parts can be obtained from documents or data of different types. Where practiced this part? This part mainly finds use in important monuments which was severely damaged compositional unity. (Fig. No. 2, fig. No. 3)



Figure 2 (Source: *Monuments 11*, 1972 Emin Riza p 165) Figure 3

Full restoration of the ruins requires that documentation be sufficient typical values on the initial composition. Both types of restoration and partial as it holistic seeking to preserve the original external treatment of the monument, while the inside is treated with the present conditions. There are times when the ruined parts not restored, but to highlight and consolidate the technical side. Restoration transformed parts has found wide use in practice dwellings which have been declared monuments. Parts are restored to the input of another era.

5.3. Restoration of parts and constructive elements, architectural degraded.

Special constructive elements and architectural monument has a double value:

- a. First part of the monument itself
- b. Second worthwhile in itself that in some cases pose genuine works

What we need to do and have in mind is to extend the life of structures or damaged item. Del imperative that before thinking of removing original parts reconstructed object. The materials used can be different. If we had the wood element there is the possibility of full restoration, to achieve positive results, but it would violate authenticity of the act.

Walls with any material and technical restoration should be built in to retrieve the original appearance by intensifying inside their techniques with time. Restoration and raises issues of the report, as should stay added parts to existing parts. The restored parts must be distinguished from the original. We say we have achieved good results, when part of the restored unit is included in the monument, when viewed as a whole in terms of form and material.

5.4. The methodology of intervention

Conservation and maintenance of various objects requires special care in the selection of materials, technologies and methodologies on which will be made restoration. These actions which follow a logical sequence that can skematizohen, final cleaning and protection. In view of the characteristics of the facility and factors (internal and external) who predominate degradation, have also chosen methodology of intervention.

important primary characteristics in respect of any restorative interventions are:

- longevity,
- compactility
- variability

Life expectancy refers to the time permanently, characteristics and type of methodology or better product choice.

5.4.1. Interventions cleaning

Cleaning of constructed surfaces is a complex and delicate operation, when intervention in degraded materials, treatment of cleaning should be done careful and calibrated in such a way as not to provoke damage or drop coating.

Any interference cleaning should gradually become early using the most appropriate methods, referring to the first substance and less resistant materials, to continue with more durable materials in such a way as to capitalize more original surface, where it is possible without overlapping material.

- There are three basic criteria for choosing the most suitable system in a single case:
- Efficiency: should eliminate in a more efficient manner what is harmful (dirt, etc.).
- compatibility, can be considered as an application is not harmful notions, in his case the system must not cause damage eg ∴ damage or porosity lõmueshmõrisõ the surfaces of materials.
- economy: first from the perspective of financial commitments, problems related to the workplace, cost etc.

Cleaning techniques nowadays are numerous

- cleaning technique with water. Which for many reasons it is rarely used nowadays. Using this method is limited. The materials are simple as natural water warm or cold and various brushes.
- with low pressure water cleaning techniques.
- mechanical cleaning.

In this type of cleaning is always the danger of falling rocks ordamage, this kind of cleaning done with soft nylon material, scalpel, tweezers, metal spatula, followed by other equipment more complicated type of dentist.

These tools operate on the basis of an electric motor and pneumatic setting in motion such materials, minor brushes with natural fiber or plastic sheeting (to clean surfaces in which are accumulated various impurities on stone, wood or metal. Plans to surfaces or less regular has found wide use abrasive paper which is fixed on wooden stoppers have the advantage they come and adapt to the surface on which the cross being deformed and simultaneously clean the surface.

With air cleaning devices. Devices in use by a small compressor

- use the whirling air Helical
- cleaning laser device.
- cleaning with chemicals.
- cleaning by absorbing clays

There are two types of clays, sepiolite, latapulgitet.

These materials have characteristic absorption of a large quantity of material in relation to their weight.

Disinfection of macro and microflora

Another cleaning process is that of the wall surface coverage: mosses, lakes, algae. The first floors of buildings are most affected this phenomenon. These arise as a result of damage caused by the chemical action of acid substances released by the radical apparatus able to chemically degrade wall surfaces. Because algae, mosses and lichens grow on the walls

of vegetation fugaturat development puts pressure on the walls of stone or brick doing so deformed, shifting, cracked and out of centrality. Also moss or algae produce korrezive chemicals (carbonic acid). *Modes of intervention:*

- Resistance to oppression caused by roots action]
- The possibility of collecting roots with semi mechanisms without doing damage to the wall structure.
- operational methods for the achievement of all defective parts. Action spontaneous vegetation control and elimination should ensure greater respect for the building structure. Verification of the effectiveness of biocides observed only after 30-60 days after application.

Disinfection of algae, mosses, lichens

Mosses, algae and lakes, mainly in masonry in the damaged areas, degraded or moisture phenomena as a result of capillary condensation of moisture, one of the first steps of intervention is prohibition of moisture sources, application temperatures, high ventilation.

Action climbing and stucco

The purpose of grouting is one of the cracks filling located on the surface regardless of the origin of the crack, this type of intervention should be homogenous even the smallest cracks of stones, so that there is no possibility that the rift advance further.

The first action is that elminimit pieces of stones or supplements that are ungrounded and excess, not their elimination would lead later in the resurgence and advance of new cracks and fissures.

The consolidation process

The term refers to the consolidation of a final series of treatments which consist of improving characteristics between elements added and existing ones making this the hard way the action of water and atmospheric factors such as irritating acids.

Another goal is the consolidation of conservation of physico-mechanical virtue of material To consolidate a wall mural is an action Complex, delicate and needs careful analysis of the nature of the material and how it will be brought to interference factors.

Any intervention should be objective and Point should never be generalized. Specific criteria for the restoration of housing, due to the fact that every monument has its history and its place in the popular apartment typology, find in most cases a joint application, ie at the same monument in different parts of it can be implemented various criteria. Any restoration itself is a special case.

6. Restoration projects and typology of restoration in Albania

The most important period of life in Albania monuments begins with the establishment of the Institute of Defense and Restoration of Monuments, by decision No. 67 dated 03.15.1965 of the Council of Ministers, which includes ateliers of Tirana, Berat and Gjirokastra. In this regard, the year 1963 marks the beginning of the design and restoration of monuments, which is to be mentioned for example. The project sees Dyrri Tekke in Tirana (restored by Prof. Emin Riza).

In 1981 Atelier Tirana named Branch of Monuments Tirana stretch of Lezha in Butrint as the largest branch and specializes in the protection of monuments, the territorial space defined, as well as carrying out restoration works in accordance with projects developed by specialists of the relevant sectors of the IMK. (Projects and designing its specialists, but always made their approval IMK).

With the introduction of the project, the process of restoration began to go through several stages, which have provided satisfactory results in the preservation of the monument's authenticity as structurally, and in terms of compositional and aesthetic. More specifically, these stages were:

- comprehensive study of the monument.
- development of the restoration project.
- elaboration of conclusions

6.1. Restorations in ancient and medieval monuments.

Until 1945 no monument of ancient or medieval architecture was put on the defensive by the Albanian state. Archaeological work of foreign missions led by certain interests and did not provide special programs for performing restorations on the size of the protective ruins of our cities. In the years after World War II Illyrian excavations at the medieval towns passed by the empirical research stage towards concrete solutions to their problems through special in-depth studies and based on the experience of other countries.

So, in this regard, initially, people of Illyrian city fortifications system posed a number of problems for its conservation and restoration. "Waste of these systems tracts surrounding walls, defensive towers and their entrances are generally found mutilated or damaged in different time of hostilities, intimidation, or slide the terrain from rising above their vegetation and the factors others have done for centuries. (*Zheku, Koco. Problems of restoration of the Illyrian city fortification systems. "Monuments", Tirana, 1976, no. 12, page 17.*)

So, work on ancient monuments were mainly focused on the Illyrian cities. They, among others, as they aim for some of them to return to be visited centers where the visitor and researcher to create an idea as clear as possible for the city and Illyrian civic life. Such works were carried out for example. ancient centers of Dyrrhachium, Apollonia, Butrint other.

It is worth mentioning here the character of the conservation restoration works that were made in the perimeter walls and oak Zgërdheshit and the Apollonia Nymphaeum in Bradashesh.

As a result of careful work and close cooperation between our restoratorëve and archaeologists in these facilities was achieved quite part of them to recover. Furthermore, through this experience they were lit achieve the very important aspects of archaeologists and architects work.

In medieval monuments, ranging from the role they have played in the history of our people, priority was given protection works of the Albanian feudal principalities period, those associated with the struggle of our people against the Turkish invaders under the leadership of Skanderbeg and the time construction of independent Albanian pashaliks.

Specifically, such works were in the castle of Gjirokastra and Berat, the fortress of Kruja and Shkodra.

The goal of restorative interventions in these monuments has been returned to the museum these centers visited. In this regard, special attention is paid especially to the museum cities of Berat and Gjirokastra as an important center where the Albanian medieval city development and architecture of the Middle Ages later appear in their most complete way.

This was done for several reasons

First, these two cities retain their integrity better than any other center's former appearance, therefore Monuments Institute took care of their conservation and restoration as authentic. Unlike other centers, the problem here appeared more complicated, since we are dealing with important urban complex, in which the number of monuments protection is greater than in any other city.

Secondly, these cities continue to live and develop in accordance with the new conditions and historical circumstances. The demand of the residents who live and live in these urban centers is particularly important. In these circumstances for the protection and conservation of historic centers plays a crucial role adaptation and use of their monuments in accordance with the dynamics of life, without sacrificing historical, cultural and artistic preserve these monuments to themselves.

Achievements in the field of conservation and restoration work on ancient monuments naturally lead us to reach some conclusions:

In the first phase, restoration work on ancient and medieval monuments have been reinforcing works or conservation works of consolidation of separate elements or parts that have lost their static stability. Such have been such. strengthening of the temple lintel of Agonothetes metal profiles, lintels of the entrance to the gate with towers and the Lion's Gate in Butrint or in the basin wall Bradashesh the other, which were consistent with the purpose of preserving the values and authentic elements of the monument. Afterwards, it is passed to the fulfillment of arcs that pose constructive need for restorative interventions such as. in the theater of Butrint, Eskulapit temple, the amphitheater, the Bradashesh terms of the other.



Figure 4. View of the amphitheater

Figure 5. View of the Butrint castle



Restoration works with more complex problems we intended to preserve their artistic value. In these works is using techniques anastilozës. Problems anastilozës spread to other problems more complex in separate objects related to the necessity of full recognition of the monument by typological and its construction techniques. Likewise, the work carried out at the porch of Apollonia, the Dimal or ancient dwellings in Apollonia, Antigone and the other aimed at maintaining artistic values as a whole and individual elements in the context of certain typological solutions. The successes in this regard were

"the result of ongoing consultations in place and constant study of the monument, standing close to the object and analyzing every trace out during restoration interventions ... 34

(Pani, stone, Zheku, Koco; Papajani, Lazer. The restoration of ancient monuments in our country. "Monuments", Tirana, 1988, no. 2, page 39.)

A place of great importance are also busy saving interventions. Of course, these kinds of interventions have shown a very delicate issue, therefore, require concrete or practical considerations to ensure their protection from further destruction. In these monuments to our culture, protective walls Illyrian times have been repaired or are broken and waste of these walls are used as medieval castles support bases. These materials such as blocks of fallen stones from the ancient walls, are reused in the walls of medieval fortifications with lime mortar. As the main task appeared the problem of immediate conservation to preserve intact the state of these systems, as well as come to a conclusion our archaeological excavations researchers.

In restorative practice in our country examples of interventions achieved thanks to the best knowledge of Albanian architecture history in general, specific gender monuments and history of the monument itself, are very numerous. According to our experts, one of the main goals of restoration work on the monuments of architecture and art of them has been insisting to preserve intact the history of the work, its authenticity. This has required and will require interdisciplinary research effort to benefit approach, breakthrough, and the use of modern materials, especially in the interior of the criminal structures.

As such they have been such. Use the cementation with outdated hydraulic lime layers that provide rapid solidification inside the walls or the vault and the use of synthetic resins which give the same effect. All these materials, according to our experienced restorers, guarantee the stability of the monument.

As mentioned above, the restoration of the ancient monuments of architecture generally anastylosis character. I.e. intervention aims to constructive and architectural re-composition to the extent that allows the material stored by each monument. In the current conditions the need for intervention in the ruins of the defensive walls of the Illyrian cities are growing both in terms of conservation, deepening the restoration works, as well as their extension in different cities.

Important qualitative step in the restoration work throughout the studies accounted for the drafting of specific restoration criteria and their application in areas such as monuments of architecture and art as well as popular apartments. This constituted important events of a scientific nature for future monuments in our country. Likewise important it was the fact of training and specialization of staff, paying attention to the new staff. So, in the fullness of attentions to the preservation and appreciation of our cultural heritage in the field of architecture and art activity haven has been waning in some chains, while in some other countries is intensifying. But self restoration activity has remained somewhat constant.

6.2. The works of restoration in popular apartments.

An integral part of the restoration activity that took place in our country after World War II was the restoration of residential buildings, which bear historical value in itself unique in architectural terms and in terms of meeting the immediate daily needs. According to the data we have been able to provide, we noted that the work on the restoration of residential buildings was originally launched with a slower pace, and then this activity became more organized and on the basis of a program based on scientific criteria.

The first that worked on tracking down popular buildings in our country being ethnographers, who, among others, showed special attention to popular constructions. So, in the center of their expeditions, it became the object research also popular flats, gathering data descriptive, photographic and sometimes graphics.

These initial research was extended to the countryside, as well as in the city. In our view, despite early attempts were not yet clear targets and systematic character, these efforts had great merit that gave a valuable contribution, which create the

conditions for a significant increase in employment, as in the expansion plan both in terms of methodology and criteria of selection of folk buildings documenting the specific value.

It should be noted that the year 1959 marked an important event for the future of cultural heritage, therefore, in the field of popular constructions. Thus, the Council of Ministers decision (dt.02.06.1961) announced museum towns and cities put into state protection of Berat and Gjirokastra, and the old part of the city of Durres underground and bazaar of Kruja.

According to A. Meksi "City of Berat Regulation constitutes the first official act of putting the protection of a compound of the values of its individual facilities and environmental values, as the architectural environment, as well as natural to him ...", 39

(Mexi Alexander. The restoration of monuments of architecture. The publishing house "Eugen", Tirana, 2004, page 35.)

By tracing conducted in Northern Albania they were separated 55 buildings posed significant value and were put under state protection in the list of monuments year 1973. All these outstanding achievements in the field of tracing and putting the protection of folk constructions brought automatically gathering a good experience, increasing the competent scientific forces and the establishment of organizational science fair relationship between four major levels of activity for the evaluation of monuments such as: tracing, putting the protection, study and restoration.

From the work carried out by organized expeditions around the country, they were recorded about 600 rural buildings, of which 200 were put under state protection. Practically, the emergence of this important decision impose comprehensive solution to the tracking problem and putting the protection of folk constructions in our country. All this work, taking the necessary measures for its performance at the organizational level and in the methodical scientific, underwent an extensive discussion at the social sciences section of the Academy of Sciences. During this four-year intensive activities were carried out 35 expeditions and gathered a rich documentation of description, graphic and photographic. In this way, the number of rural buildings set in state protection in 1980 amounted to 210. In this period, in addition to tracking labor-intensive rural construction, was not neglected even further tracing of civic buildings, such as individual works, as well as construction ensembles. On the basis of these studies:

Besides tracing the monuments of architecture, circa 1975 it expanded job tracking offenses zburimores in folk dwellings. Of course, here it came to specific environments inside buildings, not kept such as architectural value were placed in state protection.

1. In 1976, it was to protect the historic center of the city of Elbasan, which included the inhabited area within the perimeter of the town's castle walls.
2. After a careful tracing of Shkodra, in 1977 were put under state protection 82 objects, generally "friends", chamber in which preserved wooden elements chiselled in ceilings, floor screeds, doors, windows, closet lid others, as well as works in stukreliev in chimneys and rarely in ceilings.
3. In 1980 was put under state protection two architectural assembly, one in the city of Shkodra and one of Vlora.

Popular apartment has a rather specific and somewhat separate, related to two main reasons:

Firstly, because the major transformations it has undergone over time. It is true that every monument undergoes changes over time, but the apartment, being a category more directly linked to economic and social conditions, reflects these conditions expressed in class differentiation and performance of each class or social group immediately, alienated not only the composition but also the architectural treatment of the inside and the outside environment. Second, the apartment of her own nature is a construction with an intensive and permanent use to remain so even after setting a cultural monument, after the removal of residential functions would not only harm its values, but also will remove the artificial and harmful to the society it serves.

According to prof. Riza "We can say that the report originale parts towards them restored have achieved good results, when part of the restored unit is included in the monument, when he perceived in its entirety and somehow distinguish the relative from the original elements, that by their shape and the material has likening .. is distinct criteria for the restoration of housing, due to the fact that every monument has its history and its place in popular tiplogjinë apartment, found in most cases a joint application, then the same monument, in different parts of it can be applied to various criteria.

(Riza, Emin. *On the criteria for resturimin popular housing. "Monuments", Tirana, 1976, no. 11, page 176.*)

In the Albanian case, especially until around 1990, restoration criteria in the popular apartment gender have been implemented, we would say consistent target and reach, with the method set out in the Charter of Venice Restoration. This can be traced to the large number of restored monuments, but also of programmatic document "Criteria for the restoration of cultural monuments of architecture and art., adopted by the Committee on Culture and Arts, on February 10, 1986. Due to the consideration with minor value, as well as in developed countries, we believe that folk architecture remained out settings "monument., (Riza, Emin: popular architecture and its assessment. publishing House" Day 2000 ", Tirana, 2013, page 12)

Further, the change of the political regime and the transition to a democratic system in the field of protection of monuments has brought stagnation to circa 2000. According to prof. E. Riza, there are two main reasons for this situation:

First, disregard of professionalism as an essential condition for selected staff of specialists by area.

Second, the rapid changes, as well as positive lifestyle, which do not conform to traditional apartment, which nowadays and further, regarding the use in its operation, will file a growing problem

QUESTIONNAIRE

1. Are encountered before the term "restoration"?

	Yes	No
% of answer	25%	75%

Figure 6.1 % of answer for the term "Restauration".

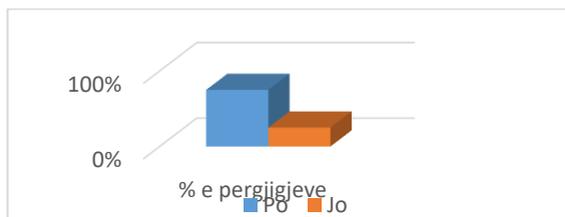


Figure 6.2 Graphic 1 % of answer for the term "Restauration".

Conclusions: According to the above graph shows that about 25% are familiar with the term restoration and function, while 75% had not heard of before this term or what the function does.

2. Do you think that the restoration affects the longevity of the building?

	Yes	Maybe	No
% of answer	79%	16%	5%

Figure 6.3 percent % of answer to influence the longevity of the building.

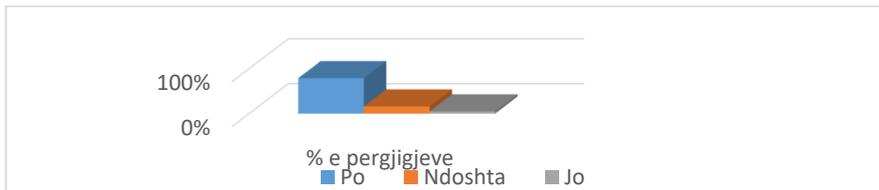


Figure 6.4 Graphic | % of answer to influence the longevity of the building.

Conclusions: According to statistics, 79% confirmed that the restoration of buildings affect their lifespan, 16% think that the impact is minimal while 5% to restoring the site does not cause any kind of impact in buildings.

3.Do you know which are the materials The materials used in restoration of the buildings?

	Yes	Maybe	No
% of answer	10%	20%	70%

Figure 6.5 % of answer regarding the recognition of materials.

Conclusions: According to statistics, 10% confirmed that recognize the materials used in the restoration of buildings, 70% do not recognize them, while 20% think that they know the materials used.

4.A mendoni se Shqipëria,si vend në zhvillim, duhet të restauroje godina?

	Yes	Maybe	No
% of answer	86%	9%	5%

Figure 6.7 Table% of responses for the restoration of buildings.

Graphic :

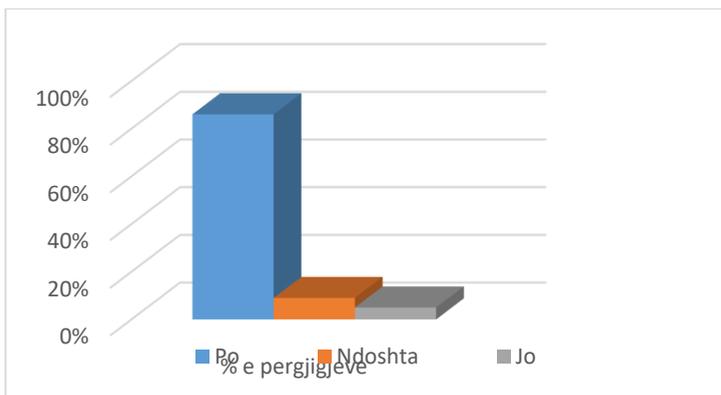


Figure 6.8 Graph% of the responses for the restoration of buildings.

Conclusions: As can be seen from the above study 86% are of the opinion that Albania must restore the building, then have 9% who think it is difficult to achieve, but not impossible. Finally, 5% are against the restoration.

5. What the restoration material most commonly used wood, metal, plastic or glass?

Figure 6.9% of the answers to the most commonly used material

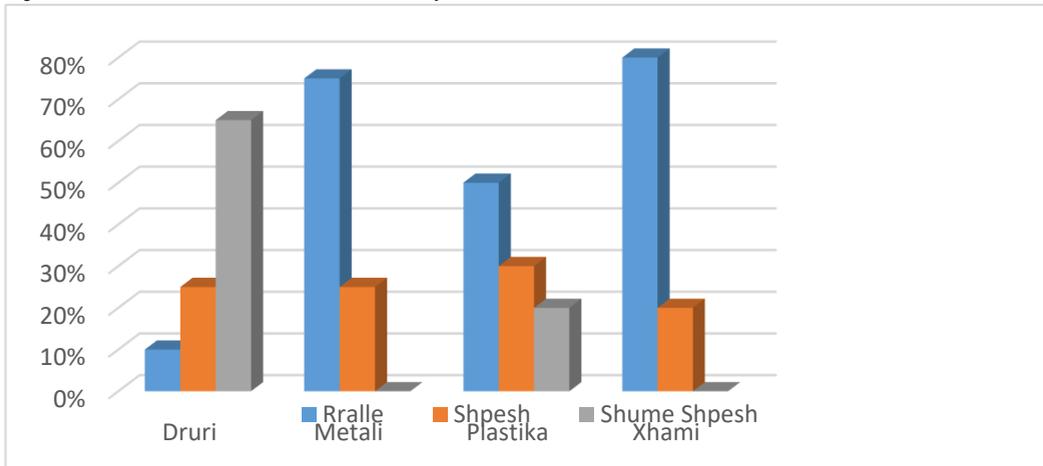


Figure 6.10 Graphic I % of answer to the material used in the buildings.

Conclusions: According to statistics obtained from this interview materials which are used more wood and plastics with 65% to 20%. While 75% of metal is very rare in its use in interiors or eksteriore, with glass which has 80% rarely use.

Questionnaires:

Number of respondents: 100 persons, who were of different professions. Number 58 women and 42 men. Their average age 37 years old.

7. Conclusions and Recommendations

In this period, significant qualitative step in the restoration work throughout the studies accounted for the drafting of specific restoration criteria and their application in areas such as monuments of architecture and art as well as popular apartments.

In medieval art it is performed to the best activities for their protection and restoration, by clearly defining the criteria for restorative intervention in these works. In the practice of restoration work on the monuments stemming from archaeological excavations has been a close coordination with the archaeologist Restauratori work.

An integral part of the restoration activity that took place in our country after World War II was the restoration of residential buildings, which bear historical value in itself unique in architectural terms and in terms of meeting the immediate daily needs. Work on the restoration of residential buildings, originally started more slowly, and, later, became more organized and built on scientific criteria.

Should show special care in New Accessories performed through objects, their relationship with the original part of the building.

Any kind of intervention in the apartment is a type of damage, in the sense that affected its authenticity, its value as a product of the time and the circumstances, but it is a condition for extending the life of the monument as much as mundur. Restaurimi full of rubble requires that documentation be sufficient typical values on the initial composition. Restoration transformed parts has found wide use in practice dwellings which have been declared monuments.

In this period, significant qualitative leap around the restoration work comprised of studies of the design of specific criteria restoration and their application in areas such as monuments of architecture and art and apartments - It turns out that about

25% are known the restoration of the term and its function, while 75% had not heard of before this term or what the function does.

- According to statistics, 79% confirmed that the restoration of buildings affect their lifespan, 16% think that the impact is minimal while 5% to restoring the site does not cause any kind of impact in buildings.

- According to statistics, 10% confirmed that recognize the materials used in the restoration of buildings, 70% do not recognize them, while 20% think that they know the materials used.

- As can be seen from the above study 86% are of the opinion that Albania must restore the building, then have 9% who think it is difficult to achieve, but not impossible. Finally, 5% are against the restoration.

- According to statistics obtained from this interview materials which are used more wood and plastics with 65% to 20%. While 75% of metal is very rare in its use in interiors or eksteriore, with glass which has 80% rarely use.

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The Development of Pop-up Book on the Role of Buffer in the Living Body

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Abstract

The aims of this research were to: (i) develop a *pop-up book* on the role of buffer in the living body for senior high school, and (ii) describe the response of learners and teachers to the developed pop-up book. The method of research was a Research and Development (R & D) with a model ADDIE (Analysis, Design, Development, Implementation and Evaluation). Phase of analysis was done by interviewed the teacher and distributed questionnaires to the needs analysis to 26 learners of senior high school, named SMAN 3 Banda Aceh. The design phase included the activities of the material formulation, the determination of media design (theme, colors and images) and manufactured of blueprints pop-up book that would be validated. The development phase was done by manufactured of pop-up book as designed and carried out feedback from the expert validators. At the implementation stage, the learning process was conducted using the developed pop-up book to study the response of learners and teachers on the book. In the evaluation phase, the successfulness of development of a pop-up book using ADDIE models was determined. Based on the results of the feasibility assessment of pop-up book, the responses of learners and teachers noted that pop-up book has been successfully developed with the average percentage of 94.047 percent and the feasibility of obtaining the category of very decent. The percentage of response¹ learners reached 92 percent and the percentage of chemistry teacher's response was found to be 80 percent. Obtaining this percentage was in excellent condition, so that it could be said that the students and the teacher to respond strongly agreed that the developed pop-up book could be accepted as an alternative medium of learning the material role of buffer solution in the living body.

Keywords: Pop-Up Book, ADDIE, and Response

Introduction

Background of Research

Reading the textbooks of chemistry by students can help learners to remember and understand the informations about the books. However, learners cannot fully develop its understanding of the concept. These constraints also supported by the abstract nature of chemistry, causing learners assume that chemistry is a difficult subject. In addition, the learning process tends to be serious and less fun further support this paradigm, resulting in reduced enthusiastic about learning and creates a feeling of saturation on the learner in the learning process. Based on interviews with one of the chemistry teachers of senior high school, called SMAN 3 Banda Aceh, it has been known that teachers used lecture and group work in the learning process. However, this study was less effective in providing an understanding of material, especially for the role of buffer

in the living body. This is evidenced by the value of the minimum classical completeness (KKM) learners who despite being relatively well (84.375 percent), but still cause dissatisfaction because the average student only able to reach the KKM was 75. According to Sanjaya, (2012) knowledge will be abstract if only communicated verbally. This resulted in reduced arousal learners to capture the material, because they are not encouraged to think and live up to the material presented. Learners need to be involved both physically and psychologically in order to understand the material.

Based on the above problems, then do a print-based media development of a unique, able to provide a learning atmosphere is fun, exciting and easy to understand their enthusiasm in order to optimize the learning process chemistry. According Arsyad, (2010) the use of instructional media can help alleviate boredom and stimulate learners to learn and eventually were able to improve the achievement of learning objectives.

One of the innovative media to engage learners is a pop-up book. Pop-up book is a book that can display images with three-dimensional effect arises when the book is opened and provide a unique stir effect when pulled on some parts. According Khotimah, (2012), a unique visualization of pop-up book in the exposure of the material to stimulate learners to learn, develop capacity, and facilitate learners to remember the material in the book. In addition to the uses described above, the reason for selecting the pop-up book as a medium that will be developed is because learning to use the pop-up book on the role of buffer in the living body has never been done.

Several studies have shown positive results against the application of pop-up book in the learning process. Study done by Jannah, (2015) about the development of instructional media pop-up book about virus material for class X SMA concluded that the value of the final test learners classically increased after the implementation of *pop-up book*. Learners and teachers provide a fairly good response on the application's pop-up book. In addition, the level of learning activity was very active which amounted to be 93.33 percent. Febrianto, *et al.*, (2014) adds that the application of a pop-up book on learning the elements of such a show increased enthusiasm of learners in the learning process.

Based on the description that has been described above, therefore this research was done.

Research methods

The approach used in this study was a qualitative approach. The type of research was Research and Development (R & D) using ADDIE models, namely: (1) analysis, (2) design, (3) Development, (4) implementation, and (5) Evaluation. The experiment was conducted in senior high school SMA Negeri 3 Banda Aceh, located at Jalan TGK. H. Mohd. Daud Beureueh No. 454 Banda Aceh. The research was done in class XII Science 4 the 1st half of 2016/2017 academic year in July 2016 to December 2016. The subject of this research was the students of class XII-MIA 4 SMA Negeri 3 Banda Aceh, amounting to 26 people, which was 10 sons and 16 daughters with two chemistry teachers. MIA XII class subject selection done by random sampling.

Research Instruments & Data Collection Techniques

The research instrument used in this study were:

- 1) Questionnaire of needs analysis were completed by learners, has eight (8) statements that aimed to obtain information about some of the problems that exist in the learning process.
- 2) Feasibility assessment sheet of pop-up book was filled by two expert's validators. This assessment form was intended to find the feasibility of developed pop-up book.
- 3) Questionnaire of learners' responses was contained eight (8) statements related to the interest in the pop-up book, in terms of general, benefits, language, display, and use of the developed pop-up book.
- 4) Questionnaire of teachers' responses had 10 (ten) statements related to the interest of teachers to the *pop-up book* in general, benefits, language, display, and use *the pop-up book*.

Data analysis technique

The feasibility analysis of pop-up book aimed to measure the quality of design of the pop-up book, in terms of media visualization format, content and language. In addition, to assessing the feasibility of a pop-up book, did an analysis of the response data of teachers and learners after application of the pop-up book in the learning process. Criteria for assessment of the feasibility of the media and the response was also expressed in percentages. Table 1 shows the percentage score media and eligibility assessment or reponse (Arikunto & Jabar, 2010).

Table 1. Percentage Score Media and Eligibility Assessment or Response

No.	Value (%)	Qualification (Eligibility and or Response)
1	80-100	Very Decent / Very Good
2	66-79	Decent / Good
3	56-65	Pretty Decent / Adequate Good
4	46-55	Less Worth / Less Good
5	0-45	Unsuitable / Very Poor

Results and Discussion

The Development of Pop-Up Book on the Role of Buffer in the Living Body

1. Analysis

This activity was done by means of field studies for the implementation of the field experience program at the end of 2015 year. Interview was conducted to teacher of high school chemistry SMAN 3 Banda Aceh and also by distributed questionnaires to students' needs analysis. Based on interviews, the information was obtained that the media learned was not often used in the learning process. Teachers claimed that it was not satisfied with the study of students in the material buffer because there were many learners who were only able to reach the KKM (value 75).

The results of the analysis of the needs of learners' class XII MIA 4 still had not fully demonstrated in motivation to learn independently by reading printed books. The printed books which were less attractive to be one reason for the overall students (26 people) preferred to learn in a way taught by a teacher than reading a physical book itself. In fact, learning was taught by teachers demanding learners to remain independent learning through reading activities in order to better understand the material being taught. The unique of pop-up book was raised the desire of students to read and learn independently, so that students no longer made the teacher as the main source of information acquisition in learning and they were better able to understand the material that would be taught by teacher. This was in accordance with Jannah, (2015) which stated that the pop-up book had the benefit of love of reading among students.

In addition, a total of 84.61 percent of students considered that chemistry was a difficult subject. The greatest difficulties for learners was to imagine the logic/processes that occur in chemistry. The presentation of the pop-up was very unique, it could be facilitated learners in understanding and remembering process by the body's defense pH stability buffer solution. It might be due to the pop-up book had the ability to reinforce the message that would be delivered (Khotimah, 2012). Three-dimensional shape when the pleats were opened and accompanied by the movement of components of the image would affected the interest of learners to keep open a pop-up book (Ifadhah, 2015). The interest of students to study chemistry could be raised and students could be understood the material. They also believed that the chemistry was not as difficult as imagined before, so it could be said that the pop-up book could helped to overcome the difficulties of learners.

The results of the needs analysis also found that 95.45 percent of students wanted to learning process in a fun atmosphere. The use of pop-up book to create a learning atmosphere that was quite enjoyable as required by learners, so that the spirit of learners could be maintained. Bluemel and Taylor, (2012) stated that the pop-up book readers would felt reading was fun and would gave rise to a desire to keep learning.

The use of instructional media could affected the learning environment became more enjoyable. However, the media was still not too often used in the chemistry learning in SMA Negeri 3 Banda Aceh. It was due to the small variations in the choice of media by teachers, especially for materials the role of a buffer solution in the living body. So that the pop-up book was needed to be developed in an effort to increase the choice of media that could be used in the material. A total of 95.45 percent of students had never learned to use a pop-up book. They felt to be attracted to pop-up book that was new and agreed that the application of the pop-up book was able to generate the motivation to learn. Mariani, *et al.*, (2014) stated that the process of learning to use a matematics pop-up book was able to generate enthusiasm learners in learning. This enthusiasm arised as evidence of motivation for learners, so the pop-up book could be used to motivate learning on the learner. The motivation of learners from the pop-up book could ultimately had a positive influence on the delivery of the material, thereby enabling obtainment better learning outcomes.

Based on the overall results of the needs analysis of learners, therefore the development of pop-up books had been selected as one of the efforts to address the problem and met the learning needs of material on the role of a buffer solution in the living body. The development of a new media that was unique and interesting as a pop-up book was able to increase the variety of media options of learning for teachers.

2. Design

The design stage in the creation of media involved three steps:

a. Formulating the Materials

The materials were created based on the syllabus, basic competencies, core competencies and goals. In this step, literature study was done to collect informations related to the role of buffer material in the living body through a variety of high school chemistry textbooks and university chemistry books. Results of information in gathering material, collected and a simplified discussion of using language that was more easily understood by learners.

b. Determining the Media Design

Media was designed by drafting a set of learning materials which was obtained sequentially according to the indicators and search for images, themes and basic colors of developed pop-up book. Bluemel and Taylor, (2012) stated that one of the criteria to be considered in the format design of the pop-up book was the character creation (image) and color selection. Overall, the image obtained through the website freepik.com, a provider of website icons, vector, photographs, illustrations and PSD files used by graphic designers. After the process of looking for, it was determined that the color theme and basic books pop-up book was blue with a picture of the character of a teacher who was teaching.

c. Creating a Media Plan

After preparation of the material, the pictures were looked for. The theme of pop-up book was defined. The next step was to draft this media using CorelDraw software X7. Drafting this media was refered to the six elements. The elements those needed to be considered in the development of print-based text was proposed by Arsyad, (2010). There were consistency, format, organization, magnetism, font size and empty space. The activities carried out in this media plan step were included the collecting, preparing and designing the layout of the image exposure of the material as possible to the role of a buffer solution in the living body. Figure 1 shows the results of the design of the pop-up book on the material role of the buffer solution in the living body.



Figure 1. The Design of Pop Up Book

3. Development

The development phase included the manufacture of pop-up book as designed and carried out revision as feedback from the expert validators. The printed design and translated into a pop-up book with a size of 20.8 cm x 15 cm x 1.5 cm which had 15 pages, namely:

- The bottom of the book, printed using construct paper that had been laminated, then attached to the cardboard twice (for the front and back covers of hard cover) and 260 grams of ICT paper which was also laminated (for sheet contents of the book). The use of paper with a weight of 260 grams made loud pop-up book, good and not easily damaged. White portions contained in the basic pop-up book served as an adhesive landmark for material.
- Part book with pop-up techniques were printed using inkjet matte paper 220 grams. A good paper for a pop-up book must have weighed in on HVS. So that pop-up was nice and easy in manufacturing process (Jannah, 2015). Once part of the pop-up technique was printed, the next stages were of cut, glued, folded and stringed and pasted it at the bottom of the book. The accuracy must be required when glued with the right proportions so that the pop-up technique could be moved well (Klein, *et al.*, 2015). The techniques used on the pop-up book were parallelogram, waterfall, flap, pull tabs, double slider, and v-fold those can be seen in Figure 2.

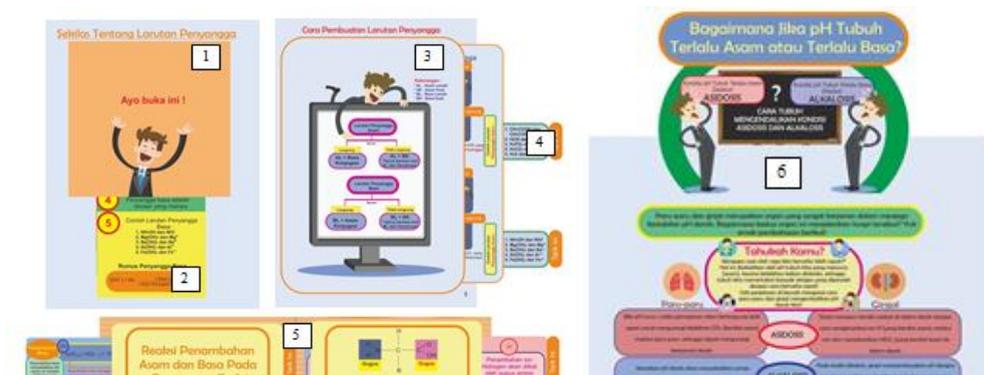


Figure 2. The techniques used pop-ups the book: 1) parallelogram, 2) waterfall, 3) flap, 4) pull tab, 5) double slider, and 6) v-fold

After going through the manufacturing process, according to the expert validator, a pop-up book that has been completed still required some revisions. Therefore, it was required further development stage in order to be a viable media used in the learning process. Some of the improvements to be made on the pop-up book by experts validator, such as: 1) on page 2, a pop-up book section told you how to manufacture buffer and page 5 of the pop-up book elucidation hemoglobin should be enlarged images and writings in order to more clearly readable by learners when working in groups. Smaldino, *et al.*, (2012) stated that in making media, the format was considered to be suitability of media with teaching situations and circumstances (for example, large groups or small groups). Images and the texts of pop-up book that were not suitable for teaching small groups of 4-5 people with learners, so it should be improved by increasing the image and the text, 2) on page 14, the pop-up book section exercises number one, said "functions" should be replaced with the word "role" to conform to the language used in the book's title.

When the revised pop up had been finished, then the book was reprinted and redeveloped into a teaching material and ready to be implemented in the learning process of students of class XII MIA 4 SMA Negeri 3 Banda Aceh. The developed pop-up book was obtained the category of very decent in terms of media presentation, content and language used. The percentages were found to be 94.45 percent for media presentation, 90.63 percent for the material aspect, and 100 percent for aspects of language, respectively. The average value of the percentage of the feasibility of a pop-up book amounted to 94.047 percent.

In addition to validate the feasibility of a pop-up book, questionnaire responses of learners and teachers were also validated by two expert validators. Questionnaire to be used could be declared in valid if it had a value of validity of more than 60 percent (Zeila, *et al.*, 2014). Validation of questionnaire responses of learners earned a percentage of 100 percent and validation of responses questionnaire of teacher got a percentage of 93.3 percent. Based on the percentage value, it could be stated that both questionnaires were valid and could be used to obtain the data on the response of the students and teachers.

4. Implementation

Once the entire questionnaire and a pop-up book had been declared in valid, then the next step was to use the developed pop-up book in the learning process in order to know how the responses of learners and teachers on it. This implementation was performed during one session (2x45 minutes) by applying the method of group work. Learners were divided into six groups, each group consisted of 4 or 5 people. The group division was done randomly, tailored to the group that had been set by the XII grade chemistry teacher MIA 4. Overall learners who had been sit in a group then obtained the brain storm, presented the material classically for 15 minutes and information on how to use the pop-up book at the beginning of learning. Learners were closed attention to the explanation given on the role of a buffer solution in the living body using a pop-up book. Febrianto, *et al.*, (2014) stated that the pop-up book was used to attract the attention and learners' focus on the explanation, so that the material presented by the teacher could be captured optimally.

After that, students were given some times to read and answer questions on a pop-up book and students' worksheets (LKPD) together with members of the group for 45 minutes. Learners were observed very enthusiastically in the task group that used the pop-up book. This observation was consistent with research done by Mariani, *et al.*, (2014) which found that the use of pop-up book of mathematics in groups in the learning process could helped students more enthusiastic in learning.

During the learning process, a pop-up book was proved able to maintain the motivation of learners. This was shown by the attitude of learners who were seemingly happy, uplifted and very at home reading books pop up while working on a joint task group members, from the beginning until the end of the learning process. So that the group task could be completed quite well. According Noviyanti, *et al.*, (2013) motivation was arised on learning activities using the pop-up book due to this pop-up book was a new thing that was very interested for students. Therefore, as to generate curiosity that ultimately made the learners were able to master the material. After the students completed the task group, pop-up book and LKPD were

reassembled and then responses questionnaire was distributed for 26 (twenty six) learners MIA XII class 4 and 2 (two) chemistry teachers from SMA Negeri 3 Banda Aceh.

5. Evaluation

This evaluation phase was conducted to determine the successful development of a pop-up book using ADDIE models. Based on the results of the validation performed by the validator of experts, the feasibility of a pop-up book was received the category of 'very worthy'. It has been known that the pop-up book on buffer role in the living body has been successfully developed. This statement was supported by the students and teachers who responded very well to the application of the pop-up book in the learning process.

Responses

1. Response of Students

Learners gave a pretty good response for each item statement. Those interested in the pop-up book for use books was a new thing in the learning process and different from other learning media. It looked quite interesting also affected the learning environment became more enjoyable. Learners agreed that learning to use a pop-up book was found to be increased the motivation, very unique and the presentation of the material was easy to be understood. From the questionnaire, it was well known that the developed pop-up book was quite clear with the sentence that was easily understood about the material. The pictures, writings and material contained on the pop-up book in accordance with the school handbook, even some learners found the material on the pop-up book was more complete than the school handbook. Learner was agreed that if the media pop-up book was used as an alternative media in understanding the chemistry learning, even they also wished to use a pop-up book for the other subjects. The recapitulation of the percentage of each item statement learner's responses can be seen in Table 1.

Table 1. Summary of Students' Responses

No.	Statements	Total	%	Category
1.	<i>Using the pop-up book in learning is very interesting</i>	3,73	93.25	Very good
2.	More pleasant learning atmosphere when using pop-up book	3,69	92.25	Very good
3.	Pop-up book can improve my learning motivation	3,65	91.25	Very good
4.	Pop-up book can facilitate my learning	3,73	93.25	Very good
5.	Sentence/grammar in pop-up book is easy to understand	3,61	90.25	Very good
6.	Materials in pop up book is in accordance with the books that used in school The developed pop-up book is easy to use	3,61	90.25	Very good
7.	I agree that pop-up book can be an alternative in understanding chemistry	3,69	92.25	Very good
8.		3,73	93.25	Very good
Average		3,68	92	Very good

In general, the acquisition of the average percentage of the questionnaire responses of learners by 92 percent with the criteria very well. This response illustrated that the developed pop-up book could be accepted and eligible for use in the learning process on the role of buffer material in the living body.

2. Teachers' Responses

Teachers were very interested in using the developed pop-up, as a pop-up book relatively new media that was able to attracted attention in learning and increased the motivation of learners to read and learn. The presentation of the material that was easy to understand, visual displayed pop-up was unique, interesting and not monotonous able to reduce the saturation of learners in learning. The learning environment became more fun for the students to play while learning. Learners became curious on some hidden parts pop-up techniques, thus indirectly would be generated curiosity in learners. According Noviyanti, *et al.*, (2013) in addition to facilitate students in learning, the use of pop-up books could also be easier for the teacher to explain the material and manage classes.

Overall, percentage statement obtained a good response, except the statement number 5 (five) that had a poor response categories. Teachers gave a little advice to replace the technical part of the pop-up with the paper material was harder, so that was not easily torn or damaged if used repeatedly by learners in the future. Obtaining the average percentage of response's teachers by 80 percent with the criteria very well, fit for used and can be accepted as a medium of learning the role of buffer material in the living body.

Table 2 Summary of Questionnaire Responses Teacher

No.	Statements	Total	%	Category
1.	<i>I am interested using the developed pop-up</i>	3,5	87.5	Very good
2.	Pop-up book can create a fun learning	3	75	Good
3.	Student's activities were increased during learning using pop-up	3	75	Good
4.	Pop-up book can increase the learner's motivation	3	75	Good
5.	Pop-up book Media can facilitate students in learning and improving their understanding of the concept of this material	2,5	62.5	Enough
6.	The material contained on the media <i>Pop-up Book</i> is in conformity with the KI, KD, learning objectives and the concept of the real lessons	3,5	87.5	Very good
7.	Sentences/grammar on pop-up are good and easy to understand	3	75	Good
8.	Displays (designs, drawings, paper type and size) of media <i>pop-up book</i> is good and interesting	3,5	87.5	Very good
9.	Pop-up book is easy to use	3,5	87.5	Very good
10.	Pop-up book is suitable as an alternative learning media in understanding the role of buffer material in the living body	3,5	87.5	Very good
Average		80	80	Very good

In general, responses of students and teachers to the developed pop-up book were excellent amounting to 92 and 80 percents, respectively. The results showed that students and teachers were strongly agreed that the developed pop-up book on the role of buffer in the living body could be accepted as one of the alternative medium of learning.

Conclusions

Based on the research, some conclusions were drawn as follows:

1. The pop-up book on the role of buffer in the living body was successfully developed using ADDIE model and it was fitted for use with a percentage of 94.047 percent.
2. The responses of students to the developed pop-up book also were earned a percentage of 92 percent with a very good category. Pop-up book was interested for learners, more fun learning, be able to increase reading fluency, ease in learning, and language was easily to be understood. Therefore, the developed pop-up could be accepted as an alternative medium in the learning process.
3. Teachers' responses to the developed pop-up were classified as very good by 80 percent. Teachers were interested in using the pop-up book because it could be created a fun learning environment, improved the motivation and understood of the concept of learners, good grammar used and easy to understood, the displays were quite nice and interested, and allowed teachers to explain the material and managed the classes .

Suggestion

Based on the results of the reserach and its conclusion, the suggestions could be given as follows:

1. The techniques in pop-up book should be more varied so that the pop-up book was generated more interesting.
2. The paper materials for pop-up book should be harder to be long lasting and were not easily broken.

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Yahts Production, Traditional or Composite Materials, Advantages and Disadvantages

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Abstract:

In recent years, considerable progress has been made in understanding the characteristic of composite materials and their tailored structures in the marine environment. Processing and production sectors also have received more attention resulting in the potential for the construction of complex, large assemblies capable of withstanding heavy loads. However, the key challenges involved in employing composites for marine applications include the need for optimization of capital expenditure and operating costs of boats, ships and other marine artefact's constructed using composites. The aim of this paper there is to analyse the mechanical parameters of different materials for yahts production, focusing to the different composite materials, bringing in evidence the advantages and disadvantages, taking in consideration the yaht architecture, comfort, efective cost production and manteinance.

Keywords: project design, structural analyse, composite materials, comfort, efective cost.

I. Introduction

The marine manufacturing industry for tourism and entertainment purposes is growing. Tourism, as a priority sector for our country and naturally is foreseen to be developed and expanded in the future. Opportunities for the growth of nautical tourism are very high. Small and medium-sized manufacturing SMEs today need to be assisted in the production process in material selection, cost of production, comfort, safety standards in navigation. Composite materials that have started to be used in the production of tourist sailing yachts, especially those of the yacht type, have proven in practice the designers' expectations for the great advantages they have brought compared to steel. The performance of the new generation of this millennium will require the ever-increasing use of innovation and innovative materials that will spur scientific research in this field.



II. General Considerations

The characteristics of the carrying material should meet these requirements:

- **Specific weight:** Must be as small as possible, responding to the characteristics of mechanical resistance, in order to achieve a lower weight of the shoe.
- **Ability to save material over time:** This implies resistance to the operation of the marine environment and consequently economy in maintenance.
- **Labor Economic Optimisation:** Optimisation on the cost of construction and the cost of production.

It is therefore necessary to individualize different materials, by their characteristics, thus evaluating the scope of use and not only the qualitative and work limitations.

In spite of this, in terms of the shipping sector used for recreational purposes (boats, yachts, yachts), we can say that, for a great use, they have found low-cost composite materials, such as resins Polyester reinforced fiberglass, especially in small size tools. This is due to the fact that through their use many advantages are achieved, among which we emphasize: the possibility of creating more and more complex forms and at the lowest cost; Good performance (are less susceptible to corrosion and microorganism damage); Small weight and consequently low maintenance costs; Easy to transport the vehicle, thanks to this small weight.

III.1 Requirements for materials for yacht production

Weight

As we have pointed out, Yahti's design and construction trends are those of realizing the final product with a total dislocation as small as possible. As is known from Archimedes' law, minimal deployment means the minimum diving volume of the vehicle, which, on the other hand, affects a lesser resistance to movement; Hydrodynamic features with a reduction of the surface area (in the case of sailing yachts), or motor power installed in the case of motor yachts; A better ride comfort; Reduction of construction costs and vehicle utilization; Increased navigation autonomy, especially in the case of large-scale vehicles.

Vehicle stability

If we look at the evolution of Yahti's seasonal shapes, and especially the megayachts with engines, we would point out that in these types of vehicles we have an ever-increasing tendency to utilize vertical vertical spaces, thus providing a greater number of Large envelopes in the interim part of the ship. This is because, as is known from the theory of hydrostaticism and stability of the ship, the addition of such ridges means a tendency to shift the center gravity of the ship from above. This, in turn, affects the deterioration of the ship's ship's stability characteristics as well as the problems associated with the longitudinal and wide winding of these vehicles, which means lowering the performance of these vehicles in terms of navigation and comfort.

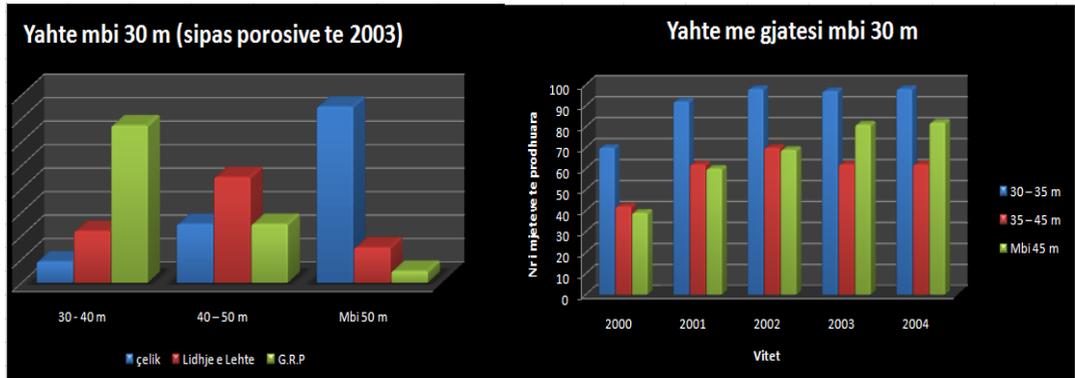
Evolution of forms and fulfillment of hydrodynamic characteristics

The technical evolution of yacht type shapes has shown that one of the design solutions that satisfies their fulfillment is also the multi-hull marine. They are characterized by the fact that they have a central long and fin centerline, which is characterized by a small resistance to movement, as well as a more balanced distribution of moments at the time of the waveform being formed in the sea. The side skirts are of a smaller size to provide the vehicle with better stability and interference with the value systems created during the movement.

III. Methodology

For this study has been taken in consideration the data from International Register of Vehicles, part of Yahts. The methodology includes the elaboration of these data for the yahts between 30 -50 m length produced with steel, alumin and composite materials. First of all have been identified the level of use of composite materials in yahts production taking in consideration their use for entertainment proposal and their comfort, comparing the principal parameters like weight, thermal expansion, stiffness, strength and fatigue resistance identifying the advantages and disadvantages of composite materials, elaborating and analysing the same parameters for different composite materials, as well as the life cycle of yahts compering with steel material.

Classification of marine vehicles produced in function of the material



(Fig. No1 – Level of composite materials use for yahts 30-50 m length)

As can be seen, in the graphs presented above in the area of dimensions between 30-40 m in length, fiberglass covers almost 70% of the tools that are built.

And with the increase of length, and especially for a length greater than 50 m, the most useful material is steel, which produces approximately 80% of the tools.

In the interval 40-50 m, where the distribution between materials is more uniform and we have no strong concentrations in the use of one or the other material.

This area of length is even more problematic with regard to yacht designers, as the Solas Norms may also be affected, which apply to yachts over 50 m long or over 500 tonnes.

The projectors of these vehicles tend to have an upper limit of 50 m in length to keep the vehicle's tire below the 500 t. The tendency to stay away from SOLAS norms is related to financial-normative factors.

However, it should be noted that in addition to the financial-normative factor, the designers of these yachts should also consider the factor of the operational costs of processing these materials.

This is because it is known that composite materials have undeniable advantage, which, in my opinion, will make this material in a very short dominant time even in this area of lengths

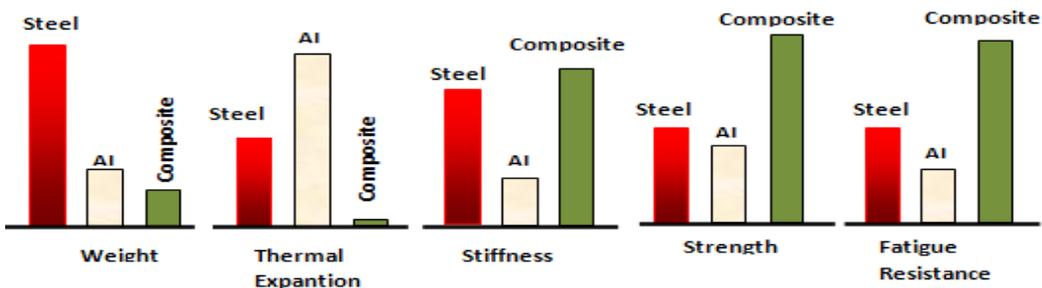


Fig. No2 – Mechanical parameters of composite, steel and aluminium materials

Another very important aspect, which can guide the choice of material, is the problem of economic cost. It includes the cost of raw materials and the processing of the material. The latter, on the other hand, involves difficulties in processing the material and consequently also the cost of processing machinery and the degree of professionalism of the site workers.

Bearing in mind all the mechanical, economic and scale of mechanization of the yards, we can say that the floating industry for recreational purposes is predominated by the use of composite materials. The scope of application of these materials is particularly focused on surfing, yachting and fast boats. However, the evolution of composites can make this material dominant in other types of ships, such as fishing, military ships, and so on.

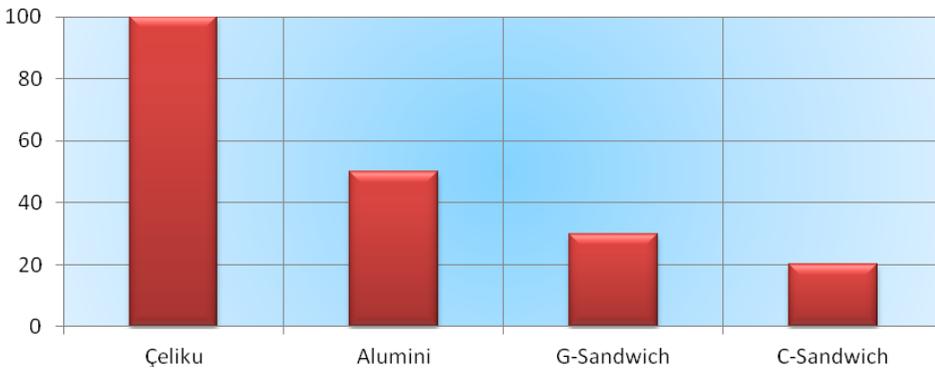
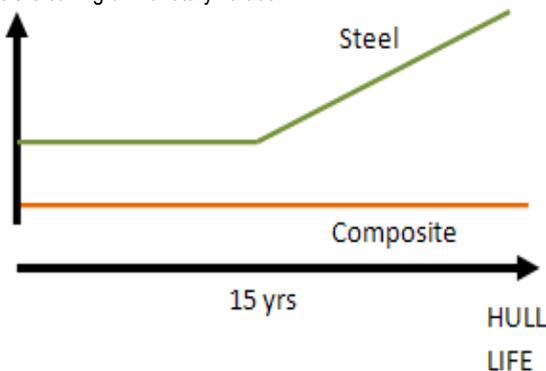


Fig. No3 - Weight saving as a result of the use of different materials

A yacht type with composite material can be constructed with a weight much easier than other materials (steel) and consequently this tool requires an installed power of up to 25% less for the same vehicle performance.

This makes it possible to choose an easier engine, creating better opportunities for its maintenance and repair. A smaller weight of the engine means even more access to other board accessories, thus increasing the degree of comfort.

A smaller installed power means even lower fuel consumption and, consequently, a lower cost of holding this vehicle from their owners. Understandably, the cost also depends on the hours of the cruise. The greater the time it is to use, the greater is the saving of monetary values.



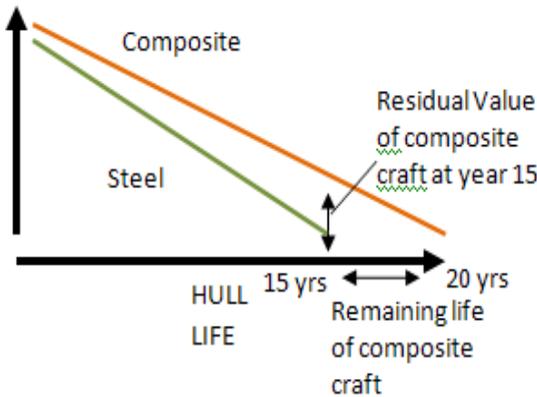


Fig No 4- Figure 4 shows a comparison between metal structures and composites

Shelf Life. Steel and aluminum structures can guarantee an almost constant maintenance cost up to the first 15 years of service. Then its chart begins to grow very rapidly, as a result of steel corrosion and the appearance of cracks due to aluminum fatigue.

The current composite material production technologies have eliminated the osmosis phenomenon, making the tools maintain the aesthetic side, not exhibit structural degradation, and maintain the maintenance cost constant up to 20 years and more of the life cycle Of product.

A composite material tool, though generally having a higher cost of purchase, has a real internal value remaining in the 15th year of life, with more years of lifespan for its use and less escalation of maintenance costs . Figure 4 shows graphically the residual value of the vehicle depending on the time of use

		Fibre				Resin	
		<i>E-Xham</i>	<i>Aramide</i>	<i>HS Carbon</i>	<i>HM Carbon</i>	<i>Poliester</i>	<i>Epoksy</i>
Specific weight (g/cm ²)		2.54	1.45	1.80	1.9	1.20	1.20
Jung's Module (N/mm ²)	Parallel to fibers	73000	130000	230000	370000	3000	2600
	Perpendicular to the fiber	73000	5400	15000	6000	-	-
Modul of Koulombit N/mm ²		30000	12000	50000	20000	-	-
Poison Raport		0,25	0,35	0,35	0,35	0,316	0,40

CONCLUSIONS

From the analysis presented separately in the applicative part we conclude that composite materials represent a number of advantages compared to traditional materials of ship manufacturing.

1. Bearing in mind all the mechanical, economic and scale of mechanization of the site, we can say that the floating industry for recreational purposes is predominated by the use of composite materials.
2. In addition to the financial-normative factor, yacht designers should also consider the factor of operational costs of processing these materials.

3. If for the metal materials the physical-mechanical characteristics take different values depending on the type of bond, for the composite materials the main characteristics (including the specific weight) vary considerably, depending on the reinforcement, the percentage of saturation degree Glass (glass / slice ratio) and lamination (lamination) of the site.

4. The use of composite material in the production of yaht yachts means that yaht weight, creates the possibility of installing a motor fuse a few times smaller than the yaws produced with metal material, creates the possibility of increasing the comfort by adding accessories to the aredimin of Internally, increases the degree of comfort.

5. Low Cost of Maintenance and Renewal. The current composite material production technologies have eliminated the osmosis phenomenon, making the tools maintain the aesthetic side, not exhibit structural degradation, and maintain the maintenance cost constant up to 20 years and more of the lifecycle Of the product.

Non-linear features; Fire resistance; Small thermal conductance; High electrical resistance; Translucency to electromagnetic waves; Low light acoustic waves; Ease of use; Ease of integration with vehicle functions.

All of these features translated into effectiveness, durability, comfort.

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Grammar Activities of Spanish Language in Albanian Auditorium.

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Abstract

The attitude towards grammatical exercises of a foreign language is one of the fundamental pillars upon which differences and changes of methods are historically produced. It's like an image of teaching practice. Switching from the traditional approach to the direct method, from the audio-visual method to the actual communicative methods through natural access is complemented by grammar with its own activities as a concrete way to develop language, as well as a way to see how it can be best learned. The place where grammatical activities can be developed, "the auditorium" where the student learns being a participant and cooperating with other students, with the teacher in the real process of research and joint construction of knowledge in personal and relevant social issues. The teaching process of foreign languages may take place in various forms: linguistic projects, occasional texts analysis, solution of situations or problems or preparation of topics that may arise during scientific activity. The grammar of Spanish language is consulted between lecturers who define a basic method that serves to orientate, but in many cases it happens that each of the teachers uses methods that are considered appropriate based on the requirements and capacities of students' learning process who are participants in the auditorium.

Keywords: grammar activities, auditorium, Spanish language, method.

1. Introduction.

In this paper we are going to analyse grammar activities of Spanish language that take place in the Albanian auditorium. The latter is considered as the right place where a foreign language and its grammar activities are learnt best.

We are focused on grammar learning through activities and practices of foreign language learning specifically of Spanish language in Albania. An analytic treatment of grammatical exercises has been done classifying them into: grammatical activities practiced oriented to given grammatical structures; and grammatical activities independently practiced.

Following it is continued with the analysis of some exercises of Spanish language manuals which serve as an orientation of the situation as well as the use of grammar of this language. We are also going to see to what extent is grammar used in those manuals and language methods. Generally, the main objective of the practice books is the work done in class to understand and immediately verify grammar exercises. Most of the exercises in written way is given as homework in order for students to fix grammatical forms and have time to reflect on them. This has to do with the production and disposition of the exercises individually. The exercises also prepared in the independently form aim at developing student's autonomous learning.

2. Place of grammatical activities in Spanish language teaching.

Attained developments in teaching and educational research have led to increased demand to present new forms of work organization in the auditorium. The auditorium is the precise place where teaching and learning can be better promoted and it is in this context or occasion where we can consider the classroom to be transformed in a community of acquiring knowledge.

The auditorium is the place where the student learns being a participant and cooperating with other students, with the teacher in the real process of research and joint construction of knowledge in the relevant personal and social issues. The main idea of the class as a learning community is presented as a platform or a basic support for each student where he has to develop his knowledge.

As stated above we rely on the fact that learning is a social process, which is also based on the interaction and cooperation between people that in most cases are real situations.

According to this theory, teaching activities in the auditory are not structured according to the traditional method that focuses solely on teachers-centred approach, but mainly focused on research study by students themselves. The latter has decided to review the predefined topics with the teacher, consistently cooperating with each other. These learning processes can be held in various forms such as language projects, random analysis of texts, situations or problems solution or preparation of topics that may arise during scientific activity, such as a small conference.

Besides its peculiar form, it is essential that these processes refer to situations, tasks and activities which are original and important to its participants. Thus, original because it is similar to situations and activities out of school, and we say important because they refer to cultural and thematic issues, to which the student gives personal prominence and value. In other words, we can say that the student becomes a critic of different situations.

Thus, the auditorium is organised as a learning community, where teachers and students develop different activities including all language learning skills. These activities may be of stimulating or reproduction nature, or they adapt to real situations in ways that are meaningful to students.

2. Types of the grammatical activities.

In recent manuals of Spanish language grammar activities are more focused on the grammatical form than go to the discovery of the rule. This is specifically shown at manuals such as *Español Lengua Viva*, *Español Gramática Progresiva*, *Gente*, *Planeta E/LE*, *Aula*, *Prisma* dhe *Sueña*, that are currently used in groups of Spanish language as a second language. More specifically the student is offered a written or an oral text, and is asked to perform various grammatical activities, the types of which are mentioned below.

a. Classification: is one of the most common techniques. An example of this type of activity in elementary and intermediate levels may be included: it is provided a fund of verbs and students are asked to classify their grammatical forms in its explicit way through the data provided.

Table 1.

Ya conoces bastantes tiempos verbales. Intenta clasificar los verbos que te damos a continuación en el lugar que les corresponde. Presente Imperativo Indefinido Perfecto Imperfecto

For more advanced language levels B1-C1, may be offered examples of use of a certain grammatical form and the student is further required to classify as in the example illustrated below:

The example taken from the method of Alfredo Gonzales Hermoso y Carlos Romero Dueñas, « *Puesta a Punto B2* », Edelsa, Madrid, 2009.¹ Classify different types of discourse connectors whose nature is of comparison, consequences or cause hypotheses.

Table 2.

Clasifique correctamente los conectores siguientes : muy diferente a/de, peor que, así pues, luego, como, mas...que, no se parece en nada a, dado que, en consecuencia, por lo que, eso demuestra, puesto que, la más, ma menos, de aquí sacamos, la mejor, la peor.

Comparar _____ _____ _____ _____	Sacar consecuencias _____ _____ _____	Deducir causas _____ _____ _____
---	--	---

b. Filling: this technique appears in all language manuals. Initially it is given a text, orally if possible, and the student is asked to complete sentences or groups of words. The aim is to highlight some grammatical forms so that the teacher can understand and discern whether the student finds it hard to acquire and use them in the written form after having encountered them. Following, it is done some explicit grammatical analysis or questions intended to apply linguistic analysis.

c. Answer the questions: it is also a very common technique in the Spanish language manuals for all language levels. The questions are intended to direct the attention of students on the grammatical forms and their features (such as place, distribution), and slowly push to the discovery of the rule. Let's illustrate what was said above in point B and C in the below table:

The example involves the activity of classification, filling and question-answer at the same time. (Taken from *Esespañol 1*, Cuaderno de recursos y ejercicios, Espasa Calpe, Madrid, 2002)².

Table 3.

¿Te acuerdas de los adjetivos posesivos? Ahora vamos a enseñarte los pronombres posesivos. Escucha los dialogos y rellena con los posesivos adecuados. : (Do you remember possessive adjectives? Now we are going to teach possessive adjectives. Listen to the dialogues and complete with the correct possessive adjective:)

- ¿Dónde están gafas? ● ¿Dónde está.....casa?
- Ahí, encima de la mesa. ○ Cerca de la, casi sois vecinos.
- No, esas son las

Ahora rellena la tabla, no te asustes y usa la lógica. (Complete the table.)

Masculino				Femenino			
Singular		Plural		Singular		Plural	
El	Mio	.....	.....	....	.....	.....	Mias
.....	.....	Los	Tuyos	La	Tuya	.....	.....
.....
El	Nuestro	...	.....	...	Nuestra	.....	.....
....	.....	...	Vuestros	....	.....	.....	vuestras

¹Alfredo Gonzales Hermoso y Carlos Romero Dueñas,(2009), « *Puesta a Punto B2* », Edelsa, Madrid, , Exercise 1, Pg.21.

² VVAA. *Esespañol 1*, Cuaderno de recursos y ejercicios, Espasa Calpe, Madrid, 2002, Pg.52

.....	Suyos	Suya
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Contesta a las preguntas siguientes: (Answer the following questions:)

¿Qué hay delante del adjetivo posesivo? (What is placed before the possessive adjective?)

¿A que persona se refiere el adjetivo posesivo suyo? (Which person is referred the possessive adjective his?)

d. Discovery activities: It is given a written text and students are asked to highlight or look for the target grammatical form to be put into practice. Generally this activity is addressed to a more advanced language level, B2-C1, because to find a grammatical form in a text prior knowledge is needed. The example on this type of activity can be shown as below which I got from *Prisma C1, Consolida*¹

Table 4.

Escucha la versión de una entrevista realizada a una conocida actriz. ¿Cómo calificarías el tono de la conversación? Subraya en la transcripción los elementos lingüísticos que presentan emociones, los organizadores del discurso y los marcadores temporales si hay. ¿Para que crees que están utilizados los organizadores del discurso? ¿En que posición aparecen en la oración? (Listen to an interview with a famous actress. How would you define the tone of the voice? In the text transcription, underline the organising elements of the discourse and the time linkers if there are any. Why are the organising elements of discourse used? What is their place in a sentence?)
--

e. Rules' formulation : in this case the student is given some sentences and is asked to formulate the grammatical rule which is used.

Table 5 taken from the method *Esespañol 2*²

<p>Ej.1a. Observa las siguientes frases. Fijate en las expresiones destacadas y en la relación que hay entre los elementos de la frase: Como (causa) he perdido la entrada (consecuencia) tengo que comprar otra. (consecuencia) Tengo que comprar otra entrada porque (causa) he perdido la que tenía. (consecuencia) Tengo que comprar otra entrada ya que (causa) he perdido la que tenía. Ya que (causa) has cobrado, (consecuencia) invítame a comer. Ahora intenta completar las siguientes reglas:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>_____ + (causa), (consecuencia)</td> </tr> <tr> <td>(consecuencia) + _____ + (causa)</td> </tr> <tr> <td>(consecuencia), + _____ + (causa)</td> </tr> <tr> <td>_____ + (causa), (consecuencia)</td> </tr> </table>	_____ + (causa), (consecuencia)	(consecuencia) + _____ + (causa)	(consecuencia), + _____ + (causa)	_____ + (causa), (consecuencia)
_____ + (causa), (consecuencia)				
(consecuencia) + _____ + (causa)				
(consecuencia), + _____ + (causa)				
_____ + (causa), (consecuencia)				

In this kind of activity *blank schemes* are available, the use of which was originally proposed by Cesarini S. according to whom: "the term *blank schemes* meant a kind of rule skeleton where the the students set the gathered data. " ³Cesarini also confirms:" the use of blank schemes is more functional in comparison to the answer-questions type of activities, because on one hand it allows students to come to the formulation of a rule, and on the other hand enriches them with the metalinguistic support"⁴.

In fact the student, especially the one who owns a beginner language level, although understands grammatical rules through examples, is unable to formulate it because he does not possess the necessary technical terms.

All these types of activities above mentioned are usually used to detect grammar inductively or differently said under the guidance of teachers. There may also be methods in others language' manuals, but usually the methods used in

1 Evelyn Aixalá, Marisa Muñoz, Eva Muñoz, "Prisma C1, consolida", Libro del alumno. method of spanish language for foreigners, editorial EDINUMEN, Madrid, 2007, Pg. 32.

2 VVAA. *Esespañol 2*, Cuaderno de recursos y ejercicios, Espasa Calpe, Madrid, 2002, pg.49

3 Cesarini Sforza, "L'uso degli schemi vuoti nella riflessione metalinguistica", in *Educazione permanente*, nr. 1-2, 1995, pg. 113.

4 Same place, pg. 114.

grammatical activities are not only inductive. They are also used in a mixed form, where several elements are deductively presented through a question which aims to make students think about the grammatical form required.

Exercises and activities of inductive practice are specifically handled by Stephen Pit Corder, generally known as Pit Corder, a professor of applied linguistics at the University of Edinburgh, known for his contribution for the study and analysis of errors. He was the first leader of the British Association for Applied Linguistics, 1967-1970, and his contribution was important in developing the field of applied linguistics in the UK.¹ Mechanical exercises, which aim to verify hypotheses built on the so-called *testing exercises' hypothesis*.², were distinguished by him through the inductive practice. All these activities aim to practice gained knowledge. This author also distinguished *recognition type* of activities, in which the students should find the right choice from two or three options that are provided. This type of exercise is called in English *multiplical choice*.³

2.1. Grammatical activities that are practiced oriented to given grammatical structures.

To practice grammatical rules in a more accurate manner are used DRILL exercises (exercises according to a provided model) or the so-called *PATTERN DRILLS*, more concretely used for the audio-oral method. It is suggested that the unchanged model is repeated without altering it or with some very small changes at lexical terms, which enable the student to use the analogy student until the student acquires given structures. These exercises are reviewed by changing them and giving them communicative values by including personal experience. In this way, questions dealing with personal facts and everyday life are built. Let's illustrate this example with the use of adverbs *ya, todavía, nunca -already, yet, never*:

o Think of the latest movies you've seen. Ask your friend if he has seen it or not.

-Si, ya lo he visto.

¿Has visto las películas de? -No, todavía no lo he visto.

-Nunca lo he visto.

Through this example the student memorises the structure of the answer form in any other kind of following built by him.

Using photos and images can result very successful in these exercises. The teacher asks students to bring a photo of their family, then work in pairs and ask questions about them. Generally, bringing personal things is considered motivating and a key to success in communication. Analytical and comparative methods can be used between two pictures. This category includes descriptions imagining for example the map of a personal room. Although same structures are repeated, this type of activity enriches vocabulary bringing a list of names of objects.

Another category used in our auditorium is combing activities. A typical requirement used for these types of activities is: Connect or combine images to the right words, or words to the definition that best fits with them. I use these kind of exercises in Spanish language syntax to connect the main clause with the subordinate clause using different connectors that belong to that clause.

Table 6. (example taken from the method of Alfredo Gonzales Hermoso y Carlos Romero Dueñas, "*puesta a B2 Punto*" Edelsa, Madrid, 2009)⁴

Una cada frase de la primera columna con su correspondiente de la segunda. Utilice en cada caso un conector adversativo distinto : 1. El toro bravo es tratado a cuerpo ...tampoco tengo problemas de aparcamiento. de rey hasta su muerte....
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1 http://en.wikipedia.org/wiki/Pit_Corder

2 Corder, S.P., "*Introduzione alla linguística aplicada*", Bologna, Il Mulino, 1983, pg. 383.

3 Corder, S.P., "*Introduzione alla linguística aplicada*", Bologna, Il Mulino, 1983, pg. 383.

4 Alfredo Gonzales Hermoso y Carlos Romero Dueñas, « *Puesta a Punto B2* », Edelsa, Madrid, 2009, Ushtr.a), pg. 53.

2. No tengo coche para ir lejos... el animal sufre enormemente.

Table 7 (taken from *Esespañol 2, Cuaderno de recursos y ejercicios*, Espasa Calpe, Madrid, 2002¹,

Ordena las palabras de estas frases y escríbelo:

navegar/que/se/sabes/supone _____

que/ciudad/dicen/es/bonita/más/la _____

Putting in order irregular paragraphs to form a text is also used. This helps students to exercise on anaphoric structures or the use of connectors. This kind of exercise is to help students practise language forms of composed sentences in subordinate causative clauses using *porque* – because, time clauses using *cuando* - when, etc.

Multiple-choice activities: are exercises that are related to the completion of a sentence or text and students must choose the correct grammatical form from several given options. Multiple choice may appear somewhat complicated when incorrect grammatical forms, which do not even exist, are given so that they take away students' attention.

Table 8: examples of multiple choice:

Busque la forma correcta:

Te he traído los libros que me pediste _____.

1. *El día otro*
2. *El otro día*
3. *Otro día*

B. ¿Podrías completar estas frases para que tengan sentido?

1. ¡Espero que *llueve/ llueva/ lloverá* porque hace mucho tiempo que no llueve.
2. a. Me voy de viaje. - b. ¡Que te *lo pases / pasas / pasarás* bien!

In case B the student must have an advanced language level. He must distinguish incorrect grammatical forms, made up by the teacher, and be able to finish the task referring to the accordance of the topic of grammatical categories in number and gender.

Transformation or manipulative activities: are most frequently used and consist of transforming the sentences or short texts (such as the shift from singular to plural or vice versa). There may also be used exercises which consist of transforming the sentences from affirmative form into negative form or otherwise.

Following I will show an example when complex sentences are transformed without changing their meaning using the structure *aun + gerundio* (though + gerund form of the verb):

Table 9. (example taken from Alfredo Gonzales methods Hermoso y Carlos Romero Duenas, "*Puesta a Punto B2*" Edelsa, Madrid, 2009)²

Transforme las siguientes frases concesivas en otras equivalentes construidas con la forma AUN+gerundio:

Aunque es importante el secreto profesional, todavía lo es más la libertad de expresión.

Es difícil de decidir, con todo y con eso me quedo con la libertad de expresión.

A pesar de ser peligrosa, prefiero la moto a cualquier otro vehículo.

Pese a que es difícil el aparcamiento en la calle, la moto se puede dejar en cualquier parte.

Activities identifying the incorrect form: are considered even more motivating exercises than those with multiple choice and are preferred by students because they urge the pleasure of discovery to them. The following example is referred to beginner level students where they are asked to find the wrong form of the prepositions of Spanish language:

Table 10. (example obtained by the method of the Spanish language for foreign learners: *Prisma método de español para extranjeros: A2 Nivel elemental. Libro del alumno*. Madrid, Edinumen, 2007)³

Busque la forma incorrecta de las preposiciones en las oraciones siguientes: (find the wrong form of the prepositions in the following)

1 VVAA. *Esespañol 2, Cuaderno de recursos y ejercicios*, Espasa Calpe, Madrid, 2002, pg.31

2 Alfredo Gonzales Hermoso y Carlos Romero Duenas, « *Puesta a Punto B2* », Edelsa, Madrid, 2009, exercise B. pg.77

3 Evelyn Aixalá, Marisa Muñoz, Eva Muñoz, "*Prisma método de español para extranjeros: A2 Nivel elemental. Libro del alumno*. Madrid, Edinumen, 2007, pg.14.

sentences.)
El avión que está aterrizando llega a Madrid.
Me gusta ir en pie a la escuela.
Estoy enamorado con Luisa
Normalmente sueño en árboles y jirafas.

2.2 Grammar activities which are practised independently.

After the student has memorised the grammatical structures under the guidance of the teacher, students can switch to another step that is practicing grammatical activities independently. At this point there is a wider range of choosing of activities but it is conditioned on the typology of form or the grammatical rule aimed to be achieved through these activities. Celce Murcia Marianne and Sharon Hilles, authors of a perfect manual, address teachers of English as a foreign language, according to whom language presents three different areas: social area which is dedicated to the role of interlocutors; semantic area dedicated to the understanding of linguistic elements and discursive area which has to do with the order of the words, with the cohesion of a text, sequence and order of given information.¹ This means that grammatical arguments will be treated on the basis of linguistic areas presented. An examples may be the use of personal pronouns as a polite manner to be linked to the social field and in this case it is practiced the use of role-play activities (acting).

Storytelling technique - fits perfectly to the use of verbs in the past tense. The student can be asked to tell a story in the past using a fund of words given or illustrate with images these kind of activities. The use of images has helped a lot in teaching *typology of descriptive texts*, from the moment that the main function of the use of images is describing the given pictures. This technique helps students to be independent in the formulation of responses because in this case he has already acquired grammatical structures needed to describe an image. Except the use of adjectives, another important grammatical category used to describe an image is the use of adverbs of place which indicate the location and position of different objects that appear in the images provided. Another grammatical aim of this technique is the use of names and verbs mainly used to ask questions about the images such as: What is presented in figure? What is happening? What are the people in the picture doing? etc.

In the subject of *typology of argumentative texts*, we have used some free activities. This subject based on the curricula of Spanish language in Albania is practised in the third year of studies, because we are dealing with students with a language level already advanced and this fact makes them more independent in the design and use of a foreign language. Following it is listed a series of free activities in the form of game which we think are motivating and funny to the students. From previous experience we can say these activities have made the Spanish subject and language become more attractive to students.

- How to defend an idea: the class schedules groups of three students, each group chooses an idea. Each of the students prepares the topic independently. The presentation of the topic is done in front of the class; the student chooses to use notes or an orientation scheme. This is the way each group presents its topic. The other students should evaluate the correct use of the arguments presented to defend the presented topic. Some suggestions for this activity-game include: - start with a brief introduction; - give at least three arguments on the topic; - short conclusion; - use appropriate connectors.
- Compare and discover: in this case the aim is to identify which are the best options for a theme to compare then with other options. Students must choose one of three topics given to be discussed and developed. There are five groups of students and each of these groups prepares a set of arguments on the topic which was previously chosen by the students. Each group elects its representative to express the arguments. At the end it is voted for the group which provided the most convincing options. Some suggestions for this activity-game include: - mention the advantages of the given options; - predict disadvantages in order to discuss on them; - draw positive conclusions; - show the negative consequences making a comparison on the options and finally discover the correct one.
- Create a job interview: the class is divided into pairs where one student is the employee and the other is the interviewer. Meanwhile each pair of students prepares a series of questions to present in front of the class to act out the interview. Some suggestions for this activity-game include: - prepare specific and short questions; - allow sufficient time for the

¹ Celce-Murcia Marianne, Hilles Sharon, "Techniques and Resources in teaching grammar", Oxford, Oxford University Press, 1988, Pg. 10. Celce-Murcia Marianne is actually a professor of applied linguistics in the University of California. She has published various books on teaching techniques and linguistic methodology.

interviewer to answer the questions, while the interviewee has enough time to prepare the following questions; - lead the interview in a formal style. The aim of this activity is: the use of forms of courtesy; the right formulation of questions; give opinions and receive explanations using correct grammatical structures acquired earlier.

- **Exchange of objects:** in this case students need to bring in a variety of objects and exchange them with others convincing each other on the value, use, or the reason why they should have such an object. This is a form of barter which urges the student to use descriptive structures on the object which manages to exchange. Grammatical forms of communication on the refusal, rejection, acceptance, etc. are used throughout this technique. Some suggestions for this activity-game include: description of the facility; - material, form, the reason why to take the object and its use.

- **Preparation of a leaflet and an advertisement.** This activity requires group-work where each student must accomplish various tasks in compiling a written leaflet. It can be varied: advertisement of a language course, a cosmetic product, a business, a tourist guide, etc. Guiding suggestions for the realization of this activity can be: observing and taking into account of the real leaflets to see the techniques used, which are topics that can generate interest to the public; - use of exclamatory sentences; - written texts should be short and precise; use of images to attract public attention.

3. Summary of techniques, types of texts and grammatical forms of free independent activities from several Spanish-language manuals.

We can make a list of independent or free activities, in almost all Spanish language manuals which include: the techniques which are used, the types of texts proposed and grammatical forms that are practised. All of the above mentioned are summarized in the following table. To accomplish this, we have specifically used these language manuals: *Prisma A1,A2,B1,B2,C1,C2*,¹ *Sueña 1,2,3*,² *Puesta a punto B2*,³ *Esespañol 1,2,3*,⁴:

Techniques	Texts types	Grammatical forms
Use of images	Narrations	-use of verb tenses -time expressions (time adverbs) -use of anaforic elements and articles -comparisons using different verb tenses: <i>Antes era un estudiante ahora es un buen abogado.</i>)
	Descriptive	-use of adverbs of place; -use of adjectives; -relative pronouns; -use of <i>donde, y que.</i>
Narration of a story	Narrative	- verbs in the past tenses -time expressions (<i>hoy, ayer, mañana, la semana pasada, esta semana...</i>)
Activities games	Presentations, Job interviews, Phone situations , etc.	-use of courtesy forms; -use of imperative form; -use of personal pronouns
	Argumentative	-use of relative clauses using verbs which express opinion (<i>pienso que, opino que...</i>) -discourse organizations (<i>en primer lugar, por un lado, por el otro, primer argumento, además, en resumen, para finalizar...</i>) -argumentative connectors (<i>desde el momento que, por esta razón, aun+imperativo, no obstante...</i>)

4. Conclusions.

1 Evelyn Aixalá, Marisa Muñoz, Eva Muñoz, "Prisma método de español para extranjeros: Libro del alumno. Edinumen, Madrid, 2007

2 VVAA. "Sueña 1, 2, 3 y 4": Libro del alumno. Libro del profesor. Cuaderno de actividades. method of Spanish language for foreigners Madrid, Anaya, 2000-2001.

3 Alfredo Gonzales Hermoso y Carlos Romero Dueñas, « Puesta a Punto B2 », Edelsa, Madrid, 2009.

4 VVAA. « Esespañol 1,2,3 », Cuaderno de recursos y ejercicios, Espasa Calpe, Madrid, 2002

As a conclusion of this paper we can say that the auditorium is the place where the student learns being a participant and cooperating with other students, with the teacher in the real process of research and joint construction of knowledge, in personal and relevant social issues.

The teaching process of foreign languages may take place in various forms: linguistic projects, occasional texts analysis, solution of situations or problems or preparation of topics that may arise during scientific activity.

The aim of learning activities and assessment tasks is to promote the learning process itself, the use of language in the classroom, including original processes of communication.

Summing up what was above written and based on our experience as lecturers of Spanish as a foreign language, there are a series or set of activities that we develop in the classroom, which are connected to the outside world and arouse particular interest to the students and also promote and enrich the processes of teaching and learning of a foreign language. These processes raise a student's awareness on assignments and activities making him more active and giving him a prestigious position in society.

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SMEs and Family Smes: Specificities from the Portuguese Socio-Business Context

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Abstract

The composition of the corporate structure constitutes a relevant indicator of the entrepreneurial and economic dynamism of a certain country or territory. In contrast to past estimates over the past 45 years, the importance of small or very small scale enterprises has been steadily decreasing in the Portuguese business universe. The Portuguese socio-entrepreneurial fabric is predominantly constituted by small and very small scale businesses (micro companies): in 2015, 99,9% of the non financial Portuguese sector were SME [Small and Medium-size companies], and the micro scale companies represented around 96% of the total number of SME. In this context, family businesses acquire greater relevance due to/for the estimated weight they have on the economy (between 70% to 80% of the SME, also including great companies quoted on the stock exchange markets), on the creation of jobs and on the role they play in the local development. Notwithstanding, there still is a significant unawareness of the business layouts of the family companies. In effect, these tend to be heterogeneous in terms of size, activity sector and degree of professionalization of the respective government models and human resources. The ongoing project, "Roadmap for the Portuguese family businesses" (2016-2018), financed by the NORTE 2020/ FEDER has as a central goal to contribute to a better acknowledgement and assessment of the impact of family companies in the northern region, as far as the local, national and international economy is concerned. For this purpose, it will build a database of the Portuguese northern region, mapping all the companies that present the layout of a family business and apply an online survey, combined with in-depth interviews to the various types and segments of family businesses, reinforcing their economic and social roles.

Keywords: SMEs and family businesses, North of Portugal, Segments, Database

Introduction

The fact that this specificity of the Portuguese business and employment context is relatively absent from the social sciences research agenda is all the more surprising, and as such generating more interest, when one considers the great relevance that SMEs have in the Portuguese social and economic fabric, in addition to being one of the main sources for jobs in the non-financial private sector in Portugal in recent decades.

Furthermore, family-owned businesses, which are overwhelmingly SMEs, even though they may comprise large economic groups, are arguably important agents for the creation of wealth, employment and territorial and social cohesion. They are a substantive part of the dynamism of the national and European economies, accounting for over 60% of enterprises in various sectors of activities. In Portugal, it is estimated that 70% to 80% of national businesses are family owned, taking up 50% of the labour force and accounting for 2/3 of the GDP. In fact, according to the Portuguese Family Businesses

Association [*Associação Empresas Familiares*], in Portugal “it is estimated that 70% of all businesses have a family structure and ownership” (online document 27-05-2015). However, one of the major problems family businesses have to face is the lack of institutional visibility for their contribution, namely: 1) in economic terms, in the wealth and added value creation production chain, particularly with regard to the take-up of technology and knowledge transfer (mostly through start-ups and entrepreneurial activities connected with the R&D and innovation sectors); ii) in terms of job creation and consolidation throughout the business cycle; iii) in terms of organisation and governance of family businesses; iv) in terms of the ability to attract and retain human resources.

It is equally important to be aware of other reasons that explain why it is important to contribute to improving knowledge of family businesses as a major business structure in a competitive world both at a local and global level.

In fact, as they are sectors that have a strong family presence due to the proximity of the types of goods and services provided, family businesses have a certain stability (resilience) and tend to take on a significant local/regional scope. It is, thus, worth underlining the special connection these businesses have with the local communities, namely by contributing to retaining the population in the regions they are located in. In many local communities, family businesses may serve as a “buffer” in economic crisis situations due to their higher stability over time.

At the same time, these family businesses have to deal with a kind of invisibility/depreciation when it comes to their potential to transform the patterns of industrial specialisation, innovation and technology and knowledge transfer. That is to say, their economic contribution and added value are unknown, particularly in terms of the take-up of technology and knowledge transfer (mostly through start-ups and entrepreneurial activities connected with the R&D and innovation sectors).

In this context, one of the major problems facing family businesses Portugal (and in Europe) is the lack of institutional visibility, where there are no accurate and updated official statistics on this sector of the economy. It is still not possible to determine exactly how many SMEs are, in fact, family businesses and when that is the case, their dynamics and (potential) contribution to the national and international markets remain unknown.

In the first point of this article, a statistical snapshot of the Portuguese social and business fabric will be drawn up. To that end, a number of variables and current key indicators will be considered: distribution of enterprises in the Portuguese business sector according to their size, employment figures and turnover for each size-class, and geographical distribution, with particular emphasis on the North of Portugal.

In the second point, we will discuss the importance of family businesses as the main business structure in a competitive world both on a local and global scale, underlining their significant role in creating productive value and employment impacting on local communities. Furthermore, we will address the uniqueness of family businesses arising from relations that play out at three levels: ownership, business and family.

In the third and final point of the article, the ongoing project “A Roadmap for Portuguese Family Businesses” [*Roadmap para Empresas Familiares Portuguesas*] will be presented. It is a project funded within the framework of NORTE-02-0853-FEDER-000018 and is headed by the Interdisciplinary Centre of Social Sciences - University of Minho (Portugal) [*Centro Interdisciplinar de Ciências Sociais – Universidade do Minho*] in co-promotion with the Portuguese Entrepreneurial Association (AEP). The project focuses on the role and impact of family businesses in the economy and the main challenges arising therefrom, with a view to establishing a relevant agenda in terms of increasing visibility by producing not only accurate and reliable statistics but also knowledge that may aid policy decision making.

One of the aims of this article , and of the broader project it is part of, is , thus, to contribute to improving the knowledge of this particular empirical field, which is of unquestionable importance in the Portuguese social and business fabric: the SME and, in particular, family SMEs.

1. A snapshot of the Portuguese private social and business fabric

The makeup of the business fabric: the quantitative importance of SMEs

When seeking to analyse the social and business fabric of a given country or territory one has to consider a key analysis indicator: the size structure of the companies that comprise it. In fact, as suggested by Freire “despite their simplicity and concreteness, the “size” (or size structure) of firms and the tallying of their number at a given time in a given territory are two basic operative concepts of economic sociology .The latter indicates the number of economic agents that at their own risk operate in the market as firms selling a certain product, while the scale of the firm (regardless of how it is run) is always a crucial economic power factor” (Freire, 2008:55).

The makeup of the business structure has thus come to be regarded as a relevant indicator of a country’s business and economic dynamism. As far as the Portuguese context is concerned, and in contrast to previous projections, in the last forty years the weight of small or very small businesses has been increasing in the domestic business world (*idem*: 54).

According to INE (National Statistics Institute) data and previous studies (Guerreiro, 1996; Guerreiro *et al.*, 2000; Freire, 2008; Couto, 2013), the Portuguese social and business fabric is mostly made up of small and very small businesses (also known as micro enterprises).

As can be seen in Table 1, this is a pattern which has remained stable over the years, as they account on average , for 95.7% of all businesses in Portugal between 2004 and 2011. Small businesses come next , making up on average 3.7% while medium-sized companies account for 0.5% . Large companies represent a mere 0.1% of national businesses operating in the non-financial and private sector in the country.

The most recent data published by INE allows one to ascertain that, in 2015, 99.9% of the businesses in the Portuguese non-financial sector are SMEs (encompassing, thus, the micro, small and medium businesses). Micro enterprises predominate, making up around 96% of the total amount of SMEs. In contrast, large companies account for merely 0.1%. (Figure 1).

Table 1. Number of micro, small, medium-sized and large enterprises in the business sector in Portugal between 2004 and 2011 (% in rows)

Size	Micro (<10 workers)		Small (10-49 workers)		Medium-sized (50-249 workers)		Large (≥ 250 workers)		Total
Year	n	%	n	%	n	%	n	%	N
2004	1.035.694	95,5	42.352	3,9	5.997	0,6	885	0,1	1.084.928
2005	1.072.267	95,6	42.439	3,8	5.953	0,5	870	0,1	1.121.529
2006	1.092.948	95,6	43.754	3,8	6.055	0,5	891	0,1	1.143.648
2007	1.154.444	95,7	44.524	3,7	6.223	0,5	925	0,1	1.206.116
2008	1.183.276	95,8	44.610	3,6	6.276	0,5	931	0,1	1.235.093
2009	1.149.325	95,9	42.590	3,6	5.970	0,5	896	0,1	1.198.781
2010	1.096.155	95,8	41.308	3,6	5.792	0,5	895	0,1	1.144.150
2011	1.066.065	95,9	39.400	3,5	5.637	0,5	898	0,1	1.112.000
average %	-	95,7	-	3,7	-	0,5	-	0,1	-

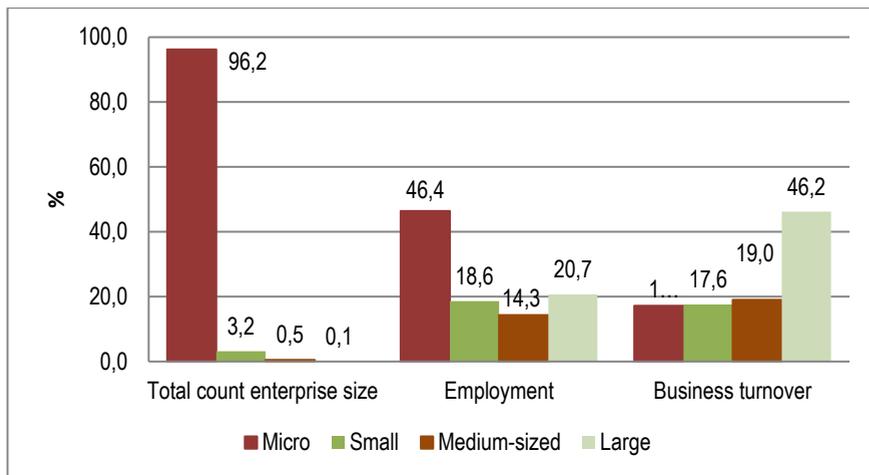
Source: INE, Sistema de Contas Integradas das Empresas, 2013

Employment structure and turnover generated by the business sector: the contribution of SMEs

SMEs are the major source of job creation in the Portuguese non-financial and private sector. In fact, in 2015, 79.3% of the jobs generated by businesses come from SMEs, with the microbusinesses accounting for 46.4% (figure 1).

Concerning the contribution of SMEs to the total turnover of the country's business sector, micro enterprises together with small and medium-sized ones account for 53.8% of the turnover. It should be mentioned, however, that the contribution of micro enterprises in this respect is low, representing only 17.2% of the turnover. Therefore, despite comprising the overwhelming majority of Portuguese businesses (96.2%), the turnover of these enterprises is low. Conversely, the large companies, while lower in number, account for almost 47% of the total turnover of the national business sector, which is, to some extent, to be expected. (Table 1 and Figure 1).

Figure 1. Main indicators of enterprises in the private business sector, by size, in 2015. (%)



Source: INE, Sistema de Contas Integradas das Empresas, 2015

These specificities of the Portuguese social and business fabric, especially the high predominance of small and very small enterprises, are perceived as being the result of a convergence of a variety of socioeconomic phenomena occurring in Portuguese society in the last few decades. In this regard, Freire highlights “the entropy and fragmentation affecting giant enterprises (namely industrial ones); a higher business specialisation, often associated to “streamlining” processes; the appetite the Portuguese have for self-employment; government support and promotion of “self-employment” as an “active employment measure”; “fake companies” (existing only on paper) set up to obtain advantages for their founders (accounting, managerial, tax, etc.); companies ceasing operations rather than being formally dissolved as it is too expensive and difficult; and possibly other reasons as well” (Freire, 2008:56).

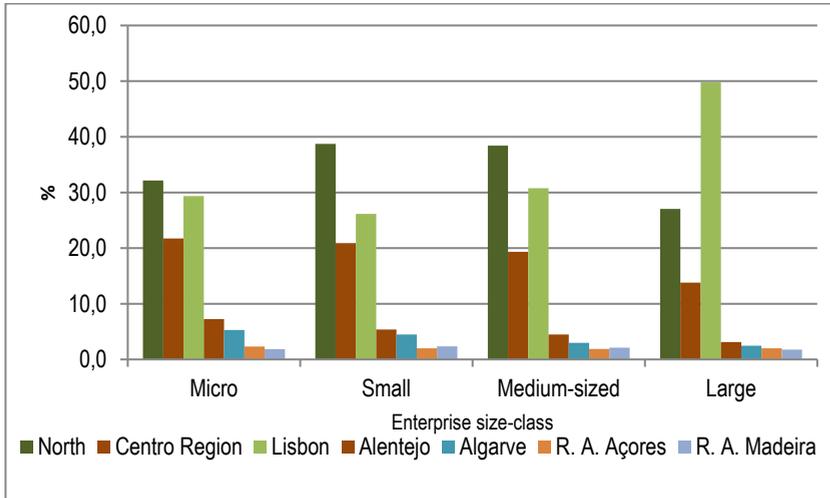
Regional breakdown of the Portuguese business fabric

Regarding the breakdown of enterprises by region, the INE data for 2015 confirms that “similarly to many other matters, the *regional geography* of the enterprises is quite uneven throughout the country” (Freire, 2008:58). In general terms, the North and Lisbon are the regions where there is a higher number of enterprises, in contrast with the Alentejo, the Algarve and the autonomous regions of the Azores and Madeira, where they are substantially fewer. The pace of urbanisation and the areas of high population concentration are some of the reasons put forward to explain the distribution breakdown and the territorial concentration of the Portuguese business fabric.

In terms of the geographical breakdown of the businesses by size, 32.2 % of the micro enterprises registered in Portugal in 2015 are located in the North, 29.4 % in the Lisbon region and 21.7% in the Centro region. In the North, 12.6% of the microenterprises are in the Greater Porto area, contrasting with other areas in the region, such as the Douro, with only 1.7% of the total number of micro enterprises. This testifies to the heterogeneity of the business fabric in this region, on the one hand, and to the fact that the North is not a single and monolithic region as far as business activity is concerned. The

Greater Lisbon sub-region has the highest number of micro enterprises in 2015, with 22.8% of the total number of businesses of this size. (Table and Figure 2).

Figure 2. Breakdown of enterprise size -classes by region (NUT II) in 2015 (% in columns)



Source: INE, Sistema de Contas Integradas das Empresas, 2015

With regard to small enterprises, the regional breakdown is similar: most of the enterprises are located in the North (38.7%), with particular relevance to the Greater Porto area (13.1%), and in the Lisbon region (26.1%), where the Greater Lisbon sub-region stands out with 21.4% of the small-sized businesses.

The medium-sized enterprises follow a similar pattern in terms of regional breakdown, with 38.4% of these businesses being in the North and 30.8% in the Lisbon region, where, once again, the Greater Lisbon sub-region registers a particularly high figure (26.5 %).

Finally, the large firms, which have a different regional breakdown since 49.8% of them are located in the Lisbon region, particularly, yet again, in the Greater Lisbon sub-region, which houses 45.3% of these firms. It is clear that the North, with 27.1%, has a lower number of large firms and the Greater Porto sub-region, with 13.3%, contrasts sharply with the Greater Lisbon sub-region, where, as mentioned above, 45.3% of the large firms in the country are located.

Table 2. Breakdown of micro, small, medium-sized and large enterprises of the business sector by NUT II and III in 2015 (% in columns)

Region	SMEs						Total SMEs		Large			Total
	n	%	n	%	n	%	n	%	n	%	n	
North of Portugal	342810	32,2	15263	38,7	2166	38,4	360239	32,4	243	27,1	360482	
Minho-Lima	22789	2,1	806	2,0	82	1,5	23677	2,1	13	1,4	23690	
Cávado	38743	3,6	1961	5,0	272	4,8	40976	3,7	21	2,3	40997	
Ave	42075	3,9	2499	6,3	411	7,3	44985	4,0	45	5,0	45030	
Greater Porto	134516	12,6	5147	13,1	691	12,3	140354	12,6	119	13,3	140473	
Tâmega	39728	3,7	2584	6,6	424	7,5	42736	3,8	14	1,6	42750	
Entre Douro e Vouga	27117	2,5	1389	3,5	218	3,9	28724	2,6	24	2,7	28748	

Douro	18613	1,7	464	1,2	44	0,8	19121	1,7	3	0,3	19124
Alto Trás-os-Montes	19229	1,8	413	1,0	24	0,4	19666	1,8	4	0,4	19670
Centro Region	231819	21,7	8239	20,9	1090	19,3	241148	21,7	124	13,8	241272
Lisbon	313061	29,4	10299	26,1	1734	30,8	325094	29,3	447	49,8	325541
Greater Lisbon	243508	22,8	8451	21,4	1493	26,5	253452	22,8	407	45,3	253859
Península de Setúbal	69553	6,5	1848	4,7	241	4,3	71642	6,4	40	4,5	71682
Alentejo	77349	7,3	2118	5,4	252	4,5	79719	7,2	28	3,1	79747
Algarve	56373	5,3	1770	4,5	168	3,0	58311	5,2	22	2,4	58333
Região Autónoma dos Açores	24724	2,3	784	2,0	107	1,9	25615	2,3	18	2,0	25633
Região Autónoma da Madeira	19929	1,9	927	2,4	120	2,1	20976	1,9	16	1,8	20992

Source: INE, Sistema de Contas Integradas das Empresas, 2015

Looking at the full picture of the regional breakdown of Portuguese enterprises, the Alentejo and the Algarve regions also stand out but due to the very low number of businesses. This has, in fact, been considered as a structural feature of the Portuguese business fabric over last 30 years (Freire, 2008, p. 58). Similarly, the business sector on the islands has a very limited number of private enterprises. The breakdown of businesses by region tends, therefore, to follow the country's population concentration and urbanisation profiles.

2. Family businesses as the dominant business structure

Family businesses form the basis of the business fabric in most countries and despite the varying degree of importance they have in the different national economies, the fact remains that this type of business is widely present. In fact, family businesses constitute a substantial part of the existing European companies, playing an important role in the dynamism of the European economy as they comprise 60% of the total number of companies. In Portugal, the situation has more particular features, as discussed above, since the SMEs, especially microenterprises (up to nine workers) are to be found in a wide range of sectors, such as wholesaling and retailing, accommodation and food services, education, human health and social support, fishing, construction, among others. It becomes clear that family businesses have exceptionally diverse internal traits.

The term “family business” may cover distinct realities as regards their size, the professionalisation of management and governance, the organisational structures, including, in some cases, complex subcontracting or outsourcing networks that stimulate emerging added value niche markets or enable the outsourcing of some production chain activities. As such, there may be family businesses that survive merely to keep up the family “business” or, conversely, others that take on the role of major economic agents listed on the stock market, constituting important economic groups.

It is, therefore, understandable that one of the major difficulties lies in reaching a consensus as to what constitutes a family business. In the comparative analysis of various EU countries, the working group that presented the report in 2009 (EU, 2009) opted for a “non-restrictive” and broad definition of family business as “businesses in which a family has influence”. Specialised literature on the issue provides over 90 definitions, which reveals how difficult it is to make them operational and ensure comparability both nationally and internationally.

However, there is some relevant common ground arising from the identification of three key elements: the family, the business and ownership. For Tagiuri & Davis (1982) there are two features which are helpful for this clarification. One of them consists in using a 3-circle model which highlights that ownership is the central element to distinguish between family and non-family businesses. Secondly, it is considered that the main focus in identifying family businesses should be placed on the quality of the relations between the family and the business, namely on the balance between these two elements rather than on “profit” and “loss” issues that merely serve financial purposes.

In putting forward a definition of family businesses, the Expert Group set up by the European Commission (EU, 2009; Coimbra, 2008) underlines that it is important for it to be both clear and operational. To that end, they consider four elements or dimensions that have to be taken into account when identifying family businesses to distinguish them from non-family businesses. These elements are : 1) the majority of the decisions are made by the founder of the firm, or by the person(s) who obtained the rights to the firm as the natural heir(s), or by an immediate family member; 2) the majority of decision-making rights are indirect or direct; 3) at least one family member is formally involved in the governance of the firm; 4) and, finally, registered firms are considered as a family business when the person(s) who founded the firm or their families or descendants possess 25 per cent of the decision-making rights mandated by their share capital.

Two relevant conclusions may be drawn from this definition. The first is that a firm can be considered as a family business even if it has not yet gone through a generational transfer. Various authors maintain there has to be at least one generational transfer for a firm to be regarded as a family business, while this broader definition put forward by the European Union (EU, 2009) does not view it as an exclusive criterion. In fact, there may be firms of different ages that may or not be ready for a generational transfer, which can be planned by means of a family agreement (Costa, Negreira del Rio, Negreira del Rio, 2011; Gersick, et al. 1997). The second conclusion is that self-employed sole proprietors may be included in these family businesses as long as the firm has legal personality, enabling it to be legally transferred.

From this brief literature review on the definition of family businesses¹ it becomes clear that it is both a complex and challenging issue , requiring more systematic research to pursue certain aspects further.

In fact, family businesses face challenges common to other firms but, above all, they face specific challenges arising from the interconnectedness of the three structural dimensions: ownership (capital), the business (entrepreneurial project) and the family (emotional support and values).

From the outset, there are challenges that stem from the environment in which the firms operate, namely policy makers' low level of awareness of the specificities of family businesses, and their economic and social contribution to a country's development. There are also financial issues connected with inheritance and gift taxes, access to finance without losing control of the firm, and favourable tax treatment of reinvested profits, among others, which impact differently on family and non-family businesses.

Similarly, there are challenges which develop from a family firm's internal matters that merit particular attention. One can point out the lack of attention to/unawareness of the importance of planning business transfers early, which can be a critical aspect for the sustainability of the family business. According to a recent study on the importance of generational transfers in business in Portugal (AEP, 2011), 50 % of the family businesses do not go beyond the second generation and only 20% reach the third generation, which , to a large extent, explains why only 11% of the firms questioned considered planning the transfer of the business to be very important. Another issue is how challenging it is to achieve and maintain a balance between the family, ownership and business aspects within the firm. Avoiding overlaps between the different aspects , or minimising areas of contagion between the family and the firm due to interference of conflicts in the day-to-day business takes up time and energy, hampering the success of the business and the quality of the family relationships.

At the same time, several of these family businesses are, to a certain extent, looked down on or have a negative image, resulting generally from perceptions of nepotism or paternalism, which may explain the difficulties they have in attracting and retaining employees, particularly those who are skilled and qualified. The lack of professional careers based on merit, especially in many small-sized family businesses, reinforces those perceptions.

The challenges connected with educational aspects are the ones which may contribute more effectively to a change not only in management practices and professionalisation issues, but also in the organisational cultures and values associated to family businesses. It is thus necessary to promote entrepreneurship education and training for managers and other

¹ Many other authors and issues could be discussed but that would be beyond the scope of this paper.

human resources in family businesses and to effectively coordinate with the education systems so as to ensure there are follow-up processes and concrete action plans.

3. Roadmap for Portuguese family businesses: aims and expected outputs

This section presents the project “Roadmap for Portuguese family businesses” [“*Roadmap para Empresas Familiares Portuguesas*”], funded within the framework of NORTE-02-0853-FEDER-000018 and headed by the Interdisciplinary Centre of Social Sciences - University of Minho (Portugal) [*Centro Interdisciplinar de Ciências Sociais – Universidade do Minho*] in co-promotion with the Portuguese Entrepreneurial Association (AEP) . It is a two-year project (2017-2018) and the partners include expert researchers and scholars, consultants, the main associations (industry, trade and others) registered in the North of Portugal, as well as businessmen and women who will take part in the various actions set out in the project.

The main goal of the project is to ascertain and assess the impact of family businesses of the North of Portugal on the local, national and international economy. Conventional statistical data (namely, economic and financial) will be cross-referenced with more in-depth information ,such as governance and generational transfer models, business organisational structures, and human resources profiles (e.g. gender, qualifications, age-groups). This will entail mapping out the family businesses by district, which will enable one to update data on this economic sector and allow for the governmental and economic authorities to acknowledge its impact in financial terms and in terms of job creation.

The expected outputs will be achieved through the following actions:

Action 1: Creating a reliable and comprehensive data base on the types and segments of family businesses in the North of Portugal so as to inform and support the policy decision-making process.

Action 2: Designing an online questionnaire for the different types and segments of family businesses in the North of Portugal, complemented by in-depth interviews to reinforce their economic and social role. This will enable one to update the information on this economic sector and contribute to the acknowledgement of its impact on the economy and society.

Action 3: Disseminating and disclosing information on the project’s official website, which will host documents and a variety of initiatives connected with the project, its partners and collaborators. It will contain a wide range of information, such as news, events, statistical analyses, thematic reports and other documents that may substantiate the different family business profiles in the North of Portugal

Action 4: Holding workshops and seminars to disseminate the main findings of the project and to involve and engage family businesses in the planned activities.

All the information collected within the scope of this project will, therefore, be available online on the purposely created official website than can be accessed for free on the LASICS - ICS (University of Minho) platform, allowing researchers to find information to carry out other studies. It should be pointed out that the partnership between the University of Minho and the Portuguese Entrepreneurial Association has made it possible to make the project sustainable beyond its funding period , namely by ensuring the maintenance and continuous update of the official website. It is expected that this will extend the knowledge and information about current policies in areas such as the modernisation of the economy, employment and training, as well as about the “quality” of family businesses in the North of Portugal.

Final Remarks

Family businesses are of crucial importance to Europe. They make a significant contribution to the GDP and employment and tend to be major innovators, with a long term vision, in addition to contributing to the sustainability and development of local communities, constituting essential pillars for the stability of the business fabric.

One should bear in mind that there is no consensual definition of family business, however, one can consider as a family business one in which a family is in charge of appointing the management, and some of the family members have a role and work in the company. Family businesses cut across all economic activity sectors and are not confined to small and medium-sized firms, even though these are the predominant form. It is, nevertheless, worth mentioning that the largest companies in the world are run by families. They have specific challenges which arise from the overlap of the two institutions, Family and Business, which, at the same time, gives it unique features.

The main goal of the ongoing project “Roadmap for Portuguese Family Businesses” is to contribute to a better understanding and assessment of the impact of family businesses of the North of Portugal on the local, national and international economy. This project addresses a major problem that has been identified in Europe and consists in the lack of institutional visibility, particularly of accurate and up-to-date statistics on this sector of the economy.

The aim, therefore, is to strengthen the role of family businesses, especially as regards the potential for technology and knowledge transfer (mainly through start-ups and entrepreneurial activities connected with the R&D and innovation sectors) and the development of territorial cohesion by their ability to attract and retain human resources locally, underlining the special connection these businesses establish with local communities and the role they play in ensuring stability in the long term.

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Reading Classical Authors in the Digital Era

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Abstract

Statement of the problem: Learning about classic authors, whose language is hardly understandable for children, has become a challenge. The decline of literary reading and the lack of focus in the subject matter and idea of the text, which are interrelated to the early culture / identity, make students lose their will to read classic works, thus failing to fulfil the aims and competencies required with the Pre-university Curriculum Framework. Methodology: The research is based on the analysis of Curriculum Framework and the structure of school subjects. Furthermore, methods of teaching classic works and use of complementary means are treated through a combination of quantitative method with the ethnographic one. Results: The research concludes that students tend to read classic works (works by old authors) more easily if they are offered the abridged versions. Making of abridged collections of such works, and complementing book contents with digital content is the tendency that schools have in the digital era. Conclusions / recommendations: MEST should aim towards changing the structure of language and literature course, draft new programs, and prepare additional content for teaching and learning of texts and classic authors (e-school).

Keywords: classic authors, curriculum aims/competencies, school texts, abridged versions, digital content.

Introduction

Reading the classics can awaken "the echo of bygone times in the story." British Library has transformed this echo in a transcendental echo of reading: new books are stretched with contents of the earlier books. This echo is comparable with those of two great classic authors: Jorge Luis Borges and Italo Calvino. Borges did mention the transcendental echo of the earlier works in his theory of twelve metaphors known widely. Italo Calvino, on the other hand, offered fourteen reasons why we should permanently read the classics of literature.

Considering *classic authors*, nowadays we find the echo of the past times in their works coming back in such form that we continuously discover ourselves in a narrative overview. That's why we see the classic texts as a permanent source on which even the curricular aim of cultivating the cultural and national identity is based.

Literature as bearer of cultural memory builds an inseparable part of our cognitive universe and plays a role in highlighting the transformation of our everyday experiences in aesthetic experience (Sanz & Romero, 2007: 6). But, the reading of classic authors, whose language is hardly understandable for children, has become a school challenge. The decline in reading and focusing in the subject and text ideas, which are related to the early culture / identity affects the students will to read classic works and, consequently, they do not meet at least one of the goals of the Curriculum Framework of Pre-university Education, especially the first goal (article 1.3.): cultivation of personal identity, national and cultural background of the state, and its first competency, that is achieving communication and expression skills.

In the other hand, the barriers that children have in adapting their *language competencies* (Eco, 2000: 13) and their *encyclopaedic competency*, can have an immerse impact in the relations the students will create with the classic texts and authors.

Hence, the teaching methods should consider the clash between those competencies of the reader and the curricular goals and competences. As far as the national education system does not provide any particular program (which would be part of a course program offered by teachers, and which would consist in improving teacher's competencies and the ways they align the readers competencies with those curricular competencies), students will refuse to focus in the subject and ideas of the texts which are related to the early culture / identity and will diminish students' will to read classic works and, consequently, they do not meet at least one of the goals of the *National Curriculum*.

1. Why Read the Classics?

This paper presents an effort to align the curricular competencies with reader's competences and teacher's skills in offering the content to the students, even though they do not have a systematic program to evaluate students' progress. This form of evaluation would represent an effective mechanism in proving whether the goals and objectives written in the National Curriculum have influenced the learning behaviours of students in the learning process or whether a school has been successful in creating a positive learning environment, in which the reading of the classic authors would be easily possible.

We will also analyse the traditional course structure, considering the difficulties in *absorption* of the course content and the materials teachers are using to offer the classic text to students.

As a logical step, at the last part, the texts will be analysed within the new proposed structure of the course and an additional mechanism will be offered in creating a better learning environment, in which students, using some new digital tools and digital content will be approximated to a learning environment in which their competencies (including encyclopaedic, language and extra textual competencies) will be closer to the course structure and its content.

2. Curricular Competencies / Reading Competencies

The curriculum competencies imply that teachers have a duty to help students achieve some basic competencies. As mentioned, the cultivation of the personal, national and state identity as well as cultural background are the main goals. Therefore, the Albanian Literature and Language course structure should be adapted to this goal and provide the result: the improvement of the communication skills and expression. For this aim/competency, in the course structure, the *curriculum* offers some basic classic authors like: Marin Barleti, Gjon Buzuku, Pjeter Budi, Pjeter Bogdani etc. They have a central role in the content of school textbooks. Through their texts the curriculum has foreseen the fulfilment of these goals / competencies. But the manner of delivery of texts, as far as their language, are often incompatible with the students' competencies and their orientation towards new technologies.

The classical debate on the level of cooperation of readers with the text consists mainly between the text as a *code structure* (theory of the codes) and the *encyclopaedic competency* of the reader (Eco, 2000, 13). How to offer the book content to the students' using a language that is suitable to their level of knowledge, their lexical and language competency and their possibility to create an approach to the text?

The inter-connective structure of the texts, at its ideal level, should provide such a discursive opportunity that it would help readers use their language and extra language competency to understand the text and to be able to learn from it. The role of the curriculum framework should consist on offering a specific course program, learning materials and tools which create a close contextual competency, suitable for both the author (the strategy of the author) and the reader (the strategy of the text). Therefore, the contextual selection is important to all: curriculum experts, course program writers and learning strategists. They should all have an approach which produces a learning platform in which all parties are text-oriented. The competency of the text (offered by the text), adaptable with that of the reader, being used in this learning platform, would help the creation of the third level of the competency: the text competency (Eco, 2000), which will be used in an effective learning environment. Creating a comfortable learning environment, like a reading chair or author's hat in the classrooms promotes the *Love of Reading* (RICA, 2007: 23) and improves students' learning behaviours.

The ability to read the classic texts, written in a dialect or even more in one of the idiolects, is one of the crucial tests of the today's technology oriented society. Even though the instructional reading is considered to be between 92-97 percent of accuracy level (Tabersky), there are different text oriented approaches which help students to create a reading skills and competencies. The most known are: the method which emphasizes the *meaning* and the second which emphasizes the *decoding* (Schwartz, 1984: 12). Undependably, if students are focused in "sounds and words" or "look and say" method, the reading skills they will get depend on the materials that we offer them. Therefore, taking into consideration the different cultures and experiences of students, we should offer to them specific materials which would be acceptable by them in

teaching process and would help them to achieve the reading competences. That would help them create a positive approach to the classic authors as well. Therefore, getting good reading skills is a key to getting good learning skills. The children who do not learn to read well will not easily master other skills and knowledge (Wynne, 2008: X). The challenge will become even higher if we analyze the reading skills of children to read the classic authors and books. Children whose language and extra textual competencies are not in accordance with the text content and text language will not be able to develop enough skills and get knowledge. As a result, they will not fully achieve the curricular competencies, like the communication and expression for their personal, cultural or national identity. For this purpose, RYCA has proposed to conduct the assessment of the reading development of the students, as a reflective process of the students. The understanding of the classic texts, as an assessment process as a whole is very complex, but it must include one very important question, made by the students themselves: "Do I understand what the author was going to say?" (Wynne, 2008: 15). Will the students really be able to understand the so called *intentio auctoris* (Eco, 1995: 35) if they did not develop good reading skills and have a lack of knowledge and competencies?! And, how does the *Curriculum Framework* stimulate the achievement of those reading competencies by the children? As we have explained in the paper: *The Impact of the Curriculum Framework in the Literary Writing of the Children in Lower Secondary School*¹, the Curriculum competencies are gained mainly through: a) listening and speaking; b) reading and c) writing. The curriculum does not, however, specify two very important tools in achieving the communication skills, the *questioning* and *discussing* (Musai, 225). The questioning, in itself, helps schools in planning, organizing and managing the reading instructions and, through them, mastering more skills and competencies. On the other hand, *discussing* or using oral language activities can be an effective tool for promoting the reading comprehension or the critical meaning by the children.

However, the development of the phonological and linguistic approaches is crucial in preparing students to work with classic authors. The language competency remains a crucial factor in creating a positive environment for mastering reading skills. In order to benefit from the activity with the classic texts, students must have a certain level of linguistic awareness, including phonemic and lexical awareness. Only at the level in which the students have achieved a good level of language competency we can consider that they will be able to work with the *strategy of the text*, through the fifth reading competency: *the word identification strategies*, which provide the transformation of communication signals into messages throughout the decoding process (Wynne, 2008: 55). This transforming process brings the students in a platform where they are able to use the literary response to the texts and analyses. They will be ready to develop the literary analyses skills, which means: the analyses of the story elements, the character development, figurative language, literary allusions, the author's point of view and genre. This process will be of a high benefit for the students. They will not only get the skills and knowledge, or develop an independent reading process, but they will also develop further the oral and written language skills and achieve a satisfactory level of a vocabulary development. In addition, students will reach to a certain personal or cultural level which allows a good communication and expression and stimulate the awareness on the personal and cultural identity, which, as mentioned above, is one of the priority competencies.

3. Course Structure / Reading Competencies

The practical problem is that the course program and its tools are often not adaptable with the aim. The reader competencies are not in accordance with the text structure and text language. Therefore, the evaluation of the traditional course structure with the aim to identify the tools and materials to be used in a new course structure would be helpful for implementing this theory: the relation between curriculum, text and teaching strategy.

Consequently, schools are struggling between the traditional concept of learning delivery, and the modern one, which means reforming the existing curriculum and the inclusion of digital content and digital media in the transmission of knowledge to students..

These two incompatible concepts affect the learning environment and individual learning behaviour because the students' habits are different: some learn textbook content very easily if it is accompanied with visualization; others, however, understand more deeply if the content is provided in writing. For the first group it is necessary to use additional materials and tools to facilitate the transfer of knowledge.

¹ *The Impact of the National Curricula in the imaginative work of the studentes of the primary schools*; Lublin, Poland, 17-19 May 2017, The Mamagmt, Knowledge and Learning International Conference 2017; organized by: International School for Social and Business Studies (ISSBS), Slovenia; Maria Curie-Skłodowska University, Poland and Kasetsart University, Thailand;

But, there is another issue, which is sensitive to both categories: communication texts and classic authors, whose language is "archaic", written in dialect or even idiolect, which may or may not coincide with the language "used" by students. Children are usually more focused on the meaning than in the words (Taberski). The problem is that the text often does not provide language adaptable with their competencies, so they lose the meaning having not understood the words. The glossary helps them to identify the meanings of the word before they understand the meaning of the text.

3. 1. The traditional course structure

Based on the *Curriculum Framework of Pre-University Education*, the structure of language and literature course has set several goals, achievable through the provision of works / literary texts of the authors varying from the Middle Ages onwards. These targets consist primarily in *knowledge acquisition, language training, cultural training, and formation as an individual and as a citizen*. As goals related directly to lower secondary school, they will highlight the mastery of the native language and literature, and recognition of the culture. The basic tools for achieving this goal are *the most popular literary works*, including those of the classic authors. The aim is to offer students the opportunity to get good language skills, structured thinking and independent judgment, in addition to expanding their imaginative space.

At this point, communication with literary texts becomes crucial to meet these goals. But, texts contained in the curriculum are different, written at different times and with relatively different language. The texts of contemporary authors can be understood more easily, since the language used in them is closer to students' linguistic and encyclopaedic competences.

Therefore, curriculum and course program have provided uniform method of text reading, and common goals which should be obtained as a result of communication with these texts. But, *uniform communication* and the same interactive methodology of teaching cannot be uniform as to archaic language of Buzuku, or to the northern Albanian Language idiolect of Fishta. The decoding process will be very difficult and different from each-other. But, once realized, this decoding process will not imply the *reading comprehension*, even though it has been considered for a long time that the successful decoding results in reading comprehension (Fries, 1962). Consequently, it will be quite difficult to get the comprehension skills from the reading process of classic texts if the decoding process would not be supported by asking inferential and critical thinking questions which would challenge and engage the students in the text (RICA, 2008: 13). Not questioning means depriving students of the possibility of extracting the meaning of the text, which based on the bottom-up theory should begin with the smallest parts, often phonetic ones, and continue to the general meaning of the text. Likewise, the children will not be equipped with the necessary language skills and will not be able to expand their judgmental skills. By not communicating with these texts, students will not achieve the course objectives. Not knowing basic forms and discourses of textbooks, readers cannot develop basic communication skills as a required curriculum competency, will not be able to cultivate a sense of *togetherness* and cultivate cultural and national identity.

3.2. Modern course structure

Nowadays, schools are struggling between the traditional concept of learning delivery, on one hand and modern style, which means reforming the existing curriculum and the inclusion of digital content and digital tools in transmission of knowledge to students, on the other hand. The involvement of the 'open online courses' (MOOC's) submits the vision for the next digital school. The contemporary structure of the Albanian Language and Literature course, therefore, must rely on the provision of printed textbooks as basic tools for providing knowledge, but in versions suitable for children, as well as providing additional digital tools. Supporting materials are needed for easy comprehension of the authors of literary texts, especially the classic authors.

As stated here, we note that the idea to read the classics offering students only printed publications ignores technological expectations (i.e. the use of e-publications) and does not meet curricular goals. These auxiliary materials do not "revolutionize" school, a conservative institution that supports the hard changes, nor digitize it, as a result of the use of technology in providing additional knowledge. After all, auxiliary materials have been ever-present in of the reading of texts in our past: a glossary, an illustrated book, a page or a printed booklet notes. They create a hypertext based on the content of the courses offered in the curriculum. This has already happened to most of the arts, in which technology, new media, are increasingly present in the way of transmission / knowledge learning. Literature seems to have remained the only one of the arts which still resists the use of technology in providing knowledge seems. Even for its teaching, additional content which would accompany the basic content of the course is rarely used in schools.

3.2.1. *Abridged versions*

How can children read the works of classic authors like Barleti or Fishta? Are they prepared to read these works if that is a hardly accessible world, expressed with archaic language? Providing auxiliary materials, such as abridged collections, blogs, dramatic story, games etc., as well as video interviews with different actors or writers, may align these works with students.

Offering abridged versions (shortened versions of books) becomes necessary especially for understanding the content of texts and authors, whose work is hardly understandable. Today it is difficult to find students who have the patience to read "Missal" of Buzuku transliterated into Latin, and even less in its Albanian version.

3.2.2. *Digital content*

Having mentioned all of the above, the provision of additional materials becomes an immediate need. Through new media, classics of literature can be offered to children in a technologic version, accessible to their imagination and helpful to them in acquiring communication skills. Today the *Skanderbeg History* is not offered to students only in a book format. Besides that, teachers recommend students to watch the movie together, so that they can discuss about it. As a text that reminds them the great history, it can be read by students if it is provided in a language comprehensible to them, accompanied with additional material, throughout which they would be able "to learn, for example, where the famous castle of Sfetigrad can be found today, or to understand how the formations of the army prepared for battle looked like.

3.2.3. *Author-specific websites*

One of the ways technology can be used to learn the authors' works are the author-specific websites. These sites offer students an opportunity to improve reading and writing skills, using the possibility to learn through modern authors. But, the case is different with the classic authors. In this case, the website should be oriented in knowing the discourses, using the texts and, perhaps, discuss with the writers or literary critics about the ideas, themes and discourses of the classic author.

Conclusions

Analysis of the curricula that provide teaching methods of classic works through the development of shortened versions (abridged versions), as well as digital content, digital media (digital tools), blogs and online gaming seems to be the future of the structure of the Albanian Language and Literature course. Ministry of Education, Science and Technology (MEST) should develop programs and projects to include supporting materials for teaching texts and classic authors (e-schools), as well as provide materials for teachers, which would facilitate communication and presentation of these texts. Today, the *Curriculum Framework* does not specify the methodology of acquiring communication skills as a result of their use. It is necessary to design a new contemporary structure of the course, including the teaching materials. Schools should increase the capacities to use auxiliary materials for teaching works of classic authors.

The "School Me" education program has already provided additional tools for teaching different subjects in schools teaching in Albanian language, from first grade to ninth grade. Through it, students gain the knowledge audio visually. This content can additionally transform not only the methodology of teaching, but can also provide an easier understanding of forms, discourses and ideas of the text (broadcast audio visually), although its content is not yet adapted to the curriculum of lower secondary school grades. It incorporates the rules of spelling and other language lessons, but lessons for Albanian literature are still not part of the program.

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The Impact of Teaching Environment on Adolescent Self – esteem Formation

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Abstract

For teacher who is seeking to implement modern educational goals, it is important to create prosperity educational and learning environments, which were not relevant to the traditional paradigm. The learning environment is one of the most important factors influencing the successful formation of student self-esteem, their self – expression and creative autonomy. The concept of learning environment includes - the school's tradition, domestic regulations, pupil and teacher relationship, the psychological climate, school management and teacher's work style. It is typical for the autocratic teacher work style to stereotype and depersonalise the pupils, this weakens the students' self-esteem. Meanwhile, the democratic procedure, learner's participation in decision making, respectful relationship, honesty and self-discipline promotes learner's self-confidence and enhances self-esteem. Well organised learning environment is a good atmosphere to motivate pupils and encourages them to become a proactive, independent and responsible person.

Keywords: Learning environments, training culture, teacher work style, adolescent self-esteem

Introduction

1.2. Relevance of the research

Different branches of psychology (humanistic, existential, positivistic, social psychology, etc.) that focus on the aspects of individual's self-evaluation and esteem treat self-esteem as one of the crucial constructs of personality, influencing the individual's welfare and remaining in permanent relationship with other characteristics of personality throughout one's lifetime. In view of many psychologists (Erikson, 1997; Baummeister, 1993; Myers, 2000; Lemme, 2003; Mruk, 2006), self-esteem is a steadily-observable criterion in establishing individual's self-esteem at different stages of personal development, irrespective of changes in value orientations, life ambitions and needs. Researchers who studied the construct of self-esteem (Amundson, 1991; Atchley, 2001; Mruk, 2006; Swinson, 2008) pointed out the tendency towards deminishing self-esteem in the period of adolescence in comparison with other periods of individual's personal development. On the other hand, researchers in the field of educational sciences and psychology (Barkauskaitė, 2001; Petty, 2006; Robichoud, 2007; Legkauskas, 2013; etc.) lay special emphasis on adolescent's self-esteem as the significant factor for the integrational processes to take place while becoming a member of society and leading a meaningful life at school, with well-orchestrated relationships with peers and adults, which, in turn, facilitates identification of own ambitions, abilities and possibilities, and reduces the risks of encountering social, emotional, and behaviour problems. However, it should be noted that up to now there has not been sufficient attention given to the role of self-esteem while discussing the issues of learning motivation, proficiency, morally-grounded behaviour from the psychological and educational perspectives. It could also be asserted that there has not been adequate evaluation of the impact of low self-esteem on irregularities of individual's cognitive development, poor school attendance, the feelings of powerlessness, anxiety, isolation, and a sense of guilt, alongside individual's passivity, depression and destructive behaviour arising out of low self-esteem. As all these negative phenomena mean a serious concern to all parties involved, the teenager, school and society at large, they demand undelayed response and solutions to the problems.

One of the biggest challenges to school in Lithuania is the widespread lack of mutual respect, especially, manifestations of bullying. The latter problem requires combined effort as all participants of the processes appear under threat, namely,

school prestige, educational processes, relationships within school community resulting in the atmosphere of psychological and physical insecurity at school as well as lack of students' self-esteem. The researchers (Legkauskas, 2013; Robichoud, 2007; Valickas, 1997) consider that low self-esteem is one of the main pre-conditions for bullying as well as its outcome; it is highlighted that both bullies and their victims are generally characterised by their low self-esteem. A feeling of psychological discomfort that is related to the unrealized need for self-esteem provokes a variety of negative outcomes and pushes the individual to search for the environment in which they would feel worthy and acknowledged human-beings. A point of serious concern in present-day Lithuania are big numbers of adolescents under the age of 18 that do not attend school. According to the data provided by the Information System for Non-attending School Individuals (NEMIS), over the period of 2012–2013, as many as 16,737 students did not attend school (Analysis of Educational Problems, 2013). Researchers of educational sciences (Barkauskaitė, 2011; Civinskas, Levickaitė, Tamutienė, 2006), who studied the reasons for non-attending school in-depth, established that the problems were closely related to unattractive and 'cold' (i.e. hostile) school climate, with an unfriendly type of relationships with teachers and peers dominant, accompanied by failure in learning, absence of personal aspirations, aims in life and clearly-shaped values as well as the fear of getting offended. Analogous reasons for non-attending school are found in the study of 2007 on early drop-outs from the formal schooling system. The study revealed that the cases of early drop-outs from formal schooling system were pre-conditioned by personal/psychological reasons: learning difficulties, emotional and psychological insecurity, relationships with teachers and peers; also by structural-systemic reasons: poor school climate, ineffective school management, drawbacks in lesson organization, problems of assessment, lack of individual student-oriented attention, focusing teaching tasks on average-level learners, strict discipline requirements, lack of specialised pedagogic and psychological support, shortcomings of 'the traditional school', social exclusion (Prevention of Early Drop-out from the Formal Schooling System. Report on the Survey, 2007).

1.3. Underpinning of the research problem

Having surveyed the major issues in enhancing self-esteem, it is legitimate to assert that the very idea of enhancing self-esteem that originated at the end of 20th century has not lost its relevance. The movement for learner self-esteem that sprang in the USA several decades ago in protest at autocratic forms of discipline and unconditional obedience at school was meant to fight against the teaching practices that involved learner embarrassment and humiliation means. As a result of the movement, a number of theories have been developed that focused on the role that self-esteem plays in the learner's well-being; alongside, research has been carried out about ways of building learner self-esteem, and programmes have been devised and put into practice on how to enhance learner self-esteem at school. There has been research done on the assessment of exclusively self-esteem-focused programme effectiveness. (Helping Children to Build Self-esteem; Enhancing Self-esteem in the Classroom, Life Routes, etc.). The data of the research revealed the main shortcomings of those programmes, namely, their fragmentary character, inconsistency, lack of continuity. The researchers (Babu, 2005; Allison, Schultz, 1994) established that the self-esteem-focused programmes embraced merely superficial activities which, to a large extent, were individual teacher initiative-driven. Babu, Allison, Schultz point out the need for long-term impact on self-esteem enhancement, constituted by purposeful and consistent activities, directed towards systemic self-esteem building.

It could be stated with certainty that researchers who investigated the construct of self-esteem have emphasised the significance of self-esteem for the individual's personal development, psychic condition, learning motivation and interpersonal relationships. However, the research focused on the analysis of adolescent self-esteem building within the schooling system is very scarce. More research is needed to disclose the impact of factors like educator personality, teaching methods and styles, the role of assessment and self-assessment as well as of overall learning environment on enhancing adolescent self-esteem.

The researchers, who have studied self-esteem, unanimously acknowledge that self-esteem is formed and strengthened in an educational environment that stimulates the recognition of a pupil and gives way for adequate self-perception. It is important that the education of self-esteem is based on the social cultural view of the pupil as an individual, and creation of an environment that is essential for the expression of individuality. Under such

conditions, the pupil, as a person and an individual, gains the same rights and possibilities during the education process to get to know the world along with adults. The idea of a pupil's self-esteem education is becoming important in the education system. However, the topic of self-esteem remains under-researched on the conceptual level; the school pedagogical staff do not completely understand their impact on the formation of pupils' self-esteem.

The goal of the research – to determine the characteristic that outlines positive or negative affect on self-esteem in an educational environment.

2. Empirical research data and methods of data collection

The present research, which aims at revealing adolescent self-esteem enhancing and diminishing factors within the context of natural educational processes at school, is based on the following **methodological assumptions**:

Assumptions and principles of humanistic education. The content of the theory of humanistic education can be briefly outlined through the notions of social justice, tolerance, respect, self-esteem, and empathy. The essence of humanistic approach is grounded on attention and consideration of individuals, their identity, ability to perceive the value of one's self and others. These underlying assumptions of the humanistic theory give rise to the main principles of humanistic education, namely, that learning to learn is more important than factual knowledge; when learners feel capable of understanding what they need and what they should learn, they can choose the learning content in a more meaningful way. Thus the task for the school is to build the kind of school environment that would encourage learner self-realisation and skill development, to create situations leading to experiencing success stories, with the aim of motivating learners for higher academic achievement and enhancement of self-esteem. In view of the humanistic theory, the only meaningful evaluation is self-evaluation, therefore, the most significant evaluation of learner academic indicators is learner self-assessment of own academic achievement. For these reasons, humanistic education maintains a critical view towards grade-based system of assessment of learner academic achievement as it hinders the processes of meaningful learning as learners tend to study for the sake of grade and not out of sheer interest in investing own effort to gain the joy of discovery and experience pride on having done it by oneself. Humanistic education emphasizes the significance of learner-acquired knowledge and social skills for learner personal development and points out that efficient and effective learning is only possible in the environment that offers acknowledgement and respect towards learners.

The theory of social constructivism is based on the principle that mental activity is inseparable from mental development preconditioned by purposeful social interaction between individual and environment. Vygotsky (1984) underpinned the significance of social environment for child's cognitive development asserting that child's learning starts with the environment. Vygotsky treated the learning process in relation to the concepts of zones of child's psychic development. Vygotsky distinguished two zones: the zone of actual development (manifested by child's truly existing possibilities) and the zone of proximal development (manifested by child's potential possibilities related to the child's ability to perceive the teaching material under teacher's assistance). Vygotsky defined the zone of proximal development as 'the distance between the child's present development defining the child's ability to independently solve problems and the possible ability to solve problems under adult's guidance or in cooperation with peers' (Vygotsky, 1984). According to Vygotsky, the teacher's major function is to create suitable learning-favourable environment that would reveal the learner's inner potential and encourage to seek new knowledge and skills, with due support of learner initiative in the process of learning. The learning that is based on the learner's zone of proximal development is child-centred, and it enables the learner to relate learning with the sociocultural environment by giving meaning to one's individual experience within a broader social context.

2.1. Methods of data collection for the research

The partially-structured interview was used to reveal the in-depth experiences of the two major agents of education, teachers and learners, with the focus on teenagers' experiences that can disclose their self-esteem enhancing or diminishing factors in the process of education, and also revealing teachers' attitudes towards specific factors that increase or lower teenagers' self-esteem in the process of education.

Methods of data analysis of the research. The accumulated qualitative data were analysed by applying the method of **content analysis**, based on multiple readings of the text and dividing it into sections directly related to the object of study. Statements of closely related meanings were grouped into categories and subcategories. Subcategories were established with the help of heuristic approach, namely, "while reading the answer of the respondent, its abstracted informational content was identified and placed under a certain subcategory" <...> different subcategories were united under the same category when there could be recognized a unifying common idea, worded in the category; several categories made up a common topic group (Bubnys, Žydžiūnaitė, 2012, 31). While grouping the statements that illustrate separate subcategories, the most typical and originally-sounding statements of the respondents were selected.

The basis of the empirical research and its sample. The sampling of respondents for the qualitative research was preconditioned by the aim of the study, namely, to investigate the immediately relevant phenomenon in the broad perspective and rather intensive but not extensive way. The informativeness of the respondents in terms of the aim of the study preconditioned their selection. It is not generally indicated in research literature how the sufficient sample of the qualitative research should be selected. In the process of study, it is usually relied on the concept of saturation (the number of 'saturated opinions'), which states that the sample is big enough if the information obtained from respondents starts repeating itself, and the additionally received opinions of the respondents do not influence the results of the study. The decision to limit the population of respondents to forms 7 to 9 was based on the assumption that adolescents of this particular age group best represent their age group-specific characteristics, with the greatest number of physical and psychic changes taking place exactly at this period. The overall sample was made up of 136 learners in forms 7 to 9 and 86 teachers.

3. Analysis of results

By the time children start going to school, their self-concept has generally already formed due to influence by the parents. Even though nothing influences the child's self-esteem more than their family (Coopersmith, 1967), the influence of the school environment remains very important. According to Hoge, Smit and Hanson (1990), during the academic period, the child's self-esteem is affected by school, family and inherent mental abilities. These are the fundamental factors.

Although most of self-esteem definitions seem to be clear, in reality they are quite controversial. Self-esteem is often perceived as an all-encompassing component of the personality construct, often named as "self-concept" or "self-perception" (Beane and Lipka, 1980; Rosenberg, 1979). Self-concept is considered to be the image of oneself that is essentially descriptive and not subject to criticism; and self-esteem is explained as being the aspects or attitudes that enable self-valuation. Some researchers (e.g. Beane and Lipka, 1980) think that when assessing the difference between how someone describes oneself (self-concept) and how one values/determines the value of oneself (self-esteem), the evaluation aspect is more susceptible to the influence of situation and value. This work regards self-esteem as understanding the significance of one's own worth; being responsible for oneself; behaving responsibly with others.

Discussions about school environments generally distinguish between two types of it: custodial and humanistic (Beane, Lipka, 1980). The custodial environment is described as adhering to strict order, preference for autocratic work methods, stereotyping of pupils, and de-personalisation. The humanistic environment typically has democratic work methods, pupil participation and integration in decision making, respect, fairness, self-discipline, communication and flexibility. Deibert and Hoy (1974) determined that pupils in schools with a dominant humanistic environment demonstrated higher abilities than those in schools with a custodial environment. Coleman (2006) notices that pupil's self-esteem level depends on the school environment, Ryan and Grolnick (1986) claim that the more the school environment lets a pupil be responsible, independent and proactive, the higher that pupil's self-esteem will be. Thus, it appears that the custodial environment weakens the pupils' self-esteem, while the humanistic environment lets them believe in their own abilities more and increases their self-esteem.

While analysing the answers given by 7-9 grade pupils, we can notice that such self-esteem development aspects as high academic achievements, trust, teacher's support, encouragement, praise and respect of the pupil's opinion are very important and positively affect the formation of pupils' self-esteem. It is obvious that there is a strong connection between a pupil's self-esteem and the autonomy given my teachers.

Table 1. Answers of schoolchildren. The situations enhancing and diminishing self-esteem

Describe the situation when You felt important, appreciated, worthy		Describe the situation when You felt humiliated, unappreciated, unnoticed	
Enhancing situations	High academic achievements; Schoolchild's learning progress; commends, encouragement, expectations; Confidence, teacher's expectations; Various personal achievements; Feeling as a team member Schoolchild's help for friends, teachers, parents and etc.; Schoolchild's appreciation by persons especially important for a schoolchild; Assessment of schoolchild's opinion; Assessment of schoolchild's abilities and importance for the others; Schoolchild's leading.	Derogating situations	Learning difficulties, academic failures; Un-acceptance, un-appreciation, disregard, penalties; Un-acceptance, un-appreciation, disregard, penalties; Un-acceptance, un-appreciation, disregard, penalties; Un-acceptance, un-appreciation, disregard, penalties; Negative comments, replications by teachers; Sympathy and antipathy from teachers, comparison with the other schoolchildren; Lack of teacher's attention for a schoolchild; Taunts of academic failures by schoolchildren; Disregard, alienation; Difficulties in activities not related to learning; Taunting; Distrust.

The analysis of students' answers conveys the idea that some students tend to relate their self-esteem enhancing or diminishing situations to their high or low academic performance as well as to the presence or absence of their personal achievements. Adolescents mainly relate their self-esteem enhancing or diminishing experiences to their positive or negative relationships with their teachers. Teenagers' self-esteem showed a clear tendency for increased self-esteem when their teachers demonstrated readiness to accept teenagers the way they were, when teenagers felt respect and positive disposition towards them, - all that added to the teenager's overall feeling of being a worthy person. In turn, the teenagers' self-esteem mostly suffered not because of their difficulties in the academic matters, or because of lack of capability, or communication problems, or even their physical appearance but rather because of their experienced disrespect, intolerance, lack of trust, non-constructive, and even offensive, criticism when spoken out to the adolescents' address in public. When the natural conditions, so indispensable for experiencing one's self-esteem, are absent, teenagers' low self-esteem gets shaped, with the risk of facing serious psychological and social problems taking place and hindering coherent cognitive, psychological and social development of personality in the formative years. Our carried out analysis of adolescents' answers gives sufficient basis to assert that the teacher's personality is a factor of exceptional significance that plays the crucial role in the processes of shaping teenagers' self-esteem. The teacher's ability to create the partnership-directed, interactive and emotionally favourable atmosphere of mutual respect, encouraging the student's self-realisation and leading to cooperation, is of utmost significance for enhancing the teenagers' self-esteem and revealing their inborn abilities on the way to realising personality needs.

Table 2. Answers of teachers. Social-emotional factors enhancing and diminishing self-esteem

Social-emotional aspects (learning environment, teacher's personality)
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Enhancing situations	<p>Respectful attitude towards the pupil; Praise; Trust, belief in the pupil; Inspiring to improve oneself; Encouragement; Thanking for a job done, especially publicly; Respect of the pupil's opinion and view; Attention, support to the pupil.</p>	Derogating situations	<p>Disrespect to the pupil; Distrust, not believing in pupil; Teacher's non-tolerance, disrespect to the pupil's opinion; Frequent critique of the pupil, especially public moralisation; Teacher's non-objectiveness; Lack of attention and support to the pupil; Autocratic teacher.</p>
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Our study of teacher-presented answers about their attitude towards teacher professional qualities, significantly effective in enhancing teenagers' self-esteem, allows to state that the majority of teachers and students alike mentioned very similar teacher qualities. This goes to prove the value of those qualities in developing adolescents' self-esteem.

It should also be pointed out that both the teacher and student population indicated very similar negative teacher qualities that lead to diminishing students' self-esteem. This fact could be regarded as convincing proof of the impact those qualities have on students' self-esteem. In conclusion, the study of teachers' views on their professional qualities revealed that teachers considered as enhancing students' self-esteem those qualities that encouraged partnership-based interaction with their students (respect, sincerity, trust, tolerance, and support) whereas the frequently mentioned teacher qualities that diminished students' self-esteem were the ones that led to formal types of relationship between students and teachers, that demonstrated teacher dominance in the educational processes and, naturally, resulted in stereotyped and destructive thinking.

One of the main categories of social relationships is trust. Any kind of communication, any passing of knowledge is based in trust. Communication cannot happen or be successful without the early act of trusting each other. According to Kavolis "trust emerges from a common spontaneous interest and the willing cooperation of the people, who are equal in regards to this interest, to fulfil this interest". The creation of a trusting environment in the classroom is very important in keeping the inter-connection with pupils, guaranteeing safety and enabling free communication. One of the most important factors that influence the atmosphere of trust in a group is the teacher's own personality, their behaviour. By trusting a pupil, the teacher gives them more independency and responsibility. This way, by taking responsibility, the pupil becomes an active, rather than passive, participant in learning. According to Petty "when a teacher helps too much, the student develops a certain kind of dependency and loses the motivation to act on their own behalf" (G. Petty, 2004). Rogers (1994) claims that independent learning encourages pupils to take responsibility for their own development and learning results, that all this causes the maturation of personality and academic advancement. The more individual and independent decisions are made, the stronger individuality becomes. Chen, Gully, Eden (2004) discusses the idea of autonomy and interprets it as independence. They outlines three elements that make up autonomous learning: the learner's independence, the learner's created norms, and the learner's ability to assess the perspectives and make choices. Memorisation and contemplation can happen only when one is learning by their own free will.

When speaking about external affecting means, i.e. rewards, punishments and encouragements, Adler (1998) outlines the importance of encouragement. Rewards as well as punishments only temporarily change a specific behaviour of the individual but do not teach self-assurance and confidence. Encouragement gives confidence even in those situations where the support of the surrounding people is barely noticeable, while reward for a good behaviour teaches to rely on the surrounding people more than on one's own choices or skills. The Adleristic teaching methods rely more on encouragement than rewards; and logical and natural consequences rather than punishments, thus they can be named as part of a democratic interpersonal relationship because they show respect to another person. Authoritarian and liberal methods do not develop trust, because these methods do not show respect to the person. Overly great liberalism, connivance also do not give the individual the feeling of order, which is essential for self-confidence and necessary to make choices effectively.

Encouragement is an especially effective means to enhance the motivation to learn, and the pupil's behaviour, self-confidence, willingness to improve oneself and learning results directly depend on it. Encouragement should be given immediately after a suitable behaviour. A pupil who was praised immediately after her work will strive to achieve good results more than one who receives encouragement only after some time.

Robichaud (2007) notices the meaning of formulating praise, for example, the praise "you are gifted" given to encourage pupil with the hope that the student will consider herself gifted and thus get more confident. However, according to Robichaud, "these words do not have such a magical effect that we hope for. When we say to a student, who succeeds, "you are gifted", we are addressing her "me" rather than appropriate strategies which would help her learn".

A praise formulated in such a way even damages the formation of personal competence. Robichaud (2007) gives an example: when a pupil does not succeed in solving a task, she will tend to think that she is not gifted, "instead of using her mistakes and checking the learning strategies". This phrase can even give feelings of insecurity to a pupil who has difficulties, because it assesses her personal worth and there is a risk to make her dependent on teacher's praise. Robichaud claims that "when wanting to help the children develop the feeling of personal competence, one should encourage the usage of strategies that help to overcome obstacles" (Robichaud, 2007, 24). Thus instead of saying "you are gifted" one should say "you have understood the task well", "you chose a right formula", etc. In other words, the teacher should notice and encourage actions which will help the pupil complete tasks successfully. It is imperative to differentiate between behaviour and a person, because it is much easier to accept criticism meant for a specific action rather than directed towards personality. Petty (2004) speaks about smart advisory criticism, which is accepted by the pupils as encouragement and thus they do not lose motivation: "the teacher gives the criticism aimed towards the future, in a positive way, and not negatively. It is an effective way to encourage a pupil to find the mistakes herself". The most effective are those praises that specifically outline what the pupil has done, when the worth and behaviour of completing a task is shown, when the praise is said sincerely. A pupil who is deprived of praise and encouragement and experiences failure after failure, will lose self-confidence, her self-esteem will diminish or crumble. Positive reinforcement, experience of success strengthens, while negative reinforcement and failures diminishes a child's self-worth.

Teachers should notice students who have leadership abilities, so that their leadership is based on respect, initiation of support, communication. It is especially important for the teacher to notice all students and see the emotional state of each of them. The students who do not have leadership abilities, are not decisive and self-confident, are generally not as encouraged. It is a traumatising experience when a child is shown to be dragging behind or not clever in front of the whole class. This affects others' and also the pupil's own attitude toward themselves and their abilities. This claim is not referring to a few insulting remarks, but to constant apathy and humiliation. The role of an outcast is torturing and difficult to bear. Ignoring and casting-off painfully affect the self-confidence and self-esteem. When studying emotional neglect of a child, Rohner (1986) determined several outcomes of such behaviour:

- Increased dependency – defensive independence
- Aggressive behavior
- Emotional insensitivity (apathy, indifference, reserved behaviour)
- Low self-esteem
- Negative view of the world
- Emotional instability.

The school should take all measures and firstly support those pupils who feel rejected, ignored. According to Robichaud, "despite of the young children's age, one must help the victims understand the dynamics of the problem and the fact that first of all, they must change themselves". This refers not to changing the personality of the pupil, but to "give them the tools – abilities that are necessary to defend oneself, and to work with the child and develop their self-worth" (Robichaud, 2007). One can expect better effectiveness and quicker results when the teacher acts not by herself, but also involves other pupils.

The lack of confidence is more quickly “eliminated” by having the peers’ support and the self-esteem is more rapidly formed and strengthened.

Effective dialogue is based on the equality of partners. This means that at a given moment, anyone can be a teacher and a learner. This is based on an assumption and everyone has certain knowledge and that everyone needs to learn. When education is considered an interaction between the superior (teacher) and the inferior (pupil), questions about control arise inevitably, i.e. can one trust that pupils will be able to perform what is best if the teachers do not control them? The answer depends on how one views the human nature – If it is considered worthy of trust, then the role of control will always be lesser.

During these times of postmodernism, the decline of politeness and its influence on the quality of life of every social level irrespective of social status is increasingly discussed. Impolite behaviour – insults, taunting, deception and swearing have become commonplace in the present-day world. It is thought that the differences of the values of different generations, new media, technologies, changes in family structure and being opposed to the old settled views are factors that add to the decline of politeness. Considering the lack of education of etiquette and behaviour culture in families, schools and societies, the increasing lack of politeness is a considerable challenge to society.

Politeness is firstly kindness, attentiveness, empathy. These are the most important principles of polite behaviour, ones that are based on respect, temperance and responsibility. Carter (1998) claims that politeness is more than just being good, nice or saying polite words to people. Researchers tell that “politeness is a way of life <...>, how you behave and get along with others”. Politeness means the behaviour norms that reflect caring for the welfare of citizens, good will and the feeling of citizenship. Gonthier (2002) defines politeness as “constant devotion of attention to a person’s self-esteem in their own area. Politeness means not nice relationships, but, on the whole, a way of life and how we behave with other people”. Respect to a person is a social and ethical value which is noticed in everyday life only in interpersonal relationships.

4. Conclusions

Self-esteem is perceived as understanding one’s own worth and meaning, being responsible for oneself, behaving responsibly with others. One of the most meaningful results of the research was the finding that teachers fully agree that respecting the pupil, trusting her, praising and encouraging increase self-esteem. Those pupils who have the qualities of responsibility, independence and trustworthiness, tend to have high self-esteem.

Increased dependency – defensive independence.

When seeking effective results for the education of pupils’ self-esteem, it is very important for the pedagogical staff to understand their attitude towards self-esteem. Organisation of self-esteem themed training sessions could help the teachers understand the essence of self-esteem and its effect on pupils, help the teachers develop their own skills in creating a favourable social-emotional environment for the pupil, one that would strengthen their self-esteem.

It is important to form such an education environment in which the humanistic atmosphere, that is based on respect for the pupil, would be dominant and would enhance pupils’ responsibility, independence, free will and confidence in their abilities.

It is important to form such an education environment in which the humanistic atmosphere, that is based on respect for the pupil, would be dominant and would enhance pupils’ responsibility, independence, free will and confidence in their abilities.

The education of a pupil’s self-esteem should be included into educational programmes.

To develop and coordinate the means of support to pupils, so their academic achievement levels and possibilities for the formation of their self-esteem are increased.

To be sensitive to pupils’ aspirations in the events of risk or failures.

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A Survey of Corporate Bankruptcy Reforms: Lessons to Be Learnt for Worldwide Good Practices

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Abstract

Recent years have witnessed a phenomenal upsurge in the number of corporate bankruptcies. The vulnerabilities which were lying dormant within contemporary bankruptcy regimes suddenly became apparent, causing concerns within the international corporate community. Consequently, researchers, practitioners and policy makers from all over the world got actively engaged in emphasizing the importance of efficient bankruptcy reforms for promoting rescue culture. The primary objective of an insolvency framework should be to provide quick, transparent and cost effective solutions for the resolution of financial distress and promotion of a synergetic environment conducive for the proliferation of healthy debt repayment practices, increased trust factors between creditors and debtors and a better survival rate for viable businesses. In this paper we present a qualitative review of various insolvency reforms introduced in nearly 189 economies over a decade (2005 to 2015), for the efficient resolution of financial distress. For data collection purpose, we use World Bank Database from Doing Business Reports (2005-2015). We provide latest data on the recovery rates, costs, time for resolution based on recent statistics (until June 2015). Finally, we present a list of most popular reforms in bankruptcy and also when possible the effect of their application. This is one of the comprehensive surveys on worldwide corporate bankruptcy reforms. *

Keywords: Insolvency Law, Corporate Bankruptcy Law, Liquidation, Reorganization, Bankruptcy cost, recovery rates.

JEL classification: G33, K22

Introduction

Over the year, Bankruptcy has evolved from an abominable procedure to much more humane process. In ancient Rome, bankruptcy was treated with utmost disdain and its consequences were horrendous: slavery or being shredded to pieces. The scenario in England was a bit milder with punitive measures such as prison sentences, defaulters chained to pillars and on a harsh day, their ears chopped off. This indeed paints a gross and grotesque picture of what bankruptcy was in yesteryears and how laws have gradually evolved to allow for a more humane approach pertaining such matters. In 1732, England passed the first modern bankruptcy law paving way for the United States to emulate it and form its first bankruptcy law in 1800. Prominent European countries such as France, Germany and Spain followed suit and formulated their own inceptive bankruptcy laws. This marked a shift in perception towards bankruptcy from an incorrigible affliction to a resolvable condition by liquidating financially distressed firms and allocating their remaining assets amongst creditors. In 1914, Austria developed an elementary procedure for reorganizing the debt of a bankrupt company and reviving its business activities but it did not receive much attention and adoption. However, it sparked the development of similar mechanisms in various European countries like Spain in 1922, South Africa in 1926 and France, Germany, Netherlands, Belgium and the United States during the 1930's. And the adoption of Chapter 11 by the United States in its bankruptcy code, in 1978, marked the arrival of the first modern reorganization procedure. This was followed by a series of bankruptcy reforms across major economies of the world, over the next 25 years. Some notable mentions are Italy (1979), France (1985), United Kingdom (1986), New Zealand (1989), Australia and Canada (1972), Germany (1994, 1999), Sweden (1996) and Japan and Mexico (2000). This momentum carried on and by mid 2003, almost every nation included in the Doing Business sample was

* We are grateful for comments received from reviewers and the members of Cerefige, Beta and Large labs. Any remaining errors are entirely our responsibility.

equipped with some form of bankruptcy law. Cambodia was an exception, however. It is now widely being acknowledged that robust and efficient bankruptcy laws are essential for inhibiting or preventing altogether, financial and economical instabilities, which may arise, due to constant flux within our global business and economic landscape. The key objectives of such regimes is the minimization of damages while maximizing the efficiency of reallocating leftover resources within the bankrupt organization, amongst all the affected parties, in a harmonious manner. As compared to ancient times when punishments for failing in business invited loathful and severe consequences, these modern bankruptcy regimes strive to balance the equation to achieve and maintain a thriving economic community by encouraging entrepreneurs to take calculated risks and should anything go wrong, assure the managers that, if acted in time, measures are in place to revive all possible chances of recovery for all the parties involved.

Today's bankruptcy regimes differ enormously in their efficiency and use and Bankruptcy is still in its infancy in many countries, and reform continues even in the best-performing jurisdictions.

With this objective, we will try to make a survey of most important bankruptcy reforms introduced by nearly 189 economies.

The paper is organized as follows: Section 1 explains the goals of Bankruptcy law, Section 2 provides the effects of good bankruptcy laws, in Section 3 we provide a survey of bankruptcy reforms and lessons to be learned from worldwide good practices, in Section 4 we explore some reforms that are still not popular but can have good impact in future and lastly we recommend some reforms that need to be reconsidered and we conclude in Section 5.

1. What should be the Goals of Bankruptcy Law?

It is difficult to design an optimal bankruptcy law but it should aim at achieving at least the following goals:

Filtering: Whenever default is triggered, managers and the bankruptcy officials are left with determining the market value of the firm. This is a crucial decision based upon which future course of action (liquidation or reorganization) for the defaulted firm is decided. Thus, filtering of viable and nonviable firms is inherent for any bankruptcy law¹. This filtering should be accurate otherwise efficient firms will be liquidated and inefficient firms allowed to continue which would result in further economic losses.

Maximization of the Value of the Firm: A bankruptcy process should maximize the total value of the firm's assets to be divided among various stakeholders. Consequently, firms may be reorganized, sold as going concern, liquidated piecemeal or shut down. Whatever procedure is chosen, underlying principle should remain the same: maximization of the total value of the firm available to stakeholders.

Provide Good Incentives Before Default: A good bankruptcy regime should be able to maximize the value of the firm long before any signs of default are evident. This means providing right incentives to the debtors and the managers long before bankruptcy. Often the investment and financial decisions of a firm are taken much before any sign of default surfaces at the horizon. By monitoring the activities of debtors and keeping their risk taking activities under control, bankruptcy laws can ex ante protect the creditor claims. It must be able to sanction the faulty management which destroys the value of the company by undertaking too risky projects and putting the creditor's money at stake.

Preservation of the Bonding Role of the Debt: Absolute priority means that senior creditors must be paid in full before any proceeds are distributed among junior creditors and stockholders. It should preserve the bonding role of the debt and keep a check on the entrepreneur's risk taking abilities. This motivates the lenders to finance the companies as they feel confident that contractual agreements entered with the company will be honored even when company defaults. Every bankruptcy law provides for absolute priority order but how far it is followed still remains a question. Moreover, there is still a big debate among the academics about efficiency effects of this feature². In practice we observe quite a lot of deviations from APR.

¹Fisher and Martel (2004), study a sample of 303 Canadian firms in reorganization during 1977-1988. They find the type I errors (allowing a nonviable firm to continue) are likely to have four times more than the type II errors (shutting down a viable firm).

²For some academics deviations from APR is supposed to be beneficial [Bebchuk and Picker (1993), Berkovitch, Israel, and Zender (1997, 1998), Baird (1991), Gertner and Scharfstein (1991), White (1989)]. While others believe adherence to APR increases efficiency [Jackson (1986), Hart (1995), Bebchuk (2002)]

Protecting the Interests of the Residual Claimants: One of the reasons companies fall into distress is often attributed to the managerial behavior and excessive risk taking. Bankruptcy law must ensure transfer of control to the creditors who are directly affected by the outcome of bankruptcy and not to people who have been responsible for the onset of default (managers). The future of the firm should be decided by the residual claimants because their lives are directly impacted by bankruptcy. This process ensures that the outcomes are favorably inclined towards the stakeholders as well as in the best interest of the firm.

Saving Procedural Costs: Bankruptcy process should be easy, flexible and should provide quick and efficient solutions to the firm. As time is considered to be directly proportional to the cost of the procedure, adhering to a strict deadline, defined by laws, ensures a cost effective outcome. This is necessary so that stakeholders receive the maximum value out of the firm's assets and that the value of estate is not lost in lengthy and cumbersome bankruptcy proceedings. In US, these costs are found to consume substantial part of bankruptcy estate (Altman, 1984; Altman and Vanderhoof, 1994).

Finding the Optimal Tradeoff between Transparency and Confidentiality: Asymmetry of information between the creditors and debtors is one of the biggest obstacles in the way of resolving distress. An efficient bankruptcy regime should transfer credible information to all the stakeholders of the company. This information should be trustworthy and credible¹ so that stakeholders can make decisions. However, in bankruptcy, information is often made public and can trigger panic situations whereas confidentiality prevents panics. Chatterjee, Dhillon, and Ramirez (1995) show less negative abnormal returns for announcement of workout than Chapter 11 filings. Gilson, John, and Lang (1990) further add that stocks returns are more negative for firms that subsequently file for Chapter 11.

The effectiveness of bankruptcy regime as investigated by the researchers is often measured by two of its complementary aspects: ex-Post and ex-Ante Efficiency (Hart, 1995). A procedure is said to be ex-post efficient if it maximizes the value of the distressed firm, involves low bankruptcy costs and transfers the control to the creditors. This signifies that law must choose the procedure that makes the best possible use of the firm's assets keeping in mind the rights of all stakeholders while deciding the priority order for distribution. The ex-post efficiency is determined by two important features of bankruptcy law. First, credible information about the debtor and its company is made available and is duly disseminated to other concerned parties so that they are able to make correct assessments. Second, it aids in decision making process by coordinating the actions of the creditors. Both these factors play an important role in maximizing the value of the firm and also in determining ex-post efficiency.

Ex-ante efficiency analyses the effects of legal mechanism on the incentives of involved parties before the firm enters into default, even before any signs of financial distress are evident at the time of making contracts and taking financing decisions. This is the reason why bankruptcy law has been considered a significant factor in determining capital structure of the firm and major financing decisions. The bankruptcy procedures have an impact on the access of credit long before any signs of default are visible. If the creditors believe that they are less protected in the event of bankruptcy, they would increase the cost of credit or refuse it all together. In order to allow easy credit flow, collective procedures must protect the rights of the creditors and allow them to monitor the activities of the borrowers. Thus, bankruptcy procedures are ex ante efficient if they allow the company to undertake profitable projects and turn down projects that involve too much of a risk and at the same time keep a check on reckless risk taking by debtors.

2. Effects of Good Bankruptcy Laws

Having observed the main goals of bankruptcy it is important to see what can be the impact of such reforms in terms of implementation. Majority of countries these days have quite comprehensive bankruptcy laws. But the true test is whether these are implemented in a right manner and what can be their impact on difference countries in real terms that can be measured. As such we also provide information on top 10 countries and the worst countries in implementation of bankruptcy reforms in the year 2015.

a) High number of Bankruptcies: However, the efficiency of a bankruptcy regime is in its adoption rate. If companies and creditors do not benefit from invoking a bankruptcy procedure, they will not use it. Hence, fewer bankruptcies will occur. This is what happens in countries with primitive bankruptcy regimes or with inefficient judicial systems. Countries like Mozambique, Benin, Cameroon, Bangladesh, Nepal, Mali, Mongolia and Niger rarely use bankruptcy regimes. Their banks

¹ DTI/Insolvency Service, *Productivity and Enterprise: Insolvency—A Second Chance*, (Cm 5234, 2001); S Davies QC (ed), *Insolvency and the Enterprise Act 2002* (Jordans, Bristol, 2003), p38-39

have an in-house debt recovery units which negotiate with customers directly. Rare cases where bankruptcy procedures are implemented are the liquidation of a subsidiary or a foreign company or a state owned firm. On the contrary, countries like Norway, Finland, Belgium, Sweden, Switzerland and Denmark have efficient bankruptcy regimes and have high incidences of bankruptcy filings.

b) High recovery rate: Efficient bankruptcy procedure must maximize the recovery rate for its creditors. Whether the bankruptcy law is effective or not can be seen with the recovery rate for the creditors. We gather information from doing business reports that ranks 189 economies on the ease of doing business. The last chapter deals with Insolvency. We provide information on based on the report of June 2015. In the Table you can find the list of top 10 countries that have highest recovery rate whereas you can also find the list of countries that have the lowest recovery rate. Further all the countries that have high recovery rates belong to developed World belonging to high income group countries mainly from Europe except for Japan and Singapore; they have well defined corporate bankruptcy procedures mainly a good reorganization procedure. While majority of the countries that have low recovery rates belonged to low income and lower middle income group there were some countries from High income group as well as upper middle income group as well. Most the countries that have low recovery rate have weak bankruptcy procedures especially they lack in good reorganization procedures and in its implementation.

Table 1: Recovery Rates to Corporate Bankruptcy (Highest vs Lowest)

<i>Economy</i>	<i>Highest Recovery rate</i>	<i>Economy</i>	<i>Lowest Recovery rate</i>
<i>Japan</i>	92.9	<i>Micronesia, Fed. Sts.</i>	3.2
<i>Norway</i>	92.5	<i>Venezuela, RB</i>	6.4
<i>Finland</i>	90.1	<i>Burundi</i>	7.2
<i>Singapore</i>	89.7	<i>Cambodia</i>	8.3
<i>Belgium</i>	89.3	<i>Ukraine</i>	8.3
<i>Netherlands</i>	88.9	<i>Liberia</i>	8.4
<i>United Kingdom</i>	88.6	<i>Suriname</i>	8.4
<i>Slovenia</i>	88.2	<i>Dominican Republic</i>	9.2
<i>Denmark</i>	87.8	<i>São Tomé and Príncipe</i>	9.3
<i>Ireland</i>	87.7	<i>Sierra Leone</i>	10.8

Source: Doing Business Survey (World Bank)¹

c) Faster resolution process

Time is an important factor in determining the outcome of a bankruptcy procedure. Long and time taking proceedings inhibit the chances of debt recovery for creditors while creating unneeded tensions for all those involved. Also, as time passes, the company's assets lose their market value and remunerations of insolvency practitioners go up. As such some countries are despite having comprehensive bankruptcy laws are hesitant to use it as it may take 5 or 6 years to come up with any kind of resolution and for distressed company it implies loss of business, suppliers and customers which are likely to find a way to cease dealing with the distressed businesses.

Let us now see which are the fastest versus slowest countries for resolution to distress.

Table 2: Time to Bankruptcy (Fastest vs Slowest)

<i>Economy</i>	<i>Time in Years</i>	<i>Economy</i>	<i>Time in Years</i>
<i>Ireland</i>	0.4	<i>São Tomé and Príncipe</i>	6.2
<i>Japan</i>	0.6	<i>Cambodia</i>	6
<i>Canada</i>	0.8	<i>Ecuador</i>	5.3

¹ <http://www.doingbusiness.org/>

<i>Hong Kong SAR, China</i>	0.8	<i>Micronesia, Fed. Sts.</i>	5.3
<i>Singapore</i>	0.8	<i>Burundi</i>	5
<i>Slovenia</i>	0.8	<i>Gabon</i>	5
<i>Belgium</i>	0.9	<i>Myanmar</i>	5
<i>Finland</i>	0.9	<i>Niger</i>	5
<i>Norway</i>	0.9	<i>Suriname</i>	5
<i>Solomon Islands</i>	1	<i>Vietnam</i>	5
<i>United Kingdom</i>	1		

Source: Doing business Survey (World Bank)¹

d) Lower Bankruptcy cost

In Table 2, we notice that, in Norway and Singapore it costs about 1 percent and 3 percent of the value of the estate to resolve insolvency respectively. Whereas in Chad, Liberia it may almost cost as much as half the estate to go through formal bankruptcy. The heavy costs of bankruptcy procedures can discourage many countries from using formal bankruptcy procedures especially in poor countries. If the option of bankruptcy appears costly, ineffective and time consuming both debtors and creditors will tend to avoid it.

Table 3: Costs to Corporate Bankruptcy (Cost effective vs most costly)

<i>Economy</i>	<i>Cost (% of estate)</i>	<i>Economy</i>	<i>Cost (% of estate)</i>
<i>Norway</i>	1	<i>Chad</i>	60
<i>Singapore</i>	3	<i>Liberia</i>	42.5
<i>Belgium</i>	3.5	<i>Sierra Leone</i>	42
<i>Brunei Darussalam</i>	3.5	<i>Ukraine</i>	42
<i>Japan</i>	3.5	<i>Dominican Republic</i>	38
<i>Korea, Rep.</i>	3.5	<i>Marshall Islands</i>	38
<i>Netherlands</i>	3.5	<i>Micronesia, Fed. Sts.</i>	38
<i>New Zealand</i>	3.5	<i>Samoa</i>	38
<i>Oman</i>	3.5	<i>Solomon Islands</i>	38
<i>Denmark</i>	4	<i>Vanuatu</i>	38
		<i>Venezuela, RB</i>	38

Source: Doing business Survey (World Bank)²

f) Survival of viable firms and Liquidation of non-viable firms and enforcement of contracts: Filtering of viable and nonviable firms is inherent for any bankruptcy law³. This filtering should be accurate otherwise efficient firms will be liquidated and inefficient firms allowed to continue which would result in further economic losses. Efficient judicial system can ensure a good filtering mechanism. While on the other hand if the judicial system is bad the debtors as well as stakeholders will not trust and will not eventually use the system. This is common occurrence in countries with an inefficient bankruptcy regime or judicial system. In Table 4, we provide quality of judicial process (best vs worst).

Table 4: Quality of Judicial process

¹ <http://www.doingbusiness.org/>

² <http://www.doingbusiness.org/>

³ Fisher and Martel (2004), study a sample of 303 Canadian firms in reorganization during 1977-1988. They find the type I errors (allowing a nonviable firm to continue) are likely to have four times more than the type II errors (shutting down a viable firm).

Top 10	Quality of judicial processes Index (0-18)	Worst 10	Quality of judicial processes Index (0-18)
Australia	15.5	Djibouti	2.5
Singapore	15.5	Eritrea	2.5
Macedonia, FYR	15.5	Timor-Leste	2.5
United Kingdom	15	Equatorial Guinea	3
Croatia	15	Myanmar	3
Lithuania	14.5	Suriname	3.5
China	14.1	Gabon	4
Brazil - Rio de Janeiro	14	Iraq	4
Austria	14	São Tomé and Príncipe	4
Israel	14	South Sudan	4

Source: Doing business Survey (World Bank)¹

3. SURVEY OF REFORMS: LESSONS TO BE LEARNED FROM WORLDWIDE SUCCESSFUL PRACTICES

Doing Business has noted that during the last 8 years, most of the OECD high income, Eastern European and Central Asian nation have implemented 126 bankruptcy reforms which include promotion of reorganization proceedings, simplification and acceleration of procedures, defining the roles of involved parties, out of court settlements, regulation and refinement of the standards of insolvency professionals and improving the rights of secured creditors.



Figure1: Number of bankruptcy reforms introduced over the period of 8 years in different economies²

3.1. Empowering creditors by expanding their rights under bankruptcy: Finland's new bankruptcy act (120/2004) (iKonkurssilaki) which came into effect on September 1, 2004, empowered the creditors by giving them the right to set up a creditors' committee that advises the administrator. This was based on an observation that involving creditors in the decision making process helped in maximizing their recoveries. Finland also improved the priority order for secured creditors, giving them a higher rank in the recovery process. According to doing business report (2006), Finland is one of the best countries for closing a business, yielding a high recovery rate of 89 cents on the dollar and also listed as one of most efficient country in resolving distress in terms of cost, time and recovery. Several other countries have followed the trend and consequently expanded the rights of creditors under bankruptcy. France for instance now allows the creditors' committee to vote on the reorganization plan and has also granted higher priority to post-petition claims in relation to secured creditor claims. This allows the company to obtain necessary financing in order to continue business operations.

¹ <http://www.doingbusiness.org/>

² Source: World Bank Doing business reports

Expanding the rights of creditors has been the most popular reform in the last few years. All the reforms were introduced with the intention of improving recovery rates, speeding up the resolution process and enabling the survival of viable businesses. A recent study by Araujo et al. (2012) on Brazilian Bankruptcy procedure empirically demonstrated how increased creditor protection increased the recovery rate and reduced time to resolve distress. Brazilian bankruptcy procedures were enacted in 1945 and were found to be ineffective yielding a recovery rate of 0.2% while the averages for Latin American and OECD countries were 26% and 72%, respectively. The bankruptcy priority rule proved penal for creditors as the order of priority was as follows: first the labor claims; second, tax claims; third, secured creditors and finally unsecured creditors' claims. Creditors were placed behind labor and tax claims. Hence, the amount remaining for creditors after payouts to the higher order claimants was typically inconsequential or even nil. Since this was known to creditors' ex ante, they increased the interest rate charged to firms.

This was the basic reason for the extremely high interest rate prevalent in Brazil before the new law. On June 9, 2005 the new bankruptcy legislation (Law 11,101/05) was introduced. Under these reforms, greater protection for secured creditors was ensured, leading to a significant reduction in the cost of debt and an increase in both short term and long-term debt. Consequently, in 2006, the creditor recovery rate increased to 12% in Brazil, while the averages of Latin American and OECD countries remained stable (29% and 67%, respectively). In subsequent years, the recovery rate registered a steady growth, reaching 17% in 2009. Additionally, the standard time to close a business in Brazil has decreased from 10 to 4 years.

Box1: List of Countries that introduced reforms for empowering the rights of creditors in Bankruptcy: Korea, Romania, Slovakia, Czech Republic, Bulgaria, Philippines, South Africa, Kazakhstan, Slovak Republic, Italy, Ukraine, Samoa, Mexico, Russia, Saudi Arabia, St Kitts and Nevis, St Vincent, Moldova, Switzerland, Montenegro, Poland, Belarus, Australia, Germany, Cyprus, Bulgaria, France, Jamaica, China, Hungary, Denmark, Lithuania, Italy, Mozambique, Greece, Rwanda, Slovenia

Source: Doing business Survey (World Bank) (2005-2015)¹

3.2. Improved the likelihood of successful reorganizations: It has also been one of the most popular bankruptcy reforms. Several countries reforms have either introduced new reorganization procedure or streamlined the existing reorganization framework. The main aim being the survival of business and continuation of debtor's economic activity. For example: Many nations embraced bankruptcy laws with the intent of improving reorganization proceedings, setting time limits on judges to pass a reorganization plans, introduction of post filing financing and giving priority to loan repayments for companies under reorganization. Mexico amended its bankruptcy policies to allow easy accessibility to reorganization for creditors and debtors alike and at any stage of the insolvency process while Poland made amendments to its regimes to provide more security to creditors and for simplifying court proceedings. South Africa also adopted a new reorganization process in 2012 to help rehabilitate financially distressed firms. Switzerland on the other hand introduced a moratorium period to make the insolvency process easier. This gave time to debtors to prepare a reorganization agreement and also increased the participation of the creditors in this composition of agreement process.

Box2: List of Countries that introduced reforms for improving the likelihood of reorganization: Chile, Cyprus, Jamaica, Kazakhstan, Romania, St Vincent, Grenadines, Rwanda, Italy, Moldova, Belgium, Czech republic, Hungary, Japan, Republic of Korea, Latvia, Romania, Russia, Saudi Arabia, Serbia, Spain, Estonia, France, Kuwait, Mauritius, Philippines, Poland, Rwanda, Sierra Leone, Uruguay, Columbia, Czech Republic, Finland, Germany, Greece, Latvia, Mexico, New Zealand, Belarus, Germany, Greece, Kazakhstan, Lithuania, Moldova, Poland, Serbia, Slovak Republics, Spain, Uzbekistan

Source: Doing business Survey (World Bank) (2005-2015)²

3.3. Speeding Court Procedures: Bankruptcy process should be easy, flexible and should provide quick and efficient solutions to the firm. As time is considered to be directly proportional to the cost of the procedure, adhering to a strict deadline, defined by laws, ensures a cost effective outcome. This is necessary so that stakeholders receive the maximum value out of the firm's assets and that the value of estate is not lost in lengthy and cumbersome bankruptcy proceedings.

¹<http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

²<http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

In US, these costs are found to consume a substantial part of bankruptcy estate (Altman, 1984; Altman and Vanderhoof, 1994). Once the insolvency process is triggered, a timely resolution becomes important, especially if the aim is to save the company. Longer delays are linked with the reduction of a firm's value, making it difficult for the firm to be sold as a going concern after insolvency proceedings. OECD countries have been found to have quicker insolvency proceedings with an average of 2 years where as South Asian countries have the longest insolvency proceedings averaging 4.5 years. Realizing the importance of this feature in insolvency, many countries have lately introduced strict time frames and deadlines in court for the resolution of distress. All this has been done with the objective of speeding the distress and resolution process so that the value of the firm can be preserved and maximized. Mohammad and Djankov (2009) states in many countries courts lack the infrastructure, training and expertise necessary to resolve commercial disputes in a timely manner. The capacity of the courts could be further strained with the increasing number of bankruptcy filings as such adequate intervention is necessary in reforms. To cope up with this stress many countries have introduced specialized bankruptcy courts to deal more efficiently with the distressed businesses and arrive at optimum solution in a timely manner. The United States has remarkably increased court efficiency with the online case management system that allows the bankruptcy judges to work from anywhere and consult any document from anywhere. It also allows signing of orders with the click of a mouse. This system was developed in 1999 and came into effect in all the states by 2005. Such innovative reforms can do wonders for accelerating the procedure and reducing associated costs.

Box3: List of Countries that introduced reforms for shortening time limits for insolvency proceedings: Chile, Romania, Vietnam, Moldova, Rwanda, Tanzania, Ukraine, Belarus, Georgia, Kazakhstan, Republic of Korea, Lithuania, Slovenia, Uganda, Uzbekistan, Estonia, Georgia, Latvia, Saudi Arabia, Serbia, Spain, United Kingdom, Albania, Lithuania, Russia, Tajikistan, Puerto Rico, Slovakia, US

Source: Doing business Survey (World Bank) (2005-2015)¹

3.4. Qualification, training and regulation of fees for insolvency practitioners:

Insolvency practitioners whether an administrator, a receiver or a liquidator, play a vital role in the management of distressed businesses and resolution of default. Administrators and Receivers are not only responsible for drafting reorganization plans but also managing the company either solely or together with the incumbent manager. Liquidators are required to sell the assets of the non-viable business either piecemeal or as going concern. Many countries have realized the importance of the roles of insolvency practitioners and hence have launched reforms to ensure adequate business training and educational qualifications

In 2005, Chile built a framework to guarantee thorough reconnaissance by the bankruptcy commissioner and linking receivers' fees to the proceeds of the realized assets. The objective is to urge trustees to sell distressed assets quickly, augmenting returns. Administrators in numerous nations are paid on market proceeds. Doing so increases recovery rate by 20% on an average. Conversely, many nations compensate the administrators via either a monthly salary or time basis. Incidentally, the administrators earn a higher income by working longer and hence are not sufficiently motivated to speed up the process. Thus, regulation of fees could serve as an important reform for speeding the process and increasing the recoveries. According to Doing business report (2013), Poland has registered the greatest improvements since 2005 in the efficiency of resolving insolvency and costs were reduced by a third between 2007 and 2012 and the recovery rates were doubled. The main features of the reforms were: the establishment of qualification measures for insolvency practitioners for improving the quality of services and cost reduction by specifying a maximum limit on the remuneration of the administrators.

Box4: List of Countries that introduced reforms to regulate the profession of insolvency practitioners: Jamaica, Moldova, St. Vincent, Grenadines and Vietnam, The Bahamas, Belarus, Ukraine, Kazakhstan, Poland, Slovenia, Uganda, Zambia, Belarus, Estonia, Lithuania, Russia, United Kingdom, Albania, Columbia, Malawi, Philippines, Russia, Cape Verde, Namibia, Mauritius, Tanzania, Australia

¹ <http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

Source: Doing business Survey (World Bank) (2005-2015)¹

3.5. Specialized Courts:

In some countries specialized courts have been established to promote faster and less costly solutions for resolving default. A specialized court can improve insolvency procedures, because specialized judges have better training and more expertise and can make decisions swiftly. In absence of efficient judicial system or specialized courts it could prolong the default resolution process and courts will get overburdened. This was the case in Jamaica where insolvency cases have a 3 year backlog. One way to remedy this situation is to promote specialized courts which can offer resolutions quickly. As such in order to reform their bankruptcy proceedings the following economies have introduced specialized courts since 2005: (1) Malaysia established specialized courts in Kuala Lumpur that handle only foreclosure cases. This reduced the time span of proceedings from 2.25 to 1.5 years (2) Israel launched its economic department at the district court of Tel Aviv in 2010 (3) while Romania created its special courts in 2009.

Box5: List of Countries that introduced reforms to promote specialized courts: India, Romania, Chile, Latvia, Israel, Malaysia

Source: Doing business Survey (World Bank) (2005-2015)²

3.6. Promoting out of court workouts:

With the global financial crisis and surge in the number of the bankruptcy filings the courts were heavily burdened. One way to ease their burden is to introduce in the insolvency framework pre-negotiated reorganization plans which enable a negotiation between the creditors and debtors over their differences before approaching the court. In the United Kingdom, Bank of England advocated the use of London approach to achieve co-ordination and co-operation among the creditors to achieve a healthy rehabilitation for the already distressed firm. London Approach is an informal arrangement between the creditors, to allow a distressed firm to continue if it demonstrates the potential of being viable. It has no status in law and is carried out in a very private manner with no publicity at all. It is a voluntary mechanism initiated by the debtors who approach the banks for seeking assistance and fair treatment. London approach came into existence in the mid 1970's. This was the time when UK was facing industrial recession, high inflation and rising unemployment. In the absence of adequate rescue mechanisms at that time, a need emerged for saving the firms from financial troubles (Slatter, 1984:254). The Bank of England initiated a series of discussions with the other banks to promote this approach. The main objective was to ensure that a potentially viable firm should not be terminated solely because of conflicts between creditors. "Our aim is to break log-jams and to seek a solution which represents an acceptable promise for those concerned. In other words, we act as an 'honest broker'. It has been defined by British Banker Association (1996:1) as, "[a] non statutory and informal framework introduced with the support of the Bank of England for dealing with temporary support operations mounted by banks and other lenders to a company or group in financial difficulties, pending a possible restructuring".

The bank's motives in initiating and advocating its usage have been described as threefold by Kent: First, London approach might minimize the losses to banks and other interested parties from unavoidable company failures by employing patient and coordinated workouts. Second, it avoids companies from being subjected unnecessarily to receivership or liquidation and preserves viable jobs and productive capacity wherever possible. The underlying objective was to create a means to support companies whose problems were generally thought to be curable through a period of financial rehabilitation. Third, London approach might prevent failure of attempts in providing financial support for companies because their bankers could not agree to the terms on which it would be provided. As the central bank, the Bank of England was concerned with the reputation of the financial community which suffered from time to time from accusations that it was not supporting the real economy.

These were the reasons behind Bank of England's vast support to this mission of corporate rescue. Since its inception it is believed to have successfully resolved over 150 cases. It is supposedly considered successful for large firms owing a large debt and having numerous banks as creditors where the number of banks varied from 6 to 106.

¹ <http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

² <http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

There were many reasons which motivated the companies to opt for London Approach as compared to other insolvency processes. The first and foremost important reason for applying assistance under this approach was that the company trusted its banks and felt free to seek consultancy from its own bank rather than seeking help from a stranger. The second reason could be attributed to the fact that this procedure was kept very secret and confidential and apart from the creditors, the general public did not come to know about it. This in return preserved a company's goodwill and did not result in the loss of clients or in creation of bad reputation (Cutlers and Summers, 1988). Third reason can be the costs involved in the process. The firms are supposed to be already distressed and hardly have any money to spare for the huge consultancy fees of the insolvency practitioners or other consultants. In London approach no fees was ever requisitioned or even expected as the Bank was glad to offer assistance to such firms. Moreover, problems related to information asymmetry and hold outs are also dealt with. All creditors share the pain on equitable basis. The secured creditors do not enforce upon their collaterals and participate in the 'standstill' process to avoid the collapse of the viable company. Also this mechanism makes extra financing available which meets the company's demands for capital influx. It has been noted that the 'London Approach' has been instrumental for large firms having multiple banks as lenders internationally or domestically. This approach has been imitated by many countries despite legal and cultural differences.

Box6: List of Countries that introduced reforms to promote out of court workouts: Croatia, Mauritius, Portugal, Spain, Italy, Philippines

Source: Doing business Survey (World Bank) (2005-2015)¹

3.7. Increased Transparency and information: Brown (1989) pointed out that out of court workout is always successful in the presence of single creditor as information is considered symmetric. But in reality, it seems that the insiders are better informed than the outsiders and have better knowledge about the assets and liabilities of the company, the ongoing firm value and the liquidation value. They can greatly harness this information to their advantage. Giammarino (1989) and Mooradian (1994) proclaim that creditors might opt for costly bankruptcy procedures if they observe asymmetries of information and develop distrust towards the insiders. Thus, the vicious loop of asymmetric information spoils any chances of private agreement between debtors and creditors. Serbia in 2011/12 increased the transparency of the insolvency system by introducing a reform where all injunctions issued by the court are made publicly available via internet. Policy makers should introduce reforms that disseminate credible information to all stakeholders and hence promoting out of court workouts.

Box7: List of Countries that introduced reforms to increase transparency and information: Lithuania, Serbia

Source: Doing business Survey (World Bank) (2005-2015)²

4. SOME OTHER REFORMS

Here we provide some other reforms that are not so popular but some of them can be good for some countries. On the other hand, we discuss some reforms that should be considered revising. We provide the list of some of these reforms:

4.1 Auction approach: Baird in 1986 put forward a scheme of auction for the resolution of default. He believed that this kind of approach will prevent any unnecessary costs and reduce the time and money spent on negotiation process. According to him formal reorganization procedure should be rescinded and replaced by a mandatory sale procedure based on competitive auction based approach. The firm will be sold to highest bidder; cash would be collected and distributed amongst various claimants based in absolute priority order. This also resolved any conflicts amongst various categories of claimants. The highest bidder becomes the owner and is responsible to decide whether to continue business operations or to shut down or whether to retain the old management or to replace them. According to Baird (1986) and Easterbrook (1990) the auction based approach is a real sale of assets of the company and would provide more accurate estimate about the value of the firm than the court based hypothetical valuation procedures. Baird and Morrison (2001) further demonstrate that auction based approach also resolves asymmetry of information between the insiders (management) and outsiders

¹ <http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

² <http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

(potential buyers). This is because managers have incentives to make credible information available to preserve the firm as going concern and retain their employment.

Sweden has effectively used auction based approach to resolve financial distress. All bankruptcy filings are resolved through auction based system. The winning bidder decides if the firm should be liquidated or the business should be continued. The auction is done in the presence of court appointed trustee, the management and shareholders lose their control rights. Despite successful empirical research that compares the efficiency of US chapter 11 vs Swedish auction based approach, there is still an ongoing debate on the merits of auction based system. As such, many countries have been reluctant in embracing such an approach for resolution of default. Mauritius embraced a new reform in 2007, under which land and buildings can be sold at private auction. Before asset sales was a tedious process and took place through "sale by levy" and failed to realize the assets' market value.

Box7: List of Countries that introduced reforms to introduce asset sales via auction: Mauritius, Saudi Arabia, Uzbekistan, Macedonia, Georgia, Belarus, Armenia

Source: Doing business Survey (World Bank) (2005-2015)¹

4.2. Debt Equity Swaps: In 2012, German insolvency law introduced debt equity swaps for the viable companies where the creditors could directly participate in the insolvency proceedings and can swap the debt by equity. In debt equity swap, existing claims are exchanged for equity which cancels out a company's debt. As the company is liberated of debt it can emerge out of insolvency proceedings and can resume normal business operations. Thus, introducing this reform can first benefit the struggling company to emerge out of insolvency; second it can save the costs spent on paying the insolvency administrator fees, and lastly it allows the creditors to participate in the reorganization of the business and giving them control to make business decisions. Along the lines of Germany, Ukraine also adopted a new insolvency framework in 2012/2013 and introduced debt equity swaps for promoting reorganization of businesses. However, this new framework still needs to be subjected to empirical analysis before the viability of its efficiency can be determined with certainty.

Box8: List of Countries that introduced reforms to introduce debt equity swaps: Germany, Ukraine, Slovenia

Source: Doing business Survey (World Bank) (2005-2015)

Box9: List of Countries that introduced reforms to encourage early filings

Source: Doing business Survey (World Bank) (2005-2015)²

4.3. Encouraging early filings to promote rescue: Debtors should not wait too long to apply for protection under bankruptcy procedure. The law should allow debtors to file for reorganization when financial distress is imminent rather than waiting for them to get bankrupt. The policy makers should encourage early filing so that business can seek timely solution and to expand the ground on which companies suffering from financial distress can file for protection under reorganization proceedings. In 2008/09, Poland and Estonia expanded the grounds for the companies to file for reorganization. The distressed companies that are on the verge of bankruptcy can file for protection and restructure their debts and restore profitability. Similar amendment was made by France under the safeguard "sauvegarde" procedure allowing and encouraging the firms to apply for court protection before they have become bankrupt. Kuwait and Philippines also implemented the use of pre-insolvency procedures to promote rescue.

4.4. Use of internet and authenticated professional platforms to sell assets or post decisions: The use of technology should be taken advantage of. Internet has become an integral part of the personal and professional life for billions of people. The information can be sent and shared in seconds with millions of people. Innovative platforms can be built online to promote quicker sale of assets under liquidations, photographs of such assets with detailed description of costs could be posted online. Businesses can be sold as going concerns as well, if they find appropriate buyers. Bidding system could be activated so that the business is sold to the highest bidder. Few countries have launched such innovative reforms.

¹ <http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

² <http://www.doingbusiness.org/reports/global-reports/doing-business-2016>

Croatia had launched a website called "Judges Web", where the court posts information on decisions in bankruptcy case and also announcement for asset sales. More countries can join the league and take advantage of internet.

4.5. Opportunity to start afresh: The penalty provisions in bankruptcy law that punish the entrepreneur and dampen their entrepreneurship spirit should be seriously considered a subject for revisions. Studies in the United States have shown that entrepreneurs try several business ideas before succeeding. Failure due to mistake, bad decision or innovation should not be punishable. Sometimes this failure could be attributed to mere bad luck or circumstantial or because of bad state of economy. In Greece bankrupt entrepreneurs lose their trading license while in Lithuania they may face criminal penalties even in the absence of fraud. In several other countries they can be barred from taking director positions. Punishing fraud is justified but punishing failure is not justified. Some countries have already moved on to abolishing such penalties. The United Kingdom with the Enterprise Act of 2002 removed automatic penalties on bankrupt debtors. Any provisions in bankruptcy law that discourage entrepreneurship should be considered for revision but at the same time faulty managers responsible for fraud and eventual bankruptcy should not be pardoned. Bankruptcy laws should facilitate towards the distinction between faulty managers and competent managers. Primarily, competent managers whose failure is attributed to unavoidable circumstances (misfortunes, natural calamities, external environment) should not be sanctioned by law. On the other hand, faulty managers who destroy the value of the company by recklessly undertaking risky projects and putting the creditor's money at stake should be held liable for sanctions. These sanctions can be pecuniary or non-pecuniary depending on the country in which the sanctions take place.

Easy accessibility of the procedure vs liabilities for frivolous filings: The advantage of an early initiation can be redeemed only if it is easily accessible by the stakeholders and is less restrictive of its demands. This means that the firms which have substantial assets still have a fair chance of resurrection, provided that the procedure is initiated at the right time. However, this easy accessibility can be fatal as it can generate opportunistic behaviour on the part of the companies which can strategically decide to default, as part of their business strategy thus exploiting this vulnerability of the bankruptcy system. The case of Texaco (a US based Corporation) Bankruptcy Filing is a brilliant illustration of an unorthodox adoption of Chapter 11 by an organization as a survival mechanism.

5. CONCLUSION

As the global economy promotes entrepreneurship, new businesses will emerge. Some may succeed while some will inevitably fail. However, the policymakers should not only concern themselves with promoting new businesses and creating new jobs and but also create efficient frameworks for reviving viable existing businesses and preserving jobs. Resolution of financial distress should be easy, flexible and should provide quick and efficient solutions to the distressed firms. As time is considered to be directly proportional to the cost of the procedure, adhering to a strict deadline, defined by laws, ensures a cost effective outcome. This is necessary so that stakeholders receive the maximum value out of the firm's assets and that the value of estate is not lost in lengthy and cumbersome bankruptcy proceedings.

One of the reasons companies fall into distress is often attributed to the faulty managerial behaviour and excessive risk taking. By monitoring the activities of the managers and keeping their risk taking activities under control, bankruptcy laws within the specific countries can, ex ante, protect the creditor claims and avoid imminent bankruptcies. These laws should be reformed and designed with the intent of not only identifying the faulty management but also with the power to penalize them. Although a certain level of risk is associated with all businesses activities but excessive risk taking for the realization of personal gains should not be promoted at any cost.

The presence of formal bankruptcy procedures is existent in every country, but very few firms seek their assistance. In practice, the formal bankruptcy procedures for resolving financial distress are complex and cumbersome. A successful insolvency framework is constituted by not only exhaustive laws and regulations but also encompasses effective implementations of established practices by competent and trained professionals. Such reforms should include the creation of specialized bankruptcy courts, acceleration of insolvency proceedings, regulation of the profession of insolvency practitioners, giving equitable rights to creditors to participate in proceedings, providing breathing space to distressed debtors to formulate a reorganization plan, testing the viability of businesses, using internet technology for dissemination of information, providing easy accessibility to debtors, helping viable businesses survive and allocating the resources from unviable businesses to more profitable and viable ventures. Many a times, the effects of reforms are not immediately evident and may take time before it starts producing empirical data for research and validation. An absence of instant results should not discourage economies from adopting further reforms. The economies should invest in more quantifiable research to

test the impacts of such reforms and should work towards innovation for the continued improvement of existing insolvency frameworks. It is important to understand that one reform could be highly successful in one country but may show unimpressive results in another. It is interesting to note that what would work for rich countries might not work for developing countries or struggling economies and vice versa. So to answer the question whether innovative reforms can resolve financial distress efficiently, we would like to conclude by suggesting that it certainly is possible given that policy makers develop and execute reforms with a deep understanding of the challenges of the economic, political and social environment of their specific countries and utilize technology and innovative measures to achieve the objective of creating and maintaining an efficient and harmonious insolvency framework and foster a healthier and viable economic and financial climate in the country.

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Peace Governance and Multiculturalism: What role for Peace Education in the Balkans

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Abstract

This article will focus on theoretical and practical dilemmas related to the concept of *peace governance*, and within this context on the possible transformative role of peace education through facilitation of contact between communities in conflict. The basic assumption is that violent conflicts in the Balkans have been resolved through negotiated settlements and peace agreements. Yet, education strategy including peace education and its impact on post-conflict peacebuilding and reconciliation are underestimated. Peace governance is recognized as a dynamic but challenging process often based on institutional and policy arrangements aimed to at least settle conflict dynamics or in some cases even to provide more sustainable peace after signing of negotiated settlement in multicultural societies. We will argue that education in general is one of the critical issues of peace governance arrangements that could facilitate peacebuilding and create a contact platform between communities. The first question addressed in this article is to what extent peace agreements refer to education as an issue and the second one relate to the question if education is included in peace agreement to what extent it contributes for contact between different conflicting communities. Although it is widely accepted that contacts between former adversaries contributes for multicultural dialogue it is less known or explained if and in what way peace agreements provisions on education facilitate contact and transformation of conflicting relations.

Keywords: Peace Governance and Multiculturalism: What role for Peace Education in the Balkans

Introduction

The Aim

The purpose of this paper is to contribute for ongoing theoretical discussion in mainstream IR studies and to liberal peacebuilding argumentation that traditional and neoliberal strategies are most successful cure for conflict prone or multicultural societies devastated by violent conflicts. In addition we will develop discussion about utility of liberal peacebuilding tools and conflict management strategies in parallel with discussion about peace governance as a concept that supports argumentation about necessity of long term and sustainable strategies and tools for sustainable peacebuilding.

Although much of this debates are based on issues concerned with the effectiveness of international interventions in containment of violent conflicts and questions that predominantly refer to political and security sector reforms in this paper we will question centrality (or more precisely), marginalization of peace education in peacebuilding and international intervention strategies. The set of main questions are why education is not referred or it is treated as subordinated issue in most of peace agreements in the postconflict Balkan settings? Another important question is if education is referred as an issue within peace agreements, how it contributes for conflict dynamics de-escalation or for communication among different, conflicting groups in the society? More specific interest of this paper is to open discussion about how peace agreements that included references and prescriptions about education are transformed into peace governance strategies and could contribute for effective communication between conflicting actors in multicultural societies in the Balkans.

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Peace Governance and/or peacebuilding

Richmond once emphasized that although it is generally assumed that liberal peace is acceptable to all and is unproblematic in its internal structure yet its acceptance in post conflict zones is far from smooth (Richmond, 2013).

Different questions related to the issue of education and its role in stabilization of both democratic and conflict prone counties were investigated and elaborated as a part of broad peacebuilding and conflict transformation theoretical debates or research endeavors. The general perspectives that marked almost two decades long debate about un/successfulness of this conceptions and numerous international interventions undertaken after 1991 were broadly related to western model of liberal peace, its three guiding principles (market economy, rule of law and democracy) and policies of the UN, the World Bank, the OECD-DAC and bilateral donors. In parallel the peacebuilding concept and its forms were upgraded and original content of the concept after its emergence as an UN approach to postconflict challenges up to nowadays gradually incorporated rang of activities before, during and after the initiation of peace agreement. The evolution of peacebuilding as a concept and method does not provided more clarity or consensus about questions if and how concept of liberal democracy will bring conflicting society into consolidation. If classical liberal peacebuilding assumption is that non-functioning state is one of core reasons for conflict and instability than it is understandable that state centric approach and building of governmental institutions are considered as preconditions for successful peacebuilding. Francis (2010) argues that we should differentiate between pacification and peacebuilding as pacification foregrounds stability, hegemony, prosperity and power while peacebuilding foregrounds just relationship, mutual care, shared powers, and responsibilities. Future more she claims that elitist vision of peacebuilding gravitates towards pacification including conflict management and violence containment trough special economic packages aiming to steam popular unrest and exceptional special legislation aiming to solve low and order issues in extraordinary situations.

Since academic and expert communities become critical towards understanding of structural or immediate factors that fuels conflicts and violence and started to challenge opinion about successfulness of the strategies for conflict resolution it was reasonable to expect innovative and more thoughtful alternatives and conceptualizations. Such alternatives on the small scale are presented trough critical approach that strategies of conflict resolution delivered as third party intervention are less successful in containing violence, that intervention could in addition fuel violence or to reduce local capacity for peacebuilding or prevent local ownership. Paris argues that... "without exception, peacebuilding missions in the post-Cold War period have attempted to 'transplant' the values and institutions of the liberal democratic core into the domestic affairs of peripheral host states" (Richmond 2013: 271-287). His argumentation regarding peacebuilding practice after the Cold war is that international agencies become more open proponents of liberal political and economic principles in pacification of conflicting societies trough practice of "transmission mechanisms" that could be divided in four categories: instrumental role in shaping peace agreement; impact on implementation of settlement solutions, guidance and assistance; conditionality for financial arrangements and support; and practicing quasi-governmental functions by serving on behalf of local authority (Paris, 2002:645). In other words, peacebuilding as a conflict resolution strategy aims to generate liberal market democracy model that will fit domestic governance. By doing this peacebuilding should not be considered as a pure controller of violence but as a distinctive form of globalization process (according to Paris) or as an instrument for reconstruction and domestic governance.

The literature suggests that there is increased attention to the evaluation of post-conflict arrangements and its un/success (Lotta at all 2006)¹. Peace governance is recognized as a dynamic but challenging process often based on institutional and policy arrangements aimed to at least settle conflict dynamics or in other cases even to provide more sustainable peace.

On the other side there are arguments that liberal peacebuilding and statebuilding, including localized practices of peacemaking offers a form of peace that could be legitimate across local and international scale (Richmond, 2013:272-287). From this perspective local attempts to create peaceful institutions are of great significance, as it was recognized as bottom up approach for peace formation. Although the importance of local peace potentials are recognized as crucial for successful peacebuilding and maintenance of peace it is difficult to recognize if and in which case legitimate peace formation has been established. Richmond offers conceptualization that peace formation represents autonomous, but often

¹ Harbom, Lotta, Stina Högbladh and Peter Wallensteen. 2006. "Armed Conflict and Peace Agreements." *Journal of Peace Research* 43(5).

well-informed, peace oriented, and legitimate discourse...positioned vis-à-vis the conflict, state coming into being and international standards.

Based on the criticism of conflict resolution strategies that are predominantly instrumental in practicing peacebuilding or statebuilding and liberal market democracy norms transfer, the conclusion should be that hybrid forms of peace were neglected or marginalized.

One of the obstacles that could prevent such formation is decision that conflict settlement and peace processes should rely on political elite as stakeholders and key actors in institution building after the conflict. The other obstacle is that non-state or civil society actors are considered important in the process of social peacebuilding and reconciliation but restricted from substantial influence in the process of negotiations or peace settlement. As a consequence partial or substantial resistance forms towards liberal peacebuilding solutions were recognized. The aforementioned are not the sole factors for such kind of resistance but only most obvious ones.

In this way a new possible shortfall of conflict resolution is acknowledged i.e lack of shared vision about causes of conflict and prescription of one side solution for settlement. Some analysts that critically approached peacebuilding practice and achievements now are advocating for the necessity to replace strategies and models that are proven as ineffective. There are suggestions for implementations of the model designed from the ground up in each case in locally resonant ways respecting autonomous agency, capacity, custom, identity, religion, and alternative models of politics, society, and economics and their relations with, resistance to, exposure to, and acceptance of the liberal peace paradigm (Richmond, 2013).

This could be understood as an attempt for more "societal" than political approach to conflict resolution but still not sufficiently clear if such solution will be supported with immediate coercive or non-coercive instruments. Interveners are predisposed to promote political arrangements that correspond to their own governance 'schemas', or taken for-granted assumptions about the nature of political authority. (Paris, 2015 139 -176).¹ Peacebuilding and conflict transformation are considered as "governance initiatives" that will facilitate transfer of social and cultural norms into conflict affected society. Sriram looks at power-sharing as peacebuilding along four dimensions: security, territory, politics and economics. Sriram agrees with Paris's criticism of the liberal peacebuilding paradigm and considers the inclusive peacebuilding initiatives she examines in line with Paris's 'institutionalization before liberalization' solution. However, Sriram finds that rushing to institutionalize also brings risks of destabilization and spoiler problems.²

In addition , it is important to keep in mind that "countries may be formally democratic but have poor governance according to this definition".³

¹ Roland Paris, States of mind: The role of governance schemas in foreign imposed regime change, *International Relations* 2015, Vol. 29(2) 139–176

² The concept of hybrid peace governance highlights the mix of norms, institutions, and actors that may emerge in postwar societies. The concept draws attention to overlapping and intertwined power claims and logics of order that arise as international peacebuilding endeavors encounter local institutions and actors. However, a contextualization of the concept, to which this article contributes, reveals a hybridity that is no clear-cut mix of international liberal and local illiberal. While any postwar situation would show examples of hybrid peace governance, the concept helps us focus attention on how hybrid peace governance develops and what its specific dynamics are a victor's peace—enabled more illiberal governance, manifested in a strengthening of the president's power and a closing of political space for opposing voices. A victor's peace is derived from military victory, which implies that a basic power asymmetry is built into the notion of peace.²⁶ In today's globalized world, the lines between who is domestic or local and who is international are blurred. See: Havard Hegre and Havard Mogleiv Nygard, Governance and Conflict Relapse, *Journal of Conflict Resolution* 59(6); 984-1016

³ The conception of governance captures the entire "chain" or context of implementation that translates the aggregation of preferences into final implementations of policies. Such a wide definition of governance implies that it is a multifaceted concept, and various sources identify different dimensions of it. In this article, we look into seven aspects:

(1) bureaucratic quality, (2) the rule of law, (3) corruption, (4) economic policies, (5) military involvement in politics, (6) political exclusion and repression, and (7) formal political institutions. Indicators of quality of governance along these dimensions are drawn from several different data sets. Our conception of good governance involves two distinct aspects: First, those governments intend to implement policies in the public interest and that they succeed in implementing them effectively. We outline six broad categories of "informal institutions" that affect the quality of governance, and contrast them with "formal" institutions of governance. With "formal institutions," we mean de jure institutions that ensure that the executive branch of government is elected by a majority or plurality of the population and that guarantee that the executive is constrained by an elected legislature. The academic consensus of the formal institution–conflict relationship based on global comparisons is that democracy in itself does not reduce the risk of civil war onset—if we take countries' income into account,

Balkan's multicultural societies

Given the fact that Balkan countries (former Yugoslav republics) are post-communist and post-conflict societies now on track of democratization and stabilization it is important to emphasize that ethnic and religious diversity and inequality are still among most sensitive issues. From the beginning of 1991 after country proclaimed independence the multi-ethnic and multi-religious characteristics of Macedonian society are considered sensible and possible underlying factors for instability or conflict escalation (H.P Liotta and Cindy R. Jebb 2004:73).

Thus the perception that multi-ethnicity is characteristic of culturally reach region or society has been marginalized and the perception that multi-ethnicity is a source of intolerance, exclusion, discrimination and violence become prevalent (Olivera Simić, Zala Volčič, Catherine R. Philpot. 2012). As Ackermann (2000) and Sokalski (2003) emphasized, until 2001 Macedonian society went through unique experience in preventive diplomacy and conflict prevention applied by UN and OSCE with the main goal to avert horizontal conflict spillover effects from the region and to prevent vertical escalation of underlying factors within the society. Many authors captured inter-ethnicity as a source of tensions including Leatherman who described Macedonian society as "tinderbox of underlying tensions" (Leatherman, J. ed. 1999 149-180). She referred to different underlying factors but emphasized that relations between Macedonians and Albanians are characterized by sociopolitical, cultural and religious differences reinforced by the territorial homogeneity of the Albanians.

The question of the role of high education in Macedonian multiethnic society has emerged from the broader context of interethnic relations and specifically as an issue of the access to high education of non-majority ethnic groups. It became the most salient aspect of interethnic tensions as access to high education have become politicized and political parties representatives claimed it is a matter of high priority that requires all necessary means to be achieved. The issue of access to high education in short period of time was politicized and even securitized (Stephen May, Tariq Modood, Judith Squires Ethnicity 2004:157). As a consequence the OSCE High Commissioner on National Minorities was involved in approaching education issues on different levels since 1993 (CoE, 2008:31). The core problem could be explained from differing ethnic perspectives i.e ethnic Albanians in the country demanded more favorable conditions and access to high education while Macedonians perceived such claims as repetition of once experienced separatist Serbian-Kosovo scenario. Leatherman quoted data from Macedonian Information and Liaison Service (MILS, 1993:17) about graduate students for Universities in Skopje and Bitola in 1990-1991 as 1.5 percent was Albanians and 87.9 Macedonian (Leatherman, J. 1999: 152). The situation in 2010/11 and 2012/3 according to State statistical office shows that situation is different from 1990-1991 and it is improved.¹ The numbers presented by State statistical office shows that the access of ethnic communities to high education is improved but the question is whether and how high education contributes for interethnic dialogue and communication.

Peace Agreements and Education

One of the recent articles published in the Journal of Peace Research introduces Peace Accords Matrix Implementation Dataset, which presents time-series data on the implementation of 51 provisions in 34 comprehensive peace agreements (1989-2012). This article goes over previous available data about implementation of peace agreements as it conclude that there are data about provisions included in peace agreements but not sufficient data about their implementation. Implementation data covers three types of power sharing provisions found in peace accords i.e. military, political and territorial. Joshi at all completed list of aforementioned three with additional 48 negotiated provisions and place it into time series that provides annual implementation data. According to data presented in the article there are 26 most commonly negotiated provisions (ceasefire as a most frequently included provision, in 29 out of 30, education in 15 of 30) but authors

democracies are no less likely to have internal conflicts than nondemocracies (Muller and Weede 1990; Hegre et al. 2001; Fearon and Laitin 2003; Collier and Hoeffler 2004).

¹ Total number of first time enrolled students is 17 694 of which 13 210 (74.65 percentage) are Macedonians, 2422 (13.68 percentage) are Albanians, 336 Turks, 101 Roma, 116 Vlachs, 225 Serbs, 108 Bosniaks and 115 others. From the total number of students in 2011/12 is 57 536 (30 813 female) some 45 748 (25 263 female); 79.51 percentage are Macedonians, 7 804 (3593) 13.56 percentage % Albanians, 1 053, 1.83 percentage are Turks, 216 are Romas, 340 are Vlachs, 618 are Serbs, 271 Bosniaks, 288 are others (1 198 unknown). According to data published by SSO there are 55 810 enrolled students in high education in 2012/3 (43 828 Macedonians; 8649 Albanians; 1160 Turks; 219 Roma; 423 Vlachs; 750 Serbs; 351 Bosniaks; and 331 others) Enrolled students in the academic year, 2012/2013 State statistical office of the Republic of Macedonia, pp. Statistical review 2.4.14.14 (796) 2014; <http://www.stat.gov.mk/Publikacii/2.4.14.14.pdf>

argues inclusion doesn't guarantee provision implementation. Data presented shows that media reforms, decentralization/federalization, human rights, judiciary reform and education reforms (changes to the structure, content, quality, accessibility and/or availability of education) are included in more than 15 out of 31 peace records but these provisions are listed on the bottom of the scale of the implementation.¹

Another article (Dupuy, 2009) examines specifically the ways in which education has been addressed and incorporated in peace agreements between 1989 and 2005. It argues that not only is education negatively affected by armed conflict, but it can also play a contributory role in the outbreak of conflict. The article thus seeks to develop understanding of the relationships among education, conflict, and peace. In total, 57 out of 103 peace agreements (55 percent) signed between 1989 and 2005 mentioned education in some form. Education is largely viewed within peace agreements in four ways: as a security issue, a protection issue, an economic issue and a socio-political issue. Education is viewed as a necessary component of economic development and reconstruction and as a means to achieve self-reliance and alleviate poverty

Mandates for education system reform are also mandates for social and political reform since they require a restructuring of social and political hierarchies.

Education is viewed as a security and protection issue since reforms address the integration of ex-combatants and returned refugees and internally displaced persons into the education system

Educational provision is almost universally viewed as a public service that the state is responsible for delivering.

When education is not included in peace agreements it is often because education is viewed as a developmental rather than a humanitarian issue.

Addressing education in peace agreements can have a number of beneficial impacts. For example, it can:

Increase the likelihood that education will remain a focus post-conflict and that the role education may have played in the outbreak of conflict will be addressed;

Demonstrate a commitment by the state to peacebuilding and transforming the roots of conflict

Help to diffuse dissent

Significantly contribute to building long-term, positive and sustainable peace; it can potentially transform the roots of conflict

Provide an incentive to the laying down of arms, particularly where educational exclusion is a motivation to fight

Be an important step towards building peace through renegotiation of the social contract.²

It concludes by providing suggestions for further research to help improve understanding of the added value of including education in peace agreements.

Full and partial peace agreements 1989 2005, intrastate, interstate and internationalized intrastate conflicts (Harbom 2006...

43 full peace agreements signed between 1989 and 2005, 37 86% are publicly available. Of 37 publicly available, 11 or 30 % make no mention of education at all while 26 70 % do mention education in some way. In total 57 out of 103 peace agreements (55%) mentioned education in some form. These agreements stipulate four types of activity to occur in the education sector: respecting and implementing the right to education, resuming education services, responding to conflict created issues within education sector and actively reforming the education system as a way to address the issues at the heart of incompatibility. The state is responsible for the implementation.

Education is viewed within the agreements as a security issue (as integral part of reintegration of ex combatants, formal, non formal or professional education and training, SSR and retraining and reeducation of police and military), a protection issue (protecting from recruitment, mines), an economic issue (poverty reduction through formal and vocational, and sociopolitical issue (distribution of educational opportunities and resources; access, selection function within the education

¹ "Annualized implementation data on comprehensive intrastate peace accords, 1989–2012." Madhav Joshi, Jason Michael Quinn, and Patrick M. Regan. *Journal of Peace Research* (2015): 551-562

² Dupuy, K., 2009. 'Education in Peace Agreements, 1989-2005'. *Conflict Resolution Quarterly*, vol. 26, no. 2, pp. 149-166

sector (exams), training and distribution of teachers, educational governance, content of the curricula and language of instruction. Educational exclusion high socio-economical development low

Educational governance includes effective management within the system, participatory management of schools, decentralization of power, authority, control and decision making to state and local level. Content of the curriculum including common values (cooperation, solidarity, respect, responsibility, diversity)

In general three factors contributes for the exclusion of education into peace agreements: education is viewed as developmental rather humanitarian issue; parties are more concerned about direct violence cessation an gain of political power; type of conflict and the perception if and whether education is part of the conflict issues. Context of the country and the specifics of the conflict, how education is linked to the causes, outbreak and dynamic of the conflict, what role can education play in resolving the conflict.

Education should be part of peace agreements and peacebuilding because of three reasons; agenda for post conflict period, program priorities and funding of government, donors and humanitarian organizations. Education will receive attention of institutions involved in peacebuilding process.

What kind of Peace education in the Balkans

Betty Reardon (Reardon, 1988) in her book titled *Comprehensive Peace* starting from Johan Galtung classical definition about positive and negative peace (Galtung, 1968) described two peace education approaches as for negative peace (arms race, war and violent conflict) and for positive peace (Boulding "stable peace").

Envisioning peace is a challenge to peace movements and education, Programs focused on the way how conflict is handled trough conflict management and conflict resolution, again negative peace approach. Combination of peace and conflict studies, The other aspect is conflict studies, dealing with conflicts on different level introduced negotiation and dispute resolution skills that are important for all social relations and interactions.

Four categories like political-ideological conflict (as a major causes of conflict), arms race, lack of understanding or misperception of other, inadequate or lack of use of alternative conflict resolution procedures. This is not sufficient to provide a base for comprehensive peace education ...Peace education eliciting awareness and understanding of the problem of war, consciousness –raising; planning, develop values and commitment to action. The cycle of care, concern and commitment is the core of the peace learning process. Education is the social enterprise conducted for the realization of social values. Positive peace education should include environmental, development and human rights education.¹

In line with its commitments, Republic of Macedonia needs to transform into a society in which education and training, culture and science represent a key factor for the well-being of its citizens and strengthening its economy. Hence, reforms in education need to ensure greater compatibility between national and EU and global standards, advancement of democracy and civil society, and development of a contemporary integrated market economy. The primary goal of education policy, enshrined in the National Programme for Development of Education 2005-2015 (Ministry of Education, 2005), is to provide opportunities to all and to all age groups for acquiring a suitable educational level, and to ensure that all possess competences commensurate to the demands of society and the labour market.

In order to achieve this goal, education must be accessible to all, regardless of age, sex, religious and sexual orientation, ethnic affiliation, medical condition and social and financial status. In addition, education and training must fulfill all efficiency and effectiveness requirements in order to be in a position to provide all with sufficient general and vocational education.

¹ *Indirect Model of Peace Education* is suitable when conditions do not favor direct reference to the ethos of conflict that maintains the intractable conflict. Usually this is the case when conflict continues, violent acts are occur- ring, and a majority of society supports continuation of the conflict and holds a sociopsychological repertoire of ethos of conflict. *Direct Model of Peace Education* can be launched when the societal and political conditions are ripe and the educational system is ready, both administratively and pedagogically, for this major endeavor. *Direct peace education directly refers to themes of conflict and tries to change societal beliefs, attitudes, values, and behaviors related to culture of conflict.* An example of direct peace education is the Education for Peace project carried out in Bosnia and Herzegovina in the past decade, which attempted to transform the lives of the students, teachers, and the whole community by directly confronting participants with the issues that were at the heart of the conflict (Clarke-Habibi, 2005). *Peace Education in Conflict and Post-conflict Societies: Comparative Perspectives* edited by Claire McGlynn, Michalinos Zembylas, Zvi Bekerman, and Tony Gallagher. New York: Palgrave Macmillan, 2009

The tertiary sector has since 2003 been in a continuous process of change, to the greatest extent caused by the endeavors of the state to implement the Bologna Declaration. After long period of adjustments the new Law on High education was adopted in 2008 reflecting three-cycle based high education system. The period of transition has been filled with a number of initiatives for changing the legislation in education, for decentralising education, for adopting developmental curricula, for strengthening the administrative and professional capacities of the state institutions, for establishing professional bodies, agencies and centres, for changing the structure and organisational set-up of the education system and educational institutions, etc.¹ All this is a result of the efforts of the state to find optimal solutions that would enable the creation of a functional education system.² It would be justified to call this period a period of substantial education reform.

The role of high education in intercultural communication and dialogue

Experience so far indicates that the idea of intercultural education draws its strength from the *Education for All Declaration*, based on the right to education and the right to diversity. Within the framework of these efforts, we can differentiate among: multicultural and multilingual education (in the practice it most frequently takes the shape of bi-cultural and bi-lingual education); education of the culturally different; civic education, education for cultural understanding, international education, education for peace and coexistence, etc.

The Republic of Macedonia is populated by a large number of ethnic groups. According to the latest census of 2002, the population consists of: 64.2% Macedonians; 25.2% Albanians; 3.9% Turks; 1.9% Serbs; 2.7% Romanies; 0.8% Boshnaks, Etc. It is evident that in the Republic of Macedonia, just like in the other Balkan countries, a number of cultures coexist, that have among themselves developed appropriate relations. The rights and obligations of the citizens are regulated with the Constitution and the laws. The Constitution respects the rights of the ethnic communities in the Republic of Macedonia, including the right to education. The right to education is guaranteed through Article 7 (lines 2 and 4), Article 8 (lines 2 and 11) and Article 48. The Constitution guarantees a multitude of rights related to education and to the use of language in municipalities populated by a substantial number (over 20 percentage) of the members of ethnic communities. Articles 44 and 48 are of special significance; they relate to the right of the ethnic communities to self-expression and maintenance of the culture and the cultural identity. Thus, conditions and institutional opportunities are constantly created for education, getting to know each other, building and expressing one's own cultural identity, as a basis for interaction with one's own cultural group and with the other cultural groups in the country.

If intercultural education is enshrined in the right to education in the respective mother tongue of the culturally diverse students, then we can conclude that the Republic of Macedonia, as reflected in the situation of its educational system, respects and implements the idea of intercultural education. Still there is general awareness and criticism that there is no common understanding about the concept of intercultural education and its priorities and goals. There is also general concern that pre-school, primary, secondary and even tertiary education produces more ethnic distance than communication and dialogue.

According to the Ministry of Education and Science of the Republic of Macedonia, multi-ethnicity is reflected in the education system in different ways, with the aim of providing children and youth with education in the mother tongue. That evidently contributed to the significant progress in the implementation of the language rights of the communities in the last decade. However, the concrete interpretation of the rights of the communities on the part of the country's political factors did not bring about greater integration. On the contrary, the ethnic divide, especially among the smaller children increased, and the knowledge of the other groups became anecdotal. Although on a macro political level interethnic relations are constantly improving as a result of the institutional approach linked to the implementation of the Ohrid Framework Agreement, the

¹ In addition to the state universities (the "Ss. Cyril and Methodius" University in Skopje, the "St. Kliment Ohridski" University in Bitola, the State University in Tetovo, founded in 2004, the "Goce Delcev" University in Shtip, founded in 2007, and the University of Information Sciences and Technologies "St. Apostle Pavle" in Ohrid, founded in 2009), a significant number of private higher education institutions were opened in the country: the FON University (2002), the European University – Republic of Macedonia, the American College University and are private higher education institutions with representative numbers of students. A new type of public-private non-profitable higher education institution has been introduced. Currently there is only one university of this type, the South-East European University established in Tetovo in 2001 with financial contributions from numerous international donors and foreign higher education institutions; http://eacea.ec.europa.eu/tempus/participating_countries/reviews/fyromacedonia_review_of_higher_education.pdf

insufficient integration on a personal level may be a long-term threat to the very cohesion of society. A more integrated approach in education will not only help avoid bad experiences, but will also contribute to a deeper understanding of the elements building the country's multi-ethnic society and what is needed to make it more stable and coherent.

The ethnic and cultural intolerance among the youth, generated in the area of education could be explained as a consequence of several factors:

- Establishing of parallel education systems, which added the issue of physical distance to the issue of cultural distance;
- Factographical presentation of traditional elements of other cultures in the textbooks and in the teaching process; stress is placed only on cognitive acquisition, with absence of the processes of understanding, valuing and respect. Analyses of textbooks for primary and secondary education reveal that the prevailing contents and ways of their delivering in curricular and extra-curricular activities do not enable a satisfactory degree of mutual knowledge of traditional customs and values, way of life, gender relations, family relations, religion, everyday life, etc (Beska at all. 2009)
- Absence of school and out-of-school activities which presuppose participation of young people from different cultures. In this area, there is almost no state intervention with the purpose of elimination of this anomaly. The main carriers of this type of cultural together-bringing predominantly come from the NGO community. In the recent past, numerous projects have been implemented, which have the objective of promoting cultural communication among members of different ethnic groups in the Republic of Macedonia.
- Poor teacher competencies for teaching intercultural education. A large portion of teachers display teaching competencies focused only on realising a teaching programme of an encyclopaedic character. Unfortunately, teaching competencies for an integrated approach in the delivery of a teaching programme focused on realisation of a given educational output and which would presuppose a more liberal and creative teaching approach, are a rarity. This condition is to a large extent preconditioned by the rigidity of the normative acts and standards currently regulating education, and the character of the curricula and programmes that rarely contain objectives aimed at acquiring, promoting and developing intercultural values.
- Strong influence of the non-formal and the in-formal educational influence (family, local community, church / mosque, media, political parties);
- Absence of clearly defined and nationally and locally accepted goals of education. Purposeless conducting of the educational process most frequently results in improvising and experimenting, in negative reflection on the end result of the process / action. All the more, as education is an area which is oversensitive to such incorrectness, and the negative effects, only visible in the future, remain forever incorrigible. Thus, the use of education in the function of strengthening ethnocentric forces brings about extremely negative implications for the future.
- The political structures (as duty-bearers for the development of the country) do not confirm in their practice the declared goals that are inherent to the pedagogical regulations and in the education as a whole.

It is reasonable to expect that elimination of the last reason is crucial for conditions for true enlivening of the idea of intercultural education and a basic precondition for overcoming of all enumerated weaknesses in the education sphere.

The role of the Universities

The internal transformation processes and the planetary globalization processes have made a strong impact on the redesigning of the overall structure of society, giving rise to the need for national and international cooperation and compatibility of systems, and thus also to the innovation of the role and structure of higher education, as a significant factor in achieving that compatibility. The need for a strategic approach to the transformation of higher education is a consequence not only of the changes on a national level, but also of the external, i.e. global and general influence factors shaping higher education in other countries. On 19th September 2003, the Republic of Macedonia became a full member of the European family of countries committed to following and implementing the Bologna Process recommendations and common pledge for creation of a single European Area of Higher Education. When the state assumed obligations from the Bologna Process, higher education became faced with new challenges for its further transformation. In addition to efforts for improving the quality and efficiency of the studies, higher education is also confronted with the obligations for its own structural, organizational and curricular designing, which would make it transparent, competitive, compatible and recognizable on the European market of high education (HE) services. The initiatives for creation of a common European Area of Higher Education forced the higher education institutions to re-examine themselves, and gave them additional impetus for investing

efforts on their way towards active membership in the family of European universities and obtaining the status of respectable providers of educational services on the broad European academic market.

It was obvious that higher education faced the need for: structural adaptation of the tertiary education system to the Bologna Process; harmonization of legislation with the principles and recommendations of the Bologna Process; harmonization of requirements and standards of higher education; creation of an efficient system of scholarships that would facilitate enhanced education and mobility of students and teachers; promotion of European cooperation in quality assurance through development of comparable criteria and methodology; strengthening the system for external evaluation of the quality in higher education; defining of and strict adherence to the standards for founding and accreditation of private higher education facilities; development of an efficient system for financing higher education and allocation of funds; improvement of strategic and managerial capacities; development of scientific and technological strategies; transparent financing of science research; establishment of a data base of national innovations systems in higher education.

To this end, the government of the Republic of Macedonia adopted a Programme for the Development of Higher Education for the period 2006-2010. It was important to ensure that the overall transformation of higher education would be completed in the given period, in order to ensure a dynamics compatible to the changes in the European countries and its active involvement in the European Area of Higher Education.

2003 saw the adoption of the Law on Amendments and Supplements to the Law on Higher Education, obligating universities to introduce the ECTS and design their study programmes and subject curricula according to the principles of the Bologna Process. However, the conditions under which the changes were made were characterised by pronounced slowness and lack of coordination. The Law on Higher Education and the internal documents adopted by the universities and higher education institutions did not provide for clear instructions for reforming higher education. Thus, the majority of faculties individually approached the transformation of the study and subject curricula. The attempt to implement those Bologna Process principles pertaining to changes in the structure of higher education institutions, primarily the duration of undergraduate and postgraduate studies, initiated huge debates and reactions in the university community.

Higher education institutions made interventions in their structure in line with the provisions of the Law. It turned out that the three-year undergraduate studies model was difficult to accept. The majority of faculties stuck to the previous duration of the studies of 4 and in some cases 5 years, and only a small part introduced study programmes of 3-year duration. The present lack of coordination in the transformation of study programmes brought about cases when a single profile, can be acquired at different faculties through study programmes with different duration namely both in three or in four years.

In 2008 a new *Law on higher education* was adopted. This law made the effort to approximate higher education to the Bologna recommendations. Its goal was to create preconditions for the transformation of the decentralised into integrated universities. The part governing teaching contains provisions regulating transformation of the studies and the study programmes according to the ECTS. It also regulated the management (introduction of a university board, modification of the role of the university management and strengthening the competence of the Senate and especially of the Chancellor). Significant changes were introduced in the procedures for election and re-election of teaching staff. Unfortunately, this law lacked the courage to introduce changes also in the area of financing and in changing the status of the Accreditation Board and the Agency for Evaluation towards their professionalisation and distancing from the possible influences of the state authorities and institutions. All in all, the law strengthened the influence of the state in higher education. This influence has continued to grow in the following period, through frequent amendments to the law and introduction of provisions highlighting the control and penal role of the state. This trend reached its pinnacle with the adoption of the new Law on State Servants transforming the status of the staff of higher education institutions into state servants.

In the same period, *the Law on Amendments and Supplements to the Law on Higher Education* was adopted. The amendments eliminated the title of associates at the university and introduced clinical teaching in higher education. In an environment of shortage of teaching and assisting personnel, the universities faced an additional challenge – losing associates. This measure sparked a reaction by the universities and mobilisation of the staff with associate status towards completing their master's and doctoral studies.

One of the more significant reforms in higher education was the introduction of Albanian as a language of instruction in higher education. At the beginning of 1997, the Ministry of Education adopted a *Bill on Languages of Instruction at the Pedagogical Faculty St. Clement of Ohrid - Skopje*. This Bill sparked a wave of discontent among some of the academic and political stakeholders. The Bill introduced the possibility for students from the Albanian minority to receive instruction

in their mother tongue. This initiative received its full implementation through the *Law on Higher Education from 2000*. Significant features of this Law are the introduction of minority languages in higher education, of the possibility for establishment of private higher education institutions and of the establishment of professional bodies for accreditation and evaluation. This Law enabled the establishment of the South East European University (SEEU) in Tetovo.

Today, five state universities operate in the Republic of Macedonia with 57 faculties, as well as six private universities with 42 faculties and over 50 study programmes dispersed outside of the university centres. In addition to the older universities (the Ss. Cyril and Methodius University in Skopje and the St. Clement of Ohrid University in Bitola), starting in 2001 the number of state funded universities increased for three new ones. In 2000, the OSCE High Commissioner for National Minorities initiated the creation of a foundation of international donors which would help the establishment of a new university in the Republic of Macedonia. Following the adoption of the Law on Higher Education by the Parliament of the Republic of Macedonia, this allows for the founding of universities without state funding and with Albanian as main language of instruction, the detailed planning commenced towards the end of 2000. The construction started in March 2001 and six months later the South East European University (SEEU) opened its doors to 900 students. By October 2002, the number of students had gone up to 2250, with 3700 students attending the SEEU in October 2003. 2004 saw the opening of the State University in Tetovo, with the Goce Delchev University founded in Shtip in 2007 and the St. Paul the Apostle University for Information Technologies established in Ohrid in 2009.

As regards the strengthening of the state capacities in the area of higher education, we need to mention that in 2000 the Higher Education Accreditation Board and the Agency for Evaluation of Higher Education in the Republic of Macedonia were set up. These two bodies were supposed to "bring order" into higher education, i.e. to instigate external mechanisms for assessment of the degree of fulfillment of the necessary preconditions and quality for founding and operation of higher education institutions, and for ongoing evaluation of the quality of higher education in the country. Since its establishment, until 2010, the Evaluation Agency failed to fulfill its role as stipulated in the provisions, while the work of the Accreditation Board has frequently received criticism. Until today, it did not manage to establish itself as an independent body and is to a large degree dependent on the Ministry of Education and Science. In 2010, these two bodies were merged, operating as an Accreditation and Evaluation Board, under strong influence of the state.

Initiatives for improvement of intercultural education

In the period since gaining independence, many changes and amendments to the legislation and a number of strategic documents, developmental programmes and measures have been adopted, all of which had as their aim not only the improvement of the situation in education, but also the strengthening of the intercultural dialogue in the Republic of Macedonia. At the beginning of 1997 the Draft Law on the Languages of Instruction at the St. Clement of Ohrid Pedagogical Faculty in Skopje was adopted. The Law envisaged the possibility for the students of Albanian nationality to attend instruction in their own mother tongue. Despite the reactions of the general public, the Parliament of the Republic of Macedonia adopted at the first continuation of its 58th session, held on 30th January 1997 the Draft Law on the Languages of Instruction at the St. Clement of Ohrid Pedagogical Faculty in Skopje.

In 2000, the OSCE High Commissioner for National Minorities initiated the creation of a foundation of international donors to help the establishment of a new university in the Republic of Macedonia. Thus, 2000 saw the adoption of a new Law on Higher Education. This law introduced several new solutions in higher education, namely the introduction of the languages of the minority groups in higher education, the possibility for founding of universities without state funding and with the Albanian language as the main language of instruction, the creation of preconditions for founding of private higher education institutions and the establishment of professional bodies for accreditation and evaluation. Thus, as a direct result of this law, the South-East European University was founded in Tetovo, starting officially its operation in 2001. The Ministry of Education and Science of the Republic of Macedonia concluded in 2010 that despite the significant progress of the education system in the past decade in the area of mother tongue education, developments are taking a course that needs attention and correction, in order to avoid a greater ethnic divide, brought about by insufficient knowledge of the others, by decreasing interaction, all as a consequence of the serious lack of familiarity with the language.

With joint efforts, and as follow-up measures to the recommendations by the OSCE High Commissioner for National Minorities (OSCE HCNM) from January 2008, the Ministry of Education and Science and OSCE developed the strategic document *Steps towards Integrated Education in the Education System of the Republic of Macedonia*, as an overarching government strategy towards an integrated education system. The goal was to introduce a clear and significant change to

the general approach in the education system in accordance with the multiethnic reality in the country, as a step towards achievement of the strategic goals of the country, for which stability and internal cohesion are as crucial as are good interethnic relations. This policy reflects the Constitution and the legislation respectively resulting from the Ohrid Framework Agreement. The measures provided in this document are divided into five thematic groups:

The **first** thematic group included integration through joint activities of students attending instruction in different languages, provides measures for introduction or strengthening joint curricular and extracurricular activities on different levels: in the schools themselves and between different schools in the same municipality or from the entire country;

The **second** group of measures focuses on integration through increasing the mutual familiarity with each other's languages among students and adults, increasing the communication between members of the different communities. One subgroup of measures is aimed at training teachers in the methodology of teaching the students' second language, with emphasis on the language of the smaller ethnic communities;

The **third** group of measures proposes adaptation of the syllabus and curricula and the textbooks, with emphasis on history, geography and language textbooks, as well as improvement of the mechanisms for approval of and control over textbooks. The adaptation of the curricula from primary and secondary education aims at giving schools space to identify the needs of their respective environments, as well as to include the concept of education for tolerance and intercultural communication and understanding in all aspects of teaching. The introduction of the subject History of Religions is also planned, accompanied by measures ensuring that teachers are adequately trained to teach it;

The **fourth** group of measures is aimed at strengthening the qualification of teachers with competencies for integration. This requires pre-service training in interethnic issues, introduction of regular in-service training for teachers and school directors, and introduction of a system for external evaluation and monitoring of teachers' abilities. It is also proposed that preschool education is involved in the implementation of these measures.

The **fifth** group of measures included the management of schools in a decentralised context. It proposes measures for strengthening the job security of teachers, for defining conditions for employment of deputy directors, of municipal inspectors and municipal education advisers, followed by defining of education responsibilities of the state institutions vis-à-vis those of the municipal authorities, thus strengthening the cooperation both at a national as well as on a local level.

Besides aforementioned, additional measures are proposed for further depoliticisation of the education system and for enhancement of the involvement of all stakeholders in the management of schools. This document also highlights the need for introduction of a process of regular consultations between all stakeholders, which will function as a participative democratic corrective measure. The review of the document shows that the emphasis is on the primary and secondary education role and its contribution on integrated education in Macedonia. Yet the document do not refer on the role of high education as an actor in integrated education. The role of high education institutions is mainly recognized trough teacher's competences.

Conclusions

The future of intercultural education in the Republic of Macedonia depends on shared understanding of its mission and its goals if not on common vision about what intercultural education means. As it was the case in the past, the high education in Macedonia is affected and will suffer from the challenges arising from the social, economic, interethnic and political issues.

The specific objectives and tasks of education must be geared towards promotion and development of the individual characteristics of the personality through the processes of getting to know, understand and respect of other cultures, at national and international level, with the purpose of development of the individuality, his/her interests, attitudes and motives. This process needs to be raised to a level of self-educational activities, so that the individual is in a position to situate him/herself in the world of a narrow and wider social and working environment.

The role of high education should be directed to foster intercultural dialogue and development trough supporting instruments (policies, strategies) that:

on one hand, provide multiply opportunities for interaction between ethnic communities and,

at the same time, create some “pressure” on the national level (for example, through the sets of standards to HE, economic instruments, incorporating a new value system into the functioning of the society, etc.) that stimulate HE institutions, as well as other stakeholders, to implement the educational reform more actively.

It is very important that the high education institutions, while acknowledging the positive practices within (mixed campuses, availability of courses in several languages, extra-curricular activities, etc.) realise the limitations of these approaches within the concept of Integrated Education and raise the issues of redefining the concept of HE, which is *more broad, inclusive*, and *humanistic*, and addresses the needs of the whole society, rather than over-concentrating on accommodating the needs of separate ethnic groups.

The content of education has to be changed as it is critical that curriculum reform promotes the development of skills, values and behaviours that allow students to participate more actively in the society and that are coherent with the notions of democratic and cohesive society;

Teaching practices have to be changed; In order to address the diverse needs of students, also from different ethnic communities, teaching has to become more student-centred; at the moment, the most staff do not feel comfortable with the mixed student campuses and classrooms and also teaching about inter-cultural relations, since it requires rethinking the whole approach to learning, which allows seeing the perspective of “others” from their own point of view, but not through the textbook or lecture;

Achieving the goal of bringing the students from different ethnic communities to study together still creates a problem for the HE institutions; although some courses are attended by Albanian and Macedonian students, it is done through the means of the third language (i.e. English), while other courses are provided only in Macedonian or Albanian;

Defining a new concept of HE (or vision) creates a challenge that has to be addressed on the national level; the lack of clear definition *what the quality of education is within the integrated education framework* prevents from the development of the appropriate standards and requirements in higher education; moreover, it may jeopardise the process of implementation of the national strategy, since the quality criteria for the HE are not defined;

The University could contribute for the cultural dialogue enforcement; still the University is not capable of removing all omissions happened during primary or secondary education or non-school life. Enhancing of intercultural dialogue is not exclusively University issue but of the broader community and family. It requires holistic approach and measures in order to bring some positive results.

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Lessons from a Questionnaire on Tolerance in Albania

Ylli H. Doci

Abstract

Inter-religious tolerance seems to be threatened everywhere nowadays; and even in the much-praised Albanian peaceful context there is reason for concern. Defining tolerance and measuring the different aspects contributing to it are important steps in order to help protect and strengthen tolerance in a religiously pluralistic society. My use in Albania of a thoughtfully developed questionnaire to measure the level of tolerance among last year students of education reveals some issues that are important to understand. We cannot be complacent on the face of the erosion or absence of those values that make for a tolerant society, but complaining is also not a solution. Using this helpful tool we can make progress toward finding specific ways for developing tolerance in our society.

Keywords: Tolerance, questionnaire, religious diversity, values, human rights, Albania

1. Inter-religious tolerance in Albania:

Christianity and Islam have made their home among the Albanians (Cimbalo 2013) for centuries, and there is praise today for the harmonious relationship between Albanians of such differing religions, even from the Pope himself (Konferenca Ipshkvnore e Shqiperise 2015, 45). But while such coexistence of different forms of Christianity and Islam is a welcome reality in Albania, we should not underestimate the potential for conflict. For instance, the existence of Albanian ISIS fighters is evidence of the influence of religious groups from abroad (Mejdini 2016). As an Albanian myself I know how easy it is to brush aside such uncharacteristic expressions of Albanian religious life. But neglecting to pay attention now to the attitudes of Albanians as they develop under various influences, including the internet, and disorienting pressures of life in the global village, will not be justified especially in light of the evident reality in many parts of the world of suffering from inter-religious strife and violence ("The Discrimination and Persecution of Christians: The 50 Worst Countries. Draft for Comment by Consultation Delegates." 2015).

As one of the strategies toward this goal of preserving inter-religious peaceful existence, I considered a questionnaire for evaluating the level of tolerance in a certain segment of the Albanian population (Broer et al. 2014). Using this questionnaire, I gathered valuable information which may be helpful in advancing toward the desired goal for tolerance in Albania. Here are some of my reflections on what I learned.

2. Understanding the tool used to measure tolerance:

I have written in a previous article about the theoretical dimensions explored in the developing of the questionnaire I used; and I have explained there my overwhelming agreement with the philosophical underpinnings of this questionnaire, together with my reservations (Doci 2017). Here I want to just give enough background for evaluating the findings I discuss later. I stand by my working definition of tolerance: "Tolerance exists between two people or groups when intentionally or knowingly one respects the other who holds and practices opposing views to the point of having both parties endure, without unjust hindrance, even the free conversion of anyone to the other's point of view." The authors of the questionnaire I used seem to be in agreement with this understanding of tolerance. They say: "[Tolerance is] that respectful, meaningful and empathetic attitude of people or groups which in a context of differences, acknowledges and defends the right of individuals and groups of people to cherish freely certain beliefs and values while accepting that others possess the freedom and right to evaluate and judge those same beliefs and values in terms of their own value systems" (Broer et al. 2014, 86).

A similar view of tolerance is expressed by Frank Furedi when he writes: "... tolerance can be measured in relation to the extent to which people's belief and behaviour is not subject to institutional and political interference and restraint" (Furedi 2012, 31). This means that we agree that tolerance implies the right of people to convert to another point of view, even if not explicitly clarified as such in this questionnaire. In evaluating the theoretical basis of the questionnaire, another more

important point I emphasize about relativism and tolerance is clarified well by Jay Newman (Newman 1982, 61), and it relates to item 33 of the questionnaire, which could be improved to allow for nonrelativistic yet tolerant attitudes to count.

So for all practical purposes the questionnaire was very well suited to measure tolerance in Albania. Therefore I had it translated into Albanian and used it with the last year students of education at the University of Shkodra in June 2016. The questionnaire included 50 questions and was well thought through, reflecting a broad understanding, not only of issues related to tolerance, but too sociological and psychological issues as well. In addition it showed expertise in organizing the questions (Broer et al. 2014, 88–89) by building in the system controls that would help in revealing the reliability of answers as well as other valuable contrasts and comparisons.¹

Focusing on students, for reasons explained well in the journal article mentioned (Broer et al. 2014, 87), was also welcome to me, since I am concerned about the future of tolerance in Albania being influenced in a significant way by this generation of teachers graduating now from the university. I find it also very insightful what Broer et al. say: "Prospective teachers are not only in the process of developing their own individual value systems but, in a sense, they also represent the degree to which the respective social groups to which they belong can be considered religiously tolerant or not" (Broer et al. 2014, 87). This means that we learn more from the questionnaire than just what these current students believe, namely, we also learn about the broader culture in which they function. Therefore it seems justifiable to apply some findings of this questionnaire to the situation in the general population of Albania.

3. Reflections and observations on the questionnaire results: looking at the whole

139 respondents filled the questionnaire fully, while some 30 others did so only partially and are not therefore considered in this analysis. The questionnaire had 50 questions or items (Broer et al. 2014, 94–95) to be indicated as correctly reflecting one's stance on a Likert scale from 1 to 5. The results of this questionnaire, with a total mean of 3.61 out of a maximum of 5, reveal a generally good picture about the tolerant attitude of Albanian students who were made up of 46% Christians and 51% Muslims. The middle of a five-point Likert scale being 3.00 means that the Albanian respondents reflect a rather high score in indicating the level of tolerance with a total mean of 3.61.

The validity of these Albanian responses, with regard to the internal consistency test of Cronbach's alpha coefficient being 0.8, is very good, considering the questionnaire as a whole (Broer et al. 2014, 90). Methodologists usually consider coefficients lower than 0.5 as unacceptable (Goforth 2016). Therefore we can be confident about the findings of the questionnaire as a whole. While the questionnaire is very reliable as a whole, we notice the coefficient of internal consistency to be low in three of the six factors analyzed comprising only 11 questions (see table 2). We will discuss this later on as we look at the specific categories of the questions, and maybe learn indirectly about the possible meaning of this low coefficient in a specific 20% of the questionnaire.

Two questions, items 2 and 3 in the questionnaire,² indicate, respectively, living strictly according to the rules of one's belief system, and being strongly aware of one's beliefs when making important decisions. The mean score for the whole group on these two statements is 3.41. Using this mean as a standard, we divide this group of Albanian students into the subgroups of respondents with a mean score above 3.41 labeled as "strict," and those with a mean score lower than 3.41 labeled as "liberal."

It is very interesting that we had almost an equal number of "strict" and "liberal" respondents, with almost equal distribution between Christians or Muslims represented in each group. This suggests that there is no noticeable difference in the force of commitment to their respective religions between Christians and Muslims in general. There are as many Christians that are strict as there are Muslims in the same category. This may indicate a natural tendency of people for other reasons than their religion making them stricter or less strict in following their system of belief.

More interesting is the observation that those respondents in the "strict" category obtain a significantly higher mean score in general compared to the "liberal" respondents (see table 2). It could be said then that the "strict" Albanians raise the level of tolerance for the whole group. Item 10 of the questionnaire: "All people should be able to get along with one another,

¹ I am very grateful personally to Nico Broer who made available to me several charts of his analysis and comparisons with the findings reflected here while of course he is not responsible for my conclusions and interpretations.

² (Broer et al. 2014, 94) Item 2: "I live strictly according to the rules of my religion/philosophy/life and worldview." Item 3: "When having to take an important decision, I am strongly aware of my religion and/or my beliefs which are part of my religion/philosophy/life and worldview."

regardless of which norms and values are important to them.” (Broer et al. 2014, 94) received by the whole group the highest mean score of 4.46 from all of the 50 questions of the questionnaire. I consider item 10 as the most important item of the questionnaire in capturing the tolerant attitude. The mean was higher for the “strict” Albanians with a 4.61 mean score, while those who brought this mean down were the “liberal” Albanians, with a mean score of 4.31. I think it is appropriate to inject here my view that this score confirms the contention that the relativists or liberals are not necessarily more tolerant, and those who are “strict” to their nonrelativistic system can be just as or even more tolerant than their liberal counterparts.

4. Reflections and observations on the questionnaire results: looking at the specific categories

The factor analysis is an important indicator of the specific areas related significantly to measuring tolerance, and there are interesting finds with regard to Albanians here (see table 1). These categories or factors comprise only 28 questions from the 50 questions in total, but they are grouped to indicate some attitudes with specific important contribution to tolerance. When analyzing the results on just the six factors the Albanian mean score of 3.53 is still “rather high,” as one analyst of the questionnaire put it to me. Even noticing the two other groups of students from two other countries in Europe comparably having a higher mean score on the same measurements (respectively 3.89 for Netherlands and 3.57 for Estonia and Slovakia) that is still a good result.¹ So in general we can say Albanians reflected in this questionnaire indicate by their answers a satisfactory level of tolerance.

But some concerns are raised for me as we look more carefully at the results of the factor analysis (see table 2). One issue is the reliability of the answers for 3 of the 6 subscale areas or factors, because in those three factors the Cronbach’s alpha is lower than 0.6 which is below the 0.7 mark “conventionally taken as indicative of internal consistency,” (Broer et al. 2014, 90) say Broer et al. Even though only those below 0.5 are “usually” considered unacceptable according to Chelsea Goforth of the University of Virginia (Goforth 2016), I am not able to comment here on the issue of the dimensionality, which would determine the relevance of this particular threshold for our questionnaire. Nevertheless, this lower threshold would seem to disqualify only one of the three areas with low Cronbach’s alpha scores, namely, the “sensitivity to differences” factor comprising only 4 questions; but I still think we can learn something from this, as I will elaborate here shortly. While my first thought and determination is to look into improving some of these questions in the low reliability categories to avoid any misunderstanding, I shall now probe the possibility of real confusion and inconsistency in the minds of the respondents regarding the respective factor areas and what it may mean.

The three areas which clearly indicate a coherent response by the Albanian students are on “respect,” “empathy,” and “sense of freedom,” while the “value of own religion,” “sensitivity to differences,” and “origins of own values” are less reliable, thus indicating more confused answers. If this comparison of the different areas indicates that these Albanian students are more intuitively clear in what respecting people involves, whatever ideas and religions they say they belong to, then it also indicates that they are more familiar with its practice and ability to empathize with others, desiring for them the freedoms they want for themselves.

The mean score being lower in the three factors reflecting “value of own religion,” “sensitivity to differences,” and “origins of own values,” accompanied by the confusion in their answers on these issues, as implied by the Cronbach alpha numbers, suggests to me that I may be right in some of my own generalization about Albanians, much like some others have said as well (Kulla 2015, 121). Namely, I believe Albanians, being normally as intelligent as anyone else, culturally are generally less motivated by abstract ideas and less conversant with them, while they are shaped more by the dynamics of living together in a society of mixed religions in close proximity. I would not, therefore, be surprised that even these Albanian students appear generally less theoretical about religion and more willing to just participate in the social aspects of religion. The “Valuing own religion” category then would be one such area where Albanians are not very theoretical about, or learned in, as to be clear in their answering about “worldview,” “adhering to principles,” and “arrive at the truth via worldview.” These considerations would be extrapolations from what the students’ possible confusion in this aspect of the answers might mean. I believe that this possible confusion is not simply removed with improved questions. Therefore, my provisional conclusion is, and it seems to be borne out by the questionnaire as a whole, that Albanians want a peaceful coexistence among people of different religions, even if they may not be very clear about their own religion and the ideas involved.

With regard to understanding the other factor area reflecting confusion in the answers given, namely, “source of values,” I would venture to suggest a few other ideas. A lot more goes into the formational environment of the students than the two

¹ From personal correspondence with Nico Broer in November 2016.

sources of values indicated in the questionnaire – designated school curriculum and family values. I presume the writers of the questionnaire must be well aware of this; and I imagine the different considerations for items of a workable questionnaire would have restricted them to just these. Something of the nature of this broader source of influence in forming values is mentioned in the article presenting the original questionnaire where the attitude of the teacher is discussed (Broer et al. 2014, 87). But the factoring in of the media and politics, in addition to the influence of friends, into the matrix of the environment influencing the values of the members of the society, is important to keep in view and maybe reflect in the future version of the questionnaire. I would suspect that the influence of these other sources would better explain what might seem contradictory in the responses we have gathered at this point from Albanians. This again could be an indication of an area of theoretical practice where Albanians are less attentive to reflect upon and be clear about.

The factor of “sensitivity to differences” is the area which reflects the lowest Cronbach’s alpha number of 0.38 and the lowest mean score of 2.76. What I believe to be the case in Albania, namely, a relative neglect of knowing the religious ideas of others but not as the result of disengaging from relationships with these same people, can explain somewhat these scores. The questions comprising the area of this factor seem to be only cast negatively with expressions like “I do not care,” seeking reactions to an isolationist posture, rather than an engaging posture. Not being interested about religious ideas of the other person, considering them irrelevant, in no way reflects for the Albanian mind not “caring” about what that person thinks regarding other issues of practical relevance. The casting of the questions seems to imply that what indicates “sensitivity to differences” is engaging the ideas of others. But, to the contrary, it is possible to engage people and be sensitive to their differences on issues of practical concerns of living together without suspecting religious ideas to make any difference in this matter. Hence they would not understand this lack of interest in religious ideas as a function of “I don’t care,” but more as irrelevant. So scoring low in reliability here may indicate such confusion as mentioned, and scoring lower in the mean, indicate the relative unimportance of the understanding of ideas for Albanians in their tolerant posture toward religious others.

There should be a positive way to gauge this posture with “sensitivity to differences.” I propose: “from my personal engagements with religious others in my circle of friends and acquaintances I find the stereotypes of religious people as not helpful,” or “stereotypes of religious people are always challenged by my acquaintances with individual cases of those religions.” Clarifying some questions related to this factor, namely, “sensitivity to differences,” which seems to sound more negative than intended, would also help us understand if this is truly an area of concern for us to address with Albanians.

So I can imagine some tolerant people seeming to be intolerant, or without “sensitivity to differences,” in their answering the questions of this category correctly from their perspective; yet by this measure we do capture an issue of concern for robust tolerance in its indication of a deficiency about the awareness of the ideas of others.

5. Considerations for the future:

The questionnaire is part of a study focused on educational students, but it can be adopted easily for other audiences. Such broader audiences as the community of a village or a neighborhood could be engaged in a similar way. Therefore, adjusting the tool accordingly is a next step. Once we ascertain the areas of concern for Albanians, one of which seems to be “value of own religion,” we can suggest ways to help improve the situation by paying attention to the curriculum, in the case of the educational institutions, or create an action plan for foreseeable challenges in our communities. Such plans should envision constructive contexts in which further information and dialogue is facilitated to achieve the desired result of preserving tolerance in the face of the growing awareness of our own religion and the religion of others. Further measurements can then be conducted to validate further developments.

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Appendix

Table1 /Factor analysis

Respect
24. I think that I am contributing to the wellbeing of my fellow human beings when I respect their ideas and beliefs.
33. I believe that all religions of life and world views in the end lead to one and the same truth.
41. I am convinced that I am able to participate in society taking into account the values and norms which are important to me.
43. I am convinced that people despite the differences between them should seek a peaceful co-existence.
44. I am convinced that people should pay so much respect to one another that peaceful co-existence between them can be possible.
45. I am convinced that people should seek ways to overcome the differences that exist among people in society.
46. I am of the opinion that people should respect the differences that exist among different people in society.
Empathy
07. I am on friendly foot with people who adhere to another religion or life and world view.
08. I do not feel threatened by the world around me.
38. I respect the religious beliefs of people with convictions quite different from mine.
48. I respect and do not condemn people whose beliefs are different from mine.
50. I feel free to respectfully socialize with people who hold beliefs quite different from mine.
Value of own religion
15. The values and norms, which are important to me, all stem from my religion or life and world view.
16. The values and norms, which are important to me, cause me to be quite different from other people.
31. I believe that my own religion or life and world view is the only correct one.
32. I think that people can arrive at the truth only via my religion or life and world view.

36. I am convinced that people should adhere to principles contained in a holy scripture.
Sens of freedom
09. I can comfortably get along with someone who adheres to norms and values different from my own.
10. All people should be able to get along with one another, regardless of which norms and values are important to them.
11. There are norms and values which should be important to all people, regardless of their own religion/life and world views.
13. In my encounters with people who adhere to another religion or life and worldview I always remain faithful to my own norms and values.
20. I am able to explain to others those values and norms which are important to me.
Sensibility to differences
06. I do not care what people who adhere to another religion of world view think, find or do.
22. I do not care what other people think, find and do based on their own religion or life and worldview.
25. I find it easy to accept other people's behaviour which I myself do not find acceptable.
40. I do not care whether my country is governed by Christians, Muslims, Hindus, Buddhists or New Age followers.
Origins of own values
18. The values and norms which are now important to me were imbued to me by my parents.
19. The values and norms which are now important to me were imbued to me by the school(s) that I attended.

Table 2 / Results on the six factors

		Albania	Liberal	Strict
1. Respect (Cronbach alpha 0.78)	Valid N	139	70	69
	Mean	4,02	3.73	4.31
	Standard Deviation	,94	1.05	,71
2. Empathy (Cronbach alpha 0.61)	Valid N	139	70	69
	Mean	3,99	3.78	4.19
	Standard Deviation	,95	1.04	,79
3. Value of own religion (Cronbach alpha 0.56)	Valid N	139	70	69
	Mean	3,22	2.86	3.58
	Standard Deviation	,99	,93	,91
4. Sense of freedom (Cronbach alpha 0.64)	Valid N	139	70	69
	Mean	4,22	3.95	4.49

	Standard Deviation	.86	.99	.61
5. Sensibility to differences (Cronbach alpha 0.38)	Valid N	139	70	69
	Mean	2,76	2.74	2.78
	Standard Deviation	.97	.97	.98
6. Origins of own values (Cronbach alpha 0.55)	Valid N	139	70	69
	Mean	3,00	2.66	3.33
	Standard Deviation	1,36	1.30	1.35
Total (Cronbach alpha 0.82)	Valid N	139	70	69
	Mean	3,53	3.29	3.78
	Standard Deviation	.57	.60	.41

For Reducing Energy Consumption in Public Transportation

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Abstract

The concept of sustainable development, applied to cities, leads necessarily to give a large place to pedestrians, to cyclists and to public transport, which returns the viability to cities, by eliminating the enlargement of cars number, urban sprawl, accidents, traffic, pollution, and especially the huge consumption of energy, caused by cars and private transport. Mobility problems (traffic, transport...) are became more and more important, to study and resolve, because of their highest consumption of energy. Our research task is focused especially on the road transport of passengers, because it is a mode very large-scale consumer of energy which is often aimed by the energy policies. This leads us to study the dependence between energy and transport, then to study the intramodality of transport by encouraging public transport. But for that the passengers leave their cars and move towards public transport, this requires the development of a high-quality public transport, which is conquering with that of private vehicles, and therefore moderate the high consumption of energy. For that one of an important problem of stop location especially in the big cities is set.

Keywords: Public transportation, Petroleum, Energy demand, Operational research.

I. Introduction

The energy is an essential factor in all economic activity and in the social life of countries. The high energy costs affect not only industries, but also different sectors, including transport. Logistics and storage management have already become key factors for companies to succeed in the marketplace. For companies, the major problems include: Logistics and transport management, storage, human appointment, resource allocation... The question of transport, passengers or goods, is in the middle of the big challenges of this beginning of century, solving this transportation problems is a very important economic issue for many companies.

II. Energy balance

Nowadays the energy became a precious commodity, on the basis of any economic success.

1. Energy Consumption

The high final energy consumption is divided between three major sectors of activity as follows: 44% for residential sector and agriculture, 29% for industry, and 27% for transport (**See figure 1**). Transport sector is the fastest growing sector in energy consumption terms, where the final energy consumption of world transport, has increased 2.2 times between 1971 and 2005 [5].

Especially in Europe, the energy absorbed by the transport sector occupies the first place with 33%, followed by: industry (24.2%), services (11%), and agriculture (2%) (**See figure 2**). Precisely in France, the share of transport in finally energy consumption reaches almost 32% in 2010 [5].

Fig 1. Energy consumption in the world in 2012

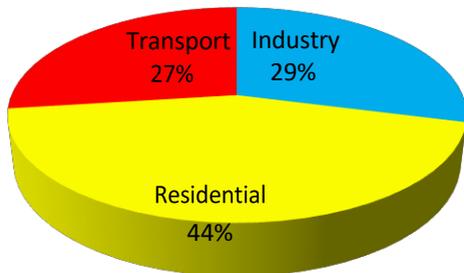
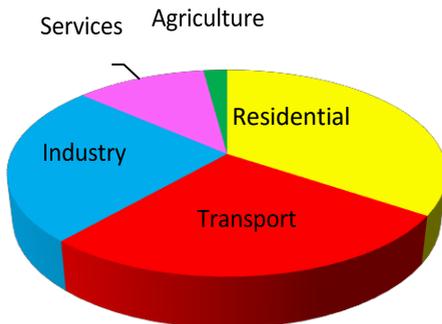


Fig 2. Energy consumption in the Europe



2. Petroleum consumption in transport sector

Henceforth, The petroleum is considered as the primary basic product exchanged in the world, it is also the most consumed primary energy, with a share of 36% in 2002, means

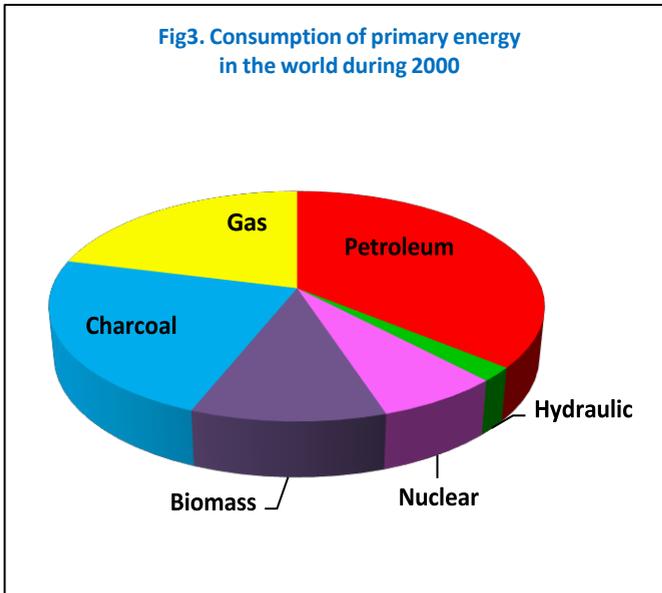
around 3500 million tones (**See figure 3**) In 2012, this final consumption reached 49.2 Mtoe

[1].

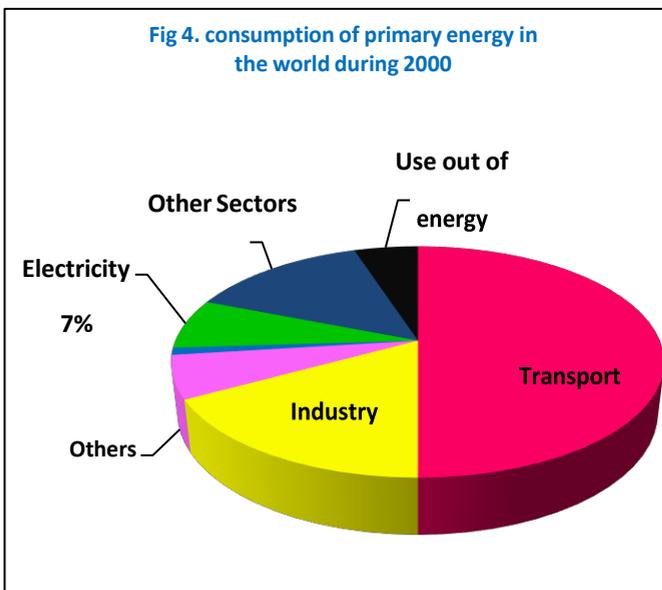
For the main oil-producing (petroleum- producing) countries, Saudi Arabia ranks first with 13% of total world production, followed by: the United States with 11%, the Former USSR with 10%, around 5% for each: Iran, Venezuela, Mexico, China and Norway. About fifteen countries participate in this assessment with few %, such as the United Kingdom, The United Arab Emirates, Canada...etc.

The use of petroleum is essential to any economy, particularly in the transport sector, which clearly appears to be the main sector in the use of petroleum products, with a current share of 50% (**See figure 4**)¹ against 42% in 1973. (IFP_)

To the current time, the other energies (electricity, biomass, coal and gas) used in the transport sector occupy only a marginal place of 1.9% (IFP_)



Source « Energy Balance Non-OECD Countries, 2001-2002 » IEA 2004 Edition



3. Energy consumption split in transport sector in 2001

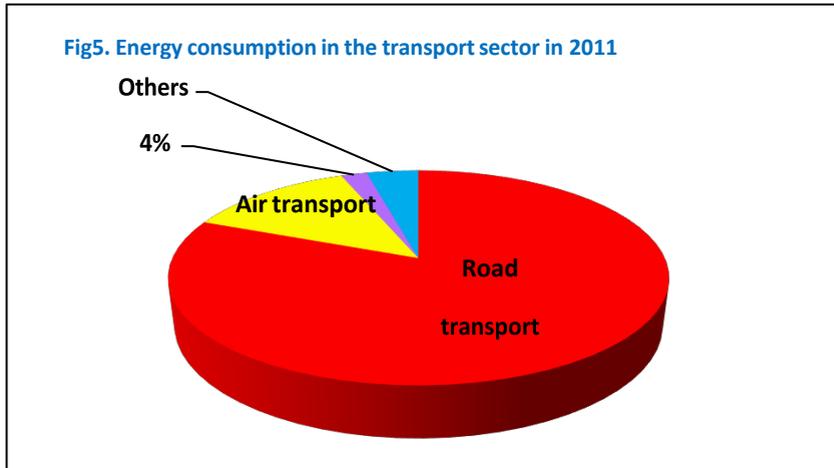
The energy demand of the transportation sector has grown significantly during the 20th century. The different means of transport used are: Train, Tramway, Metro, Airplane and inland waterways, but it is road transport which largely dominates the weight of energy consumption, with a share of 81%

of transportation-related energy demand, against 29 % for the consumption of other transport modes [8], divided as follows (13 % for air transport, 2 % for railway and 2 % for waterborne) (See figure 5).

By far, road transport is the most energy consuming and the most emitting of greenhouse gases.

More particularly, the private vehicles dominate road transport with 83%, thus the private transport is the most consuming of energy and broadcasting of greenhouse gas.

In particular, the energy consumption of various transportation systems (public and private) in the Brussels-Capital Region, represented more than one fifth (means 22.3%) of Brussels's final consumption of energy, in 2013. And it is mainly attributable to private road transport.

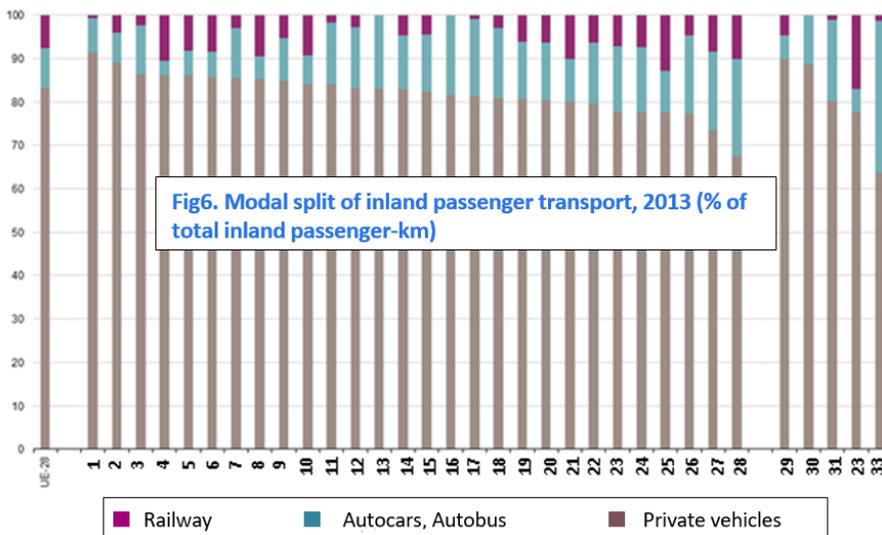


Source « World Energy Outlook 2004»

4. Inland passenger transport

Collective inland passenger transport is likely to be slow in term of rate progress, these transport modes (including air, rail, bus and coach) account for only 17% of passenger transport. By contrast, private passenger transport accounts for 83% of passenger traffic in 2014 [10].

In 2013, among the EU Member States, the relative importance of passenger cars transport was the highest in Lithuania, where it accounted for 91.4% of passenger transport. In most Member States the share of passenger cars transport was between 80 and 90%, but it was lower in Hungary (67.5%), and even lower in Turkey (63.7%), hence this last has a relative importance of coaches and buses transport, of which it represented 34.9%. Also, a share of more than one fifth of collective passenger transport is recorded in Hungary (22.3%). Although, the proposition of coaches, buses and trolleybuses transport was the lowest in the Netherlands (3.3%), and between 10 and 20% in other 17 Member states [12] (See figure 6)³. In particular, in 2014, 1000 billion passenger-kilometers were transported on French territory: 829 billion by private vehicle, 102 billion by railway, and the rest (means only 69 billion) by bus, coach or air. In 1990 the weight of private transport using private vehicle representing 83% of passenger-kilometers, in 2003 it passed by a maximum with 85.3% of passenger-kilometers and then it returned and stabilized to 83% in 2014 [10].



1.Lithuania 2. Portugal 3. Slovenia 4. Netherlands 5.UK 6. Germany 7. Croatia 8. France 9. Finland 10. Sweden 11. Estonia 12.Ireland 13.Malta 14.Luxembourg 15.Romania 16.Cyprus 17.Greece 18.Bulgaria 19.Spain 20.Italy 21.Denmark 22.Poland 23.Slovakia 24.Belgium 25.Austria 26.Latvia 27.Czech 28.Hungary 29.Norway 30.Iceland 31.Macedonia 32.Swiss 33.Turkey

Source Eurostat (Online data code: tran hv_psmo)

III. For more efficient mobility

a) The Target : 15% bicycle 2020

The Brussels charter signed on 15 May 2009 by several European cities, at the conclusion of the international conference Velo-City, sets a target of 15% of modal share bicycle to be achieved in 2020. Despite notable advances, France barely reaches 4% in 2011. For the same year, the modal share of bicycle reaches 27% in Netherlands and 18% in Denmark, in all of their respective territories [1].

b) The intramodality of transport

In the urban transport of individual, alternative modes to the individual car are recommended. The use of these alternative modes of transport is promoted in particular by the Business Travel Plans, which encourage cycling and public transport [11].

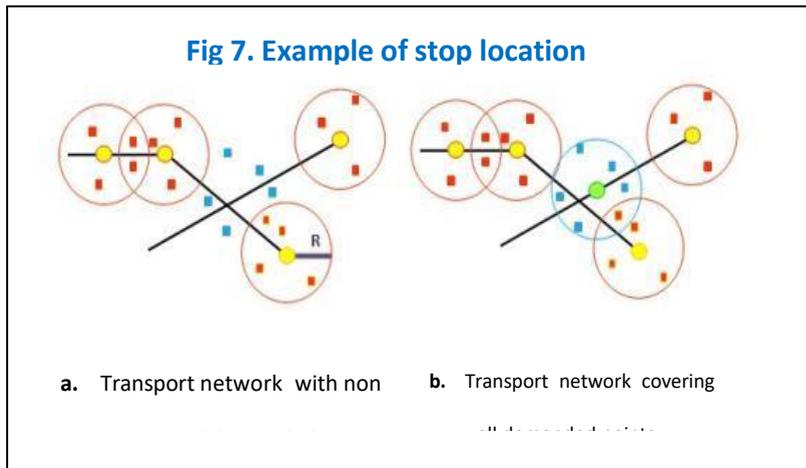
But for that the passengers leave their cars and move towards public transport, this requires the development of a high-quality public transport, which has a priority over than private vehicles. So an important problem to solve is the organization of public transport, especially in large cities.

IV. Optimization in Public Transportation

If we pass from customers-oriented point of view, users are often dissatisfied with high costs, poor service, and failure to meet transport times (bus, train, tram, etc.). It is very difficult to satisfy the requirements of users (lower cost, better service) due to the complexity and size of planning problems. However, theory and methods of operational research make it possible to propose an adequate model of the posed problem, and in general to propose good solutions. From users-oriented point of view, we have three problems: Stop location problem [6], Delay management and pricing [9].

Stop location problem

The principle of stop location problem [7] is to seek to place stops along an existing bus lines. There are various demanded points by customers, and a minimum number of stops to be placed must be found, in a way to cover all demand points, knowing that a user must reside in less than a fixed distance from its demanded point (See figure 7), this distance is called covering radius (R). In his survey, Demetsky [2] assures that for most companies the covering radius is equal to 400 meters for public transport, and 2 kilometers for rail transport.



So we have two problems: the first is to maximize the accessibility to public transport network, and the second is to ensure the covering of all users attempting to use this transportation system [See 3 and 4], while at the same time ensuring the location of a minimum number of stop stations, this reduces the cost of construction run by the transport companies on one hand, and on another hand avoids the increase in total transport time, indeed, in the layout guide each additional stop increases travel time by about 2 minutes.

V. Conclusion

The energetic demand of the transportation sector, knew a real growth during the 20th century. The different forms of transport are: road, rail, air and waterborne, but it is the road transport which largely dominates the share of energy consumption, with 81% of total demand of transport-related energy. Against 29 % for the consumption of other transport modes, divided as follows (13 % for air transport, 2 % for railway and 2 % for waterborne). In this fact, mobility problems are became more and more important, to study and resolve, because of their highest consumption of energy. Stop location problem is an important problem to study for organizing the public transportation, so all begin with a high-quality transportation system, conquering with which of private vehicles, at this time passengers can leave their private vehicles and turn towards the public transport, and therefore moderate the high consumption of energy.

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Evaluations of Students and Teachers on Quality of Teaching Process Regarding Working Styles

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Abstract

Within our research, we have focused on the quality of interpersonal relations at the high education institutions, i.e. we have been interested in inter-perception among teachers and students at some faculties in Bosnia and Herzegovina. We especially were eager to find out whether some differences could be found in preferring different working styles both teachers and students at various faculties and study departments. Using quantitative methods, checking up the influence of variables related to working styles that have impact upon the general evaluation of teaching process quality and interpersonal relations teachers-students, we have conducted within the aimed sample of students and teachers of the University of Sarajevo and the University in Zenica, consisting of 309 examinees.

Keywords: evaluation of teaching process, working styles, socio-emotional status of teachers and students.

Introduction

Teaching process, according to customary determinations from didactic-methodical literature, represent the most organized aspect of education. The inclination to improve the teaching process does not cease to occupy educational experts, so, in the immense abundance of literature dealing with this issue, we can find numerous suggestions in that regard. So, Lee Shulman (1987, according to Woolfolk, 2004) on the basis of teacher's competencies suggests that the expert teacher has to possess: knowledge about the academic subject they teach; general knowledge about teaching strategies that apply all subjects; the curriculum materials and programs appropriate for their subject; subject-specific knowledge for teaching; knowledge about personal characteristics background of learners; the settings in which learners learn (pair, small groups, teams, classes, etc.); and the goals and purposes of teaching (p. 7).

Meanwhile, the education is imminently also a social category, i.e. the process of education cannot exist out of the frame of social relation, a relation established between teacher and pupil. Consequently, the very essence of teaching process is comprised of interpersonal relations. Within the frame of wide and sometimes hardly perceived area of interpersonal relations, every day the numerous factors are involved of which neither teacher nor student are not prepared for, and seemingly not fully aware of them. Jones and Jones (2004) outline a series of researches conducted at schools along The United States from which we learn that there is a growth of percentage of those students who do not finalize their schoolwork's and assignments, the constant growth of behavioral problems, disrespect of teachers from students' side, and non-attendance. As background factors, Jones and Jones, summing up numerous researches, emphasize family factors, poverty, consuming the drugs, abuse of children, life in stress and dynamic rhythm of life, as well as a life in encounter cloyed with violence (p.10). Considering the interpersonal relation within the teaching process, Bratanić (1993) defines it as "process established between educator and student, a teacher and single student and whole class" (p.32). Bratanić emphasizes a need for awareness of such process where a reversible relation exists, where teacher does not only influence on student by his behavior, but there is also a reverse influence. Factors, according to Bratanić influence the quality of

interpersonal relations are: elements of successful relation (personal inclination, mutual familiarity, interests, attitudes and values, intelligence, social background and working methods), social perception (interdependent perceiving within social situation), emotional attitudes (feeling towards something or someone), and empathy (cognitive-emotional ability of identification with the state of another person and perceiving the world through her/his eyes).

On the basis of former researches we can conclude that there are three vast areas of researching of the relation between teacher and student: tutoring, guidance and socio-emotional relation where each of this three includes bigger number of individual constructs and is equally important for creation of working atmosphere at every single level of education. In our research, we focused on the quality of interpersonal relations at high education that is we were interested in inter-perception between students and teachers at some faculties in Bosnia and Herzegovina. With that, research on interpersonal relations at high education are still rare ones although extremely needed for on the basis of such research it is possible systematically influence the quality of interpersonal relations at high education. Within the context of such relations, we have been especially interested in that whether some differences by extremely specific manner we can find also at different preferable students' and teachers' styles of various faculties and study departments. Namely, the misunderstanding between teachers and students could be rooted in preference to various cognitive styles, learning styles, but for sure as well as in regard to preference of different working styles. If we could recognize the differences existing among us during the teaching process, and based on such understanding adjusted an approach to students, being mutually surprised we would find out as teacher and student were not bad in mutual evaluations, just they have not understood each other. The addition of improving of mutual understanding is also hidden in knowledge on working styles-drivers. Following the Bern's idea as the patterns learnt during the childhood can be present at very short period, Taibi Kahler in 70's had started a large-scale clinic research (Stewart, I., Joines, V. 2008). He noticed the existence of five specific answers covering the script. He named them „drivers“: Hurry up, Be Perfect, Be Strong, Please (others), and Try Hard. At too emphasized drivers, a person will face personal difficulties, but he/she can cause the same to the others. The usage of the drivers is very applicable at organizations, but in case of this research we have stated the correlation between teachers and students. A teacher who recognizes the student's drivers can make a process of teaching or training make more adequate and efficient one. Advantages and disadvantages of the drivers are (Stewart, I., Joines, V., 2008; Hay, J., 2009) are as follows:

Hurry Up – persons having this driver are capable of doing things fast. If you want some fast activity, they are right persons for that, and on the other had they are persons taking over too many things at the same time, they are always in a hurry, on the brink of patience, often not paying attention to details.

Be Perfect – they want to do all in a perfect way, they pay too much attention to details, capable of excellent organization of working activities, are excellent at carrying out reports, they can have some problems with deadlines (due to strong urge all to be perfect), they can critical to themselves and others, etc.

Be Strong- can work excellently under pressure, being excellent in critical times, can take over control, so the others to feel safe at their presence. When others being close to them have panic reactions, these persons usually think logically, they can be emotionally distant from the situation, at the other hand so often they do not recognize their personal weaknesses, they have the lack of emotions (they may look like robots),

Please (others) - is a profile of people that are fantastic team players, even they will make others comfortable before asked to do so, sympathize with others, emphatic, managers like them, but they have a problem saying NO, they avoid conflicts, constructive critics, they save the others, they do not express their personal opinion, so could easily frustrate the others.

Try Hard- are persons capable of doing splendid pioneer's jobs, they like new projects, new things, under stress they are able to start with numerous things but often they got a problem due to moving on man jobs and activities they do not finalize, they are more oriented as to „try hard“ than to success and easily they change small jobs with bigger ones.

Everyone has their set of motivational drivers, some more or less developed. Keeping in mind above mentioned descriptions, it is very important to recognize those and accordingly the teacher may form teams for some tasks or give individual directions. It is also important for the managers and teachers to be familiar with personal working styles. Each working style carries a vulnerability to stress. "Be Perfect" relations between teachers and students inevitably lead to stress, conflicts, criticism. Conflicts at educational institutions can be prevented by knowing the working styles. The working atmosphere can be modified, leading to higher productivity.

Purpose of the study

The goal of this research is to scrutinize the quality of teaching at faculties from the angle of few important factors influencing the successfulness of interpersonal relations. Examining the mutual evaluations of factors that impact the successfulness of teaching process of teachers and students and working styles, analyzing the results, we got a sequence of criteria variables that impact as to the quality of mutual relations so on the quality of teaching process. We have been interested to find out whether some other variables, such as empathy level, locus of control, and success gained during the period of study, have influence on preferring different working styles of students. The data collected could be the important source of awareness to teachers in their thrive to improve the teaching process and understand the inner logic of study and students' needs, especially in the field of understanding the influence of preferred working styles of students. The testing of variables related to working styles and differences arising between students of different study groups, we have conducted within an intended sample of both students and teachers of the Universities in Sarajevo and in Zenica comprising of 309 examinees in total.

Methods

In this research, using the quantitative methods, we have processed data gained on the basis of research battery consisting of a questionnaire on general examinee's information, the questionnaire for both students and teachers on the evaluation of teaching process (Bratanić, 1993), the empathy scale (Baron –Cohen, S., 2012), the scale of locus of control (Bezinović, P., 1990), and the scale of working styles (Hay, J., 2009). This research represents the sequel to research on life styles and students' habits as well as the level of empathy. Regarding the former research, this sample is somehow bigger, comprising of 266 examinees of the Universities in Sarajevo and in Zenica, so the summed-up results covered additional 43 teachers from above mentioned faculties¹. Within the sample itself, 117 examinees study at the Faculty of Political Sciences, 82 of them at the Faculty of Philosophy but 67 of them at the Mechanical Engineering faculty and the Polytechnic faculty, and 43 teachers from all included faculties making the total of 309 examinees². The reliability of internal consistency has also been examined and expressed through the coefficient of reliability Alpha Crombach for all instruments used and it is 0.746 for the empathy scale, 0.85 for the working styles scale, and 0.765 for the locus control scale.

Findings and results

On the students' sample (N=266) and teachers (N=43) of the Universities in Sarajevo and in Zenica we applied a questionnaire for students and teachers (Bratanić, 1993), adjusted for the purpose of research at high education level. Students and teachers evaluated the characteristics they mutually appreciate most respectively, problems from teaching process that especially occupy their minds, factors influencing the creation of positive attitude in relation teacher-student, the most often causes of misunderstanding between teachers and students, factors that condition a discipline among students at class, what gives them most enjoyment during the class, and what do they feel towards each other.

Table 1. Mutual evaluations of students and teachers on quality of teaching process

Questionnaire for students	Students' replies	Questionnaire for teachers	Teachers' replies
From suggested features, choose one you appreciate at your teacher the most	Kind and warm relation to students 33,1%	From suggested features, choose one you evaluate students appreciate at you the most	Distinct, clear and interesting presentation 39,5%
Which students' problems occupy the teacher the most	Discipline and non-attendance 30,3%	Which students' problems the most occupy you as a teacher	Success in learning 53,5%

¹ For further reference on this part of research, see: Alic, A., Ceric, H., & Habibovic, S. (2015). The Connections of Empathy and Life Styles among Bosnian Students. *Procedia-Social and Behavioral Sciences*, 205, 457-462; and Alić, A., Cerić, H., Habibović, S. (2015). Povezanost socioemocionalnog statusa i međusobnog percipiranja nastavnika i studenata na visokoškolskim institucijama. *Quality 2015*, 9, 371-376.

² The Faculty of Political Sciences is a part of the University of Sarajevo, while The Faculty of Mechanical Engineering and The Faculty of Polytechnic are a part of the University of Zenica. It is important to mention as these two universities are public ones being financed by the cantonal governments that are lower instances of state authority.

What, in your opinion, influence the creation of positive attitude in relation teacher-student	Readiness of the teacher to help the student 22,3%	What, in your opinion, influence the creation of positive attitude in relation teacher-student	Understanding and appreciation of students' personality 34,9%
What is the most usual reason of misunderstanding between teachers and students	Defiant student's attitude toward the teacher 27,7%	What is the most usual reason of misunderstanding between teachers and students	Underestimating teachers' attitude toward student 34,9%
	the teacher's attitude being right as a must always 27,3%		
What does a discipline of students during class depend on	On teacher's ability to make them interested 27,7%	What does a discipline of students during class depend on	On teacher's ability to make them interested 58,1%
What does give you the most pleasure during the class	Interesting curriculum 25,8%	What does give students the most pleasure during the class	Distinct, clear and interesting presentation 41,8%
What do you feel towards your teachers	Respect 86%	What do you evaluate the majority of students feel toward you	Respect 81,4%

The results have shown that both teachers and students gave the most congruent answer to the question related to socio-emotional relations – 86% of total students examined state as they do feel respect towards their teachers, while 81,4% teachers evaluate as the majority of students feel respect towards them. Therefore, from the above answers a conclusion is that mutual respect between teachers and students contributes a great deal to creation of positive socio-emotional relations. The answers to questions on what are the most often reasons of misunderstanding between teachers and students (students claim it is defiant students' attitude towards the teacher 27,7%, and the attitude as a must he has to be right always 27,3% while the teachers mention underestimating of teacher toward student 34,9%) which influence a creation of positive attitude in relation teacher-student / students mentioned a readiness of the teacher to help students 22.3%, but teachers mentioned understanding and appreciation of students' personality 34,9%, so the evaluation 33,1% of students examined as they appreciate most a kind and warm attitude towards them, also give very useful inputs on creation of positive socio-emotional climate in working with students. The remaining answers are mostly related to teaching as an important aspect of relation teacher-student on high school level. So, 39,5% of teachers evaluate as students appreciate the most their distinct, clear and interesting presentation, 53,5% of teachers is especially occupied with students' success in learning, for 25,8% students the most pleasure during the class is interesting curriculum, while 41,8% of teachers consider that the most pleasure for students during the class is distinct, clear and interesting teacher's presentation, so students (27,2%) and teachers (58,1%) agree as a discipline of students during the class depends on the ability of teacher to make them to be interested in. The only one answer given by 30,3% of students as discipline and non-attendance are of special occupation of teachers could be correlated to the style of teacher's conduct eventually. The results gained by the usage of the empathy scale showed some worrying trends. Namely, on total sample, 17,5% of students examined gained low scores, 64% average, and only 18,5% above-average ones. We consider this information to be worrying one keeping in mind that three fourth of examinees study social and humanistic sciences. The groups are significantly different in regard to empathy, giving the advantage to female examinees. Female examinees are in average more empathetic than male ones –when we observe both female and male examinees we find statistically considerable difference at the empathy level with preference to female examinees having average arithmetic mean in relation to male examinees 40,10 on level $p < 0,01$ ($t = 2,671$; $df = 198$; $p = .008$). According the expectance, students of social and humanistic studies show more secure attachment (63% students of the Faculty of Philosophy and 56,3% of the Faculty of Political Sciences), while with students studying technical departments a high percentage of non-secure attachment is noticeable (even 67% students of the Faculty of Polytechnic out of 40% avoiding non-secure attachment; and 60% students of The Faculty of Mechanical Engineering among which 32% of them show avoiding non-secure attachment). The range of correlation between empathy and the habit of reading books at level $P < 0,01$ ($r = -0,184$; $p = .009$) show that those examinees who read books not related to study less and on non-regular basis gain lower scores on the empathy scale, i.e. we can state them to be less empathetic. Respectively, student not having developed habit of reading books not related to study incline to external locus at level $P < 0,05$ ($r = 0,168$; $p = .016$).

Using Spearman's rho coefficient of correlation, we intended to state the possible correlations between criteria of variable of examinees' age in relation to the empathy scale and locus of control. There is negative correlation between empathy and external locus at level $P < 0,01$ ($r = -0,176$; $p = .010$) meaning that students inclining to external locus of control less empathetic from those inclining to internal locus of control. Correlation between students' age and locus control scale at level $P < 0,01$ ($r = 0,241$; $p = .001$) signify that with age the eternity decreases but internality increases. In relation of the examinees' age and empathy level none correlations are noted. If we sum up the results gained by the usage of eternity scale we can

conclude as students inclining to the external locus of control and lower empathy stand at passive-aggressive position that, according to transaction analysis of quadrant of cultural identity (Transactional Analysis of Cultural Identity Quadrants) being observed by Sue and Sue (2008) could be picturesquely described as: "I am not O.K. and I don't have much control; might as well give up or please everyone. Society is not O.K. and is the reason for my plight; the bad system is all to blame" (p. 304). On the other side, a part of students' sample that incline to internal locus of control and express higher scores on the empathy scale could be placed into quadrant assertive-assertive position that Sue and Sue described by the expression: 'I'm O.K. and I have control, but need a chance. Society is not O.K. and I know what's wrong and seek to change it (p. 304).

This huge difference among students regarding the locus of control, visibly, is projected into the successfulness during the study. That is, among other things, confirmed by correlation between the empathy levels and average score during study at level $P < 0,01$ ($r = 0,357$; $p = .001$) which points out that students having higher scores are more empathetic than students with lower scores inclining to internal locus of control. By ANOVA test we wanted to see whether the groups differ in relation to observed variables working styles in a way we have observed five different groups- students of four faculties and teachers. It is interesting that students of the Faculty of Political Studies prefer working style Be Strong, students of the Faculty of Mechanical Engineering mostly prefer working style Be Strong, and students of The Faculty of Philosophy and the Faculty of Polytechnic, working style Hurry Up. As per the teachers almost equal working styles are shown Be Perfect, Hurry Up and Be Strong; and it is interesting that teachers gain the lowest scores on working style Please (others) (Table 2).

Table 2. Scores of working styles preference of students and teachers per faculties

Faculty/ working style	Try Hard	Please (others)	Be Perfect	Hurry Up	Be Strong
The Faculty of Political Sciences	17.3158	17.1930	18.8673	19.4737	21.6018
The Faculty of Philosophy	15.5926	15.6790	18.2658	21.0864	20.9136
The Faculty of Polytechnic	16.7500	13.1667	20.0000	22.5000	21.9167
The Faculty of Mechanical Engineering	18.6800	16.0800	18.7400	21.3000	22.8400
All faculties	17.0117	16.3113	18.7087	20.4786	21.6406
Teachers	17.8372	16.0930	20.1860	20.4651	20.1628

Knowing that we expect from students a higher aspiration level and desire for self-affirmation and success, we have especially observed the working style Try Hard. In relation to variable Try Hard we can find statistically significant difference between students of the Faculty of Technical Engineering and the Faculty of Philosophy at level from 5% accordingly gaining significance of 0,016. Arithmetic mean at students of The Faculty of Mechanical Engineering is 18,68, and at students of The Faculty of Philosophy 5.75. At the same time, standard deviation with "mechanical engineers" is 4,97 and with students of The Faculty of Philosophy is 5.75. Observing it in regard to entire sample, students of Mechanical Engineering gain the highest results on this scale i.e. they have the most emphasized working style Try Hard, while students of the Faculty of Philosophy also prefer this working style, but less than them. With working style Be Strong, we find that students of the Faculty of Mechanical Engineering mostly prefer the same one, while in this case the teachers have it less emphasized. The difference is at level of 5% but significance is 0,019. It is noticed as the entire sample of students incline to externality, but students differ in relation to teachers at level of 1% except for students of the Faculty of Polytechnic that differ at level of 5% in relation to variable locus of control.

We noticed that students of the Faculty of Mechanical Engineering have the lowest empathy level and that they do differ in regard to students of the Faculty of Political Sciences as well in regard to teachers whatsoever. Also, we found interesting information that teachers have the highest empathy scores. The extract from correlation matrix shows that correlations between students' age and working styles Be Perfect at level $P < 0,05$ ($r = 0,129$; $p = .039$) and Hurry Up at level $P < 0,01$ ($r = 0,184$; $p = .003$) are noticeable, showing that at higher study years the preference of working style Be Perfect declines but preference of working style Hurry Up increases.

Table 3. Extract from correlation matrix for empathy, locus of control, average score and working styles

The scales	Try Hard	Please (others)	Be Perfect	Be Strong	Hurry Up
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Empathy scale	Spearman's rho	.069	.201**1	.329**	-.042	-.071
	Correlation					
	Sig. (2-tailed)	.272	.001	.000	.502	.258
Locus control scale	Spearman's rho	.079	.176**	-.006	.154**	.155**
	Correlation					
	Sig. (2-tailed)	.182	.003	.921	.009	.008
Average score at study	Spearman's rho	.314**	.201	.188	.094	.085
	Correlation					
	Sig. (2-tailed)	.006	.084	.107	.423	.468
Study year	Spearman's rho	.164*2	.029	.085	-.146*	-.167*
	Correlation					
	Sig. (2-tailed)	.021	.679	.236	.040	.018

Correlation is noticeable between working style Please(others) and empathy scale at level $P < 0,01$ ($r=0,201$; $p=.001$), but between empathy and working style Be Perfect at level $P < 0,01$ ($r=0,329$; $p=.000$), meaning that students preferring working styles Please(others) and Be Perfect gain higher scores on empathy scale (shown in table3). We find a correlation and between average score during study and working style Try Hard at level $P < 0,01$ ($r=0,314$; $p=.006$) meaning that students gaining better academic achievements during their study expectably prefer more this working style. Students preferring working styles Please(others), Be Strong and Hurry Up incline to external locus of control and regarding the correlation at level $P < 0,01$ ($r=0,176$; $p=.003$) in case of working style Please(others), $P < 0,01$ ($r=0,176$; $p=.003$), Be Strong $P < 0,01$ ($r=0,154$; $p=.009$), and working style Hurry Up $P < 0,01$ ($r=0,155$; $p=.008$) that is visible on table 3.

Conclusions and Recommendations

Special value of this research is related to the fact that up-to-present there were no serious researches in regard of empathy, working styles and mutual perception of teachers and students at the universities in Bosnia and Herzegovina, so on the ground of these results could develop programs as formal so informal work with students' population in sense of more elaborate and articulated social engagement. The entire sample inclines to external locus of control meaning that majority of judgments and actions conditioned by external factors. Significant differences are noticeable between preferring the working styles of students regarding the study department. Therefore, students of the Faculty of Political Sciences prefer working style Be Strong, students of the Faculty of Mechanical Engineering mostly prefer working style Be Strong, while students of the Faculty of Philosophy and the Faculty of Polytechnic working style Hurry Up. As per teachers, almost equally present styles are Hurry Up and Be Perfect. Observing the spreading of the sample regarding to academic achievement during the study, the empathy level and locus of control, also interesting differences are noticeable. Students preferring working styles Please (others) and Be Perfect gain higher scores on empathy scale. We can find a correlation between average study score and working style Try Hard, while students preferring working styles Please (others), Be Strong and Hurry Up incline to external locus control. If we sum up the results gained by using the externality scale, we conclude as students inclining to external locus of control and lower empathy take up passive-aggressive position, while a part of the sample of students inclining to internal locus of control and express higher scores at scale of empathy could be placed into quadrant of assertive-assertive position. These data had been neglected up-to present in the teaching process at high educational level but they could be important direction to all experts of helping professions as well as to the university professors that are directly and on every day basis directed to students. If the reliability of battery used is additionally tested upon bigger sample, it could be used also for the selection of candidates as for helping professions so for the study of engineering studies.

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

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

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Generation Z-The Global Market's New Consumers- And Their Consumption Habits: Generation Z Consumption Scale

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Abstract

Along with globalization, the structure of markets has changed. In today's markets, it is necessary to analyse the consumers' profile in order to appeal to consumers or compete with other companies and survive against them. Today's changing consumer structure reveals the differentiation of consumption habits as well. The Generation Z, which is included in the young age profile of the consumer segment, represents the year 1995 and beyond. This generation is also known as the mobile generation. They are interested in more technology than their predecessors (Generation X and Y), and they are actualizing their social lives more and more through smart devices such as mobile phone, tablets. This situation has also changed the perception of time and space in consumption habits. The shopping mall culture that emerged with globalization is now taking its place to Internet shopping. Ads made via social media and shopping made by these ads are among the preferences of Generation Z. In this study, we focus on changing the general consumption habits and the role of the Generation Z's profile in these habits. For this purpose, questionnaires developed for our study were applied to 200 people who are members of the relevant Generation Z. And the data obtained from the field are evaluated by reliability and factor analysis. Findings are interpreted as the Generation Z Consumption Scale.

Keywords: Consumption Habits, Generation Z, Factor Analysis, Reliability Analysis, Generation Z Consumer Scale

1. Introduction

The Generation Z (or Gen Z), which is included in the young age profile of the consumer segment, represents the year 1996 and beyond. The Generation Z, which will be the most dynamic actors of the trade sector in five to ten years, can be defined as a mass that is not much affected by classical sales and marketing activities. For this reason, it is very important to know the definition and characteristics of these individuals for every segment, because the future will consist of this generation. The aim of this study is to understand the compatibility of the Generation Z with the characteristics of Generation Z in literature; and at the same time, to determine the factors that affect the shopping preferences of this generation over the Internet. It is inevitable that these individuals who are growing in an environment where the Internet is used extensively and realize their social experiences on the Internet, will play an active role in shaping the social and economic structure of the country where they live. This generation, constantly seeking rapid change and innovation, also stimulates the environment of commercial competition or it will stimulate.

When considering that there is an increasingly young population especially in Turkey, it is a necessity to consider while determining the market policies for enterprises and entrepreneurs. In this context, our work will contribute to the literature about the Generation Z which has a restricted examination rate in this area. In this study, we will focus on changing the general consumption habits and the role of the Generation Z's profile in these habits. For this purpose, questionnaires

developed for our study were applied to 200 people who are members of the relevant Generation Z. And the data obtained from the field are evaluated by reliability and factor analysis. Findings are interpreted as the Generation Z Consumption Scale. This scale, which is the result of the analysis, consists of 17 questions and 5 factors in total.

2. Generation Z: A Conceptual Framework

The word "generation" is of Greek origin and emerged from the "genos", and means "getting out of the best possible presence." The word refers not only to biological/conceptual birth, but also to continuous change over time in terms of origin. In other words, it describes the development of something new in the societies (Clarke, 2012: 41).

Kupperschmidt (2000: 66) describes the generation concept as "a group that shares the birth-years and birth-places and critical-social events at the same time."

While the classification is made for this concept, it is considered that there are groups of people who are born in the same time within the same age groups and share the same history and culture (Weingarten, 2009: 27). The start and end dates are not precise, but the generation periods generally cover 15-20 years (Stapley, 2010: 847).

Along with making different evaluations in the literature, the common view for the classifications of generations has been gathered on four generations: they can be classified as follows (De Cooman and Drics, 2012: 44);

- The Silent Generation (1925-1944)
- Baby Boom (1945-1964)
- Generation X (1965-1979)
- Generation Y (1980-1994)
- Generation Z (1995 -...)(academia.edu)

There is no consensus on the beginning of the Generation Z in the literature. Some researchers accept different beginning years for this generation. These are; 1990 and after, 1995 and after, 2000 and after. In our study, 1995 and after was accepted as the starting year.

Generation Z is also referred to by different names; there are "Generation V", "Generation C", "Generation Cox", "Internet Generation", "Homeland Generation", or "Google Generation"(sophanseng.info). Apart from these, Strauss and Howe (1999: 335) describe it as "The New Silent Generation."

The characteristic features of the Generation Z are different from the other generations. The globalization of the world and the rapid spread of the Internet in the world are very influential in their characteristic structure. For this generation that is growing with computers and technological breakthroughs, technology and Internet are indispensable. They are constantly living together with the Internet, social media and their applications such as mp3 players, text messages, mobile phones, PDAs, YouTube, IPADs, media technologies. This generation can also be called the "mobile generation" (Kapil and Roy, 2014: 10-11.)

In another definition, it is thought that the Generation Z, known as "selfie generation", is less narcissistic than the preceding generation Y. They prefer to spend less because they witness global wars and economic recessions more often than others. According to previous generations, they are more optimistic about their health. They are aware that the world needs to be "better able to live". They prefer quick communication (www.cyfar.org).

We can say that they are more conscious than previous generations because they spend their time on the Internet and they shape their life according to this atmosphere. Their friendships are mostly on social media. Because their world is a digital environment, their characteristic features are shaped like a virtual environment.

Although these individuals are still too young to get involved in the business world by age, consumption habits and general consumption trends belong to their generations. They still live as economically dependent on their parents. Therefore, they

are more selective in spending money and more selective in choosing products they will buy. They are sensitive to the concept of brand, but they are not more loyal than the previous generations. Because they have many alternatives in products and service, they expect constant innovation from the products they use. Visuality and design are important to them, as they prefer products. General expectations are the preferred product for convenience in their lives. Generation Z consumers make a detailed research on the product before purchasing a product. (Wood, 2013: 3) They absolutely test that product and make purchases by choosing the seller who offers the best price (www.xyzuniversity.com). This study was carried out in order to reveal the general trends of Generation Z in shopping habits.

3. Factor Analysis

Factor Analysis was developed by the psychologist Charles Spearman in the early 1900s with a study of measuring human intelligence. It is a technique that seeks a causal relationship. For this, it is based on the principle of measuring the correlation between the set of observed variables with the help of linear combinations of unrecognized sub-factors (Timm, 2002: 496). In other words, it can be said that factor analysis is a statistical technique indicating, which, and to what degree, variables relate to an implicit and unmarked factor (Kim and Mauller, 1978: 56).

It is used to assign the number of distinct constructs assessed by a set of evaluations (Fabrifar and Wegener, 2012: 3). The widespread use of Factor Analysis comes after the 1970's when the use of computer technology accelerated in the world. (Öngen, 2010: 1).

Factor analysis can generally be grouped under two main categories. These are called explanatory factor (EFA) analysis and confirmatory factor analysis (CFA). EFA gives the information to the researcher about the direction of a possible relationship, since there is no anticipation between variables. On the other hand, CFA is used to test the accuracy of a predetermined relationship (Altunışık et.al, 2010: 262-264). EFA has been used to understand the possible underlying factors structure of a set of evaluated variables without imposing any biased structure on the outcomes (Suhr, 2005: 2). Explanatory Factor Analysis has some assumptions. These can be explained as follows:

- The data are at least equally spaced.
- Random sampling technique is used.
- There is a linear relationship between the observed variables.
- Variables have normal distribution.
- Observed variable pairs have bivariate normal distribution.
- The variables observed in the last place are multivariate normal distribution.

The CFA has also some assumptions like as EFA. These can be listed as follows:

- Multivariable normality,
- An adequate sample size ($n > 200$),
- The correct a priori model specification,
- The data are based on random sample (www.statisticssolutions.com).

Factor analysis has four basic stages. These are, firstly the calculation of the correlation matrix for all variables, then determining the factor numbers, and then the rotation of the factors (or factor conversion process), finally, calculation of factor scores and describing its names. In addition, three methods are used to evaluate the suitability of the data set: the creation of the correlation matrix, the Kaiser-Meyer-Olkin (KMO) and the Bartlett tests. (Akgül and Çevik, 2005: 419-428).

The general factor model (GFA) can explained that for p observed variables and q factors or implicit variables:

$$GFA_i = \alpha_{i0} + \alpha_{i1}f_1 + \alpha_{i2}f_2 + \alpha_{i3}f_3 + \dots + \alpha_{iq}f_q + e_i \quad (i = 1, 2, 3, \dots, p) \quad (1)$$

In the above form, e_i are residuals. $f_1, f_2, f_3, \dots, f_q$ refer to common factors or latent variables. $\alpha_{i1}, \alpha_{i2}, \alpha_{i3}$ and α_{iq} are named the factor loadings. α_{i0} is known that constant term and it has any role fitting and interpreting the analysis model (Bartholomew et al, 2002:180-181).

4. Material

The purpose of this study is to understand how members of Generation Z determine the product preference and consumer priorities in the purchasing process. We use the "A Survey of Generation Z Consumption Scale" questions developed by us to achieve this goal.

At the outset, a questionnaire consisting of 37 questions excluding demographic questions was sent to 200 randomly selected respondents. Subsequently, the obtained data were tested by factor analysis and reliability analysis. Thus, we developed a scale with 5 factors and a total of 17 questions.

According to the obtained data, the demographic evaluations of the individuals who are member of Generation Z are as shown in Table 1.

able 1: Demographic Information

Gender	Frequency	Valid %
Woman	110	55
Man	90	45
Total	200	100
Age		
18	4	2
19	30	15
20	55	27,5
21	54	27
22	39	19,5
23	18	9
Total	200	100
Monthly Personal Income		
0-400 TL	76	39,6
401-600 TL	52	27,1
601-800 TL	26	13,5
801-1000 TL	18	9,4
1001-1200 TL	12	6,3
More than 1200 TL	8	4,2
Total	192	100

When Table 1 is examined, the following information is obtained. 55% (110 people) are female and 45% (90 people) are male respondents of the survey. In addition, 2% (4 people) of participants are in the age of 18, 15% (39 people) were in the age of 19, 27,5% (55 people) are in the age of 20, 27% (54 people) are in the age of 21, 19,5% (39 people) are in the age of 22 and 9% (18 people) are over 23 years old. The monthly budgets for the individual monthly expenditures of the participants are classified as follows: 39,6% (77 people) of participants have a budget between 0-400 TL, 27,1% (52 people) have a budget between 401-600 TL, 13,5% (26 people) have a budget between 601-800 TL, 9,4% (18 people) have a budget between 801-1000 TL, 6,3% (12 people) have a budget between 1001-1200 TL, 4,2% (8 people) Person) have a budget more than 1200 TL.

5. Application

Since the study will be evaluated by factor analysis, it is firstly assessed whether the study structure is appropriate for factor analysis. For this purpose, the KMO test value was calculated and the result was 0,694. However, when the MSA values that show the value of conformity to the factor analysis of each item were examined, they were eliminated from the questionnaire because the items A-2, A-29, A- 31 and A- 32 in questionnaire were less than 0.50. It is customary to remove the factor weight from the analysis so that the questionnaire can become stronger. However, there is no consensus on

which items with the necessary value to be taken from the questionnaire. In general, items with a score below 0.50 are excluded from the analysis. However, there are also researchers who say that this ratio is 0.70. In our study, we preferred the other variables below 0.55. As a result of the reconstituted factor analysis after removal of the relevant items from the analysis, the KMO test value increased to 0.724. According to the "KMO" test values, the variables used for the study are "good" for factor analysis (Durmuş et al., 2013: 80-87). As a general evaluation, if the test value found in the "KMO" test is below 0,50, it is assumed that the variables are not suitable for factor analysis. In addition; it is known about the "KMO" tests that 0,50 weak, 0,60 moderate, 0,70 good, 0,80 very good, 0,90 perfection (Sharma, 1996: 116).

Table 2: Total Variance Values Explained

Components	Initial Eigenvalues			Sum of Transformed Squared Weights		
	Total	Variance %	Cumulative %	Total	Variance %	Cumulative%
1	3,895	22,914	22,914	2,223	13,076	13,076
2	1,803	10,605	33,519	2,027	11,922	24,999
3	1,624	9,551	43,069	1,984	11,672	36,670
4	1,183	6,959	50,028	1,890	11,120	47,790
5	1,054	6,201	56,229	1,435	8,439	56,229
6	0,946	5,564	61,793			
7	0,901	5,302	67,094			
8	0,826	4,861	71,955			
9	0,767	4,510	76,465			
10	0,733	4,310	80,775			
11	0,682	4,011	84,785			
12	0,652	3,837	88,623			
13	0,534	3,143	91,765			
14	0,468	2,750	94,516			
15	0,355	2,087	96,602			
16	0,348	2,046	98,648			
17	0,230	1,352	100,000			

Table 2 provides information on the number of dimensions of the questionnaire used. This structure, consisting of 5 sub-dimensions, has the capacity to explain 56,229% of the total variance. When the factors are assessed one by one; the first factor has 13,076% of the total variance, the second factor 11.922%, the third factor 11,672%, the fourth factor 11,120% and the fifth factor 8,439%.

Table 3: Factor Loads Table

	1	2	3	4	5
A16	,826	,047	,079	,210	-,177
A15	,810	-,008	,069	,192	-,095
A10	,589	,113	,208	-,114	,327
A8	,562	,001	-,013	,183	,334
A33	,042	,807	,055	,160	-,003
A34	,032	,766	,180	,147	-,171
A35	,018	,698	-,026	-,026	,163
A13	,031	,159	,764	,093	,163
A12	,046	-,009	,739	,240	,182
A17	,279	,138	,578	,306	-,149
A11	,041	-,009	,562	-,066	,076
A24	,232	,128	,150	,763	-,068
A28	,107	,033	,023	,702	,179
A26	,194	,220	,148	,556	,236
A1	,061	-,123	,191	,107	,617

A36	,078	,400	,027	,072	,590
A9	-,151	-,032	,174	,387	,459

Table 3 gives information on the factor loadings of the variables and the weights of the sub-factors. According to the above information; the factors and factors affecting the determination of the purchasing priorities of the individuals are regulated in Table 4.

Table 4: Factor Analysis Outputs

Old Factor Names	New Factor Names	Numbers of Questions in Factor	Substances in Factor
Factor 1	Internet Affect	4	A16, A15, A10, A8,
Factor 2	Product Description	4	A13, A12, A17, A11
Factor 3	External Factors	3	A24, A28, A26,
Factor 4	Deals	3	A33, A34, A35
Factor 5	Product Identity	3	A9, A36, A1

At the beginning, there were a total of 37 questions for our work. As a result of the factor analysis, the number of questions decreased to 17. You can see in Table 5 what are the questions of scale developed in our work.

Table 5: Factor Analysis Outputs

Factor Names	Questions
A16	Internet Affect If I find the prices of the products at the internet websites cheaper than stores, I prefer purchasing on the internet.
A15	
A10	
A8	
A33	Product Description I will pay high fees if a product longevity.
A34	
A35	
A13	I think that the reliability of Internet stores can be determined from different blog sites and comments made about them.
A12	External Factors While choosing to buy a product, I read comments about that product on the social media.
A17	
A11	
A24	Deals Opportunities (points / money points) offered by Internet websites in stores will lead me to purchasing on that website.
A28	
A26	
A1	Product Identity When shopping, I buy environmentally sensitive products (nature friendly, recyclable, respectful of animal rights, etc.).
A36	
A9	

Reliability analysis was performed for "Generation Z Consumption Scale" so that the output obtained could be used as a scale. As a result of the reliability analysis, the developed questionnaire could be regarded as valid. Cronbach's Alpha value was calculated as 0,793.

6. Conclusion

It is important to note that the preferences of life for the Generation Z are much different from the previous generations. The purchasing culture of this generation, which has spent a great majority of its days on the Internet, also sharply affects their priorities and expectations too. A questionnaire was developed to understand the Z people by us, and applied to the 200 people who are member of Generation Z. As a result, we identified 5 factors that determine the purchasing preferences of them. These factors have been named as Internet affect, product description, external factors, deals and product identity. The reliability analysis result was calculated as 0,793. This result shows that the questionnaire data is strongly reliable.

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Re-Thinking the Very Concept of Peace

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Abstract

The appreciation of Peace, the promotion of its values, and the efforts for its attainment as the only way to cope with horrifyingly destructive dimensions of the war we are facing with on a daily basis since so many long years all across the world urges nowadays to the extreme. This necessity appears to such an extent, and with such intensity, as to having been transformed more than ever in one of the most dominant catchphrases of political, social, intellectual and practical discourses of our violent times, a ubiquitous topic within universities, governments, civil societies and other non-governmental organizations and institutions. There are large pacifist movements which are facing off ever more actively against the war. There is also an ever more active engagement of many intellectuals and artists poised to face off against the hawkish and bellicose aesthetics we were facing with up to last two or three decades in most Western countries by a constructive bolstering and promotion of a peaceable and pacifistic aesthetics. By the 1970s the new discipline of peace studies, embracing the history and philosophy of peace, was well establish.¹ Since 1980 there is even a university dedicated to Peace studies, the United Nations mandated "University for Peace", with its main campus in Costa Rica, which is launching its programs and establishing its centers around the world. About 30 years ago will faced and will be very active well known the CPP, Concerned Philosophers for Peace is the largest, most active organization of professional philosophers in North American involved in the analysis of the causes of violence and prospects for peace. And, many philosophers and thinkers are engaged in the international peace dialog and a large number of separated initiatives that have involving a significant number and pages of essays and conferences on philosophy of war and on the Philosophy of Peace, too.

Keywords: peace, war, pacifistic and anti-bellicistic theory, war philosophies

Introduction

The peacemaking role of Philosophy in the actual world conflicts

Starting point

*Blessed are the peacemakers,
for they will be called sons of God.
Gospel according to Matthew, V, 9.*

In the last two or three decades various theories as to how world *peace* could be *achieved* have been proposed. However, we have no intention to embark in this paper upon a defense or assessment of any of them, neither to articulate any theory or ideology in regards. Rather than a mere partisan approach to this or to that pacifistic and anti-bellicistic theory or ideology

¹ Gittings J, (2015) *Philosophy and Peace*; Foreword to "The Question of Peace in Modern Political Thought", Koivukoski T. and Tabachnick D.E., Wilfred Laurier University Press

whatsoever, for such a crucial question as peace the activation of a from-the-roots analytical approach is what we necessarily need. And this is what we intend to do here. By examining analytically, from a philosophical viewpoint, the very concept of Peace, we aim to show the essential role Philosophy could play, and priceless constructive contribution it could give to what it can be considered as one of the greatest challenges faced by the societies of our time – that is, the prevailing of Peace and Reconciliation over War and Conflict.

Large-scale pacifistic and anti-bellucistic movements are nowadays a matter-of-fact, and, beyond any doubt, they are all positive. Nevertheless, what it is at stake in an issue as that of the peace is from a philosophical point of view of such a crucial importance as to not permitting us to limit ourselves to, and to be pleased with just highlighting the existence of pacifistic feelings and bemoaning attitudes against the war. However important these feelings and emotive responses may be, they are still not sufficient in themselves to make peace possible, nor to make it prevail over war and conflict. War and conflict often come into being and are moved on by forces essentially other than emotive ones.

Rather than emotional feelings and attitudes, the achievement of peace in a world that is tremendously devastated by wars and conflicts needs a multisided and multilevel radical *change*. And it is precisely at this very level that Philosophy can play its immense role and give its priceless constructive contribution, inasmuch as the human world rests upon, conforms to, and manifests the very conception we have of it. This premise applies both to its current and future states, to its actuality and potentiality. Our actual world is such, and not other, because such, and not other, is the very conception we have of it. There is absolutely no other alternative manner to change our world except by modifying and by transforming the conception we have of it. Rather than emotional feelings and bemoaning attitudes against the war, all we need today is first and foremost a from-the-roots *change* of the very conception of peace upon which most of actual large-scale pacifistic and anti-bellucistic movements are being based on.

Most of people do not love peace as such, for its being peace; most of people want peace because they have nowadays a sense of horror towards the horror of the war. It is this fear and horror of the war that constrains most of people to appreciate peace; the greater the sense of fear and horror of war, the greater the appreciation of peace. The result of all this is nothing but the depauperation of the concept of peace and of its nature on at least three genealogically and structurally interweaved levels: semantic, existential and ontological.

As for the first level, the concept of peace appears reduced to a mere negation of the war conceived as external physical violence only, leaving thus out other forms of violence, such as the spiritual, psychological, metaphysical, epistemological, symbolic, discursive, structural, cultural, anthropological, racial, political, economical, ecological, etc.

As for the second level, it is an inevitable consequence of the first level; once reduced to a mere negation of the war conceived as external physical violence only, peace becomes synonym of *apathos*, of inaction and lethargy, while war stands as synonym of *pathos*, of action and liveliness.

As far as the third level is concerned, it is an inevitable consequence of the second level; once reduced to *apathos*, to inaction and lethargy, peace appears a secondary, mediated reality, pertaining to the sphere of qualities and values, while the war appears a primary, initial reality, pertaining to the sphere of being; the first being thus artificial, suffering the ever-changing equation of being and nonbeing, whilst the second is natural, enjoying the never-changing fullness of being.

This triple depauperation of the concept of peace is at the heart of Western culture since its very beginnings. The war, in the broadest and most literal sense of the word, forms the core of the very *éthos* of Homeric poems, which are beyond any doubt the fountain-head of the entire Western culture. The Greek term "*pólemos*", which signifies the "war", even as a hypostatized being, as "*dáimon*", shares the very same etymology with "*pólis*", the "city-state", regarded as the very "*éthos*", the "dwelling place", the "living space" of the human beings¹, expressing thus clearly enough the view that war is a pure

1 Homer, *Iliad*, VI, 511; *Odyssey*, XIV, 411; Hesiodus, *Theogony*, 167 and 525; Herodotus, *Historiae*, I, 15 and 157; VII, 125; Plato, *Laws*, 865e etc.

natural state, and, besides this, the political view that the “living space” of man (*pólis*, from which the term “politics” derives) is built on through war rather than through peace¹. Besides these ontological and existential nuances, the war was the source of the aesthetic experience of the archaic Greek society. Sharing the same etymology of the verb “*cháiro*”, meaning “to be pleased”, “to be satisfied”, “to rejoice”, and of the substantive “*cháris*”, signifying the “grace”, the “beauty”, even as hypostatized being, as “*dáimon*”, the Greek term “*chármi*” does not refer to the “fighting” only, but first and foremost to the “pleasure received and experienced from the fighting”². And the greatest pleasure received and experienced in and from fighting was what ancient Greeks used to name “*kléos*”, a “commemoration”, a “remembrance through song and poetry” – the core of their cultural and moral *éthos*.³

This very idea was embraced and adopted from the successive generations and culture, to which belongs philosophy. For Heraclitus, the war and conflict was the very principle of all that it is, of the existence as a whole. “We must know that war (*pólemos*) is common to all and strife is justice, and that all things come into being through strife necessarily”⁴. “War is the father and king of all things, it shows some as gods, some as men; it makes some freemen and others slaves.”⁵ For Sophocles the pure natural state of human being is that of “*tò deinótaton*”, “the most open of the beings to suffer from and make use of the violence”. This bellicistic cosmology and ontology are present – explicitly or implicitly – in most of modern philosophies; these “war philosophies”, as Karl Popper defines them, can be gathered in three main groups: the biological-vitalistic (Stirner, Darwin, Spencer, Nietzsche, Freud, Ortega y Gasset, Walzer, Dockrill etc.), the mechanistic-utilitarianistic (Machiavelli, Hobbes, Bacon, Locke, Grotius, Rousseau, Orinde etc.), and the dialectic-historicistic (Hegel, Marx, Lenin, Clauserwitz, Strauss etc.).

In spite of the differences, they all share the same conceptual view about the war. That is, the war is quite natural, profoundly biological, and practically unavoidable; that the war and violence represent the vitality through which the life overcomes itself, and by this, it generates its new possibilities.

Immanuel Kant reflection on the war and peace have extended over more than forty years, beginning from 1755 until to the first edition of *Zum ewigen Frieden* (Perpetual Peace), 1795, and *Anthropologie in Pragmatischer Hinsicht* (known as *Anthropology*), at 1798, that was the final extended work entirely from Kant’s own hand.⁶ We can see the evolution of ideas on the war and the peace through notable estimates of evils and benefits of wars, to the suggestion of a federation of nations and the perpetual peace. Kant thought that perpetual peace was an ideal to be approached but not completed. In Kant’s language, it is an “ideal incapable of realization.”⁷ It’s interesting the interpretation of Hegel, in *Philosophy of Right*, on Kant’s idea of perpetual peace as an ideal toward which mankind should approximate.⁸

Hegel had claimed more than once that antagonism is the very core of the dialectic self-evolution of the Objective Spirit or Objective Mind, and more, according to what make evident Karl Popper, Hegel thought that “war is not a common and abundant evil but a rare and precious good”⁹.

More, it will be no right to charge the Marks’ paradigm as the first “war philosophy”, or “class struggle philosophy”; that’s enough to come here a piece of the Marx’ letter (1852) to J. Weydemeyer, in New York:

1 Haxhiymeri A, (2014), “A History of Western Ethics” vol. I (Një histori e Etikës perëndimore” Vëll.I); Edited by Ideart, Tiranë.

2 Homer, *Iliad*, IV, 222; VIII, 252; XII, 203, 393; XIII, 82 etc.

3 Bailly, A. (2012). *Le grand dictionnaire étymologique du grec ancien*, Paris, Hachette.

4 Heraclitus, (1960) *Peri physeos*, in: *Die Fragmente der Vorsokratiker* (Diels, H./Kranz, W.) v. I, Weidmannsche Verlagsbuchhandlung, Berlin, B80.

5 *Ibidem*, B53.

6 Armstrong A.C. (1931) *Kant’s Philosophy of Peace and War*, The Journal of Philosophy. Vol.28, No.8

7 Kant I, (1991) *Metaphysics of Morals*; Sec. 61, Kant’s Political Writings: Cambridge University Press, p.171.

8 Fiala A. (2006) *The Vanity of Temporal Things: Hegel and the Ethics of War*; Studies in History of Ethics, Peer Reviewed elect.jurnal, California State University, Fresno, USA

9 Popper K, (1971) *The Open Society and Its Enemies*; Princeton, NJ: Princeton University Press, , II: 71

“...no credit is due to me for discovering the existence of classes in modern society or the struggle between them. Long before me bourgeois historians had described the historical development of this class struggle and bourgeois economists, the economic economy of the classes”

Whereas, in Nietzsche's words, “the war is a condition to the life's generation”. After few years Bertrand Russell have been tried to classified the wars in the his articles *Ethics of the War* (1915)¹, and so-called the class struggles would be the Wars of Principles; we can make the difference between the class struggles and the civil war, or to the violent revolution.

Peace must be understood some dimensions: personal, social, national, international and global, etc. So, we can remember the ancient cultures and meanings of peace, such as goddess of peace *Irene* in the Greek tradition which leads to material well-being, *Salam* that expresses a wish for peace interpersonal dimension of relations, etc.²

What we need nowadays is precisely the from-the-roots *change* of the very conception of peace and its respective nature. And this can not be but a challenging task of Philosophy, which is called on today, more than ever, to embark on that very path that Heidegger defined paradigmatically as a “metanoic evolution”. More than to fostering just pacifistic and anti-bellistic feelings and attitudes, the actual task of Philosophy is to deracinate what it has itself planted, the triple supremacy of the war over the peace. It is its duty and mission towards the very future of the humanity to eliminate the semantic dependency of the concept of peace on that of the war; it is its duty and mission towards the very future of the humanity to eliminate the reduction of the concept of peace to a mere negation of the war conceived as an external physical violence; it is its duty and mission towards the very future of the humanity to eliminate even the reduction of the war to a mere external physical violence only; it is its duty and mission towards the very future of the humanity to work on for the conception of peace as a *vital state*, as it did for the conception of war. Finally, it is its duty and mission towards the very future of the humanity to work on for the conception and the development of a new anthropology – an anthropology that could pave the way for a possible semantic and existential supremacy of peace over the war, as far as the war will continue to exist as a reality in its own, same as the peace, and in such a case, when we choose one of two alternatives, we will choose peace for the peace sake, or war for the war sake, without any “because of” in-between. And to do this, Philosophy must work on for the conception of human being as personal, that is, as an opened, co-existential, relational and dialogic being. And to continue with conception of reason and wisdom, so on. It's a very crucial role to revision the idea of reason, to revitalize the notion of wisdom and philosophy. As we can select by professor Jenny Teichman:

“The inimical “appearance of reason,” which permeates contemporary philosophy, is the result of Western man abandoning his search for wisdom, distorting his “philosophical vocabulary,” and “pervert(ing) the meaning of the noetic symbols.”³

Certainly it is an extremely difficult task, but not impossible. And we have no doubt that Philosophy can achieve it successfully. For our human world rests upon, conforms to, and manifests the very conception we have of it. And this premise applies both to its current and future states, to its actuality and potentiality. Our world will *not* be such as it is, but other, because other, and *not* such as it is, will be the very conception we will have of it.

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- [3] Homer, *Iliad*, IV, 222; VIII, 252; XII, 203, 393; XIII, 82 etc.

1 Russell B, (2015) *The Ethics of the War*; International Journal of Ethics, vol.25, No. 2, pp127-142. (University of Chicago Press).

2 Rai Chhaya, (2011) *Moral Philosophy of Global Peace*; Madhya Pradesh, India.,

3 Teichman J, (2006) *The Philosophy of War & Peace*, Imprint Academic, UK/Sharlottesville,

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A Discourse Map on Counseling International Students in Korea

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Abstract

The number of international students has drastically increased over a decade in Korea. And a psychological demand to make them successfully adjust their college life in Korea has also increased. Accordingly, it is necessary to explore how international student-focused counseling research has unfolded in Korea. To this end, this study provides research trend in Korea through a content analysis of 79 theses and articles published over recent two decades (1996-2016). Over 140 research contents are classified into 10 categories, including cultural adjustment, psychological health, and career and vocation as the main three categories. Frequency of conceptions or terms in each category, and relationship between those conceptions are analyzed. Based on the content analysis, a discourse map is finally drawn. Also, future research agendas are suggested.

Keywords: international students in Korea, counseling, content analysis, discourse map

Introduction

In 2000, almost 4,000 international students were enrolled in Korean higher educations (Korean Educational Statistics Service, 2016). In 2015, more than 90,000 international students, including degree and non-degree courses, were enrolled to Korean universities and colleges. This number has increased 23 times over the fifteen years. During the same period, the rate of international students among ten thousand students in Korea has increased from 11.8 to 154.5 (Korean Educational Statistics Service, 2017). It means that they can be more often seen on Korean campuses in recent years than ten years ago. The three largest groups of international students in 2016 in Korea were China (58%), Vietnam (7%), and Mongol (4%). The three countries account for almost seventy percentages of international students in Korea (Korean Educational Statistics Service, 2017).

International students in Korea may experience psychological problems which are common to Korean students, because especially undergraduate students, whether international or Korean, generally go through similar developmental process like the adjustment period of young adulthood (Yoon & Portman, 2004, p. 33). As well, they may have unique problems like cultural adjustment, language barrier, academic system's difference, and racism (Yoon & Portman, 2004, pp. 33-34). Thus, if helping professionals in higher educations can understand international students' real issues about psychological health and provide their coping strategies, it will be helpful for international students in successfully adjusting their university life in Korea and achieving their academic goals.

The purpose of this study is to provide a comprehensive outlook on counseling international students in Korea. This outlook may be clearly seen by the integrative work of previous literatures published in Korea over two decades. And the integration of literatures is required to suggest future research agendas in Korea. However, there is still an absence of exploration on the trend of international student-focused counseling researches in Korea. Such a study has been slightly dealt with as a part of overall trend of multicultural counseling studies in Korea (Oh, Choi, & Choi, 2016; Kim & Son, 2014; Lim, Jung, & Jin, 2009). Thus, we expect that this study will be the first map and a helpful guide for researchers and practitioners regarding the current status of international student counseling researches in Korea.

Research Method

As a comprehensive study, this study attempted to explore all theses for degree and all articles in academic journals published in Korea. For this end, this study utilized the RISS (Research Information Sharing Service). As a national internet search engine and database, RISS is the most frequently used and the nationally largest web-based platform for supporting academic research in Korea, which has been developed and managed by Korean Education and Research Information Service under the Ministry of Education (Research Information Sharing Service, 2017). In other words, RISS was assumed as a trustworthy pool for this study's data collection.

Research procedure is as follow: First, Data Collection: two keywords such as *international students* and *counseling* were concurrently used to search all articles and theses in RISS. As a result, 137 writings, including 45 articles and 95 theses, were collected.

Second, Exclusion: since such themes as international youths, Korean international students, and Christian counseling are not related to this study, those studies were eliminated from research pool. As a result, 79 writings, including 26 articles and 53 theses, were finally collected. Those resources were published between 1996 and 2016. Thus, 1996 was the first year of publication of international student counseling research in Korea.

Third, Content Analysis: When this study extracted contents from the 79 articles and theses, it used those titles of writings. For example, if a thesis' title is "the Impacts of Acculturation Strategies and Social Support on the Adaptation of Chinese International Students to University Life" (Jin, 2017), its contents are three things, including acculturation, social support, adaptation of university life. In this way, more than 140 contents were extracted from 79 writings. However, since previous studies on content classification and analysis of international student counseling researches were absent in Korea, this study referred to the classification used in a recent research published in the United States (Pendes & Inman, 2017). This study assumed that as basic issues of international student counseling researches were similar between US and Korea, classification of the contents would be similar despite of each category's frequency difference. The US reference research has ten content categories and their subcategories, including cultural adjustments, psychological health, and help utilization as the most common categories. Likewise, this study classified Korean research contents, using the same US categories. Based on the frequency analysis of contents, this study showed an overall trend of research contents in the next section.

Fourth, Discourse Map: the most common three contents were individually analyzed in the last section, focusing on main discourses which penetrates each content. Consequently, if those discourses are integrated, a discourse map can be drawn enough to explain a comprehensive outlook on international student counseling researches in Korea. As well, future research agendas will be suggested, based on the comprehensive outlook.

Content Analysis

First of all, this study analyzed all contents of 79 theses and articles. A word cloud picture can be drawn as Picture 1. According to word frequency, font size was different. In other words, as a specific term appears more frequently, its font size becomes larger. From the picture, hot issues in international student counseling researches can be intuitively seen and known.

Pendes and Inman (2017)'s classification of content categories was used in this study. However, this study shows that each category's frequency was slightly different between US and Korea. Consequently, Table 1 outlines the frequency and percentage of ten categories and their subcategories from the resource pool of 141 contents in 79 theses and articles. Frequencies and percentages present the portion of those writings that fall under a specific content category. A thesis or article may include more than one content category. In summary, the three content categories account for more than 75 percentages of total contents in this study. Those three categories are cultural adjustments, psychological health, and career/vocation respectively.

Among the 10 categories, cultural adjustments drew the greatest attention, accounting for 38 percentages of total contents. This category was divided into three subcategories, of which acculturation and acculturative stress represented the largest percentages (17%), and then adaptation to university life was the second largest percentages (16%). It shows that Korean researchers' primary interest has leaned toward cultural adjustments, especially toward acculturation and adaptation to university life. As the second largest content category, psychological health consisted of 7 subcategories, of which self-efficacy/esteem was the largest portion. In a sense, psychological issues should be one of the most frequent contents in counseling, as it is the reason of existence of counseling. Interestingly, the third largest content category in Korea was

career/vocation, while that in the US research was helping utilization/attitudes toward help seeking (Pendes & Inman, 2017, p. 24). It seems to reflect a reality that substantive interest of international students in Korea was in their own future career and vocation.

From the above content analysis, we may tentatively infer that a general trend of international student-focused counseling researches in Korea is to explore the relationship between three main categories, that is to say, how their acculturation and adaptation to university life are related to their psychological health and their preparation for future career. This overarching insight will be more specifically explored in the next section. Primary discourses under each of those three contents will be analyzed in depth and can be summarized as a comprehensive picture.

Table 1. Content Analysis

Category/Subcategory	f	%	f	%
1. Cultural Adjustments	53	37.59		
1) Acculturation/ Acculturative stress			24	17.02
2) Adaptation to University life			22	15.60
3) Etcetera			7	4.96
2. Psychological Health	36	25.53		
1) Self-efficacy/esteem			9	6.38
2) Ego-resilience			2	1.42
3) Psychological well-being			3	2.13
4) Depression			3	2.13
5) Self-differentiation			2	1.42
6) Adult-attachment			3	2.13
7) Etcetera			14	9.93
3. Help Utilization/attitude toward help seeking	4	2.84		0.00
4. Social support/social interaction	7	4.96		0.00
5. Psychotherapy/intervention focused	6	4.26		0.00
6. Racism/discrimination	2	1.42		0.00
7. Identity	5	3.55		0.00
8. Coping	7	4.96		0.00
9. Career/vocation	19	13.48		0.00
1) Career barrier			5	3.55
2) Career decision			3	2.13
3) Major/study/learning			4	2.84
4) Etcetera			7	4.96
10. Etcetera	2	1.42		

Picture 1. Word Cloud of Contents

issues of cultural adjustment in Korea? And how much more serious is the cultural adjustment in Chinese students than other ethnic students? There is no answer in current discourse. In other words, the question why and how cultural adjustment is different according to ethnicity needs to be answered in further study.

2. Discourse on Psychological health (D2)

Psychological health is the second largest theme (25.5%, Table 1) in previous studies. It is a natural result in the sense that counseling itself deals with psychological health. Previous studies quantitatively measured the degree of psychological health of international students with the following indicators: self-efficacy, self-esteem, psychological well-being, depression, adult-attachment, and more. And then previous literatures focused on exploring the relationship between those psychological indicators and other (dependent or independent or meditating) variables.

Psychological health discourse is divided between positive discourse and negative discourse. First, the positive discourse is related to positive indicators like self-efficacy, self-esteem, psychological well-being, adult-attachment, personality strength, and more. This discourse says that as positive index increases, quality of life is also improved. For example, self-efficacy (i.e., awareness of successful achievement) may enhance the searching activity for career and vocation of international students. Second, the negative discourse is related to negative indicators like depression, loneliness, addiction, stress, and more. This discourse tends to overemphasize psychologically problematic phenomenon of international students. For example, stress is related to internet addiction (Hong, 2014).

In summary, psychological health discourse in Korea has been unfolded within the balance between developmental (i.e. positive) perspective and pathological (i.e. negative) perspective (Yoon & Portman, 2004, p. 38). It is certainly different from the US research tendency to overemphasize pathological aspects in international students (Pederson, 1991; Yoon & Portman, 2004). The ultimate purpose for counseling international students is to enhance their psychological health, specifically, to increase their positive psychological index. Thus, research tendency to stress psychological strengths of international students and not to overemphasize their psychological weaknesses is expected to be continued in the further studies.

However, although psychological health discourse suggests a variety of variables, including demographic, academic, and ethnic variables, it does not seem to deeply deal with what are the most crucial variables to influence psychological health. For this task, qualitative research method will be more necessary. Based on quantitative methods, previous studies can find overall tendency of variables from large-sized sample. However, the quantitative methodology did lack of in-depth exploration of each variable. However, qualitative method helps find in-depth exploration on each variable within small-size group or individuals. And then, further studies need to structuralize a relationship between variables to influence psychological health.

3. Discourse on Career and vocation (D3)

Career and vocation is the third largest theme (13.5%, in Table 1) in Korean researches. Recently, this theme has been in an increasing trend, as career-focused counseling researches accounted for 27% of total research production in 2016. It seems to reflect international students' considerable interest in future career preparation. Noticeably, it is the biggest difference between Korean researches and the US researches. Pendes and Inman (2017) shows that this category is the ninth among ten categories in the US. It seems to reflect different atmosphere between two nations.

Previous studies focused on the relationship between career-related indicators and personal variables (psychological health, cultural adjustment, and more). For example, one's awareness of career barrier has a negative correlation with social support and adaptation to university life respectively, and it has a mediation effect between the social support and the adaptation to university life (Jin, 2017). Thus, career and vocation discourse have been unfolded, focusing on exploration of personal variable relation.

Career and vocation may be considered as one of the ultimate reasons why international students came to study in Korea. If this issue is not secured, their cultural adjustments and psychological health may falter. And career and vocation issue is practical and visible, while psychological health is foundational and invisible. Thus, if counselors can appropriately use career issue, their effort may be more accessible and immediately effective to international students.

However, personal career-related counseling without structural improvement on career-related environment may face fundamental limitation. In other words, counseling without understanding national and international job market or improving

friendlier environment for international students may be an armchair argument. In this sense, university's institutional help for international student's future career may be more important than individual counselor or professor's help. Institutional change and environmental support can considerably influence an international student by the trickle-down effect (Yoon & Portman, 2004, p. 37; Sue et al, 1998). Thus, further study needs to deal with environmental factors with personal factors. In other words, it needs to consider Korea and their country's overall environments for career. Additionally, career and vocation are universal issue to international students as well as Korean students. In this sense, further study need to compare and analyze difference between nationalities or ethnicities.

Picture 2 and Table 2 are the summary of main discourses and future research agendas on international students-focused counseling researches as follows:

Picture 2. Discourse Mapping

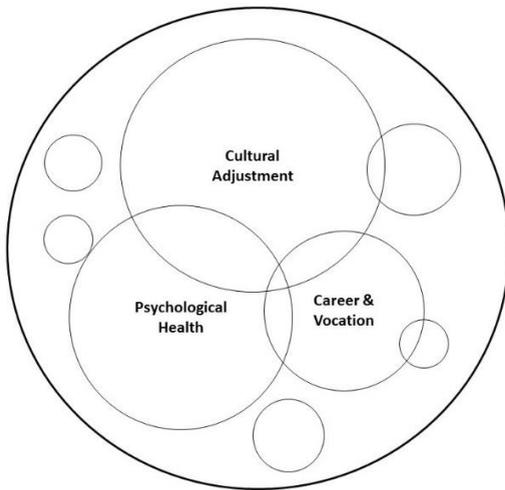


Table 2. Discourse Analysis & Future Research Agenda

Discourse	Future Research Agenda
D1: As descriptive and prescriptive indicator, cultural adjustment is the most important element in international student counseling	Universal versus Specific Characteristics - Diversification of research participants
D2: According to developmental or pathological perspective, psychological health can be measured positively or negatively	Exploration on the Most Crucial Variables - In-depth study by qualitative research - Structure between variables
D3: As a realistic interest of international students, career and vocation are related to other variables.	Environmental versus Personal Factors - Comparison between nations

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Managing Multi-Discipline Extended Programmes

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Abstract

The Vaal University of Technology (VUT) has been offering a multidiscipline Extended Programme since 2009 and even though this Programme is made up from different faculties, the entire Extended Programme is overseen by one unit director. Due to the diversity of the unit and the variety of subject offerings, the unit simply cannot follow the same managerial approach that is applied when managing one specific discipline. That is why it requires a completely different and unique approach. The Extended Programme consists of students who are enrolled in different disciplines, i.e. Engineering, Human Sciences, etc., who all learn in different ways and have different needs, but are all managed in one specific unit. Therefore, to ensure that all needs of staff and students are catered for, it is crucial that an alternative managerial approach is applied. The success of a multidiscipline Extended Programme is dependent on the successes of the students, who in return are dependent on the dedication of both academic and administration staff. More so, the positive influence lecturers have on students and the invaluable role they play. It is undeniable that without the guidance and motivation of the lecturers it would be very difficult for the students to succeed. In order for the lecturers to be kept motivated and content, it is important to provide them with equal workloads and ensure transparency at all times. Staff, which is irrefutably guided and kept motivated by a suitable managerial approach. Applying this approach when managing a multidiscipline

Keywords: Extended Programmes, Foundation Programmes, Managing Programmes, Multi-disciplined Programmes

1 Introduction

The Vaal University of Technology (VUT) has been offering multidiscipline Extended Programmes since 2009 and even though these programmes are offered from different faculties, only one unit is responsible for managing all the extended subjects on offer.

The Unit for Preparatory Programmes (UPP) consists of a Director and a Manager, both who are full-time personnel with the VUT. The Director manages the academic part of the work, whilst the Manager implements and performs all the administrative duties within the unit. All other staff members are on contract and contracts are renewed on an annual needs analysis. The Extended Programmes on offer are from all four (four) faculties on the Vanderbijlpark campus. The faculty of Applied and Computer Sciences offers the Extended Diploma in Information Technology, while the Faculty of Engineering and Technology offers the following extended engineering diploma programmes; Chemical, Civil, Electrical: Computer Systems, Electrical: Electronics, Electrical: Power, Electrical: Process Control, Industrial, Mechanical as well as Metallurgy. The Faculty of Human Sciences offers the following extended diploma programmes: Fashion, Fine Art, Graphic Design, Photography, Labour Law, Legal Assistance, Policing, Safety Management, Public Relations Management, Ecotourism Management, Tourism Management and Food Service Management. The Faculty of Management Sciences offers the following extended diploma programmes: Cost and Management Accounting, Financial Information Systems, Internal Auditing, Marketing, Sports Management and Retail Management. As can be seen, this includes a vast majority of diploma programmes, hereafter referred to as the multi-discipline extended diploma programmes.

Table 1 illustrates the programme outline for the four-year extended diploma in Information Technology offered by the Faculty of Applied and Computer Sciences (Sutherland, 2016, p. 3).

TABLE 1: First-year Extended Programme outline - Duration of Diploma is four years

TABLE 1: First-year Extended Programme outline - Duration of Diploma is four years

Semester 1		Semester 2		
Module 1	Module 2	Module 3	Module 4	Module 5
General Mathematics 1.1 NTMTH1B	General Mathematics 1.2 NTMTH2B	General Mathematics 1.3 NTMTH3B	General Mathematics 1.4 NTMTH4B	General Mathematics 1.5 NTMTH5B
Keyboard Skills 1.1 NTKBS1B	Keyboard Skills 1.2 NTKBS2B	Keyboard Skills 1.3 NTKBS3B	Keyboard Skills 1.4 NTKBS4B	Keyboard Skills 1.5 NTKBS5B
Language Literacy 1.1 NTLAN1B	Language Literacy 1.2 NTLAN2B	Language Literacy 1.3 NTLAN3B	Language Literacy 1.4 NTLAN4B	Language Literacy 1.5 NTLAN5B
Computer Literacy 1.1 NTCPT1B	Computer Literacy 1.2 NTCPT2B	Computer Literacy 1.3 NTCPT3B	Computer Literacy 1.4 NTCPT4B	Computer Literacy 1.5 NTCPT5B
Entrepreneurial Skills 1.1 NTTRP1B	Entrepreneurial Skills 1.2 NTTRP2B	Entrepreneurial Skills 1.3 NTTRP3B	Entrepreneurial Skills 1.4 NTTRP4B	Entrepreneurial Skills 1.5 NTTRP5B
Pass rate 50% per subject per module		Pass rate 60% per subject per module		

The one-year curriculum is divided into five modules. All the modules need to be completed successfully before the student can proceed to the following year. Students have to complete five subjects, as prescribed by the faculty. The subjects are General Mathematics, Keyboard Skills, Language Literacy, Computer Literacy and Entrepreneurial Skills.

Table 2 illustrates the programme outline for the four-year extended diploma in various Engineering disciplines offered by the Faculty of Engineering & Technology (Sutherland, 2016, p. 3).

TABLE 2: First-year Extended Programme outline - Duration of Diploma is four years

TABLE 2: First-year Extended Programme outline - Duration of Diploma is four years

Semester 1		Semester 2		
Module 1	Module 2	Module 3	Module 4	Module 5
Applied Mathematics 1.1 NTMAT1B	Applied Mathematics 1.2 NTMAT2B	Applied Mathematics 1.3 NTMAT3B	Applied Mathematics 1.4 NTMAT4B	Applied Mathematics 1.5 NTMAT5B
Science 1.1 NTSCI1B	Science 1.2 NTSCI2B	Science 1.3 NTSCI3B	Science 1.4 NTSCI4B	Science 1.5 NTSCI5B
Language Literacy 1.1 NTLAN1B	Language Literacy 1.2 NTLAN2B	Language Literacy 1.3 NTLAN3B	Language Literacy 1.4 NTLAN4B	Language Literacy 1.5 NTLAN5B
Computer Literacy 1.1 NTCPT1B	Computer Literacy 1.2 NTCPT2B	Computer Literacy 1.3 NTCPT3B	Computer Literacy 1.4 NTCPT4B	Computer Literacy 1.5 NTCPT5B
Entrepreneurial Skills 1.1 NTTRP1B	Entrepreneurial Skills 1.2 NTTRP2B	Entrepreneurial Skills 1.3 NTTRP3B	Entrepreneurial Skills 1.4 NTTRP4B	Entrepreneurial Skills 1.5 NTTRP5B
Pass rate 50% per subject per module		Pass rate 60% per subject per module		

The one-year curriculum is divided into five modules. All the modules need to be completed successfully before the student can proceed to the following year. Students have to complete five subjects, as prescribed by the faculty. The subjects are Applied Mathematics, Science, Language Literacy, Computer Literacy and Entrepreneurial Skills. The following extended diploma programmes are on offer: Diploma in Chemical Engineering; Diploma in Civil Engineering; Diploma in Electrical Engineering - Computer Systems; Diploma in Electrical Engineering - Electronics; Diploma in Electrical Engineering - Power; Diploma in Electrical Engineering - Process Control; Diploma in Industrial Engineering; Diploma in Mechanical Engineering and Diploma in Metallurgical Engineering.

Table 3.1 illustrates the programme outline for the four-year extended diploma in certain Human Sciences disciplines offered by the Faculty of Human Sciences (Sutherland, 2016, p. 4).

TABLE 3.1: Group 1 first year extended programme outline - Duration of Diploma is four years

Semester 1	Semester 2		
Module 2	Module 3	Module 4	Module 5
Business Studies 1.2 NTBUS2B	Business Studies 1.3 NTBUS3B	Business Studies 1.4 NTBUS4B	Business Studies 1.5 NTBUS5B
Visual Art & Design 1.2 NTVFD2B	Visual Art & Design 1.3 NTVFD3B	Visual Art & Design 1.4 NTVFD4B	Visual Art & Design 1.5 NTVFD5B
- Fashion	- Fashion	- Fashion	- Fashion
- Fine Art & Graphic Design	- Fine Art & Graphic Design	- Fine Art & Graphic Design	- Fine Art & Graphic Design
- Photography	- Photography	- Photography	- Photography
Language Literacy 1.2 NTLAN2B	Language Literacy 1.3 NTLAN3B	Language Literacy 1.4 NTLAN4B	Language Literacy 1.5 NTLAN5B
Computer Literacy 1.2 NTCPH2B	Computer Literacy 1.3 NTCPH3B	Computer Literacy 1.4 NTCPH4B	Computer Literacy 1.5 NTCPH5B
Entrepreneurial Skills 1.2 NTTRP2B	Entrepreneurial Skills 1.3 NTTRP3B	Entrepreneurial Skills 1.4 NTTRP4B	Entrepreneurial Skills 1.5 NTTRP5B
subject per module	Pass rate 60% per subject per module		

The one-year curriculum is divided into five modules. All the modules need to be completed successfully before the student can proceed to the following year. Students have to complete five subjects, as prescribed by the faculty. The subjects are Business Studies, Visual Arts & Design, Language Literacy, Computer Literacy and Entrepreneurial Skills. The following extended diploma programmes are on offer: Diploma in Fashion, Diploma in Fine Art; Diploma in Graphic Design; Diploma in Photography.

Table 3.2 illustrates the programme outline for the four-year extended diploma in certain Human Sciences disciplines offered by the Faculty of Human Sciences (Sutherland, 2016, p. 4).

TABLE 3.2: Group 2 first year Extended Programme outline - Duration of Diploma is four years

Semester 1	Semester 2		
Module 2	Module 3	Module 4	Module 5
General Mathematics 1.2 NTMTH2B	General Mathematics 1.3 NTMTH3B	General Mathematics 1.4 NTMTH4B	General Mathematics 1.5 NTMTH5B
LQF 1.2 NTLQF2B	LQF 1.3 NTLQF3B	LQF 1.4 NTLQF4B	LQF 1.5 NTLQF5B
- Law	- Law	- Law	- Law
- Quantitative Techniques	- Quantitative Techniques	- Quantitative Techniques	- Quantitative Techniques
- Basic Finance	- Basic Finance	- Basic Finance	- Basic Finance
Language Literacy 1.2 NTLAN2B	Language Literacy 1.3 NTLAN3B	Language Literacy 1.4 NTLAN4B	Language Literacy 1.5 NTLAN5B
Computer Literacy 1.2 NTCPH2B	Computer Literacy 1.3 NTCPH3B	Computer Literacy 1.4 NTCPH4B	Computer Literacy 1.5 NTCPH5B
Entrepreneurial Skills 1.2 NTTRP2B	Entrepreneurial Skills 1.3 NTTRP3B	Entrepreneurial Skills 1.4 NTTRP4B	Entrepreneurial Skills 1.5 NTTRP5B
subject per module	Pass rate 60% per subject per module		

The one-year curriculum is divided into five modules. All the modules need to be completed successfully before the student can proceed to the following year. Students have to complete five subjects, as prescribed by the faculty. The subjects are General Mathematics, Legal: consisting out of Law, Quantitative Techniques and Basic Finance, Language Literacy, Computer Literacy and Entrepreneurial Skills. The following extended diploma programmes are on offer: Diploma in Labour Law; Diploma in Legal Assistance; Diploma in Policing; Diploma in Safety Management.

Table 3.3 illustrates the programme outline for the four-year extended diploma in certain Human Sciences disciplines offered by the Faculty of Human Sciences (Sutherland, 2016, p. 5).

TABLE 3.3: Group 3 first year Extended Programme outline - Duration of Diploma is four years

Semester 1		Semester 2		
e1	Module 2	Module 3	Module 4	Module 5
Mathematics 1.1 NTMTB1B	Basic Mathematics 1.2 NTMTB2B	Basic Mathematics 1.3 NTMTB3B	Basic Mathematics 1.4 NTMTB4B	Basic Mathematics 1.5 NTMTB5B
LEC 1.1 NTETL1B, NTCLL1B, NTLPR1B, NTLTM1B	LEC 1.2 NTETL2B, NTCLL2B, NTLPR2B, NTLTM2B	LEC 1.3 NTETL3B, NTCLL3B, NTLPR3B, NTLTM3B	LEC 1.4 NTETL4B, NTCLL4B, NTLPR4B, NTLTM4B	LEC 1.5 NTETL5B, NTCLL5B, NTLPR5B, NTLTM5B
OR PR Tourism OR PR Basic Finance	- Law - Tourism OR PR - Basic Finance	- Law - Tourism OR PR - Basic Finance	- Law - Tourism OR PR - Basic Finance	- Law - Tourism OR PR - Basic Finance
Language Literacy 1.1 NTLAN1B	Language Literacy 1.2 NTLAN2B	Language Literacy 1.3 NTLAN3B	Language Literacy 1.4 NTLAN4B	Language Literacy 1.5 NTLAN5B
Computer Literacy 1.1 NTCPH1B	Computer Literacy 1.2 NTCPH2B	Computer Literacy 1.3 NTCPH3B	Computer Literacy 1.4 NTCPH4B	Computer Literacy 1.5 NTCPH5B
Entrepreneurial Skills 1.1 NTTRP1B	Entrepreneurial Skills 1.2 NTTRP2B	Entrepreneurial Skills 1.3 NTTRP3B	Entrepreneurial Skills 1.4 NTTRP4B	Entrepreneurial Skills 1.5 NTTRP5B
Pass rate 50% per subject per module		Pass rate 80% per subject per module		

The one-year curriculum is divided into five modules. All the modules need to be completed successfully before the student can proceed to the following year. Students have to complete five subjects, as prescribed by the faculty. The subjects are General Mathematics, 1) Tourism: consisting out of Law, Tourism, and Basic Finance or 2) Public Relations: consisting out of Law, Public Relations and Basic Finance, Language Literacy, Computer Literacy and Entrepreneurial Skills. The following extended diploma programmes are on offer: Diploma in Ecotourism; Diploma in Food Service Management; Diploma in Public Relations Management; Diploma in Tourism Management.

Table 4 illustrates the programme outline for the four-year extended diploma in certain Management Sciences disciplines offered by the Faculty of Management Sciences (Sutherland, 2016, p. 5).

TABLE 4: First-year Extended Programme outline - Duration of Diploma is four years

Semester 1	Semester 2		
Module 2	Module 3	Module 4	Module 5
General Mathematics 1.2 NTMTH2B	General Mathematics 1.3 NTMTH3B	General Mathematics 1.4 NTMTH4B	General Mathematics 1.5 NTMTH5B
Accounting 1.2 NTFAT2B	Accounting 1.3 NTFAT3B	Accounting 1.4 NTFAT4B	Accounting 1.5 NTFAT5B
Language Literacy 1.2 NTLAN2B	Language Literacy 1.3 NTLAN3B	Language Literacy 1.4 NTLAN4B	Language Literacy 1.5 NTLAN5B
Computer Literacy 1.2 NTCPH2B	Computer Literacy 1.3 NTCPH3B	Computer Literacy 1.4 NTCPH4B	Computer Literacy 1.5 NTCPH5B
Entrepreneurial Skills 1.2 NTTRP2B	Entrepreneurial Skills 1.3 NTTRP3B	Entrepreneurial Skills 1.4 NTTRP4B	Entrepreneurial Skills 1.5 NTTRP5B
subject per module	Pass rate 80% per subject per module		

The one-year curriculum is divided into five modules. All the modules need to be completed successfully before the student can proceed to the following year. Students have to complete five subjects, as prescribed by the faculty. The subjects are General Mathematics, Accounting, Language Literacy, Computer Literacy and Entrepreneurial Skills. The following extended diploma programmes are on offer: Diploma in Cost and Management Accounting; Diploma in Financial Information Systems; Diploma in Internal Auditing (Sutherland, 2016).

It is clear from the different programme outlines that staff members with various qualifications are needed to educate the students. This leads to one very diverse unit consisting of staff members with various personalities, characteristic and qualities. The unit as a whole is guided by the management style and leadership skills of the unit director.

2. LEADERSHIP STYLES

The responsibility falls on the leader to delegate tasks to staff and furthermore supervise the tasks which were allocated to staff members. The style of the leader can be interpreted as the behavior of the leader towards the unit, staff members and outsiders (Luthans, 2002). Although there are many leadership styles, the most common styles evolved through the last centuries are Directive, Autocratic, Authoritarian, Democratic / Participative, Delegate (Laissez-Faire), Bureaucratic, Affiliative, Pacesetter and Coaching (Khan, Khan, Qureshi, Ismail, Latif and Tahir, 2015, p. 87; Cardinal, 2013, "6 Management styles and when best to use them - The leaders tool kit," para. 4-30).

2.1 Directive style of leadership

The leader orders the staff members around, disciplines them if they do not comply with their tasks and as a leader set high standards. However, when the leader leaves the room everybody stops working. This style needs full-time management and can be described as high maintenance (Cardinal, 2013, "6 Management styles and when best to use them - The leaders tool kit," para. 4). The unit director only applies this style when crisis management is needed and not as part of the daily operations.

2.2 Autocratic style of leadership

The leader keeps as much possible authority and decision-making power to him/herself. This has been identified as a classical approach, but staff members are usually highly resistant to this style of leadership, even though there are usually rewards attached to the completing of the tasks (Khan *et al*, 2015, p. 87-88). However, this leadership style is never followed by the unit's director and no rewards are awarded for the completion of tasks by staff members.

2.3 Authoritarian style of leadership

The leader is perceived as a dictator, bossy, autocratic and controlling individual, as the tasks are allocated with specifics. Specifics in the sense that no inputs are required from the staff members, as the leader will already provide specifics on exactly how, when and where the tasks should be completed. According to Lewin (1939) staff members are very productive with leaders applying this leadership style (Cardinal, 2013, "6 Management styles and when best to use them - The leaders tool kit," para. 1-18; Changing Minds. 2016. "Lewin's leadership styles," para. 1-5). However, the unit director only implements this type of leadership style when uniformed standards are required in the unit, for example, examination front pages, university logo usage, and forms used by the unit's staff members.

2.4 Democratic / Participative style of leadership

The leader will always keep the staff members up to date regarding any important information pertaining to the unit. Responsibilities of problem-solving and decision making are open and staff members' participation is coached by the leader (Khan *et al*, 2015, p. 88-89). Due to the fact that the unit consists out of highly skilled staff members, this type of leadership is typically applied by the unit's director. Lewin (1939) found that staff members were less productive with a democratic leader than with an authoritarian leader, but on the other hand, the contributions of staff members with a democratic leader were of much higher quality (Khan *et al*, 2015, p. 89; Changing Minds. 2016. "Lewin's leadership styles," para. 1-5). That is why the combination of the two above mentioned leadership styles, makes the unit extremely productive and contributions of staff members are of a high quality. The director of the unit participates in the workload distribution. Experienced and credible staff, together with the unit director, all contribute to the completion of tasks, but ultimately the unit director makes the final decision to ensure the successful completion of the tasks (Cardinal, 2013, "6 Management styles and when best to use them - The leaders tool kit," para. 1-18; Khan *et al*, 2015, p. 89).

2.5 Delegate (Laissez-Faire) style of leadership

The leader does not participate in decision-making exercises. Staff members are the ones deciding on what should happen and when it should happen (task-related). Therefore, little or no direction is given by the leader. Lewin (1939) proved that although the staff members are highly skilled, educated and show pride in their work, they feel insecure without a direct leadership style available and are overall not very productive (Khan et al, 2015, p. 89-90; Changing Minds. 2016. "Lewin's leadership styles," para. 1-5). This leadership style is never utilised by the unit's director, even though the staff is highly skilled and educated, it is imperative that they always receive some form of coaching from their leader.

2.6 Bureaucratic style of leadership

The leader follows rules and regulations precisely. If a task is not prescribed somewhere in a policy or procedure, the leader will first consult with his/her line manager for guidance. This indicates that staff members are performing routine tasks on a daily basis, staff members get bored and work habits that are difficult to break are formed (Khan et al, 2015, p. 90). This leadership type is only followed by the unit director when compiling the teaching and learning schedules for staff

2.7 Affiliative style of leadership

The only time this leadership style is used is when the unit director manages conflict, either between a specific student group and their lecturer or amongst staff members themselves. During meetings with staff members, the unit director presents staff with a topic for discussion and or allocates tasks. These meetings can sometimes lead to conflict between staff members, especially when stronger personalities start to dominate the discussion or some staff members may ask for guidance when they are experiencing difficulty in coping with tasks and need assistance from other staff members. The unit director encourages individuals to speak their mind and motivates them to come up with solutions to the problems that have been identified. Cardinal (2013, "6 Management styles and when best to use them - The leaders tool kit," para. 1-18) opines that in times like these it is important that the unit director creates harmony and controls the discussion while encouraging staff members to speak their mind. However, regardless of the discussion outcome, the unit director still has the final decision making power.

2.8 Pacesetter style of leadership

The leader does most of the work and expects staff members to follow suit. However, the staff members have to be motivated in a positive manner and staff should not be in any need of assistance regarding the direction the unit is moving towards with its goals (Cardinal, 2013, "6 Management styles and when best to use them - The leaders tool kit," para. 1-18). Only a few tasks are specifically set out for the unit's director and most of them are due to quality and security restrictions. Tasks are allocated specifically to the unit's director to ensure that they are properly performed.

2.9 Coaching style of leadership

The leader is always positively influencing staff members to develop themselves academically and motivating them to engage in lifelong learning. However, it is important that the leader stays in touch with what is new and also has to be experienced enough to apply this leadership style correctly (Cardinal, 2013, "6 Management styles and when best to use them - The leaders tool kit," para. 1-18). Although the unit's staff members are well educated, new developments are always rising and it is important to stay in touch with what is happening in the real world. Education has to progress and grow with the new developments, and even though the basic rules and regulations within the various teachings stay the same, it is necessary to identify how the basics can develop into something new and different.

Though the majority of these leadership styles are currently applied by the unit's director, it is important that the leadership of the unit stays authentic. Authenticity as a construct has been debated for centuries, therefore, the concept of authenticity is not new (Walumbwa, Avolio, Gardner, Wernsing, Peterson, 2008, p. 89-90). According to George (2003) as well as George & Sims (2007), there is evidence that the authentic approach by an individual leader is prominent to a desirable and effective methodology for advancing individuals and achieving positive and enduring outcomes in an organisation. In order to obtain an authentic management style and unique leadership style, the unit director developed a curriculum framework for the engineering programme which has been adapted and then applied throughout the different faculties and disciplines. This has finally led to the development of the managerial theoretical framework.

3. THEORETICAL FRAMEWORK

The curriculum framework aims at providing structured guidance, in the form of a skeleton profile that provides strength to the inner sub-structures. Hence, the curriculum framework can be described as a sustainable practice that comprises of a methodology, technique, and an innovative use of resources that has a proven record of success in providing continuous improvements in academic performance, quality performance or other measurable factors. Furthermore, it enables the higher education institution to deliver the best value to their prospective students and therefore, positively impacting the overall success of the institution. A curriculum framework providing introductory learning experiences for students in the study field of engineering at the VUT is depicted in Figure 1 (Sutherland, 2009, p. 178).

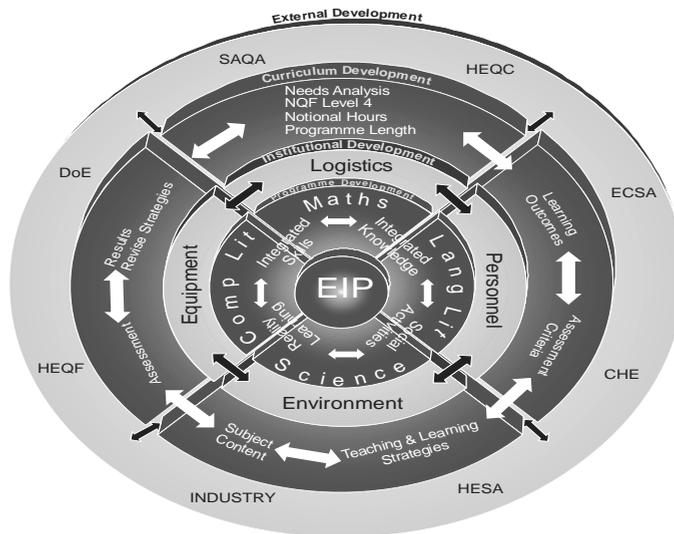


FIGURE 1: A curriculum framework for Extended Programme students (Sutherland, 2009, p. 178)

It is from this curriculum framework that the director developed the managerial framework applicable to the UPP. The managerial framework (Figure 2) depicts the UPP as the focus of the framework. On the periphery of the frame (External development) and impacting all the other layers in the frame, are the contextual role players responsible for legislation and regulations, as well as statutory bodies and providers of education. National and international trends that have an impact on teaching and learning are of importance and provide a backdrop to the managerial activities within. The main role players within this layer are the Department of Higher Education and Training (DHET), Higher Education Quality Committee (HEQC), Council on Higher Education (CHE), the Engineering Council of South Africa (ECSCA) and the industry, while the legislative changes within the Higher Education Qualifications Sub-Framework (HEQSF) and the South African Qualifications Authority (SAQA) have to be taken into consideration before the next layer (authentic management) can be attempted.

The next layer in the framework represents the authentic management styles applied by the unit director. These activities were determined from the literature. The subsequent layer in the framework represents the institutional managerial hierarchy. Higher education institutions have basically the same institutional management hierarchy. The central layer of the framework represents the unit's development activities, all directed at prospective staff members and their activities as the focus of the framework.

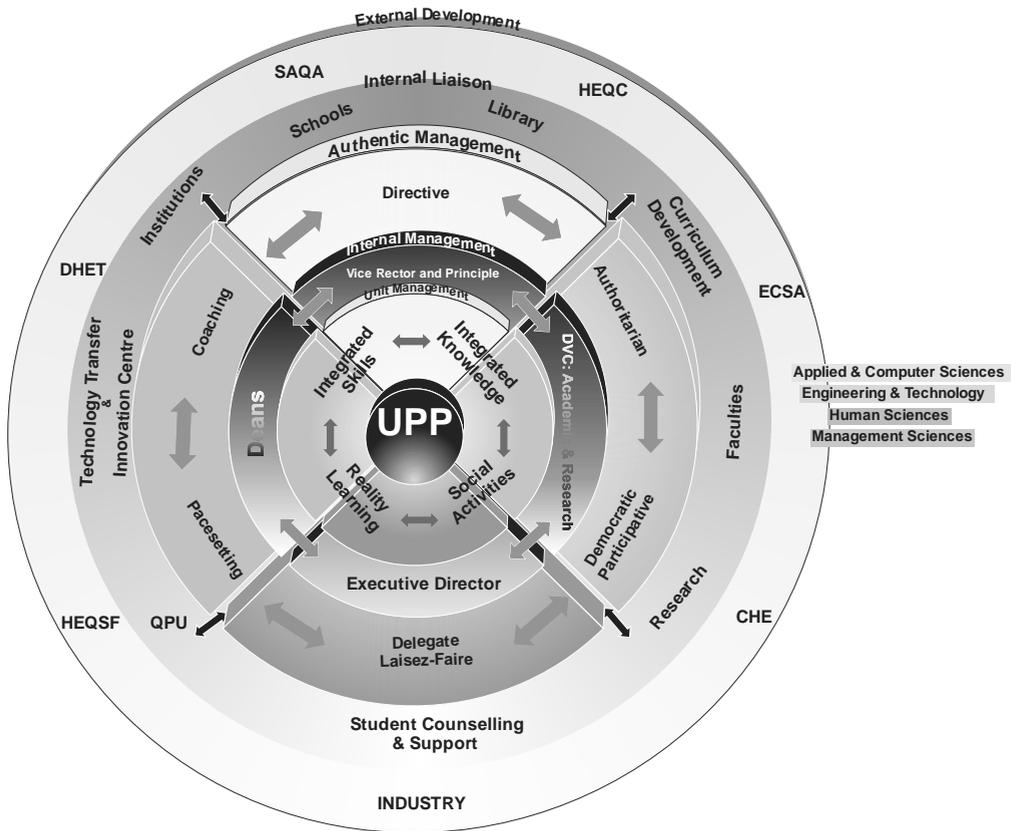


FIGURE 2: A managerial framework applicable to the Unit for Preparatory Programmes

The two-way arrows are implemented to indicate integration and reciprocal functioning. The openness of the layers represents flexibility and the ability to allow for a diversity of programme offerings and staff members but also depicts that external development influences managerial styles, institutional management, and staff member development. In the end, all these factors have a direct influence on the success rate of the participating students.

4. SUCCESS OF THE EXTENDED PROGRAMMES

The success of a multidiscipline Extended Programme is dependent on the successes of the students, who in return are dependent on the dedication of both academic and administration staff. More so, the positive influence lecturers have on students and the invaluable role they play. It is undeniable that without the guidance and motivation of the lecturers it would be very difficult for the students to succeed. In order for the lecturers to be kept motivated and content, it is important to provide them with equal workloads and ensure transparency at all times.

This method supports and contributes to the success of the students because they are being equipped with the proper tools and guidance, which is ultimately provided by motivated and dedicated staff. Staff, which is irrefutably guided and kept motivated by a suitable managerial approach. Applying this approach when managing a multidiscipline Extended Programme has proved to have significant and satisfactory results (91% success rate) in the success of a multidiscipline Extended Programme.

5. CONCLUSION

Even though the unit consists of self-managing teams, comprising of subject experts and very knowledgeable individuals, leadership in the form of a unit director is still crucial. In fact, Cohen & Bailey (1997) found that self-managed cross-functional project teams are less likely to be successful if they do not have a leader.

A programme was specifically designed, developed and implemented for the engineering students of the university by the unit director and because the proven success rate of the students, was to such an extent, the VUT finally decided to extend the programme and apply it throughout the university and its various faculties. Though not all diploma programmes on offer at the university have an extended programme, the majority do offer this option for students, who do not meet the intake criteria for the diploma programmes.

The director binds the unit together and ensures that all parties communicate with one another throughout the various disciplines in the unit. The unit, also consists of a wide variety of unique individuals, who each contribute their own unique style and individualism to the unit. Therefore, the combination of leadership styles which are utilized and implemented by the unit director, is appropriate to the nature and diversity of the unit and plays a vital part in the success of the Extended Programme. In addition, the confirmed success rate of the Extended Programme students enrolled in mainstream programmes, proves that the Extended Programme was indeed well managed and successful in its operations.

Unit logistics can become very problematic, due to the large amount of students participating in the programme. Venues becomes problematic, as the mainstream programmes are also running parallel to the extended programmes. Management has to ensure that the required resources for the extended programmes are available. In the university, managerial set-up factors, such as acquiring resources for the teams and team member behaviour, such as encouragement to take control of their own activities, is the directors solely responsibility (Nygren & Levine, 1996).

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Study on the Behavioral Health Risk Factors of Sewing Industry Workers in Bulgaria

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Abstract

The chronic non-communicable diseases in the last twenty years have been a major priority of the World Health Organisation (WHO) due to their epidemic character. These diseases lead to morbidity, mortality and invalidization which have a great health, social and economic effect. The main reason for triggering the chronic non-communicable diseases are the behavioral health risk factors of life such as nutrition, physical activity, smoking and the use of alcohol. The **risk factors** are characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes. Since these factors are manageable, it is essential to carry out targeted health policy among the working people aiming at their optimization which correlates to the improved health status of the population as a whole. A suitable group for study of the behavioral risk factors are the organized groups of workers within enterprises. Our study is conducted among 503 working people in an enterprise of the sewing industry in Bulgaria in 2015.

Keywords: behavioral health risk factors, health status, nutrition, locomotor activity, concentrated alcoholic drinks

Introduction

The aim of this study is to analyze the main behavioral risk factors among workers in an enterprise from the sewing industry in Bulgaria and to identify measures for their optimization.

Objectives of the study:

1. To select a representative sample of workers carrying out various activities in the clothing business.
2. To conduct a survey among workers including questions identifying their lifestyle.
3. To analyze the results and to identify appropriate measures aiming at optimization of the behavioral factors.

Materials and methods: A survey for the behavioral risk factors of life is conducted among 503 workers in an enterprise from the sewing industry in Bulgaria. Of these 71 men and 432 women, aged 20 to 65 years, divided in six age groups and evaluated according to their sex and level of education.

The questionnaire is adapted and structured in order to obtain information on the main behavioral risk factors (nutrition, physical exercising, smoking and alcohol use). The questionnaire includes two parts: passport part with information about sex, date of birth, age and education of respondents and part two: Risk factors for the health, including information on behavioral risk factors of health (nutrition, physical activity, smoking and alcohol use).

Data is processed statistically by SPSS/PSPP analysis.

Results and discussion:

General characteristics of the respondents

From the included in the survey 503 persons, 71 are men and 432 - women, aged 20-65, arranged into six age groups as indicated below (Table 1).

Table 1

	Men							Women						
	<25	25-34	35-44	45-54	55-64	>65	total	<25	25-34	35-44	45-54	55-64	>65	total
number	3	13	26	13	15	1	71	1	31	104	158	136	2	432
%	4,2	18,3	36,6	18,3	21,1	1,4	100,0	0,2	7,2	24,1	36,6	31,5	0,5	100,0

The respondents with secondary education have the largest share - 85.9% men and 87.0% women. With higher education are 7.0% of men and 5.0% of women. Every 17th man and 13th woman attended school until the 8th grade. With elementary educated workers are respectively 1.4% and 0.8% of men and women, without education - 0.2% of women (Table 2).

Table 2

Education degree	Men		Women		Total	
	number	%	number	%	number	%
none	0	0,0	1	0,2	1	0,2
elementary	1	1,4	3	0,7	4	0,8
primary	4	5,6	32	7,4	36	7,2
secondary	61	85,9	376	87,0	437	86,9
higher	5	7,0	20	4,6	25	5,0

Behavioral Health Risk Factors

Nutrition

Rational nutrition is one of the main factors for good health. The survey results show that 71.8% of men and 59.7% of women have regularly breakfast in the morning. Accordingly, 28.2% of men and 40.3% of women do not have breakfast. It is known that breakfast is very important for health; the observation of this statement by the surveyed is relatively satisfying (Table 3).

Table 3

Do you have breakfast?	Men		Women		Total	
	number	%	number	%	number	%
yes	51	71,8	258	59,7	309	61,4
no	20	28,2	174	40,3	194	38,6

66.2% of men and 59.0% of women eat three times a day, and twice a day - respectively 19.7% and 27.3% of them. Four times - 9.9% of men and 8.3% of women. The percentage of persons eating single time a day is about 2.4%. Those receiving food five times or more also have a small share - 2.8% (Table 4).

Table 4

How many times do you eat per day?	Men		Women		Total	
	number	%	number	%	number	%
1	1	1,4	11	2,5	12	2,4
2	14	19,7	118	27,3	132	26,2
3	47	66,2	255	59,0	302	60,0
4	7	9,9	36	8,3	43	8,5
more	2	2,8	12	2,8	14	2,8

The fat used in the preparation of food is the sunflower oil in 94.6% of cases. Olive oil, grease or similar fats are used rarely - in about 6.0% of cases (Table 5).

Table 5

What kind of fats do you use for cooking?	Men		Women		Total	
	number	%	number	%	number	%
sunflower oil	65	91,5	411	95,1	476	94,6
margarine	1	1,4	2	0,5	3	0,6
olive oil	4	5,6	10	2,3	14	2,8
grease	1	1,4	5	1,2	6	1,2
I don't use fats	0	0,0	4	0,9	4	0,8

Bread is another typical product of nutrition for the Bulgarian workers. 79.3% of the respondents consume white bread, more expressed in men - 87.3% against 78.0% in women. 92.0% of men and women do not consume rye bread. The consumption of brown bread is slightly higher (8.5%). Other types of bread are consumed by about 0.8% of men and women, and 3.4% of them do not eat bread (Table 6).

Table 6

What kind of bread do you consume?	Men		Women		Total	
	number	%	number	%	number	%
rye/whole grain bread	5	7,0	35	8,1	40	8,0
brown bread	1	1,4	42	9,7	43	8,5
white bread	62	87,3	337	78,0	399	79,3
other	0	0,0	4	0,9	4	0,8
I don't eat bread	3	4,2	14	3,2	17	3,4

The consumption of 2 cups of coffee has the highest proportion among men and women - 46.9%; 25.0% of the respondents indicated that they drink 1 cup of coffee; 16.9% - 3 cups, and 3.8% - more. 19.7% of men and 5.3% of women do not drink coffee (Table 7).

Table 7

How many cups of coffee do you drink per day?	Men		Women		Total	
	number	%	number	%	number	%
1	12	16,9	114	26,4	126	25,0
2	29	40,8	207	47,9	236	46,9
3	10	14,1	75	17,4	85	16,9
more	6	8,5	13	3,0	19	3,8
I don't drink coffee	14	19,7	23	5,3	37	7,4

The consumption of salt among the population is high, both before and after tasting the food. The data shows that 67.6% of men and 66.0% of women add extra salt to the food after tasting it. 9.9% of men and 11.1% of women add extra salt to the food before tasting it. Only 1.6% of the respondents consume unsalted food (Table 8).

Table 8

Do you add extra salt to your food?	Men		Women		Total	
	number	%	number	%	number	%

never	15	21,1	92	21,3	107	21,3
sometimes	48	67,6	285	66,0	333	66,2
always	7	9,9	48	11,1	55	10,9
I eat unsalted food	1	1,4	7	1,6	8	1,6

21.9% of the surveyed men and women consume carbonated drinks very often; rarely - 64.4%; and 13.7% of them do not consume carbonated drinks (Table 9).

Table 9

Do you consume carbonated drinks in your family?	Men		Women		Total	
	number	%	number	%	number	%
very often	18	25,4	92	21,3	110	21,9
rarely	47	66,2	277	64,1	324	64,4
we don't	6	8,5	63	14,6	69	13,7

4.2% of men and 5.3% of women follow a diet plan. 15.5 % of men and 28.2% of women indicated that they rarely follow diets. The data shows that about 68.4% of the surveyed men and women do not follow dietary regimes (Table 10).

Table 10

Do you follow any dietary regimen?	Men		Women		Total	
	number	%	number	%	number	%
very often	3	4,2	23	5,3	26	5,2
rarely	11	15,5	122	28,2	133	26,4
I don't	57	80,3	287	66,4	344	68,4

52.1% of the respondents consider that they are with a normal weight; 32.6 percent - overweighted, and 4.2% - underweighted. 5.6% of men and 12.0 % of women are unable to make an estimate (Table 11).

Table 11

What is your weight in your opinion?	Men		Women		Total	
	number	%	number	%	number	%
Normal	43	60,6	219	50,7	262	52,1
Underweight	5	7,0	16	3,7	21	4,2
Overweighted	19	26,8	145	33,6	164	32,6
I do not know	4	5,6	52	12,0	56	11,1

The healthy nutrition' principles are unknown to 3.6% for men and women. 57.7% are interested in them, and 38% did not show an interest in them (Table 12).

Table 12

Are you interested in the principles of healthy nutrition?	Men		Women		Total	
	number	%	number	%	number	%
yes	38	53,5	252	58,3	290	57,7
no	30	42,3	165	38,2	195	38,8

I have not heard about them	3	4,2	15	3,5	18	3,6
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Conclusions:

- the frequency of eating is triple for 66.2 % of men and 59.0% women;
- morning breakfast was not accepted by nearly every third man and woman;
- the consumption of white bread dominates;
- high proportion of persons adding salt to food after tasting is observed - 66.2 % of men and women, and every ninth - before tasting the food;
- a change in eating habits have undertaken 31.6 % of men and women, as 5.2% - very often, and 26.4% - rarely.

Motor activity

Physical exercising is an important factor for the health and self-esteem of the persons. The low physical activity is a serious risk factor for health in the sewing industry. Doing exercise during leisure time is an investment in health.

The results showed that the share of those who do so is low - only 10.7%; 25.0% of men and 1.4% of women are doing exercise very rarely in the morning or during free time and 64.2% - not at all (Table 13).

Table 13

In the morning or during your free time do you physical exercises?	Men		Women		Total	
	number	%	number	%	number	%
Yes	14	19,7	40	9,3	54	10,7
No	38	53,5	285	66,0	323	64,2
Very rarely	19	26,8	107	24,8	126	25,0

The visits in the gym also showed extremely unsatisfactory results. Only 2,6 % of the respondents visit the gyms, and 4.4% - do it very rarely (Table 14).

Table 14

Do you visit a gym/fitness center?	Men		Women		Total	
	number	%	number	%	number	%
Yes	4	5,6	9	2,1	13	2,6
No	59	83,1	409	94,7	468	93,0
Very rarely	8	11,3	14	3,2	22	4,4

The survey results showed that for 15.5% of the men and 13.7 % of women the weekly physical activity is light; in 69.0% of men and 75.2 % of women it is moderate, while in 15.5 % of men and 11.1 % of women - vigorous (Table 15).

Table 15

What is your weekly physical activity?	Men		Women		Total	
	number	%	number	%	number	%
Light	11	15,5	59	13,7	70	13,9
Moderate	49	69,0	325	75,2	374	74,4
Vigorous	11	15,5	48	11,1	59	11,7

Walking is the most accessible physical activity for health according to the respondents in the survey. The survey results show that 79.9 % of men and women love walking, as most do it every day for at least 15-20 minutes (Tables 16 and 17).

Table 16

	Men		Women		Total	
	number	%	number	%	number	%
Do you like to walk?						
Yes	60	84,5	342	79,2	402	79,9
Non	11	15,5	90	20,8	101	20,1

Table 17

	Men		Women		Total	
	number	%	number	%	number	%
If yes, how often do this in the week?						
Every day 15 – 20 min.	28	46,7	168	49,1	196	48,8
two or three times at least per 15 min.	6	10,0	37	10,8	43	10,7
morning and evening for at least 30 minutes.	14	23,3	98	28,7	112	27,9
more than 60 min. daily	12	20,0	39	11,4	51	12,7

In the sitting position during 1-2 hours the day are staying 21,7% of men and women, for 3-4 hours a day – 10,5%, and more than six hours a day – 67,8% (Table 18).

Table 18

	Men		Women		Total	
	number	%	number	%	number	%
How many hours per day do you spend in sitting position?						
at least 1-2 hours	41	57,7	68	15,7	109	21,7
at least 3-4 hours	14	19,7	39	9,0	53	10,5
more than 6 hours a day	16	22,5	325	75,2	341	67,8

Conclusions: The level of the motor activity of the respondents is low, which implies a serious risk for the health.

Knowledge, skills and health behavior

The awareness of the surveyed persons about the individual elements of the healthy life style varies.

With the harm of smoking on health are familiar 90, 3% of men and women. This information is characteristic for both genders. However, 1,6% are not familiar that tobacco is harmful (Table 19).

Table 19

	Men		Women		Total	
	number	%	number	%	number	%
Do you believe that smoking is harmful to health?						
Yes	67	94,4	387	89,6	454	90,3
No	1	1,4	6	1,4	7	1,4
May be	1	1,4	33	7,6	34	6,8
I do not know	2	2,8	6	1,4	8	1,6

86,1% of men and women believe that alcohol abuse leads to negative health effects. In that are not confident 8, 0% and 4, 8% do not know. Alcohol is a stimulant for 1,2 % the respondents (Table 20).

Table 20

Do you consider that the alcohol is harmful to health?	Men		Women		Total	
	number	%	number	%	number	%
yes, when abused	62	87,3	371	85,9	433	86,1
No, it is stimulating	1	1,4	5	1,2	6	1,2
May be	6	8,5	34	7,9	40	8,0
I do not know	2	2,8	22	5,1	24	4,8

The majority of the surveyed workers (90, 1%) believe that the physical activity is of great importance for their health (Table 21).

Table 21

Do you think that the physical activity is of great importance for the health?	Men		Women		Total	
	number	%	number	%	number	%
Yes	66	93,0	387	89,6	453	90,1
No	0	0,0	4	0,9	4	0,8
Maybe	4	5,6	29	6,7	33	6,6
I do not know	1	1,4	12	2,8	13	2,6

95,4% of the surveyed are convinced about the importance of the diet on health. 3,8% of the surveyed have no knowledge on the matter, and only 0,8% reported that it was not important (Table 22).

Table 22

Do you consider that the diet is important for the good health?	Men		Women		Total	
	number	%	number	%	number	%
Yes, it is important	66	93,0	414	95,8	480	95,4
No, it is not important	2	2,8	2	0,5	4	0,8
I do not know	3	4,2	16	3,7	19	3,8

Most of surveyed workers receive information about healthy lifestyle from their GP - 39,2 %. The media are the main source of information for 36,4 %. 18,7% rely on the experience of friends and 5,8% on the campaigns of the Regional Health Inspectorates (RHI) - Table 23.

Table 23

From where you receive information about the healthy lifestyle?	Men		Women		Total	
	number	%	number	%	number	%
From the campaigns of the Regional Health Inspectorates	6	8,5	23	5,3	29	5,8
From the media	28	39,4	155	35,9	183	36,4
Form my GP	22	31,0	175	40,5	197	39,2
From friends	15	21,1	79	18,3	94	18,7

Smoking

The results of the survey conducted showed that 49.3% of men and 56.3% of women live in families of smokers (Table 24). It can be said that every 11th man smoker and every 18th woman passes over five hours per day in a tobacco smoke

environment. Besides them, 14.4% of men and 11.1% of women are in a smoke environment for 1 to 4 hours. For 78.6% of men and 84.6% of women the environment at home and in the workplace is almost tobacco smoke free (Table 25).

Table 24

Do you have any smokers in the family?	Men		Women		Total	
	number	%	number	%	number	%
yes	35	49,3	243	56,3	278	55,3
no	36	50,7	189	43,8	225	44,7

Table 25

If you are not a smoker, how many hours per day you spend in a place where someone else smokes?	Men		Women		Total	
	number	%	number	%	number	%
0	33	78,6	247	84,6	280	83,8
1	2	4,8	16	5,5	18	5,4
2	2	4,8	6	2,1	8	2,4
3	2	4,8	6	2,1	8	2,4
4	0	0,0	4	1,4	4	1,2
5 and more hours	3	7,1	13	4,5	16	4,8

The data shows that 40.8% of men and 32.4% of women are smokers. The remaining 59.2% of men and 67.6% of women are non-smokers (Table 26).

Table 26

Are you a smoker?	Men		Women		Total	
	number	%	number	%	number	%
yes	29	40,8	140	32,4	169	33,6
no	42	59,2	292	67,6	334	66,4

Every 5th surveyed man smoker and 7th woman has started smoking at the age under 18. The largest share is of those who began smoking between 18 and 25 years old for men and women (respectively 75.9% and 75.0%). An interesting fact is that 11.4% of women started smoking after the age of 25, while men share in this case is only 3.4% (Table 27).

Table 27

What age did you start smoking?	Men		Women		Total	
	number	%	number	%	number	%
under 18 years old	6	20,7	19	13,6	25	14,8
18-25 years old	22	75,9	105	75,0	127	75,1
above 25 years old	1	3,4	16	11,4	17	10,1

The intensity of smoking among men and women has significant differences. Women are mostly moderate smokers (1-10 cigarettes daily) - 80.7% of them, while for men the proportion is 51.7%. As regards to men, every second is an intense smoker (11-20 cigarettes per day), while for women it can be said for every fifth is a smoker. A positive fact is that in both sexes there are no heavy smokers (> 21 cigarettes per day) - Table 28.

Table 28

If you are not a smoker, how many	Men	Women	Total

hours do you spend at a place, where someone else smokes?	number	%	number	%	number	%
1-10 (moderate)	15	51,7	113	80,7	128	75,7
11-20 (intense)	14	48,3	27	19,3	41	24,3
>= 21 (heavy)	0	0,0	0	0,0	0	0,0

Many smokers attempt to quit smoking. This does not always end up with success. The results of the survey show that 69.0% of men and 60.0% wish to quit. Every fourth man smoker and every third woman does not wish to quit smoking (Table 29).

Table 29

Do you wish to quit smoking?	Men		Women		Total	
	number	%	number	%	number	%
yes	20	69,0	84	60,0	104	61,5
no	9	31,0	56	40,0	65	38,5

The data shows that more than half of the smokers of both sexes have tried to quit smoking - 59.2%. Almost every third man smoker has never made an attempt to quit smoking and as regards women - 41.4% of them (Table 30).

Table 30

Have you ever made an attempt to quit smoking?	Men		Women		Total	
	number	%	number	%	number	%
yes	18	62,1	82	58,6	100	59,2
no	11	37,9	58	41,4	69	40,8

Alcohol Consumption

Alcohol is one of the risk factors for health when abusing with. Survey data showed that 22.5% of men and 59.5% of women do not consume alcohol. Very rarely do so respectively 35.2% and 36.6% of them. Regular consumers of alcohol are 42.3% of the men and 3.9% of the women (Table 31).

Table 31

Are you taking alcohol?	Men		Women		Total	
	number	%	number	%	number	%
Yes	30	42,3	17	3,9	47	9,3
No	16	22,5	232	53,7	248	49,3
Very rarely	25	35,2	158	36,6	183	36,4
I never consume	0	0,0	25	5,8	25	5,0

The data showed that 41.8% of the men and 78.3% of the women consume alcohol once a week. 40.0% of the men and 17.1% of the women consume alcohol 2-3 times per week and 18.2% of the men and 4.6% of the women - every day (Table 32).

Table 32

If you use, how many times per week?	Men		Women		Total	
	number	%	number	%	number	%
Once	23	41,8	137	78,3	160	69,6

Two – three times	22	40,0	30	17,1	52	22,6
Every day	10	18,2	8	4,6	18	7,8

There are differences in the consumption of different the types of alcoholic beverages, shown on Table 33 below:

Table 33

If you drink alcohol, what kind you prefer?	Men		Women		Total	
	number	%	number	%	number	%
Concentrate	25	45,5	55	31,4	80	34,8
Vine	9	16,4	82	46,9	91	39,6
Beer	21	38,2	38	21,7	59	25,7

Concentrates are preferred drink almost every second man and third women. Within men, those consuming the highest share of 1 cup at a time are 64.0%. The relative share of the consumers of 2 (two) cups of concentrate is 28.0%, while the next group (3 cups) are 8.0%.

The case within women is different. In this group the consumption is lower than that of males, most often 1 cup portion at 85.5% of them. Every seventh woman consumed 2 cups. There are no cases with consumption of 3 or more cups at once (Table 34).

Table 34

If you use it what quantity you drink at once (concentrate)	Men		Women		Total	
	number	%	number	%	number	%
1 cup	16	64,0	47	85,5	63	78,8
2 cups	7	28,0	8	14,5	15	18,8
3 cups	2	8,0	0	0,0	2	2,5

The vine is a drink for 16,4% of men and 46,9% of the women. For 77,8% of the men the most frequent consumption is of 150-200 ml. at the same time, and the remaining 22,2% consume more that 250-300 ml. 3.3% of the men consume more that 4 cups. Unlike the men, the women consuming 50-100 ml of wine are with the larger share – 48,8%, followed by the share of women, consuming 150-200 ml - 45,1%. The indicators for the consumption of larger quantities 250-300 ml and more are lower - every 13th woman - consumer (Table 35).

Table 35

If you use it what quantity you drink at once (vine)	Men		Women		Total	
	number	%	number	%	number	%
50-100 ml	0	0,0	40	48,8	40	44,0
150-200 ml	7	77,8	37	45,1	44	48,4
250-300 ml	1	11,1	4	4,9	5	5,5
more	1	11,1	1	1,2	2	2,2

Beer is consumed by 38.2% of men and 21.7 % of women. One bottle of beer at once drank 52.4% of men, two bottles at a time - 28.6%, three bottles at a time - 14.3%, and more - 4.8 % of them. Consumption within women reveals differences from men. All have indicated consumption of one bottle at a time (Table 36).

Table 36

If you use it what quantity you drink at once (beer)	Men		Women		Total	
	number	%	number	%	number	%
1	11	52,4	38	100,0	49	83,1
2	6	28,6	0	0,0	6	10,2
3	3	14,3	0	0,0	3	5,1
more	1	4,8	0	0,0	1	1,7

The data showed that 98,3% do not feel the need to drink something alcoholic since the morning. In 1.3% this happens very rarely, and in 0.4% always (Table 37).

Table 37

Did you need to drink anything alcoholic in the morning?	Men		Women		Total	
	number	%	number	%	number	%
Yes	0	0,0	1	0,6	1	0,4
No	52	94,5	174	99,4	226	98,3
Very rarely	3	5,5	0	0,0	3	1,3

The overdrink with or without occasion is usually in 2.6% of the persons, and very rarely - in 10.0%. More common is for men compared to women (Table 38).

Table 38

Normally, do you overdrink with or without occasion?	Men		Women		Total	
	number	%	number	%	number	%
Yes	4	7,3	2	1,1	6	2,6
No	38	69,1	163	93,1	201	87,4
Very rarely	13	23,6	10	5,7	23	10,0

Regarding the health status of the respondents, the survey results are negative and indicate a strong predominance of negative behavioral factors of life, such as:

1. Nutrition of the working people in the examined enterprise of the sewing industry in Bulgaria is not sufficiently healthy.
2. The locomotor activity of respondents is low.
3. The share of smokers is high, especially when more than half of the smokers are men.
4. The preferred form of alcohol taking for every second man and every third woman is a concentrate.

The conclusions made impose immediate compulsory measures in order to widen the health awareness of the employees aiming at improving their lifestyle and neutralization of the behavioral risk factors triggering the chronic non-communicable diseases.

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The role of the Teachers in the integration of ICT in Teaching in Secondary Low Education

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Abstract

Given the fact that the population in Kosovo consists mainly of young age, youth (15-24 years of age) who include 55.3% of the population involved in the educational process, then these data can imagine the use of new technologies by young people and it is imperative demand of ICT installation in schools. These changes, the transition from traditional to contemporary learning and learning using the technology undoubtedly will help students and enables them to interact theoretical knowledge with practical ones in order to comply more easily the acquired knowledge. With the integration of ICT in teaching has brought innovation and its challenges on how will be accepted by the teachers but a challenge has been its acceptance by students. The role of teachers has often been hesitant during its integration into teaching. In the theoretical part of this paper are described the problems encountered during the integration of ICT in teaching. Resistance inclusion of ICT by teachers in teaching has been the fear that one day they will be replaced by ICT and will not have the role that they have now. The hypothesis outlined in this paper is: *"The role of teachers in the integration of ICT in the learning process enhances the quality of learning"*

Keywords: *Teaching, Information and Communication Technology, students, learning.*

Introduction

Integration and the use of the Technology in teaching

Increasing the quality of student learning is the main goal of the learning process, therefore, it become the integration and use of technology in schools and especially in the educational process, to have good results. Due to their learning most successful, conditions should be created for this process to be easy for them. Also, to keep pace with their learning capabilities. So the whole process of technology integration in teaching is that the students to have easy access to the information.

Fear of replacing teachers by ICT

With the introduction of ICT in the classroom, the teacher's role in the learning process becomes more and more critical. What needs to be changed is the role that the teacher plays during these clases. On the other hand, the role of the students it is expanded, the community can also play a new role in the classroom. Information and Communication Technology tools are defined as a "group of various technological tools and resources used to communicate, create, distribute, store, and manage information"(Blurton, 2002).

However, many teachers are not ready to use ICT especially computers and the Internet. There are identified some of the reasons for this reluctance: "poor program design, skepticism about the effect of computers on improving learning outcomes, lack of administrative support, increasing the time and effort required to learn the technology and how to use it,

fear of losing authority in the classroom (Kiunga, 2008). These are all issues that should be addressed from teachers to fully exploit the potential of computers and the Internet as educational tools.

Professional development of teachers should be long-term, executives, and flexible as far as possible. For many teachers under-qualified, overworked and unpaid, effective adoption of ICT depends on the possibility of giving and continuity to learn what they need to learn, based on their specific circumstances and experiences when they time to learn it. Institutional Incentives and support for teachers to develop professionally is also critical. This can take the form of promotion for teachers who renew ICT in class (compared to only use), or simply making sure that teachers have adequate access to technology after training.

Language and content

English is the dominant language of the Internet. "It is estimated that 80% of Internet content is in English language" (Anzalone, 2001). A large part of educational programs produced in the world market are in English. For developing countries where mastery of English is not high, especially outside metropolitan areas, this presents a serious obstacle to increasing educational benefits.

Even in countries where English is the second official language it is imperative that the materials that comprise the national curriculum requirements at the local level for teaching and learning take place and have meaningful content, preferably in the local language. This will ensure that network to be a truly multicultural space and that people of different cultures have a common interest and voice in the global community of learning and practice online.

Particularly damaging to this exemption are isolated, rural populations, cultural minorities and women in general. Thus, attention should be paid to their specific needs.

The teacher as a factor

The teacher is responsible for creating the environment in the class. He prepares the learning opportunities that help students use the lessons of communication technology. Consequently, it is crucial that all teachers be prepared to provide their students with these opportunities.

Professional development of teachers should have five focus: 1) the ability with special applications, 2) Integration into existing curricula, 3) changing the curricula related to the use of IT (including changes in curricula), 4) Changing the role of teachers, and 5) support the educational theories. (MacDougall & Squires 1997).

All professional development programs for teachers currently and programs for preparing future teachers should provide rich experiences of ICT in all aspects. Today's teachers must be prepared to use technology to communicate to students, what advantages it brings and know how technology supports teaching process.

Schools today require good ICT skills of teachers to effectively achieve educational content.

Professional development of teachers to use ICT

In many countries the development and integration of technology in education have also started the needed steps to prepare the teachers practicing this technology in teaching and learning process.

The Government of the Republic of Kosovo, namely the Ministry of European Integration through the action plan EPAP 89/2 positions ECDL certification as standard for all civil servants.

This program in Kosovo began in December 2009, including teachers of secondary education from all regions of Kosovo. Generally, about 60% of teachers are trained in ECDL are equipped with ECDL certificates. Unlike the percentage of active teachers certified ECDL is an average 70%. Since the beginning of the project until the beginning of June 2011 they are certified 6.102 people and 2,787 graduated teachers.

From our research with 50 teachers it shows that 41 (82%) of teachers have completed at least one course of ECDL module's. The remaining nine (18%) of teachers have not carried any module, and it mostly occurs because of their old age.

Research Method and samples

The survey was conducted with 50 teachers and 325 students of five schools of lower secondary education from classes VI to IX of Gjakova municipality, Republic of Kosovo. The involvement of schools is done intentionally, as a representative group of teachers and students is chosen to research by probability sample from all the courses or subjects.

For this study it is used a questionnaire, the entire questionnaire was anonym, which contains (teachers and students) demographic data of the participants themselves, age and gender, and the second part contains questions for research.

Demographic Characteristics

Demographic characteristics sample of the pupils

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	152	46.8	46.8	46.8
	Female	173	53.2	53.2	100.0
	Total	325	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1997	2	.6	.6	.6
	1998	35	10.8	10.8	11.4
	1999	80	24.6	24.6	36.0
	2000	72	22.2	22.2	58.2
	2001	83	25.5	25.5	83.7
	2002	52	16.0	16.0	99.7
	2003	1	.3	.3	100.0
	Total	325	100.0	100.0	

The sample survey involving 325 students, 152 (46.8%) male and 173 (53.2%) female. From age 10 to 16 years where the average age of young people has been $M = 13.1$. And the distribution according to age of the students was 10 years 1 (0.3%) student, 11 years 52 (16.0%) students, 12 years 83 (25.5%) students, 13 years 72 (22.2%) students, 14 years 80 (24.6%), 15 years 35 (10.8%) pupils and students 16 years 2 (0.6%).

Demographic characteristics sample of the teachers

Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	21	6.5	42.0	42.0
Female	29	8.9	58.0	100.0
Total	50	15.4	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1950-1960	12	3.6	24	24.0
1961-1970	15	4.5	30	54.0
1972-1980	10	3	20	74.0
1981-1990	12	3.6	24	98.0
over 1991	1	.3	2.0	100.0
Total	50	15.4	100.0	

Research sample included 50 teachers, 21 (42%) men and 29 (58%) women. From age 21 to 60 years where the average age of teachers has been $M = 41.88$. Distribution by age of teachers has been, from 1950 - 1960 included 12 (24%) teachers, from 1961 to 1970 included 15 (30%) teachers, 1971-1980 includes 10 (10%) teachers, from 1981 to 1990 are included 12 (24%) teachers while only 1 (2%) teacher was the birthday from 1992.

Analysis of the achieved results

Of all the questions we outlined to our research, to validate the hypothesis "The role of teachers in the integration of ICT in the learning process enhances the quality of learning" have been considered these questions:

- From which way of teaching students learn more?
- How does it affect the use of technology in teaching to students?
- How the learning process is affected during the use technology?
- What role does technology have in teaching and does technology replace the role of the teachers?
- Effective and systematic use of ICT in teaching?

From which we had the below mentioned results:

- In the question submitted: "From which way of teaching the students learn more?" And giving explanation that represents traditional ways of learning, written explanation and contemporary ways represents the explanation using technological equipment, we have the following results:

Students Reporting	Frequency	Percent	Valid Percent	Cumulative Percent
Traditional way	108	33.2	33.2	33.2
Contemporary way	217	66.8	66.8	100.0
Total	325	100.0	100.0	

Teachers Reporting	Frequency	Percent	Valid Percent	Cumulative Percent
Traditional way	2	.6	4.0	4.0
Contemporary way	48	14.8	96.0	100.0
Total	50	15.4	100.0	

The total number of students participating in the survey, of 325 students, 108 (33.2%) of them have said that the traditional way of teaching is most appropriate for them. Also in this question that 50 teachers involved in the survey, only 2 (4%) of them have concluded that the most appropriate is the traditional way by which students learn more. The highest number of 217 students (66.8%) of them said that they learn more from the modern ways of teaching. As well as teachers of 48 (96%) of them have expressed that students learn more by modern ways of teaching. Based on the results of the above query result that the students as well as teachers prefer the same way students learn.

- In the question: *How it affect the use of technology in teaching to students?* "Observe the following results:

Students Reporting	Frequency	Percent	Valid Percent	Cumulative Percent
the class seems more attractive and interesting	307	94.5	94.5	94.5
Not notice any difference	18	5.5	5.5	100.0
Total	325	100.0	100.0	

From 325 students, 307 of them (94.5%) said that the time was more attractive and interesting when teachers use technology. While only 18 (5.5%) of them said they did not notice any difference when teachers use technology. From this it can show that students feel more attractive and interesting time when their teachers use technology.

- In the question "How it affect the learning proces the use technology during the class", we note:

Teachers Reporting	Frequency	Percent	Valid Percent	Cumulative Percent
Effective	32	9.8	64.0	64.0
Suitable	12	3.7	24.0	88.0
Effective and suitable	6	1.8	12.0	100.0
Total	50	15.4	100.0	

32 (64%) of them reported to be very effective, 12 (24%) reported that it is appropriate, while 6 (12%) of them reported that the hour is effective even when they use appropriate technology. This indicates that teachers perceive the effectiveness of using technology in class.

- At the question: “what role has the technology during the learning and does it substitute the role of the teacher?”

<i>Teachers Reporting</i>	Frequency	Percent	ValidPercent	CumulativePercent
Technology facilitates the work of teachers	33	10.2	66.0	66.0
Technology prevents the teacher during the teaching	0	0	0	0
Technology is replacing the work of teachers	1	.3	2.0	68.0
Technology does not replace the role of teachers	3	.9	6.0	74.0
Technology facilitates and does not replace the role of teachers	13	4.0	26.0	100.0
Total	50	15.4	100.0	

In the given table are reported 50 teachers. 33 (66%) of teachers reported that the technology facilitates the work of teachers. 3 (6%) responded that technology does not replace the role of teachers. 13 (26%) report that the technology not only facilitates the work of teachers but technology cannot replace the role of teachers. Only 1 (2%) reported that technology is replacing the role of teachers. None of the teacher has reported that the technology prevents the teacher during instruction. Therefore the results of this question reject teachers fear that ICT will one day be replacing them in teaching. But only will facilitate their work.

- At the question that how it affect “ The effective use of the ICT in the learning process?” the results shows:

<i>Teachers Reporting</i>	Frequency	Percent	ValidPercent	CumulativePercent
Increase the quality of teaching	46	14.2	92.0	92.0
It affects less on teaching quality	3	.9	6.0	98.0
There is little impact on teaching quality	1	.3	2.0	100.0
Total	50	15.4	100.0	

How 50 teachers reported for the efficient and systematic use of ICT. 47 (94%) of teachers reported that the use of ICT enhances learning outcomes of students. 2 (4%) teachers have reported that effective and systematic use of ICT impact on some results of student learning. 1 (2%) teachers reported that the use of ICT does not affect the results. This shows that teachers are aware that teaching in cooperation with ICT increases student achievement.

All questions for this research prove our hypothesis submitted that the integration of ICT in the learning process by the teacher enhances the quality of teaching and in all this the role of teachers' remains very important.

Conclusion

Education should adapt to the ongoing changes in technology, and use them extensively in the learning process. To these changes, education must respond, rapidly, internal quantitative and qualitative developments to transmit knowledge and skills systematic, coherent and stable to students by reflecting after these societies to create a future positive for everyone. In the era of information and communication technology development, the use of this technology in teaching and learning has become a necessity for teachers.

In summary the two groups, the students and teachers, based on the ways that are most appropriate for students to learn more, there are no escort a significant difference. We report that 66% of students have found that their contemporary

teaching approach is most appropriate for them, even to the same reporting are the teachers, teachers have reported that 96% of them think that contemporary teaching is appropriate for students.

The analysis results highlight the importance of integration and use of ICT in the teaching-learning process. In analyzing it has been observed that 49% of teachers although only in a particular lesson, they use ICT in teaching and only 8% of them reported that they do not use ICT at all during the teaching process. In addition, teachers have reported that they use all the equipment, starting from Radio to a combination of both technological equipment.

Results of the study on how teachers perceive the use of technology, teachers have found that the class is effective and appropriate for students in the use of technology. In addition, teachers have found that the use of ICT in teaching and increase the quality of teaching, as well as also concluded that the technology does not replace the role of teachers, but only facilitate its work.

In general, this study ICT integration requires new types of skills, abilities and attitudes. The general literature shows that successful integration of ICT depends on many factors.

Recommendations

To be confronted with changes that challenge today community and educational institution, especially with the integration of ICT, it is necessary to draw up policies and strategies with long-term educational goals. There are three general aims of education presented by the Council for Education, development of the individual, the development of society and economic development, ensuring workforce habit, and developing long-term strategies for ICT integration.

Therefore from the study we are coming at the recommendations for the teachers:

- National policies, policies and actions that need to be taken and coordinated with schools among themselves to have a profound positive impact. There should be a joint plan of ICT integration, support and training for all participants involved in the integration process. Care should be taken to coordinate the attitudes and beliefs of all stakeholders.
- Advise all those involved in the creation of appropriate teaching conditions of educational institutions: Ministry of Education, Science and Technology of the Republic of Kosovo, Municipal Directorate of Education in Gjakova, schools, teachers and other members of the community contributors - that they have important responsibilities to promote the fundamental right of the child to quality education.
- You need to be trained to cope more easily with change, uncertainty, innovation that brings the complexity of technology integration.
- To use ICT to organize regular shape during teaching and not use it as a complementary activity.
- To ensure that all students are able to benefit from the use of appropriate means of ICT in all subjects.

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Visit Transylvania! Transylvania Representations of Tourists Coming from Abroad

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Abstract

The subject of the present study is Transylvania¹ as a tourist destination, more precisely the analysis of what Transylvania means for the foreign tourists visiting here, and what meaning they attach to it. The timeliness of the issue is given by two factors. On the one hand the number of events with a touristic appeal has grown in the past years in Transylvania, and similarly the number of tourists has risen. On the other hand, writings that recommend Transylvania as an outstanding destination are more and more frequent in the international public sphere, in other words, it increasingly appears on the map of international tourism.

Keywords: Transylvania, Representations, Tourists, Abroad

Introduction

A most defining moment of this trend occurred in 2016, when Lonely Planet placed Transylvania on the top of the lists of the most recommended regions. According to Lonely Planet the most important characteristics of Transylvania are its romantic and untouched landscapes and mountains, as well as its historical castles, churches and their specific architectural styles. In our research we tried to find out what tourists visiting Transylvania talk about with respect to this region, and in what way do they formulate their views. We consider that the significance of the present study consists of the fact that it analyses the demand side of tourism, the standpoints and observations of those visiting here, as opposed to earlier similar researches which had presented touristic offers and related contents.

The unit of analysis are entries (comments, recommendations) on various tourist sites written by non-Romanians and non-Hungarians who visited Transylvania. The research method is content analysis, especially the semantic network analysis and discourse analysis, since these methods are useful not only in understanding of narratives but can be used to identify topics within the narratives.

As result it can be said that the representations produced by the tourists show a complex image of Transylvania: urban in one respect, with significant historical traditions, and yet at the same time close to nature, simultaneously offering the chance for active relaxation and tranquil astonishment. Its authenticity primarily appears in connection with the countryside, the way of living, the gastronomy, and the culture of its inhabitants. By the commodification of the places of interest, the post-modern interpretation of the thematic activities, fairs, events, parks, squares Transylvania has become a colourful, globally marketable place.

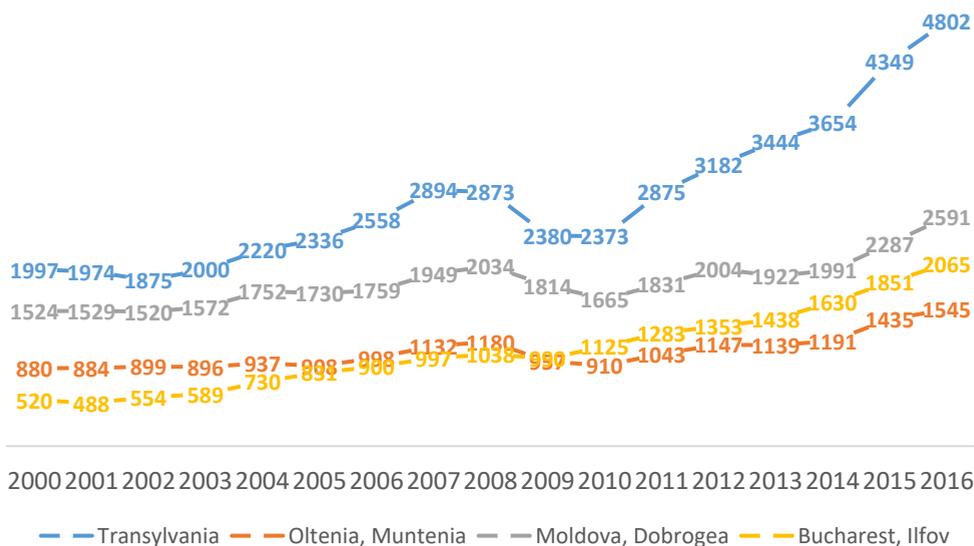
¹ Transylvania here means the two Western and the Central development regions of Romania (North-West, West and Centre), covering the territories of the historical regions of Transylvania, the Partium, the Banat and Maramureş.

Tourism in Transylvania

In spite of the fact that Romania possesses quite a number of endowments that tourists can find attractive, its tourism is weak in an international context (Talpas & Pál, 2011). According to the data of Eurostat 2015 the tourist traffic of Eastern European states is increasing with the largest intensity among EU member states, Romania being the country with the highest growth rate.

According to the data of the Romanian National Institute of Statistics, the number of tourists in 2016 exceeded 11 million, which means an 11 percent growth as compared to 2015 and 30 percent in comparison with 2014. In a regional breakdown the tourist traffic and the growth rate of tourism in the Transylvanian regions are higher than the country average. 44 percent of the tourist arrivals to Romania are oriented to Transylvania, 24 percent to Moldova, 19 percent to the Capital and its vicinity and 14 percent to Oltenia and Muntenia.

Figure 1. Tourist traffic in the regions of Romania between 2000-2016 (thousand persons)



Almost 19 percent of the tourists visiting Transylvania in 2016 (903 thousand people) arrived from abroad, a 13 percent growth compared to 2015 and 34 percent compared to 2014. Broken down according to their countries or regions of origin most tourists came from the European Union (54%), followed by other European countries like Moldova, Ukraine, Turkey (39%), Asia (4%) and North America (3%).

Research Methods

In order to answer the question, we used contents analysis, and within it semantic network analysis and discourse analysis as research methods (see Péter, 2014), as in addition to the understanding of narratives, these methods are suitable in the identification of the various topoi within the narrative. The aim of the contents analysis is the interpretation of the analysed texts and the reproduction of their latent contents, thus our objective when using the method is to provide a structure for the totality of the information appearing in the text (Popping, 2000). As all discourses organise meaning around points of

junction, the text gains a meaning by the connections between these junctions (Jorgensen & Phillip, 2002). As a result of network analysis the connections within the text became apparent. With the help of the semantic network the strength of these connections could be detected, as well as the positions of the keywords within the network, and the directions of the elements towards each other. The central theme was showcased, together with the key notions that ensure the links between the clusters. From the composition of the network we could deduce how and in what text surroundings certain themes, given keywords/notions appear and what kind of groups and topoi take shape along the text (Péter, 2014). The advantage of the applied method is that with its help the quantity of analysed text can be increased, while the same time the topoi produced can be confirmed by quantitative data, thus the meanings within the connections can be better interpreted by the application of qualitative methods.

Analysed units in this case are posts, comments, recommendations on various touristic portals. Data collection was conducted on three levels: in the first step the selection of web pages was carried out, which was followed by the collection of comments and selection according to the languages they have been made. The last step consisted of the gathering of available data referring to the persons who made the selected comments such as gender, country of origin, perhaps age and the way of travelling. Exclusively those comments were taken into consideration, which had been written by foreign tourists in English, as these were relevant for the purposes of our research. Thus the final text field contained 843 posts, from eight different webpages.¹

Subsequently, a data base suitable for the content network analysis of the network was prepared, in which the keywords that reproduce the contents of the text mark the nodes that are connected to the keywords within a post. The number of keywords developed like this, serving as the basis for the analysis is 227, whereas the number of connections among them is 4,742.

Using the Gephi network analysis programme, the created network of notions was analysed with the help of the following indicators: average degree, which showed the average number of connections to a node, modularity, by the help of which we could find out how many thematic groups (communities) were formed within the text network, network diameter, which showed how many steps had to be made in order to reach from a node at one part of the network to a node in another part (Hanneman & Riddle, 2005). The visual representation of the network was created with the Force Atlas procedure. In what follows, we will present the more detailed description of the indicators that are more significant from the perspective of network analysis, the formed networks, as well as the analysis of the created main themes and groups.

The Structure of the Text Network

Some important indicators from the perspective of network analysis have already been mentioned earlier. In what comes, more details will be given about these, showing how they shape the networks, why they are important for the formation of topoi, and which are the places where these main groups appear. The table below presents the most important indicators of the network.

Table 1: Main indicators of network analysis

¹ These webpages were the following ones:
<http://www.transylvania-discovery-tours.ro/en/Travel/testimonials/> (15.04.2016.)
<http://www.romania-tours.ro/testimonials.php> (15.04.2016.)
<http://www.yourguideintransylvania.com/reviews/> (15.04.2016.)
<http://dractours.com/testimonials.htm> (15.04.2016.)
<http://bucharestcitytour.com/feedback> (15.04.2016.)
<http://www.viatransylvania.com/transylvania-travelers-reviews.html> (15.04.2016.)
<http://secrettransylvania.co.uk/index.php/feedback/> (15.04.2016.)
<https://www.tripadvisor.com/Attractions-g317135-Activities-Transylvania.html>
(20.04.2016.)

Indicators	Values
Nodes	227
Edges	4742
Graph Density	0.185
Average Path Length	1.851
Network Diameter	3
Average Degree	41.78
Modularity	0.184

Source: Based on our own calculations

Based on the indicators in the above table one can say that the keywords form a compact text network, where the distance between two random nodes is 3, i.e. an average number of three steps must be made in order to reach from one end of the network to the other. The low modularity of the network shows that the most important keywords, which form a thematic cluster, at the same time also create a connection with thematic groups. The average degree of the network shows the average number of connections of a node. In this case, the node with the highest number connections has 147 connections, while the lowest such value is 7.

Keywords obviously do not have the same weight in shaping the text network, as more frequently a keyword is mentioned, respectively the more connections it has got, the more central position it takes in the network. Figure 2 represents the network in function of the centrality of its nodes, i.e. it shows how many edges a node has got. Key notions with more connections are shown larger. These are the notions, which have got an outstanding significance in the text field, as they shape its contents. Words with most connections are 'historical', appearing with 147 connections, followed by 'Braşov' with 127 connections, then 'view' with 124, 'old' with 122, 'town' with 117, and 'restaurant' with 111. This is shown on the next figure.

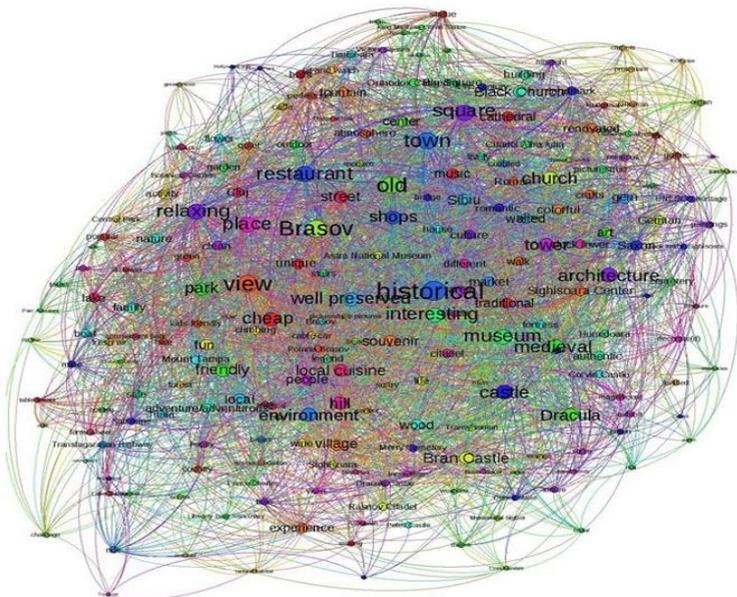


Figure 2: Text network showing the Degree Centrality Index

Notions that do not only shape the themes coming about, but also establish connections among them have got an especially important role in the emerging network.

As it can also be seen on Figure 3, some keywords are present with not only a large number of nodes, but which are in contact with groups of nodes. These keywords, located in the centre of the network have got an outstanding importance due to their connecting nature. The following figure shows the text network based on the Betweenness Centrality Index, together with interlinked notion groups.

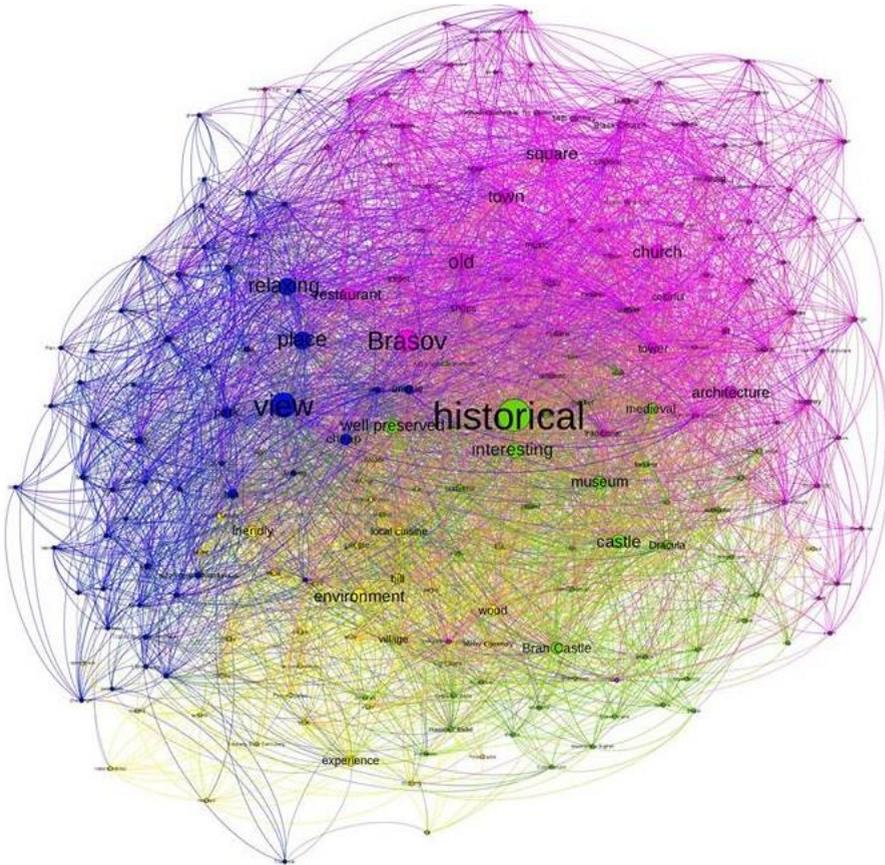


Figure 3: Text network showing Betweenness Centrality Index

The following table contains the first 20 notions and their indicators listed according to the betweenness centrality indicator.

Table 2: Values of the most important indicators from the perspective of the text

Keyword	Degree	Closeness Centrality	Betweenness Centrality
historical	147	1.349557	1345.238580
view	124	1.451327	987.438172
Brasov	127	1.438053	834.357091
place	107	1.530973	643.992569
relaxing	109	1.517699	629.004815
old	122	1.460176	577.022261

interesting	102	1.553097	512.373487
town	117	1.482300	496.322823
square	109	1.517699	481.389689
castle	99	1.570796	474.465922
environment	91	1.597345	471.917621
church	96	1.579646	457.389102
well-preserved	93	1.588495	454.327934
restaurant	111	1.508849	406.834901
architecture	98	1.570796	405.323873
museum	104	1.539823	405.259877
Bran Castle	81	1.641592	336.003286
park	84	1.628318	326.630321
cheap	95	1.592920	324.969843
friendly	84	1.628318	322.607284

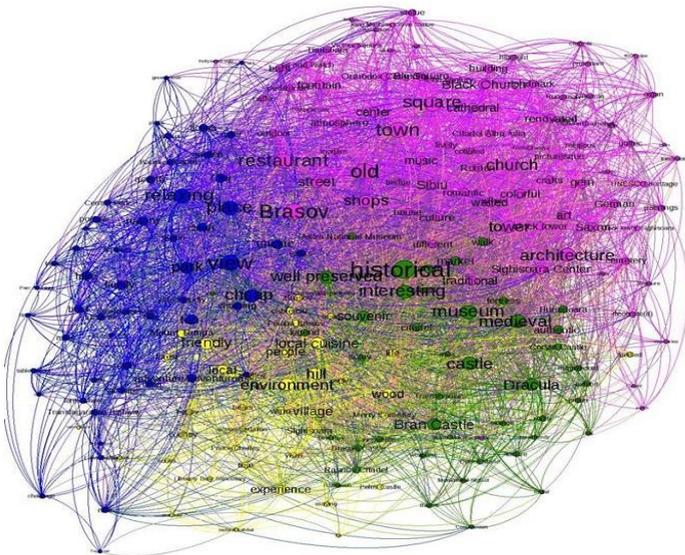
Source: based on our own calculation data

It can be seen both from the figures and the table that the words that shape themes also create linkages among them. The word with the biggest betweenness centrality index, 1345.238581 is 'historical', and this is also the keyword with the highest number of connections, a total of 147. The words 'view', and 'Braşov' appear second and third both by degrees and according to the betweenness centrality indicator. Based on this it can be said that these words do not only have the largest number of connections, but they also link together the different parts of the network, or in other words, these are the notions that hold the network together, making it more compact. Keywords like 'place', and 'relaxing' have fewer links, still they are important elements from the perspective of the complexity of the network. As we can also see on the following figure, these are key notions taking a central place in the emerging groups and along which the different topoi appear.

Transylvanian Topoi

Examining the clustering of the network it can be said that four different groups emerged within the text field, with a modularity value of 0.184.

Figure 3: Network created based on the modularity indicator



The thematic groups above are marked by different colours. The group marked by purple is the most extensive one, with 38.33% of the words linked to it. It was named “*city experience*”. The second thematic groups is shown in green, it is also the second most significant one, including almost 23.79% of the words, consisting of notions related to “*historical past*”. The third, blue coloured group is named “*adventurous/ full of experience*”, and it includes almost 20.7% of the words, while the group marked with yellow, named “*authentic/ close to nature*”, includes 17.18% of the notions.

The following table summarises the characteristics of the emerging four topoi in a synthetic form.

Table 3: Emerging topoi, key notions and themes discussed

Topos	Ratio	Locations	Main Sights	Key Notions	Discussed Themes
“City Experience”	Purple 38.33%	Sighișoara Sibiu Alba Iulia Brașov Sighișoara Timișoara Cluj-Napoca	Main squares Sighișoara clock tower Black Church Lutheran Cathedral and clock tower (Sibiu) Orthodox Cathedral (Timișoara)	old (127), town (117), restaurant (111), square (109), architecture (98), church (96), shops (90), tower (89), street (87), Saxon (63), art (62), centre (62), music (61) traditional (61), colourful (60), fountain (59)	Saxon towns Typical town squares/centres (post-modern character) Iconic buildings as meeting places Animated, lively squares
“Historic Past”	Green 23.79%	Hunedoara Sibiu Râșnov Sighetul Marmăței	Castle of Hunedoara ASTRA National Museum Râșnov Citadel Bran (Dracula) Castle Communist Memorial in Sighetul Marmăței	historical (147), museum (104), interesting (102), Mediaeval (101), castles (99), Dracula (87), souvenir (70), citadel (50), fort (45), frightening (38), Transylvania (30)	Fairytale, mediaeval castles (commodification, Disney-isation) Dracula story - the impact of mass culture Dark present age - Communism
“Adventurous/ Full of Experience”	Blue 20.7%	Făgăraș Mountains Turda Cluj-Napoca Brașov Timișoara	Transfăgărășan Route Turda Salt Mine Turda Gorge Cluj-Napoca – Central Park and Botanic Gardens Adventure Park in Brașov Timișoara – Park of Roses	view (124), relaxed (109), place (107), cheap (95), park (84), individual (61), fun (68), family (56), nature (56), pure (52), adventure (51), activity (46), climbing (46), safe (41), child friendly (37)	Earning new experiences Sights - Sports relationship (Adrenaline-rich environment) Tranquillity, relaxation
“Authentic /Close to Nature”	Yellow 17.18%	Brașov Săpânța Viscri	Tâmpa – Mountain Poiana Brașov Merry Cemetery	environment (91), hills (85), friendly (84), local cuisine (82), countryside (70), people (66), life (46), local wine (46), forest (38), time (33), magic (28), accommodation (26), mill (23)	Rural life Prince Charles effect Ambivalent feelings in connection with the Merry Cemetery, Authenticity Beauty of nature - hiking

Subsequently we will present the emerging topoi taking into consideration how the notions that shape them are connected to each other, and how the earlier mentioned places are filled and with what types of contents.

City Experience

As it can be deduced from its name, this topos depicts an urban Transylvania. The places alongside which the discourses are generated are the main squares of towns and cities, the centres of towns and the famous buildings that can be found here. The towns around which this text field is organised: Brașov, Sighișoara, Sibiu, Alba Iulia, Timișoara as well as Cluj-

Napoca. The most important key notions of this group – the ones with the highest number of connections, – describe the town feeling: old (122), town (117), restaurant (111), town square (109), architecture (98), church (90), tower (89), street (77), Saxon (63), art (62), centre (62), music and traditional (61), colourful (60), fountain (59).

"We loved Sighișoara, the historical centre was really awesome to visit. The houses look so cute, the atmosphere is great, there are a lot of restaurants, pubs, and people who are selling some awesome handmade souvenirs, from traditional masks and mediaeval outfits to accessories and decorations." (Woman, USA)

The main element of the topos is the urban square, with its restaurants, bars, souvenir shops and buildings. This square has got a post-modern character; it has become the scene of consumption, by the services that are provided there (Urry, 1995). Restaurants, outside terraces urge tourists to stay, and by that, to consume. Squares become the scene of illusion, and this is shown by the various markets and activities organised there (Árva, 2012; Urry, 1991).

"We spent hours walking around here (Brașov, Council Square). In the late afternoon there were sports activities for free, Rumba to disco music. This was very popular with many people. Not far from here is the lovely walk by the outer city walls, next to a pretty stream. Of course there is plenty of food and coffee available in the square, as well as shops of all sorts. Old Europe atmosphere." (Woman, Israel)

Squares show a similar outfit everywhere: narrow streets of cobblestone, surrounded by old, colourful buildings, fountains, flowers, restaurants, terraces, bars and iconic buildings in the proximity of the square – a church or a tower. The atmosphere is usually heightened by live music or concerts, occasionally activities, but as it turns out from the accounts of tourists, in most cases they just sit on benches and watch as people go by:

"(...) great place for people watching" (Man, United Kingdom)

"(...) Very entertaining to sit here and watch people come and go (Man)

In general it can be said that this urban topos includes the largest cities and towns of Transylvania, respectively their main squares and centres. As it can be seen from the examples, the post-modern urban landscape is multi-coloured and diverse, including elements as: *old-fashioned squares*, we talk of designed beauty in such cases, *textified facades*, showing a rich view, *style* that emanate richness, *willful historical and geographic sights*, and *promenades*, representing a breach between cars and pedestrian streets (Pásztor, 2006). This urban space can be described by three characteristics: mellowed by age, archaic, furthermore, they are the theatres of remembrance, and finally, one can say that they have become the scenes of spectacle and consumption. These buildings can be linked to the past, facilitate remembering; permit the visitor to peep in to discover the bygone centre, the old downtown. Finally the centre described by the tourists is colourful, full of life, thanks to organised activities, market fairs, live music and concerts. It is the show that entices tourists, and the services offered make them stay and consume.

Historic Past

This topos lays emphasis on the historic monuments of Transylvania. Places appearing here are mostly museums, castles, monuments. Towns where this discourse appears: Sibiu, Hunedoara, Râșnov, and Sighetul Marmăției, while the main sights are the Bran (Dracula) Castle, The ASTRA National Museum Centre in Sibiu, the Corvin Castle of Hunedoara, and the Communist Memorial in Sighetul Marmăției. The keywords with most connections that shape this topic are the following: historical (147), museum (104), interesting (102), mediaeval (101), castle (99), Dracula (87), souvenir (70), citadel (50), fortress (45), frightening (38), Transylvanian (30). From the comments it is quite clear that the tourists arriving here are very receptive with regard to perceived history and culture. A good example for that is the following remark:

ASTRA National Museum: "(...) 54 Hectares of Transylvanian culture all collected and beautifully presented. You will easily need 3 to 4 hours to take in this breathtaking collection of historic houses and buildings." (Woman, United Kingdom)

The effects of Disneyisation appears (Bryman, 2004), predominantly by virtue of the sights, as castles are endowed by fairy tale features: original furniture, narrow corridors, staircases, mediaeval arms, armours, all of which emphasise the fairy tale character of the scenes, travelling back to the past with the help of reconstructed objects, furnishings.

"The Corvin Castle in Hunedoara is a castle like in a fairy tale. From a distance you will already admit that this is an extraordinary beautiful castle to visit. Information about the rooms and history is plenty." (Man, Netherlands)

"(...) the architecture is very interesting. I've been there with children and they enjoy climbing up the stairs and going like in the labyrinth in the castle" (Woman, Ukraine)

Mediaeval fairs are frequent at these locations, just like souvenir shops, and thematic parks with various programmes, like the Dino Park at the Citadel of Râșnov, for instance. The effects of Disneyisation can best be felt here through thematisation, as one of the basic principles of the process is exactly this: historical scenes become thematic scenes. (Bryman, 2004)

"(...) A couple of activities inside, like axe or spear throwing are available. Outside there's a small archery pit." (Man)

The effects of mass culture can be mentioned as the strongest examples of commodification, especially in connection with the Dracula story. The most important features of popular culture are recreation and entertainment, which unfold in this case within the "vampire" theme. Many learn about the story from Bram Stoker's book and visit here to connect Vlad Țepeș with the vampire story found in the novel. Still, the information gathered during their visit helps them a lot in understanding history, and the accounts of the tourists relate that the castle is not only important from the perspective of the Dracula story, but they can also get an insight into the life of the royal family that had lived in Bran Castle.

History does not only appear by the mediaeval castles that fit into fairy tales, but also in connection with the communist memorial in Sighetul Marmăției, where a tribute is paid to those persecuted by the communist regime. This place is no fairy tale scene; on the contrary, it permits a glance into darker times, as a former prison has been transformed into a museum: the cells, the torture rooms faithfully evoke the reality of that time.

"It showed people could be ruthless in many ways just to maintain power! Torture room, picture of people who perished there. Solemn and unforgettable." (Man, Canada)

As a whole it can be said that the historical character of Transylvania can be grasped in different ways: starting with mediaeval fairy tale castles, through Dracula, and ending with the darker side of present times. In all three cases the importance of remembrance appears, the way the past is reconstructed, permitting to take a peep inside the world of bygone eras: with the help of costumes, decoration, thematic fairs, parks. By the particular presentation of the past these places and sights become the scenes of entertainment and become consumable, commodified. The exercise of reconstructing history turned fortresses, castles, museums, monuments into products, the sets, thematic parks, and fairs appearing there ensure entertainment, urging tourists to consume.

Adventurous/ Full of Experience

This discourse is organised mainly along activities and experiences gathered by them. The most important places in this topos are tourist sites that involve the active participation of the visitors. These attract tourists that are looking for adventure, challenges and for whom variety and entertainment are the main consideration. Places along which the text field sets up are: Cluj-Napoca, and the Central Park and the Botanic Gardens within it, the Transfăgărășan route, Adventure Park in Brașov, the Salt Mine in Turda, the Turda Gorge and the Park of Roses in Timișoara. The theme is shaped by the following key notions: panorama (124), peaceful (109), place (107), cheap (95), park (84), fun (68), unique (61), family, and nature (56), clean (52), adventure (51), activity (46), climb (46), safe (41), children friendly (37). These are the key notions with the largest number of connections.

"This is an amazing journey, as you snake up the mountain, wonderful views all around, and the trip down is simply out of this world. (...)" (Man, United Kingdom)

These places are most frequently visited by families or active young people looking for fun. In the first case we are talking about families with children, and from what they relate one can understand that these places are very safe and children friendly, in spite of the fact that quite a few extreme sports branches can be tried out, which becomes interesting mainly for the second group. As it can be seen from the feedback of visitors, these young people are ready to test their limits, to try out new things, which is true both for the hiking tours in the Turda Gorge and the Adventure Park in Braşov.

Adventure Park – Braşov: *“This is a perfect place for a day out if you are seeking some real fun and activity. There are 7 routes from which 3 are for kids as well so you can take your family to have a great day. The place is very safe.” (Man, United Kingdom)*

The uniqueness of the Salt Mine in Turda given by its natural endowments is linked to the opportunities offered. As it can be read in the accounts there is even a small “amusement park” within the mine, appearing as one of the main scenes of entertainment:

“This place is huge. However, once on the ground floor, people were playing table tennis, bowling in the couple of bowling lane there, rowing in boats, we even rode a small ferris wheel to get closer to the stalactites. It was highly enjoyable with happy laughter (...)” (Woman)

Cluj-Napoca as a city can also be included into this topos: the Central Park and the Botanic Gardens provide numerous opportunities for tourists. It turns out that in addition to the activities, peacefulness appears here, the beauty of the park and of the garden, which are presented as a smaller oasis in the town. The bustling city appears in contrast to those.

“It is an oasis for those who want calm moments in nature and yet close to the City centre” (Woman, Serbia)

According to this topos Transylvania has got numerous adventurous opportunities: mountaineering, hiking, adventure parks. The adrenaline-full environment is also completed by nature as the scene of tranquillity.

Authentic/ Close to Nature

This topos, as its name shows, is connected to the countryside of Transylvania, focusing on rural tourism. The topos is formed on the one hand along the areas visited by Prince Charles, and on the other hand along natural scenic spots. The scenic spots, respectively the localities within this discourse are the following: the Tâmpa Mountain, the Poiana of Braşov, Viscri, and the Merry Cemetery of Săpânţa. The keywords that form the text field, and which have the largest number of connections are: environment (91), hills (85), friendly (84), local cuisine (82), countryside (70), people (66), life and local wine (46), forest (38), time (33), magic (28), accommodation (260), mill (23).

Tourists mostly link to rural life local food and drinks, traditional rural way of living, occupations, authentic accommodation, and friendly people, hospitality.

“We met people in the village- the local blacksmith, the brick maker and we helped in the fields. (...)The food was pure authentic local fare.” (Man, United Kingdom)

It turns out from the discourse that there are villages mentioned by the tourists in connection with Prince Charles. As they said, the inspiration for their trip was the interest for Transylvania of the Prince of Wales

“Very nice to visit the villages were his majesty Prince of Wales, Charles found a refuge! (...)” (Woman, United Kingdom)

The Merry Cemetery as a site also involves a rural character/ village life, by the inscriptions on the graves present there, which introduce rural life and the customs of the people that had lived there. The Cemetery became widely known as it is part of World Heritage, and it rouses ambivalent feelings in visitors, sorrowful and simultaneously humorous by its illustrations and the poems written on the tombs.

"This is one of the most interesting cemeteries I have ever visited. The colourful memorials with their pictures of the life of the deceased person are both fun and moving" (Woman, United Kingdom)

"(...) You will have a microcosm of village life over the last 85 years" (Man, Australia)

As members of modern society tourists wish to experience authenticity, which unfolds in simplicity, poverty and virtuousness (Sharpley, 1999). Authenticity appears in two ways in relation with tourism: on the one hand in the form of the local products, food, costumes and buildings that constitute the culture of the community, and on the other hand as being distinct from mass tourism (Sharpley, 1999).

In general it can be said that Transylvania has got a rural, authentic character. The presence, the trips of Prince Charles greatly contributed to the development of local tourism. In connection with this discourse foreign tourists emphasise the kindness and the hospitality of the local people. The fact that they can get an insight into village life, observe how people live here, their occupations, represents some kind of escape for them from the noise of the town. Authentic accommodation, local cuisine and local wines all add a special flavour to this feeling. Rural life also appears from another perspective in connection with the Merry Cemetery, where the pictures drawn and the verses carved on the colourful gravestones allow an insight into the lives of local people.

This region is therefore authentic, with the people living here, their traditions, the untouched nature chosen by the tourists to experience stillness, and which provides relaxation in contrast with whirling city life.

Summary

As a whole it can be said that the representations produced by the tourists show a complex image of Transylvania, urban in one respect, with significant historical traditions, and yet at the same time close to nature, simultaneously offering the chance for active relaxation and tranquil astonishment. Its authenticity primarily appears in connection with the countryside, the way of living, the gastronomy, and the culture of its inhabitants. It can therefore be seen that this image differs from what earlier researches had shown in the case of tourists arriving from Hungary, which observed Transylvania as an exclusively rural, exotic, often underdeveloped region close to nature, where tourists flee to escape from noisy cities (Feischmidt, 2005, Sebestyén, 2005). By the commodification of the places of interest, the post-modern interpretation of the thematic activities, fairs, events, parks, squares Transylvania has become a colourful, globally marketable place.

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A Fresh Apple or a New Barrel: Business Ethics from an Individual to Corporate Level

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Abstract

The moral nature of corporations has been discussed for a long time. But, since 2001, with enormous economic effects of the misconduct of some corporations this discussion gained another dimension, it moved into the public sphere, the subject became more sensitive. The anger and mistrust of the public toward business triggered legislators and corporations to take urgent action. For example, just after the collapse of Enron (2001) the American Congress passed the Sarbanes-Oxley Act (2002) that covers the responsibilities of boards of directors and requires compliance training at all levels. It also revived the old controversial arguments about the nature of business – whether the only purpose of business is to make profits, the relationship of business and ethics – whether business ethics is an oxymoron, and human nature – whether it is 'bad apples' or 'bad barrels'. Yet, with new sets of regulations, in 2017, we are still witnessing the misconduct of corporations on a global scale. This article investigates the effectiveness of corporate efforts such as revisiting mission statements, polishing the codes of ethics and conducting training, by evaluating the nature of business, human nature and the understanding of ethics in the workplace. By looking through the lens of utilitarianism of ethical issues in business, I will argue that codes of ethics and ethics training are necessary but not sufficient. Within the scope of this paper I wish to pave the way to a holistic approach which is necessary and sufficient to create ethical businesses.

Keywords: Business ethics, code of ethics, training, bad apples, utilitarianism

Introduction

A Fresh Apple or a New Barrel: Business Ethics from an Individual to Corporate Level

It is not surprising that the moral nature of corporations has been discussed for a long time since activities of business affect us in most of our dealings. Our role as a stakeholder varies – shareholder, manager, employee, supplier, customer, member of a local community, etc. – but we remain affected by the decisions taken by business. Economists, social scientists, especially management scholars along with philosophers started to show an interest in Business Ethics as a subject matter since the mid-1970s, and by the late 1980s and early 1990s descriptive ethical theories in this area started to emerge (O'Fallon & Butterfield, 2005). With the bankruptcies of Enron and WorldCom many stakeholders suffered and since 2001 the misconduct of some corporations has taken this discussion to another dimension, it moved into the public sphere, the subject became more sensitive. The anger and mistrust of the public toward business triggered legislators and corporations to take urgent action. For example, just after the collapse of Enron (2001) the American Congress passed the Sarbanes-Oxley Act (2002) that covers the responsibilities of boards of directors and requires compliance training at all levels. Even with new sets of regulations the global economic crisis in 2008 caused mainly by the misconduct of corporations, and yet in 2017 we are still witnessing the misconduct of corporations on a global scale.

This continuity of misconduct and unethical behaviour revived the old controversial arguments about the nature of business – whether the only purpose of business is to make profits, the relationship of business and ethics – whether business ethics is an oxymoron, and human nature – whether it is 'bad apples' or 'bad barrels'

In order to have a framework for our understanding of human nature I would like to briefly clarify these aforementioned arguments about the nature of business and its relationship with ethics. First of all, why has it been claimed that business ethics is an oxymoron? Obviously, if we accept this claim there is no need for further discussion. It is worth investigating the underlying assumption of this proposition, since; it indicates the cynicism of individuals towards business and becomes a discussion topic again and again in every business scandal.

John W. Collins (1994) states that the idea that business ethics is an oxymoron arises from the traditional view of the managerial role which is, as Milton Friedman (1970) puts it an executive's primary responsibility is to his employer. He states that:

"In a free-enterprise, private-property system, a corporate executive is an employee of the owners of the business. He has direct responsibility to his employers. That responsibility is to conduct the business in accordance with their desires, which generally will be to make as much money as possible while conforming to basic rules of the society, both those embodied in law and those in ethical custom."

Friedman makes the distinction between an executive as an agent and an executive as a principal (Fryer, 2015), as a principal she can engage any kind of activity she wishes and can use her own money and time. But, as an agent she cannot use her employer's money or time because she willingly contracted her time and energy to devote to the purposes of her employer. To say that an executive has a social responsibility as a business person "mean that he is to act in some way that is not in the interest of his employers" (Friedman, 1970). Is Friedman's view invalid in 2017? It has been criticized widely but, also supported by many, including Peter Drucker and Noam Chomsky (Bakan, 2004). How could this be?

Due to the purpose of business - to maximize profit. - Its self-interest and self-concern clashes with any ethical concern for others (Collins, 1994). Collins (1994) states that participants in business activities need to cooperate since these activities are interdependent on each participant's success and these situations require a non-zero-sum game which includes win-win situations. Although with a different understanding Friedman is not opposed to such a win-win situation. In his interview with Joel Bakan (2004) he stated that if an executive treats social and environmental values as a means to end, corporate social responsibility is permissible. Bakan states that "Friedman acknowledges that this purely strategic view of social responsibility reduces lofty ideals to "hypocritical window dressing." But hypocrisy is virtuous when it serves the bottom line."(Bakan, 2004, p.35)

If we accept that the only aim of business is to make profit and human beings are self-interested and any attempt of business for social responsibility is a means to an end then should we conclude that there is no such thing as ethics in business? Not necessarily. Surely, if we take into account the ethics of Immanuel Kant, although they are doing the right thing, corporations 'window dressing' activities are amoral, they are not the subject matter of ethics. But, according to consequentialist approaches, rather than the intention of the doer, the consequences of the act determine whether it is ethical or not. Thus, window dressing or not if the consequences of the action is good, it is in the realm of ethics. One must not drive the conclusion that Kantian Ethics or other deontological approaches have no place in business ethics studies; instead what is indicated is that there are different ethical theories that could provide us different frameworks. The framework of this paper is preferably utilitarian in nature and claims that being self-interested or having a goal of maximizing profit is compatible with ethics, but not that human nature is mainly self-interested.

Empirical studies on 'links between ethical theories and management decision making' mainly rely on the distinction between deontological and teleological theories. Although, research results show a general tendency of managers to use a utilitarian framework in decision making (O'Fallon & Butterfield, 2005; Craft, 2013) Premeaux (2004) states that although their findings show similarities to that of 1990s that managers still have a high tendency to rely on utilitarian theory, "more managers are now likely to select ethically appropriate actions either because it is ethical to do so, or because the consequences or risk of not doing so are too great." (Premeaux, 2004, p.269) This is consistent with earlier studies, when people were asked why they made certain decisions things are getting more complicated. Rather than simply choosing

between this is not an acceptable behaviour and this is an acceptable behaviour explaining why it is acceptable or not involves more variables that is hard to control. Fritzsche and Becker (1984), in their study asked managers to respond several vignettes on a 0 to 10 point Likert scale and later asked them why they made a particular decision and classify the responses by type of ethical theory. They considered utilitarian theories, theories of right and theories of justice and also they searched the difference between act and rule utilitarianism. Their findings will be discussed later, but here it is worth mentioning their comment, which is "Individual responses tended to be well thought out and somewhat complex" (Fritzsche and Becker, 1984, p.169) This is somewhat consistent with Brady & Wheeler's (1996) findings that in regard to ethical predispositions, rather than the reasons that support the solutions people are "strongly biased toward solutions" and thus they drew the conclusion that their study "implies that utilitarianism and formalism are not best understood as forms of reasoning but as general behavior-orientations that can be independently rationalized"(Brady & Wheeler, 1996, p.937).

In the *Groundwork of the Metaphysics of Morals* Kant wants us to consider the case of a shopkeeper and a merchant who both act honestly and who do not overcharge their customers even if the customer is a child or an inexperienced person. The shopkeeper acts honestly because he thinks that it is the right thing to do while the merchant acts honestly because he foresees a good deal of trade in the future. For Kant, the merchant cannot be said to have acted out of duty, but only "for purposes of self-interest" (AK: 4:397, p.11). Although the consequences of the merchant's act may be good, he behaves so because it is good for future trade and for his own interest, and not because it is the right thing to do for its own sake. Thus, the merchant's behaviour has nothing to do with ethics or value. Imagine that we have a chance to ask the merchant and the shopkeeper to rate the acceptability of overcharging inexperienced customers, as neither has overcharged inexperienced customers they will both rate it as unacceptable. Then if we ask them to state the reason why they think it is unacceptable what will they say. The shopkeeper would say that to act honestly is the right thing to do. Would it be that easy for the merchant to say that to act honestly is good for future business that is why the act in question is not acceptable? Such an argument can be interpreted that if he thinks that in some cases if he sees an opportunity in business by acting dishonestly then he could go for it. Would not it be easier for him to rationalize his decision on the basis that acting honestly is the right thing to do? Social desirability bias needs to be considered.

Analysing the consequences of an act rather than the intention of it seems more practical and close to the decision making strategies of managers that are used for daily business decisions not related to ethical issues. For example, Cohen and Sharp's (1993) research findings show that in ethical decision making of accounting academics that elements of a utilitarian framework are evident. As cost-benefit analysis is fundamental to accounting based decision making, they suggest that "in other business disciplines the use of a cost/benefit principle may also be embedded in the subject area that it lends itself to the use of a utilitarian construct" (Cohen and Sharp, 1993, p. 22).

If we are going to apply a utilitarian approach then it is inescapable to mention the importance of reward and punishment. This does not imply that the utilitarian approach is based on reward or punishment, but these outcomes are the things that we want to gain or avoid and inevitable ingredients or part of a whole that leads us to the desirable end. Performance management systems are the main tools that corporations use to direct employees to work in line with their goals. Through reward and/or punishment, corporations try to enhance an expected performance. It is believed that performance management is a key ingredient to establish the ethical culture of organizations, whether it is moral, amoral or immoral. Although considering reward or punishment as a basis of moral conduct seems undesirable it reflects the common understanding of morality. More than 2500 years ago, in Plato's *Republic*, Socrates and Glaucon discusses why one should be moral and Glaucon tells the story of the Ring of Gyges, where a shepherd called Gyges finds a ring that gives him the power of invisibility, which gives him a chance to get away with anything. And he concludes that if it was not for the fear of punishment "the "just" and the "unjust" person would both behave in the same way: unjustly, immorally." (Plato, 1974, Book 2, 359d-360c) Socrates challenges this view and provides Plato's account of why one should be moral. Here, the point is, although it is a very controversial topic, Glaucon's account of morality in terms of punishment and reward is still valid. And this understanding of morality brings us back to the discussion of the self-interested nature of human beings.

Although the doctrine of self-interest has negative connotations (Cropanzano, Stein & Goldman, 2007) it is widely used to understand and explain human behaviour, it has been criticized that the self-interest assumption becomes a norm that determines how people act (Miller, 1999) and how our assumptions become self-fulfilling including the most fundamental idea of economics, i.e., idea of self-interest (Ferraro, Pfeffer, Sutton, 2005). There is extensive research on self-interest. Cropanzano, Stein, and Goldman (2007, p.212) searched for the answer of whether there was anything beyond self-interest, by covering philosophical, economic, social psychological, management science, political science and biological perspectives exploring ancient to contemporary thought and their conclusion was "Each time we turned over a stone, we found evidence for self-interest. To be sure, humans are egoistic creatures. However people are not only egoistic. No single motive, even self-interest, is sufficient account for all our behaviour."

This way of understanding of human nature also finds its place in discussion of business ethics in different forms. The idiom 'one bad apple spoils the barrel' is used to state that self-interested people with no ethical concerns could corrupt the institutions. Volkswagen's (VW) U.S. chief executive at House subcommittee hearing on the claim that the company was violating public trust by cheating on emission tests said that: "This was a couple of software engineers who put this in for whatever reason. . . . To my understanding, this was not a corporate decision. This was something individuals did." (Eisenstein, 2015) Thus a few bad apples caused such a scandal which spoiled the company. People- including the House committee- were quite sceptical of Volkswagen's claim of bad apples. Briefly, the 'bad apples' argument attributes unethical behaviour in the organizations to a few individuals, as it happened in the case of VW. Whereas the 'bad barrels' argument attributes the unethical behaviour to the organizational environment. Here, something in the barrel poisons good apples (Trevino & Youngblood, 1990). This distinction between society and individuals as the cause of moral behaviour goes back to Thomas Hobbes and Jean-Jacques Rousseau's definition of the nature of human beings and the nature of society, Hobbes and Rousseau have two different views, it can be said that Hobbes would support the 'bad apple' argument whereas Rousseau would support the 'bad barrel' argument. Rousseau, (2015, p.7) states that "Our will is always for our own good, but we do not always see what that is; the people is never corrupted, but it is often deceived, and on such occasions only does it seem to will what is bad." Mick Fryer discusses the philosophical bearings in combination of business cases extensively and how different ethics management systems work for each approach (Fryer, 2015, pp. 139-155).

If we think that the cause of unethical behaviour in organizations is a few bad apples then to deal with unethical behaviour seems easier to deal with a few individuals than dealing with the organizational environment. Codes of ethics, performance management systems and recruiting policies would help organizations to identify these bad apples and take them out of the barrel before they spoil the rest of the apples. As mentioned before, legislator's efforts to establish certain principles to prevent corruption in organizations and the organizations' emphasis on their codes of ethics, value statements, health and safety even to establish ethics training did not stop corporate scandals. We do not need to go back to the explosion of Ford Pinto's; we have the Samsung Galaxy Note 7 catching fire in 2016. It may appear that expediency overcome ethics. Surely Samsung has a code of ethics. Samsung's website (<http://www.samsung.com/eng/governance/codeofethics.do>) gives comprehensive information on their code of ethics and even provides four questions to ask, "whether the behaviour is against the law, against Samsung code of ethics, against conscience and whether a behaviour benefit or harm any person unfairly" while they are making their own judgement of behaviour. Volkswagen not only has code of ethics but also a detailed Whistle-blower System (<https://www.volkswagenag.com/>). Yet, both Volkswagen and Samsung could not prevent a few bad apples spoiling the barrel.

Recent research results seem to be controversial on the effect of codes of ethics on the ethical decision making process, some of the studies indicate that the existence of a codes of ethics is not sufficient to influence ethical behaviour (Craft, 2013). This is consistent with the above mentioned examples. It is not to say that a code of ethics is obsolete, rather that there is something wrong with the implementation of it. The mere existence of any policy does not necessitate the use of it unless not using it has an effect on people. Human Resources practitioners know very well that when they introduce a policy without the support of the majority of the management team this policy is doomed to fail. The effectiveness of codes of ethics is not up to the 'bad apples' but mainly the 'bad barrel'. Thus, how the code of ethics operates and is integrated into the other management decision systems of the company needs to be investigated to understand its effectiveness. Empirical research findings provide evidence to the view that when organizations encourage an ethical culture, discipline unethical behaviour and act upon wrongdoings when it is reported "observers will have more confidence that their reporting will be considered as legitimate and appropriate, and accepted by management and co-workers" (Zhang et al., 2009, p.30).

Kish-Gephart, Harrison, and Trevino's (2010, p.12) research shows that even though their hypothesis on organizational environment characteristics, that "strength of an egoistic climate would increase the likelihood of unethical choices" was supported by results, the "effect is somewhat weak" It seems like there are indicators but not conclusive evidence. Whereas their hypothesis that "a stronger ethical culture would be inversely related to fewer unethical choices" was affirmed by the results "with a robust, negative correlation ($r = -.329$, $k = 12$, $n = 2,969$)." I will not disagree with the comment that bad apples contribute to unethical environment, which is inevitable, that the concern is to consider it as the sole component of the unethical behaviour of organizations. Obviously, Kish-Gephart, Harrison, and Trevino (2010, p.17) are aware of it and suggest that researchers need to study "bad apples, cases, and barrels simultaneously." Research on moral decision making also suggests that in order to improve the ethical environment organizations need to establish a code of ethics, (O'Fallon and Butterfield, 2005, Craft, 2013) which is a sound suggestion, but Deshpande's (2009, p. 393) suggestion is even more powerful which is "in addition to a code of ethics, it is important to have a process in place that ensures that ethical considerations are a part of the decision-making process used by employees."

Thus, practice and research suggest organizations need to integrate the code of ethics and their value statements, if any, to other organizational decision making processes. The most obvious candidate being performance management systems. When one mentions performance management the first thing that comes to mind is performance appraisal, it is an important tool, but it is only one component of the system. Performance management as a system has several components and many seemingly separate activities like training and disciplinary actions covered within this system. What organizations reward or punish their employees for is just as important as how they do it. It is customary and just to reward high performance, but how an organization defines and measures high performance makes a difference. If a salesperson has an outstanding sales record, but deceives the customer, would it be acceptable? Kish-Gephart, Harrison, and Trevino (2010, p. 2) make the interesting point that "it is possible for a behaviour to violate widely accepted societal norms while remaining normative in the organization (e.g., lying to customers)" It is hoped that lying to customers exists as an informal norm, but not as an organizational norm. It cannot be accepted that violations of societal norms be regarded as normative within an organization. Otherwise, the other salespeople who would not lie the customers "would be thought by the lookers-on to be a most wretched idiot" (Plato, 359d-360c) as Glaucon would suggest in the story of the Ring of Gyges. Having informal norms that encourage unethical behaviour should not be acceptable. If the performance management systems of the organizations fail to define and eliminate these informal norms there is no chance of a positive effect of a code of ethics.

Empirical studies indicate that employees with high performance, creative talent or high job status are regarded as high valued employees and managers are either reluctant to discipline them or perceive their otherwise offensive behaviour less serious and significantly less unethical (Rosen and Jerdee, 1974). Unfortunately, practice also confirms these findings. That is the time to question the barrel and sterilize it. If an organization is sincere about its value statements and code of ethics, it must be embedded into all its practices and it must be applied to everyone without exception.

Why should business be reluctant to sincerely act ethically? Is it because most of the time acting ethically contradicts the idea of maximizing profit? Should it be so? If we do not expect business to engage in activities just because it is the right thing to do or because it is their duty to do so, if we do not consider doing the right thing as a means to an end as hypocrisy – it is not meant to pretend to do the right thing but doing the right thing with different incentives - and if we do not deny the self-interested nature of human beings, if our expectations of corporate social responsibility (CSR) do not go to the top of the well-known CSR pyramid, i.e., philanthropic responsibilities but as Friedman suggests "conforming to basic rules of the society, both those embodied in law and those in ethical custom", is it possible to make acting ethically and making profit compatible?

It seems that in order to achieve compatibility we are giving away a lot, indeed we are not, we are not trying to alter their purpose, i.e., profit, acting ethically will serve this purpose and business, rather than trying to rationalize the acts to be seen ethical, they could start to act ethically. We are offering a 'fresh barrel.' We are asking business to use a utilitarian framework when it is making business decisions. As aforementioned research results shows when we see the way managers make decisions, we must mention that there is no such thing as a purely business decision that has nothing to do with ethics, almost all business decisions have ethical implications. How to invest, where to invest, which financial tools to use, where

to build your factory, which suppliers to use and many other decisions which seem like pure business decisions, all have ethical implications. If the supplier you choose to work with, abuses its employees or uses 'sweat shops' or child labour we are confident that it is an ethical decision. While a company is deciding to work with which supplier, it makes a cost-benefit analysis, if not it is not pursuing its own purpose, to make profit. If they use a utilitarian framework, they should continue to do the cost-benefit analysis as they are accustomed to and analyse the consequences of working with this particular supplier, in line with stakeholder theory, the utilitarian approach demands that they consider all the relevant parties. The principle of utility states that morally right action is the one that, among all alternative actions, that produces as much good for all people affected by this action (Lawhead, p. 473). Moreover each party's happiness counts equally. You might ask why should business care about the good produced for all parties? Why should a company care how the supplier treats its own employees as long as it provides products with low cost? Well, because it serves its self-interest.

Before mentioning the impact of the stakeholders, through the public sphere, to the bottom line of the companies in this era of communication, it is worth mentioning two lab experiments that will help us understand how this self-interest works also for the benefit of others. Fieke Hanrick and colleagues (2000) designed an experiment (as cited in Greene, 2013) where pairs of strangers negotiate on four hypothetical criminal cases where they randomly assigned the role of defence lawyer or district attorney, according to roles each of the participants received confidential documents outlining the good and bad outcomes from their point of view. Outcome values of two cases were arranged as a "zero sum" game and outcome of the two other cases as "win-win" solutions. Some pairs were told to think about the negotiation in self-interest terms and others in moral terms. As mentioned before, in order to achieve cooperation in business activities for the success of each participant, suggests that a non-zero-sum game which includes win-win situations is required (Collins 1994). However, the results show that the pairs told to negotiate considering self-interest did better in arriving at win-win solutions than the pairs that seek justice (Greene, 2013, p.87). Joshua Greene (2013, p.88) concluded that "two selfish and rational negotiators who see that their positions are symmetrical will be willing to make the concessions necessary to enlarge the pie, and then split the pie evenly." Thus, being self-interested does not restrict you to playing a zero-sum game, where there is only one winner, but could make you a better player in a non-zero-sum game to find a win-win solution.

The second lab experiment is about 'The Ultimatum Bargaining Game' also known as 'Dictator Game', the design is simple, one of the participants is assigned the role of allocator and asked to allocate a fixed amount of money between her and the recipient, where she has total control of the money and can allocate the money as she wishes. If the recipient accepts the offer of the allocator both will receive the amounts decided by the allocator, if the recipient rejects the offer both players walk away empty handed. The assumption behind the game is that if the bargainers are self-interested they would try to maximise their portion of money. If the assumption is true then any rational self-interested person, knowing that the allocator has a total control over money would accept the money that is offered regardless how small it is, which is better than none (Cropanzano, Stein & Goldman, 2007). Again results were surprising, when the offer was less than 50/50; recipients tend to reject the offer. Why do people act irrationally and against their self-interest? Even though gaining some money is important, they also care whether it is distributed justly and if they perceive it to be unjust, although it is against their self-interest they prefer to punish the unjust behaviour and in order to punish this they are willing to pay for it.

What do these experiments tell us? First of all, to be self-interested does not always necessitate a zero-sum game where there is only one winner, situations tell us that it is also for our best interest to play a non-zero sum game and arrive at a win-win solution, by considering the other party's interest. Analysing the consequences of alternative actions and choosing the one that serves the interest of all parties as much as possible by arriving at a win-win solution is not incompatible with maximizing profit. As the results of the Ultimatum Game show, people are willing to punish a perceived unjust act even if it also detrimental to themselves. Knowing that tendency also triggers a motive to cooperate and look for a win-win solution. How does this apply to our business decisions? It will help us to see the long term effect of the consequences of alternative actions on others and we could calculate how it would affect the bottom-line.

In business terms, it could be acceptable to take certain risk as a consequence of doing business, it would be a calculated risk. But it is not acceptable to take a risk by thinking that you can get away with it without calculating the magnitude of its effect on the firm. If Volkswagen knew the consequences of cheating on the emission test both financially and socially, would it dare to do it? Knowing the consequences, would Volkswagen's former CEO Martin Winterkorn let the company take the same action today? Stakeholders have access to information more than ever and this gives them opportunity to act in their own self-interest and punish if necessary. A utilitarian framework would support business to be honest and consider others' needs in order to achieve their goal.

It has been shown that empirical studies on ethical decision making processes show that there are many components that affect this process. Examples of corporate scandals show that companies that seem to have established mechanisms to enforce ethical behaviour still commit unethical acts. Having codes of ethics, performance management systems, whistle blowing policies do not prevent corruption. Companies are bound to work within law, thus rather than trying to force them to work according to ethical standards of society, which could also be relative from society to society, legislations needs to enforce basic universally accepted business norms. Only through this is a company which cannot use child labour in its home country cannot use child labour in some other country. Only in this way could a company sincerely apply a utilitarian approach. If a utilitarian framework is applied, executives will see that disciplining everyone including 'high valued' and/or 'high status' employees when they trespass the code of ethics, rewarding salespeople who do not deceive their customers, training employees to raise ethical awareness, and informing them how consequences of their action effects them and the company, will show its effects on the bottom-line in the long run. Business for sure is aware of the importance of long term success.

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Post-migration Representations of Istanbul in Turkey's Independent Cinema

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Abstract

This study aims to analyze the representation of Istanbul in the Independent Cinema of Turkey. My study focuses on Istanbul not only because Istanbul presents an opportunity for micro-scaled analysis for Turkey, but also because of the fact that the cinema of Turkey being Istanbul-oriented. I focus on the major political and sociological turning points of Turkey and how all these transformations have altered the presentation of Istanbul in the movies of the same period. The migration remained to be one of those main turning points in people's life and their conditions - in particular migration from rural to urban - on which this study is focused.

Keywords: Istanbul, representation, Independent cinema of Turkey, social changes, migration.

Introduction

Istanbul, historically known as Constantinople and Byzantium, is an Eastern city which turned its face to the West since 18th century. Istanbul, as a transcontinental city in Eurasia, is a vital economic, cultural, and historical center in both Asia and Europe.

Istanbul began its life as an occidental city and was transformed into an oriental city. It therefore articulates both elements. During both the Byzantine and Ottoman Empires, Istanbul was undoubtedly a cosmopolitan city, home to diverse ethnic, religious, and language groups. After the birth of the Turkish Republic, Istanbul occupied an ambiguous position as a symbol of imperial power while Ankara became the symbol of republican order. Between the 1920s and 1980s, Istanbul was of secondary importance to the project of nation building and the formation of a national, Western, secular, Turkish identity. Since the 1980s, however, with economic globalization (liberalization and the transition from import substitution to export-led production in Turkey), Istanbul became the nation's center of globalized consumption, production, and exchange. (Isin, 2001; 351)

Istanbul became the main cinematic city in Turkey, and has been handled in different perspectives in Turkish cinema. The majority of films are Istanbul-based productions. Their narrative and space arrangements have been shaped around the city Istanbul. The importance of choosing setting place with combination and manipulation of film elements were not understood by the prominent directors in the first period of Turkish cinema. Istanbul was used just as a cinematographic element in that period: such as *Binnaz* (directed by Ahmet Fehim in 1919), *Bican Efendi Vekil Harç* (directed by Hüseyin Şadi Karagözoğlu in 1921), etc. Andrews (2014; 6) explains the extend which a city can be used in cinema - beyond being just a decor: "Narrative space in films is an amalgamation of numerous aspects: physical, profilmic cityscapes, landscapes, and objects in the mise-en-scene; conceptual elements to be visualized and explored on the screen: technical methods of presenting these aspects to the audience, according to the codes of film language: philosophical and ideological notions on the part of the filmmaker to be conveyed to the spectator."

Yeşilçam (1950-1980, a general name of Turkish cinema industry, which also became the name of popular melodrama movies of that period) produced representations, prototypes, stereotypes about the city and urbanization - which became the main information source about Istanbul to audience. Istanbul is an object of desire in Yeşilçam. Urbanized community not only refers to the people living in the city, but also belonging to bourgeois. These productions were highlighted the tension between Istanbul being an object of desire and Istanbul belonging to bourgeois. The representation of Istanbul became more realistic with the post-Yesilcam cinema period. In this context, the study will analyze the representation of Istanbul in the Independent Cinema of Turkey, rather than Yesilcam cinema industry.

This paper surveys the representation of Istanbul from 60's to 2017. These films show the social, economic, cultural, political conflicts of people who come to Istanbul with big-raised hope. "*I will defeat you, Istanbul*" is a generic motto of those people. "Defeating Istanbul" refers to survival and going back to their villages by fighting against cruel economic conditions of Istanbul.

In 70's and 80's, "defeating Istanbul" turned to be "not being defeated by Istanbul". This change in rhetoric reflects the new-emerging conflicts regarding traditional and modern values in the adaptation process to the city. This dilemma exacerbated the frustration of migrants due to social and economic problems. Some of those immigrants who disappointed in Istanbul returned to their town in the 90's. Istanbul began to be pictured as a claustrophobic, dangerous, cold, brutal, and sinister country for migrants.

The study surveys these periods with leading examples of movies.

I will defeat you, Istanbul!

In this part, I touch upon social changes in Turkey as a developing country and how these changes affected Turkish cinema. After World War II, the US Marshall Plan was introduced in Turkey. There was a rapid urban industrialization, and a strong growth of the market economy in the rural areas. As a consequence of this rapid development farm mechanization (which displaced rural labor and encouraged urban migration) is observed in Anatolia. People started to migrate to big industrial cities to find jobs, and other opportunities. This idea became popular with another motto: *Istanbul, the Golden City*. Additionally, because of somewhat egalitarian bequest traditions (the land being shared among all children) caused every villager having only a tiny bit of agricultural field. This was an additional force which made immigration tempting. As a result, 50's were marked a huge migration wave from rural areas, like Yozgat, Erzurum, Sivas, etc. to urban areas, especially to Istanbul, squatting also increased, emigration to European countries started.

In the 1950's another important phenomenon is described by Romana (2014; googlebooks), "*The Democrat Party's electoral success and political agenda in the 1950s depended in part on challenging the Republic's strict secularism, rather than its mono-nationalism. (...) Referring to the DP's increasingly authoritarian actions, their anti-secular program, corruption and declining public order to justify their intervention, Turkey's generals instituted a coup d'état in the spring of 1960*". Following the 1960 coup d'état, a constituent assembly was formed. After the 1961 constitution, film directors were allowed to show social problems in their films. During that time, the cinema was extremely sensitive to social and political issues. In the 60's, Turkish cinema represented the migration problem from urban to rural consistently. In the films, the common topic is a story a family which emigrates from suburb to metropolitan (Istanbul) to have a better life. Öztürk (2002; 24) states the dilemma of those immigrants: "Istanbul whose dynamics rhythm, carnivalesque chaos, poetic and fabular image, and with stories which commitment new happy live with contrast such as east/west, villager/town-dweller, rich/poor, beautiful/ugly, is an sample of the place of cinematic production."

Nearly all characters in the movies are from immigrant families. In this period, narrative of films generally starts at the same place, such as Harem or Topkapı bus terminal and especially Haydarpaşa Train Station: "*Haydarpaşa Train Station, constructed in 1908, has always been one of the significant landmarks of Istanbul. It has been frequently included in the opening scenes of Turkish movies, where characters arrive the first time in Istanbul and have the first glimpse of the city while standing on the stairs of Haydarpaşa Station. It has always been one of the "entrance" points to the city and an important part of the city silhouette*" (Kaymaz, 2013; 755). A family or a person who comes from a village, get off a train, carry their luggage, when they go out of the train station, they go down the stairs and look at Istanbul admiringly. When the main characters step into Istanbul, the family or the person get straight into the chaotic experience of Istanbul. Generally men want to be rich and to have beautiful girls and women want to live the freedom in Istanbul. In the pursuit of adaptation, for instance, women put on new clothes, very expensive jewelers, go to a night party. However, they end up not being able to adopt the city. This failure of adaptation is narrated as being raped, having to work in a brothel or going back their hometown etc. This phenomenon repeatedly shown in movies which has an underlying message: Istanbul is not for them, Istanbul does not belong to them - Istanbul is the city of those rich people.

For example, in the film of *Birds of Exile* (directed by Halit Refig in 1962), there is a six person family; two parents, three sons and a daughter. On the arrival in Istanbul, they dream to defeat the city and to reach a higher standard of living. Firstly audience sees them at the Haydarpaşa train station; they look at the Bosphorus Sea. The sea and the city look very nice. The sons look at the girls of Istanbul, the daughter looks at the sea, which means freedom to her. They experience a tragic event which ends with the death of their daughter. The film narrative ends when they decide to go back to their hometown.

Only one of them stays in Istanbul - the one who goes to university. Interestingly, even himself, does not aim to stay in Istanbul, but rather go back to the rural areas of Turkey and educate those people. Again, Istanbul does not belong even to those people who educate themselves. When they get on the train, audience sees another family coming to Istanbul, maybe with the same hopes and wishes - immigration will continue. The other films with similar narrative from the same era are *Golden City*, and *Unfinished Road*.

In **Oh Beautiful Istanbul** (directed by Atif Yılmaz in 1966) Ayşe comes to Istanbul from Izmir to be a famous actress or singer and to be rich. She meets a photographer whose name is Haşmet. Haşmet falls in love with her, and decides to help her. Haşmet is an Istanbulite who is a kind, helpful, intellectual, and well educated gentleman. He is represented as true "Istanbul Gentlemen". He helps her to become a famous singer. He doesn't want anything from her except her love. She uses him for her ambitions. At the end of the film, she realises her mistakes. She comes back to Haşmet to start again. At the final scene, they are in a ferry, we see Istanbul from their eyes. Haşmet looks into Ayşe's eyes and says "look at that beauty", and turns his head to the Bosphorus, we see Istanbul again, and then Haşmet goes on "*Do you know that there is no match to this beauty anywhere else in the world.*" Ayşe says "*for me there is only you*" Haşmet says "*yes, for me too*": Istanbul is like a love for lovers. Ayşe tries to be famous, but she finds an endless love in Istanbul. The underlying message is as follows: The only way for a woman from a rural area to be an Istanbul woman is being married to a man from Istanbul.

Time to Love (was directed, produced and written by Metin Erksan in 1965) is another important movie from this period. Halil is a traditional man from East side of Turkey. Meral is a modern woman from West side of Turkey. They fall in love each other in the city. Istanbul presents their identity and character. "*The use of the images of the city is also underlining the east-west dichotomy presented in the film. Halil is always seen in the older parts of the city or in nature whereas Meral lives in the newly built apartment blocks far away from the ancient city of Byzantium-Istanbul. But later as their love develops the lovers are forced to enter the other part of the city*" (Akser, 2013, 177). In the film Istanbul is like a dream city, it supports films atmosphere. So audience sees Istanbul between reality and dream, modern and traditional, and future and past.

2. I will not be defeated by Istanbul!

Istanbul reflected onto cinema especially with an immigration films, especially during the eras of the 70's and 80's, but at this time it was found a different plot from before. During those years, cultural duality, urban collapse, educational problems, housing/residential problems, jobs problems were all increased and these reflected onto cinema and all have could seen in the films. In the immigrant films of this era, people generally who tried to stay in Istanbul, adapt to the big city, they want to earn so much money and give a member of their family as a sacrifice. It is associated with the new capitalist mentality which was not adopted by these people yet. They live in dual life between tradition and modern life style.

In this era, some films emphasize migration and modernization of society and the city itself; some of the prominent examples of such movies are Ömer Lütfi Akad's trilogy **The Bride (1973)**, **The Wedding (1974)** and **The Blood Money (1975)**. The narration of these three melodramatic films is about an Anatolian family, their traditions, and their conflict with modernity in the city. In the narration of the film *The Bride*, a young woman moves with her husband and their child to her husband's family living in Istanbul. Her son becomes ill and the doctor tells her that he will soon die if he doesn't get an operation. The family refuses to help her because they can't see anything wrong with the boy and all money is needed for a new shop they have just opened. The family is male dominated so they don't listen to her. When her son dies on the day of Muslim festival of sacrifice. This scene related with Prophet Ibrahim who offers his son to God as a sacrifice. "*Symbolically, the son dies on the day of Kurban Bayramı, the religious festival when a sheep is sacrificed by devout Muslims, Meryem leaves the family to work in a factory, defying patriarchal convention*" (Colin Dönmez; 2014, 60). In the films, emigrated people live in Istanbul, as if they were in their home city. They build up small ghettos in Istanbul, like little China towns in USA. They don't want to change or adapt the city's rules. This is not suitable for their cultural structure. They want to continue their traditional rules, but it is impossible for them. They learn to adapt to the city, giving some sacrifice.

"With the pressures of such numbers coupled with the phenomenal social, economic, and cultural transformations in Turkey after 1980, when the late President Turgut Özal opened up the country to global markets, Istanbul's macro form has changed dramatically. The proliferation of five-star hotels, supermarket chains, shopping malls, and office towers has transformed the fabric, the skyline, and the social panorama of the city in ways that would have been inconceivable before 1980. While these developments can be seen as manifestations of a worldwide trend in the postmodern era, the rise of political Islam parallel to globalization has given Istanbul a more complex and uniquely hybrid urban culture" (Bozdoğan,

2013; 127). These changes affected people who emigrated from rural areas to urban areas and alter their daily life, morals, attitudes and behaviors.

For example, **A Handful of Paradise** (directed by Muammer Özer in 1985), is about finding a house in Istanbul. A family migrates to Istanbul hoping to find a better life. Being unable to afford a place to stay in, they find shelter in an abandoned bus. They don't want to go back to their village. In a little time they make a garden with flowers which is their paradise. We could see a strong contrast between poor and rich. They have a girl and a boy and also another one soon to come. New child mean is a new hope. At the end of the film's narrative, government took the abandoned bus; their boy was arrested despite of his innocence. They don't trust government. So after taking their 'home', they decided to stay in the city.

The Horse (directed by Ali Özgentürk in 1979) is another film about emigration in the 80's. In the film, a family wants to defeat the city, like in early examples of migration cinema, but at the end of the film, they just want to be alive in the city. Unfortunately, their dreams change. The father wants his son to be well-educated; he can afford education for him. He makes a better life for his son, by making sure that his sons' life won't be like his. He can't find a job, but he always tries. Main character can't stay on Istanbul, he refuses to return to the town even Ferhat, his son requests "*father, let's go back to the town!*" It will mean to be defeated to go back to the town. In the end of movie, the father is killed as an unsuccessful character and he can't reach his dreams.

The Broke Landlord (directed by Nesli Çölgeçen in 1984) is a black comedy about the hardships of being village landlord with fading authority. The landlord migrates to the city but fails to suit himself to the city. The film is one of the first examples which focuses on a landlord rather than peasant. This film is a trilogy written by Yavuz Turgul and includes **Mr. Muhsin** (1987), **The Unforgettable Director of Love Films** (1992) directed by Yavuz Turgul. The village is called Haraptar - means ruinous in Turkish. His grocery store in Istanbul is also called Haraptar. It is shown that he tries to sell tomatoes as a once-upon-a-time, authoritarian landlord. In the end, we see that his boats, as a sign of his landlordship is sold in the city for food. (Dönmez-Colin, 2014, 236).

Mr. Muhsin is a tragi-comic social commentary of the economic and cultural transformation of Turkey during the post-coup years of the 1980's and the free market policies of President Turgut Özal, similar to the Thatcher-Reagan policies. The narrative's main idea is the cultural clash between Mr. Muhsin Kanadıkırık who is an Istanbulate, gentleman and has principles. Another character Ali Nazik comes from Anatolia with characteristic hopes like being a famous singer - arabesque. The arabesque culture associated with the migrant Anatolians, who are neither able to preserve their culture nor adapt the culture of Istanbul. He tries to transform the urban culture rather than to adjust. Mr. Muhsin and Ali Nazik represent different cultures of Turkey. So viewer could see by way of the contrasts between east/west, rural/urban, old/new, value/money in their identities. The new one/arabesque culture affects everything and transformation of values. Director chooses old one to show viewers for getting empathy.

The type of migration in Turkey was opposite to the type of migration in Europe. In Europe, migration was a demand stemming from the cities themselves - like Germany and England. In the case of Turkey, villages pushed villagers out of their homes in Turkey, so they had no choice; they had to the big city for jobs. They were pushed out because the land wasn't enough on the farm anymore they become jobless and had no money. The cities were not prepared for this migration, they aren't industrialized or modernized enough to accommodate such demand - they were deceivingly portrayed as a golden city.

3. Istanbul is a place to escape from!

Neoliberals deregulation, privatization, and market led reforms are as the developmental policy of Turkey have resulted in some problems. To Erkip (2000; 371) in 90's growing problems of metropolitan Istanbul are unemployment, housing problem, inequality and the problems of social justice and redistribution. For Isin (2001; 361) in the 90's there is a polarization between the rich and the poor depending on increasing foreign direct investment such as advertising, marketing, fashion, design, and entertainment. In cinema, after the middle of the 80's, the number of migration movies start to decrease. Istanbul now lost is identity of being a metropolitan and started to be defined as a giant rural town. Independent cinema, starting from 90's, portrayed Istanbul as a place to escape from. Istanbul represents a type of jail and we could see, people who live in Istanbul are unhappy and want to go to another country or city for new opportunities, unlike in the 60's migrant films. It is the complete opposite of the original films: first they wanted to come to Istanbul, now they are in a hurry to leave Istanbul. "*The regeneration and renovation of the historic core of the city for both the tourist industry and the*

new chic quarters of the wealthy continued as poverty was increasingly suburbanized further and further out from city" (Isin, 2001, 361).

For example **Somersault in a Coffin** is directed by Derviş Zaim in 1997. Mahsun is homeless and unemployed. He lives in Rumelihisarı as a car thief. His friend died during a cold winter night. He hasn't got anywhere to live. So he steals cars so that he has shelter from the cold winter nights - he does not sell them for profit. During the nights, he drives, and in the morning he leaves it very clean and in a safe place. He tries to work and survive with some help from some fishermen. One day he falls in love with Charlot who is a heroin addict and a prostitute. Some scenes show that Istanbul is an prison camp for low class people. In one scene, he looks at the Boğaziçi which is a very rich area. He tries to balance what is given to him and what is not acceptable by him. At the end of the film, Mahsun is in prison because of killing a peacock by cutting it and trying to eat it. The peacock represents plentifulness and wealth. He is shown on a news report where Mahsun says that 'I did it because I was hungry'. After the news program, we see an advertisement for sausages, where a girl is saying 'I am eating you sausage, yummy yummy sausage'. So director starts to criticize the capitalism and marks Istanbul as the main place of injustice. This shows the contrast to Mahsun's life and makes the audience to think about the injustice of life in Istanbul. The films' atmosphere is very foggy and claustrophobic. The real prison is in the outside world, for example Istanbul is a prison for others like Mahsun, the poor, women, LGBT, gipsy, etc.

Istanbul Tales (directed by Ümit Ünal, Ömür Atay, Kudret Sabancı, Selim Demirdelen, Yücel Yolcu in 2004) is a story about 5 tales and a night in Istanbul. Those 5 tales are very different to each other but all of them look like old fairy tales such as, Cinderella, Sleeping Beauty, Little Red Riding Hood. Cinderella - just one of the parts of film - is directed by Ümit Ünal. Cindrella of Istanbul is a travestite prostitute who wants to run away with a man. We can see Haydar Paşa train station when she wants to go to Eskişehir - this time it is the place of departure, not arrival. Istanbul is a very big city but some who live inside it are unhappy. The social and economic problems cover everybody like a prison. In the 60's films, we could see people coming to Istanbul for new hopes, new life, or new love, but now people has crushed their dreams want to run away from it.

The Particle is written and directed by Erdem Tepegöz in 2012. The film is about 10 days of Zeynep's life. All her days are similar to with each other. The film starts in a textile factory. Zeynep is queuing for her lunch. We see a particle in the air. It is related to Sufizm which is all people women and men, rich and poor, etc are the same as each other like particles. Then Zeynep gets fired from her job. When she waits out of the factory, she looks like a prisoner in a prison. Director show that the prison is outside world. The camera records to Istanbul when she starts to walk along to Istanbul's streets - a documentarywise depiction is adopted. Istanbul looks very crowded, very ugly, harrowingly, unattractive and claustrophobic, especially the color of filmic narrative is just grey which is a cold color. Zeynep is just a metaphor for lower class inhabitants. She goes to Tarlabaşı - a canonical area of Istanbul mostly contains lower class people- within 5 minutes walking distance of Taksim, the heart of Istanbul. "*Tarlabaşı, the controversial face of an urban renewal project for seven years now. Tarlabaşı is the home to migrants with low incomes or no jobs, mostly coming from Eastern Turkey, as well as the marginalized communities like the Roma gypsies or the LGBT (...)* Tarlabaşı has become the epitome of what could go wrong with a metropolitan centre. It signifies overpopulation, migration, class differences, a rise in crime, gentrification, a disregard for historical architecture, and the tragic living conditions of the working class. Tarlabaşı is just an area of five acres (Güler, hurriyetdailynews). She has a very old mother and a disabled daughter, but no money. Due to this situation, she needs to work to survive. Zeynep isn't Istanbulite, she sells her kidney to live in Istanbul - being an "other" living in Istanbul. The capitalist system alienate them and uses poor people for the cheap labor. On the other hand, it ignores them by pushing them out of the city, marking as criminal figures, disrupter of urban structure, polluters and etc.

The movie, **My Only Sunshine** (directed by Reha Erdem in 2008) focuses to the story of Hayat (it means "life" in English) growing in a ghetto of Istanbul under bitter conditions. Hayat has got a bedridden godfather who hardly breathes because of his asthma, and a father who does all kinds of illegal work. She goes to a school where she is seeking for acceptance by her friends and teachers. Just like asthma; Hayat is also suffocated by major problems. She wants to successfully complete high school but she can't, because of her inadequate life conditions. She childishly wants to get married with her father's friend to escape from her poor life. She is raped by a neighborhood grocery who often abuses her- she takes chocolates when she is abused by him, and gives them to her friends to be loved by them. She lives in a river-side shack which is opposite of luxury housings the rich people live in. Bosphorus divides the country into two; one side is a poor place where Hayat lives and the other side where rich people live. Hayat escapes to open sea from Istanbul and her restricted conditions. When she's escaping, an arabesque music, in the background, which is the symbol of migration is played.

Hayat and her friend travel against large waves in a small boat. The camera circles and focuses to the running waves and her happy smiling face till the movie ends.

The Present Tense, which was directed by Belmin Söylemez in 2012. The film's narrative is about a woman, Mina who is bored of patriarchal order. At the beginning, we observe that her appearance is blocked by the the famous man figures. Meanwhile, we hear some orders, such as, look straight ahead, move a little bit right, don't smile, etc. She dreams of finding job in USA, and in order to do so she needs to find a job In turkey to save some money. She lives in Istanbul at an apartment which will be renovated and hence her landlord wants to evicts her. So she doesn't have any job or any place to live in. The viewer can feel the boredom of the city. During the movie, we observe how Mina loses her grip to her hopes.

There are many other examples which is based on escaping from Istanbul such as Tayfun Pirselimoglu movies, *Hiçbir yerde/Nowhere* (2002), *Rıza* (2007), *Pus/Misty*(2009), *Saç/Hair* (2010) and *Ben O Değilim/I Am Not Him* (2014), *Abluka/Blockade* (2015) directed by Emin Alper, *Yozgat Blues* (2013) directed by Mahmut Fazıl Çoşkun, *Güneşe Yolculuk/The Journey of Sun* (1999) directed by Yeşim Ustaoglu, etc. All people in these films want to run away from Istanbul to another city or a country.

Conclusion

Istanbul is a metaphor of total problems in Turkish Society. Independent cinema of Turkey gives a chance to see social and cultural transformations. People immigrate for different causes to Istanbul. Istanbul started its appearance in movies as a setting and later on it became an element for the movie, like a character or a sound. Different phases of the city of Istanbul in the independent cinema of Turkey is surveyed. In the first phase, Istanbul is a golden city in early examples, and then it is seen rural people who cannot adapt to the city. In the second phase, we observe Istanbul under urban and class-based conflicts were increasing during the process of Istanbul's post-80's global capitalism-oriented reconstruction. In the third phase, Istanbul became a prison camp for the alienated people who lost their access to the city during urban transformation projects. These people's deprivations, a feeling of no-way-out, desperations, systematic alienation, and dispossession of their habitat have been represented in many different ways in the cinema of Turkey. The common theme on these movies is the fact that Istanbul belongs to bourgeois - it does not accept other people; if it accepts some it needs sacrifice; even it accepts them they keep them in an open prison.

Istanbul has a soul with history, metropolitan structure, and its famous beauty. In the future, independent cinema will apparently start to make movies regarding Gezi/Occupy Park Resistance. This movement can be conveyed as a resistance, driven by young people, against newly rising political structure as a result of 2000's new conservative movement. This resistance shown that, new young Istanbulites, on the contrary of what older people thought about them, they are not apolitic or unresponsive. This important event, combined with 2016's political and diplomatic atmosphere might bring about a new understanding of Istanbul for cinema.

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The Political Tolerance and the Youth Perceived Participation in Malaysia

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Abstract

This article was initiated to recognize the level of political tolerance in a multiethnic society of Malaysia, with a specific orientation to the district of Kuala Langat, Selangor, Malaysia. It also aimed at identifying factors that stimulate political tolerance in the area involved. In a survey of political tolerance of 200 respondents, this study begs the question of the relationship of political tolerance and youth participation in political activities. It is imperative to study due to the demographic distinctiveness and generality power of expanse for forecasting near future of political and voting tendencies in Selangor. The findings reveal that the youth of Kuala Langat district can be categorized as medium good of political tolerance practitioners, as democratic values and civic participation are more significant than the issue of party politics and ethnicity. It is substantial where moderation has become gradually Malaysia national plan in managing plural society. Results and discussions are further discussed.

Keywords: Voting, Tolerance, Civic Participation, Democratic Values

Introduction

Since Malaysia independence, national integration has been fundamental for Malaysia success and growth and even become one of the main agenda for Vision 2020 (Mahathir, 1991). Due to multi-ethnicity, multicultural and multi-religiosity of Malaysian citizens, which subsequently required tolerance value and behaviour, thus become the key factor for economic, political and social stability (Banton, 1985; Jayum A. Jawan, 1996; Mohd Nizah, Ahmad, Jawan, Ku Samsu, & Gill, 2017). Tolerance also importance for democratic state (Arwine & Mayer, 2012; Inglehart & Welzel, 2005; Marquart-Pyatt & Paxton, 2006; Oskarsson & Widmalm, 2016). However, Malaysia political concerned is much more on ethnicity (Jayum A. Jawan & Mohammad Agus, 2008; Mohd Azmir Mohd Nizah, 2015), which becomes a huge task to maintains its harmony. Apart from it, scholars agreed that active participation in political activities may breed tolerance behavior (Chzhen, 2013; McClosky & Brill, 1983; Togeby, 2004). The divergence accounts on tolerance and participation become the main concern of this study. In doing so, a comprehensive study on youth in Selangor tolerance attitude and behaviour may explain further such phenomenon. It also focuses on the effect of tolerance behavior towards voting behavior among youth in Selangor.

Literature

Empirically, the literature that discusses tolerance only began in 1950 in the United States that explore issues of civil rights of citizens, immigration immigrants in Europe and the existence of a new nation-state entities but have a plural character. While local tolerance study highlights many focus on the factors contributing to national reconciliation, for instance through the use of media (Ezhar Tamam, Tien, Fazilah Idris, & Azimi Hamzah, 2006); or personality through youth (Fazilah Idris & Nur Riza Suradi, 2010) ; or through education and ethnic identity (Brown, 2005a; Mohd Azmir Mohd Nizah, 2015; Mohd Azmir Mohd Nizah & Paimah, 2011; Nazri Muslim & Mansor Mohd Noor, 2014), or through ethnic polarization (Balasubramaniam, 2006; Chin Yee Mun, Lee Yok Fee, Jayum Jawan, & Sarjit Singh Darshan Singh, 2014), or even in the context of perception, contact, conflict and differences of opinion (Brown, 2005b; Hari Singh, 2010; Ming, Azhar, Hazri, & Mulakala, 2012; Nazri Muslim & Mansor Mohd Noor, 2014). In addition, there are many studies done by local scholars in the matter of patriotism (Ahmad Sabri, Abdul Aziz, Shafie, & Nordin, 2014; Aznan Bakar, 2010; Ku Hasnita Ku Samsu, 2009) with various conclusion, with the recent findings showed a concerns of patriotism among youth (Institut Penyelidikan Pembangunan Belia Malaysia, 2011).

Based on the above literature, it clearly shows that there are still shortcomings in the studies of tolerance, especially the youth in Malaysia, where almost all did not discuss the major issues of tolerance of the people. The question as to how the national unity could be improved if the tolerance among ethnic and political space is not assessed in advance? Or how to shape the attitudes of youth patriotism if the ethnic and political tolerance measures does not exist?

Public support for the principle of democracy is very important, as emphasized by Gibson, Duch, & Tedin (1992) which defines tolerance as the character of someone who believes in individual freedom for political tolerance and supports democratic institutions and democratic processes. This definition thus becomes a universal measure of individual tolerance. But this definition is also paves to the question of which this tolerant belief affect behaviour tolerant and whether it can be measured through voting behaviour? But tolerance is not only measured by its own domain but also from form of participation, including voting behaviour. Admittedly, studies voting behaviour is the fastest growing sector which in line with the rapid democratic system, the media and the civil rights movement of individuals, but in Malaysia, analyses related to voting behaviour are still bound by the sociologists 'ethnic census'. So, this study is trying to push boundaries with voting behaviour models based on tolerance youths in Kuala Langat, Selangor.

There are much more lacks studies that lead to the question of the ultimate behaviour of tolerance for the conduct of the political and ethnic (Finkel, Sigelman, & Humphries, 1999), but most of the literature that exists is discuss the tolerance of the people against the prejudice (Gibson, 2006; Sullivan, Piereson, & Marcus, 1982; Weldon, 2006); tolerance towards immigrants (Cote & Erickson, 2009); or against religious differences (Ahmad Tarmizi, Sarjit Singh Gill, Razaleigh, & Puvaneswaran Kunasekaran, 2013); nor on the education system (Janmaat & Mons, 2011). There is virtually no literature discussing political tolerance and discusses its relationship to voting behaviour.

Mutz (2005) found that tolerance will increase due to a variety of political views but have a negative impact on political participation, and the impact of urban influence is very significant. The result of the impact of urban influence is supported in a recent study by Widmalm & Oskarsson (2013). While Arwine & Mayer (2012) found a high tolerance can lead to ethnic conflict diminished. There exists a logical contradiction in the views of both these masters, which proposed this study to try to find a meeting point and a tolerance and equality in voting behaviour. So, this study will attempt to answer the question of level of political tolerance among youths in Kuala Langat, Selangor. Reviewed literature showed almost no studies made in understanding the political tolerance of youth. Data of Malaysian Youth Index (Institut Penyelidikan Pembangunan Belia Malaysia, 2011) related to patriotism, unity and political participation is used for questions analyses. The question of whether the affects the tolerance of youth voting behaviour, especially when it comes to urban voters which make 71% of the whole society (Department of Statistics Malaysia, 2010) will be explored.

The study attempt to measure political tolerance youths in Kuala Langat, which is expected to describe the situation of tolerance people of Selangor and Malaysia as a whole. This is very significant because Kuala Langat which has 7 districts with the population by an ethnic population that reflects the composition of society. In addition, this study will also try to determine the effects of political and ethnic tolerance of youth voting behaviour.

Methodology

This study will adopt the design of the study "explanatory" with a backdrop of quantitative research methods section. Set interviews (survey) will be developed by the researchers divided into three elements, namely 1) demographic information 2) political tolerance and 3) the conduct of the voting. Mechanical engineering survey is the most widely used by scholars and considered standard procedure in studies of tolerance (Mather & Tranby, 2014).

Items are in the form of closed questions (closed-ended) with the Likert scale from 1 (strongly disagree) to 10 (strongly agree). The sample covers the entire seven districts in Kuala Langat, Selangor and is based on surveys conducted by the Department of Statistics Malaysia (2013), which includes 58,534 youths aged 20-30 years were randomly selected through multi-stage cluster sampling technique (multi-stage cluster sampling) include all ethnic groups. The respondents were 384 people is adequate for a population of more than 100,000 thousand people (Krejcie & Morgan, 1970), while this study is trying to get as many as 200 respondents who meet the minimum requirements of the power of the sample. The table below is a summary of the number of respondents by ethnicity and sub-district accordingly.

ETHNIC	MALAY	CHINESE	INDIAN	OTHERS
SUB-DISTRICT				
<i>Bandar</i>	16	4	2	1
<i>Batu</i>	10	7	2	1
<i>Jugra</i>	12	4	2	2
<i>Kelanang</i>	10	4	5	1
<i>Morib</i>	12	4	5	2
<i>Tg. Dua Belas</i>	22	12	8	1
<i>Telok Panglima Garang</i>	31	10	8	2
TOTAL	113	45	32	10
TOTAL	200			

Descriptive data will be analyzed using IBM software Statistical Program for Social Sciences (SPSS) version 20. The mean value, the frequency and the gap (Coakes & Ong, 2011) will be analyzed for a patent and data patterns. The data will then be analyzed by Structural Equation Modeling (SEM) by using IBM SPSS Amos 20 version in identifying, estimating and evaluating the model to show the relationship between variables. The model is expected to be a reference for future studies in the context of political-ethnic tolerance among the youth in particular and the public generally.

Result & Discussion

After three months of data collection progress, 250 survey form were distributed, while after deducing due to missing and incomplete forms, only 201 were made for analysis stage. Descriptively, from 201 respondents, 84.8 per cent of the respondents are eligible to be considered as youth borrowing from the definition set by Institut Penyelidikan Pembangunan Belia Malaysia (2011). While in term of gender difference, 70 percent of respondents are male while 30 percent were female. In term of ethnicity, 73 percent were Malays, 9.4 were Chinese, 5.4 were Indian, and the balance of 12 per cent were others including Sabah and Sarawak and Orang Asli. While in term of education, most of respondents are Sijil Pelajaran Malaysia (SPM) holders with 54.3 percent, 17 percent are Certificate holders and 18,6 percent were diploma level of education. Interestingly, 94.9 percent of the respondents are supporter for political party while only 5 percent were not. Therefore, based on the demographic identification of respondents, the measurement for political tolerance level in Kuala Langat youth is eminent.

There are 15 items being used to measure political tolerance. Based on alpha, the score is .937 ($\alpha > .8$), which can be understand that all items are reliable and valid for the measurement. Table 1 below manifest the validity and reliability of items used.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.945	.945	15

Table 1 Items Validity and Reliability

Because all items used are statistically reliable and valid for the measurement based on Cronbach's Alpha, then determinant of mean score for items is necessary to determine the level of political tolerance among youth in Kuala Langat. Mean score for political tolerance constructs was 6.08. This score can be interpret as medium- good of political tolerance practices amongst ethnic in Kuala Langat as suggested by scale developed by Mohd Azmir Mohd Nizah & Ku Hasnita Kij Samsu (2015).

Mean	N	Std. Deviation
6.0791	190	1.38698

Table 2 Mean Scale for Political Tolerance

Table 2 shows that respondents achieved medium-good level of ethnic tolerance. The scores are dependent on ethnicity, constituency, gender and academic qualification. Statistical analysis presented that there was a significant difference based on ethnicity.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34.899	67	.521	1.682	.007
Within Groups	37.780	122	.310		
Total	72.679	189			

Table 3 Group Difference

Table 3 shows the result of the difference where there was a statistically significant difference between groups as determined by one-way ANOVA ($F(67, 122) = 1.682, p < .05$).

Ethnic	Mean	N	Std. Deviation
Malay	6.1374	147	1.44486
Chinese	6.0210	27	1.19944
Indian	5.6411	16	1.08705
Total	6.0791	190	1.38698

Table 4 Political Tolerance Level

Table 4 as the above showed that based on ethnicity, the Malays youth are more politically tolerated, but does not differ significantly with the Chinese and the Indian in Kuala Langat. Overall, based on the objective set previously, this study found that the level of political tolerance among youth in Kuala Langat at medium good level. This can be assessed through local youth activities including various community based awareness campaign such as Food for the Needy, Banting Menjerit, Jugra Hiking, Schoolings Equipment Assistance, and some other political discourse that involved the youth directly. Leadership qualities also plays important roles in mediating the effect of political tolerance through youth participation. It must be noted that youth in Kuala Langat are very much concerned of their well-being rather than on sole interest in party politics.

Conclusion

It can be concluded that the youth in Kuala Langat can be categorised as medium-good of political tolerance practitioners, as civic and democratic participation are more important than the issue of political parties and ethnicity. Interestingly, the youth does not consider ethnic identity as obstacles but rather their self being is much more important. Therefore, more studies on are needed in measuring and understanding political tolerance. Most importantly, when it involves gaining political support and harnessing votes in electoral process, definitely political tolerance becomes one of the indicators, at least it prevails in sub-urban society. Governing parties should chart new strategies for upcoming election. This is the way forward.

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Innovation and Export Competitiveness: Evidence from Georgia Firms

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Abstract

Innovation has long been considered an important factor for creating and maintaining the competitiveness of nations and firms. Consequently we examine the effect of innovation on export intensity using the Enterprise Surveys from World Bank Group for Georgian firms. Results evolves that the introduction of innovations, and in particular product innovations, is an important driver of export intensity. This study is based on an analysis of research done among 360 firms from Georgia. Firms that intensively involved in the innovation process record the highest export intensity and the magnitude of the impact of innovation on export is sizeable.

Keywords: Innovation; Technological progress, Export competetvness, Productivity

1. Introduction

Rapid teqnological changes and incresed global process have radically changed the context for economic development. These changes offer development countries broad prospects both productivity growth and access to resourcec and new market.

From 1990 market liberalization of global wave has produced interrelated world economy that leads unprecedented level of business activities and current structural changes. Most government of development world has considered science and technology as vital factor for economic growth and development. It has started the development of knowledge intensive economy. It has been made steps toward the opening market, trade liberalization, attracting foreign direct investment, infrastructure development, industrial research development, improvement of higher education system.

In the 21st century, economies are becoming more knowledge-based, with innovation increasingly the driver of national competitiveness, development, and long-term economic growth.

At the firm level, innovation is the transformation of ideas into new products, services, and production processes—leads to more efficient use of resources, creating sustainable competitive advantages. Their vital role was also noted by M. Porter, who claims that companies reach a competitive advantage as a result of innovative procedures. (Porter, 1980).

It is so widely recognized that innovation is a key driver of economic growth. Innovation has long been considered an important factor for creating and maintaining the competitiveness of nations and firms. The relationship between innovation and exporting has been investigated in many countries. However, there is a few of research in Georgia with respect to this issue.

The development of export activities is a first step in the international growth strategy of firms. For firms based in small, open markets like Georgia, expanding export activities and broadening the geographic scope of export activities is a necessity to continue growth.

This paper analyzes the effect of different types of innovation activities on the export competitiveness of Georgian firms.

Georgia has great potential in terms of development and increased competitiveness—potential which could be achieved by overcoming the barriers which currently hinder the growth of competition and by taking into consideration the country's

current potential for prospective development. The high rates of economic growth which would benefit the wider population will be achieved by competitive private sector.

On average, the Georgian economy grew by 6 percent annually between 2004 and 2016. This rate was the result of a wave of reforms aimed at liberalizing the country's economy, but these reforms were not, however, sufficient to increase overall productivity along with private sector competitiveness, and were therefore unable to stimulate long-term economic growth. Goods produced in Georgia score low in added value. At this stage, only the processing industry is relatively developed. This is directly linked to the country's natural resources and local agricultural production. The major reason for these patterns is the low level of technological development and innovation, which, at the same time, causes irrational use of natural resources and jeopardizes the country's natural wealth.

Both government and private sector spending on research and development remain low, which is reflected in various international evaluations and ratings: the 2016 edition of the Global Innovation Index (GII) (GII., 2016) ranks Georgia 64th, the 2015 edition of the Innovations Capacity Index (ICI) ranks Georgia 73th (out of 131 countries), and the 2017 edition of the World Economic Forum's (World Economic Forum., 2017) "Global Competitiveness Index" (GCI) ranks Georgia in the following positions (out of 138 countries surveyed):

- Capacity for innovation -105th.
- Company spending on R&D – 123th.

Both Georgia's access to the latest technologies and overall level of technological development remain low: according to the GCI, Georgia holds the following positions:

- Availability of latest technologies—111th.
- Firm-level technology absorption—111th.

Levels of protection of intellectual property—a major factor in the implementation of innovations — are also unsatisfactory: Georgia currently holds the 99th place in terms of protection of intellectual property.

Accordingly, this paper analyzes the effect of different types of innovation activities on the export competitiveness of Georgian firms. We examine the relationship between product and process innovations and the level of exports (export intensity). We draw on firm-level data from the Enterprise surveys from World Bank Group for Georgia in the years 2013 (World Bank., 2013). These surveys contain information on the value of exports of both innovating and non-innovating firms. The analyses control for other firm characteristics such as firm size, labor productivity, capital intensity.

2. Literature Review

Increasing globalization pushes and pulls companies and economies to raise their engagement with international markets to sustain innovation and growth. Small open economies, which by definition lacks the high levels of domestic demand and scale available to larger countries, must consider how their firms and economy can meet the challenges of international competitiveness. Innovation has been regarded for a long time as having key significance for economic growth, as well as for the development and welfare of communities. Relationship between export and innovation has been studied in many countries.

Increasing the export competitiveness is the early stage of internationalization in terms of expansion of global markets. For small economies, like Georgia the enhancement of export activities and expansion geographical spaces is crucial for constant growth. The important determinant of successful export is investment in technology that leads the growth of labour productivity, whilst the introduction of innovative product is often associated to the decision for export. (Cassiman, 2007). (Becker, 2007). Thus R&D and innovation that leads the introduction new products or improvement of firm's production line play important role in strengthening the export market position.

According to the international economy theory, product innovation plays important role for trade in the open economic growth model. There are differences between exogenous and endogenous model of innovation and export competitiveness.

In the neo-classical model of international trade, factor endowments are the key determinants of trade in which firm's competitive advantage are based on factor endowments. To account for technological change, various neo-technological models of international trade have been postulated (Krugman P. , 1979), (Posner M. , 1961). According to „technology-

based” models competitive advantage derives from the quality of firm’s products or services. Neo-endowment models concentrate on specialization and thus competitive advantage on the basis of factor endowments, such as materials, skilled/unskilled labour, capital and technology (Davis, 1995); while neo-technology models (Greenhalgh, 1994) are an extension of conventional technology-based models based on, for example, product life cycle theory (Vernon, 1966; (Krugman P. , 1979) (Dollar, 1986) and the technology-gap theory of trade (Posner, 1961). More recent macroeconomic models (e.g., Grossman and Helpman, 1995) allow firms to improve the quality of their products, which shifts outward a country’s export demand curve. Both of these imply a positive link between R&D or innovation and exporting.

By contrast, endogenous growth models in the tradition of Grossman and Helpman recognize the possibility of causality running from exporting to R&D and innovation. Such endogenous growth models (Romer, 1990); (Grossman and Helpman, 1991); (Young, 1991); (Hobday, 1995) cover the need for firms to innovate to meet stronger competition/different standards in foreign markets, they allow for a ‘learning-by-exporting’ effect and they allow for economies of scale and thus firms to cover the large fixed costs of undertaking R&D (and innovating).

The channels for this are threefold. **First**, the stronger competition in foreign markets forces firms to invest in R&D in order to improve both products and processes and thus remain competitive. **Second**, there is the possibility of „learning by exporting” principally involving being exposed to superior foreign knowledge and technology which also helps to boost the productivity of exporting firms (Grossman and Helpman 1991a). **Finally**, scale effect may be important. Exporting extends the market over which margins may be earned, and since R&D costs are largely fixed, such investments may be recouped over a larger sales volume. This aids productivity, and provides greater incentives to invest in R&D and innovation.

Empirical studies at the firm level provide positive relationship R&D and exports. Various empirical studies have emphasized the role of technology and innovation as one of the major factors contributing to facilitating entry into global markets, and thereafter maintaining competitiveness and boosting export performance. (Kumar N. a., 1994) , (Fagerberg J. , 1996). There are several studies which shows positive relationship between R&D and export (Kumar N. a., 1994), (Fagerberg J. , 1996). Lefebvre (Lefebvre, 1998) studied small firms in Canada and found that R&D-related capabilities such as a strong scientific and technical workforce, collaborative R&D and an R&D strategy aimed at launching new products, had favorable impact on their export performance. Melitz suggested theoretical model that most productive firms are mostly likely to start exporting activities. The higher productivity of exporting firms is often related to firm-level technological advantages, due to R&D investments and the introduction of product and process innovations. The higher productivity of exporting firms is often related to firm-level technological advantages, due to R&D investments and the introduction of product and process innovations. Since innovation is considered as main factor for productivity, larger number of empirical studies have examined the relationship between exports and various input and output measures of innovation and technological capabilities. One of the e focusing on firms’ R&D expenditures or investments in new capital equipment (embodied technological change) has confirmed a strongly positive relationship. (Hirsch & Bijaoui., 1985) (Belderbos, 1998). Sterlacchini (Sterlacchini., 1999) states that in investment activities in development of product design and pre-production development efforts lead to export success.

3. Data and Variables

We analyze the relationship between exporting and innovation by drawing on the Enterprise Surveys from World Bank Group for Georgia. This survey covers the year 2013. (360 firms);

Enterprise Surveys identifies firms as innovative if at least one out of four criteria is met: the firm (a) has launched a new or improved product on the market, (b) has realized new or improved processes, (c) was involved in innovation activities that are still ongoing, or (d) was involved in innovation activities that have been untimely aborted. In each survey, a question is included the export intensity of the firm.

The sample for Georgia ES was selected using stratified random sampling. Three levels of stratification were used in this country: industry, establishment size, and region.

Industry stratification was designed in the way that follows: the universe was stratified into one manufacturing industry, and two service industries (retail, and other services).

Size stratification was defined following the standardized definition for the rollout: small (5 to 19 employees), medium (20 to 99 employees), and large (more than 99 employees). For stratification purposes, the number of employees was defined on the basis of reported permanent full-time workers. This seems to be an appropriate definition of the labor force since

seasonal/casual/part-time employment is not common practice, apart from the construction and agriculture sectors which are not included in the survey.

Regional stratification was defined in 6 regions (city and the surrounding business area) throughout Georgia. Database from the National Statistical Office of Georgia was used as the frame for the selection of a sample with the aim of obtaining interviews at 360 establishments with five or more employees. Given the impact that non-eligible units included in the sample universe may have on the results, adjustments may be needed when computing the appropriate weights for individual observations. The percentage of confirmed non-eligible units as a proportion of the total number of sampled establishments contacted for the survey was 26.4% (341 out of 1,290 establishments).

4. Results

The results of the present study suggest that the exporting companies in Georgia are situated mainly in the urban areas with 40,91 % localized in the capital city of Georgia. The primary reason for the enterprises running their business activities to initiate exporting was to acquire new markets, which should in a short or longer time span result in maximizing their profits. The vast majority of the studied firms, both exporters and non-exporters, have been running their activities for at least six years.

The most numerous group of exporters among manufacturing companies offers products such as food, (40,91 %), Chemicals (9,09 %), non metallic mineral products (9,09 %), furniture (9,09%), Retail (9,09%), construction (4,55 %), Other transport equipment (4,55%), Wholesale (4,55%).

Direct exports as a % of total annual sales by region

Table 5

Sampling region	Freq.	Percent
Tbilisi	9	40.91
Kvemo Kartli	0	0.00
West	2	9.09
Kakheti	2	9.09
Mtskheta-Mtianeti and Shida Kartli	4	18.18
Coastline	5	22.73
Total	22	100.00

In the analysis, we examine the relationship between export intensity (the percentage of exports in total sales) and different types of innovation. The analysis includes four indicators of innovation activity as dummy variables: 1) the firm introduced product and service innovation, 2) the firm introduced new production/supply methods over last 3 years; 3) firms introduced new organisational/management practices or structures over last 3 years; 4) firms introduced new marketing methods over last 3 years; 5) firms improved business process; 6) firms is engaged in the R&D activities.

Definitions and Descriptive of variables

Table 6

Variable name	Description	Obs.	Mean	Std. Dev.
Export intensity	Indirect exports as a % of total annual sales	360	1.161111	8.005335
Export intensity	Direct exports as a % of total annual sales	360	2,65	14.09813
Product/service Innovation	New products/services introduced over last 3 yrs	360	1,90	.3004175
	New products/services new to one of the establishment's markets	36	1.138889	.3507362
Process innovation	New production/supply methods introduced over last 3 year	360	1.841667	.8639725
	New organizational/management practices or structures introduced over last	360	1.902778	.6280296
	New marketing methods introduced over last 3 yrs	360	1.791667	1.179414

	Business process improvements	36	01.8506	5070926
Business skill	Business skills improvements	36	1.277778	4542568
R&D activities	Spending on R&D	360	1,95	2182483
Skilled worker		113	34.07965	97.12319
Unskilled worker		113	6.893805	16.50669
Domestic firms	owned by private domestic individuals	360	95.85556	17.83525
Foreign firms	owned by private foreign individuals	360	3.680556	16.80432
performance	Total annual sales 3 yrs ago	360	1771265	9481081
firms size	At the end of fiscal year [insert last complete fiscal year], how many permanent, full-time employees did this establishment employ? Please include all employees and managers	360	34.48056	82.58508
Capital intensity	Capacity Utilization in last fiscal year	113	51.33628	28.667
Age	In what year did this establishment begin operations	360	2001.772	14.02041

We also include a range of control variables. One such additional variable is firm size. Firm size is expected to have a positive relationship with export intensity as larger firms have more ability to bear the costs of foreign market entry. Higher capital intensity (fixed assets per employee) of a firm is likely to make it more export competitive as capital goods may embody improved technology, while capital intensive production is consistent with the comparative advantage of developed countries (Belderbos R., 1998). Firm age may have a complex relationship with exporting (Arnold, 2005) (Wagner, 2007), with young inexperienced firms less likely to export, but with older firms perhaps suffering from less dynamism and a „liability of adolescence“ (Hannan MT., 1998). The analysis also takes into account activities of domestic and foreign firms (owned by private domestic and foreign individuals) skilled and unskilled workers (At the end of fiscal year how many permanent, full-time employees were: Skilled and unskilled production workers). Table 2 includes the description, mean and standard deviation for each variable per. The average export intensity for the sample is 1,16 (Indirect exports as a % of total annual sales) and 2,65 (Direct exports as a % of total annual sales).

Average characteristics of firms with and without innovation

Table 7

Variables	Product/service Innovation		New production/supply methods		New organisational/management practices		Business process improvements	
	no	yes	no	yes	no	yes	no	yes
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Export intensity (indirect export)	0,7	4,6	1,65	2,11	1,24	0	5,2	7,5
Export intensity (direct export)	2,33	5,4	2,36	5,42	2,29	7,7	0,94	10
firms size	2,23	84,4	27,85	97,22	27	128	61	82
Capital intensity	50,33	55,76	50,26	57,26	51,58	47,33	44,42	44,3
Skilled worker	23,73	79,5	23	75	22	129	27,5	33,5
Unskilled worker	5,39	13,42	4,48	12,65	5	19	13,28	6,7
R&D spending			1,98	1,68	1,98	1,5	1,88	1,55

We differentiate variable means by innovation type (table 3). Firms that introduced both products and process innovation show the highest export intensities. Firms focusing on product innovations have large number skilled worker, but smaller on average than firms engaged in business process improvement. Non-innovating firms are on average, smaller, less productive than innovating firm but not in terms of capital intensity.

Table 4 shows estimation results for a probit equation indicating that R&D has a strong positive association with Export activities. For example, a one percentage point increase in R&D spending increases the probability of Export activities by 0.63%. Skilled worker and firms's age has no effect on export activities. Firms which are involved in product/service

innovation have a 20% greater chance to be involved in export activities. Capital intensity and firm's size also affect export activities by 0,6% and 0,8% respectively.

Determinants of Export Activities

Table 8

Probit regression	Direct exports as a % of total annual sales	
	Coef.	Std. Err.
Skilled worker	-0,0080039	0,0052721
Unskilled worker	0,0071686	0,0120938
Capital intensity	0,0067514	0,0070434
firms size	0,0089679	0,0045944
Age	-0,0303188	0,0128645
R&D activities	0,6340462	0,7883677
Product/service Innovation	0,2093716	0,4895117
Log likelihood =	-34,252988	
Number of obs =	113	

5. Summary

Innovations make one of the key factors of company's export competitiveness. The research suggests that low innovation level occurring in a company is important for the development of the company's exports and has become the reason for its decision not to become involved in exporting activities. According to the research only 5-10 percent of Georgian firms are engaged in some type of innovation process. Companies should implement innovation if they want to become exporter.

Results highlight that the introduction of innovations, and in particular product innovation, is an important driver of export intensity and export growth. Firms that introduce only process innovations also export more. Our results emphasize the important role of innovation as a major driver of export performance of Georgian firms. Research shows that new product introduction and modernization are one of the important factors for export competitiveness. The implication of the findings will be important for policy makers to develop strategy for stimulating persistent innovation efforts, and in particular R&D activities and product innovation, are essential to stimulate export competitiveness and may serve as one of the most effective export promotion policies.

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Comprehensive and Multidimensional Model: Life Therapy and Spiritual Psychotherapy for Prevention and Treatment of Addiction

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Abstract

Individual, familial, social, economic, political, existential and spiritual factors all influence substance use. Lifestyle, quality of life, parenting style and parents' personality disorders and mental health problems, social capital, poverty and the largest globe businesses of illegal-drugs in the world have also share a significant effect on the addiction. One should consider all of those factors in order to efficiently prevention and treatment of the addiction. Each factor should be considered in the treatment and interventions.

Keywords: Comprehensive, Multidimensional Model, Life Therapy, Spiritual Psychotherapy, Prevention, Treatment, Addiction

Introduction

Individual factors

Individual, physiological, temperamental and personality factors are peculiar in each individual and are even different in identical twins. Due to some difficulties and shortcomings, some individuals are more prone to any addiction in general and addiction to substance in particular. Lifestyle, quality of life and parenting style are extremely important and much more effective.

Familial factors

The main pathology in addiction is the family pathology. Parents' personality disorders and mental health problems, social capital, lifestyle, quality of life and parenting style, either cause or prevent substance use in adolescents.

Social, economic and political factors

The largest globe businesses are 3: 1- petroleum, 2 - weapon, 3 – illegal drugs

Illegal drug trade is now the third largest business in the world and plays a significant Economic, social and political role. In Iran 74% of addicts use traditional substances and 26% use recreational ones. They cost 3. 5 billion \$ and 1. 75 billion \$ each year respectively. Total costs reach to 5. 25 billion \$ annually. At least twice of that will be the cost of preventive and therapeutic interventions. 17-20% of adult population is addicted to tobacco. No country has paid the price for controlling substances as much as Iran did. More than 4000 martyrs and 12000 more injured in substance control operations.

For the life therapy or spiritual therapy, the concepts are applied to a therapeutic context of care and compassion which means love and belief beyond oneself. By cultivating a soulful and spiritual existence, thus conducting one's clinical practice on the basis of these tenets of transcendence, the therapist can guide the patient to reach his or her own authentic self. Changing the mechanisms, through changing psychotherapeutic techniques that will be named 'spiritual psychotherapy' and life therapy will be discussed.

1- Acceptant and trust 2- Reality Technique 3- Clarification 4- Responsibility 5- Love of self 6- Love of belonging 7- Love of work 8- Love of others 9- Forgiveness 10- spiritual light 11- Unity 12-Transformation 13-Recognition of behavioral consequences 14-Exclusion: give up, vomiting 15-Inclusion-Incorporation 16- Flexibility 17-Affective self-regulation 18- Enhance introspective abilities 19-Introspective self-reflection 20-Analysis of: thoughts, emotions, aims and life 21-Control training of thoughts, emotions and behavior 22- Challenge solving 23- Reinforcement (permanent - temporary) 24-Self-Monitoring and Instruction training 25-Mirroring 26- Commitment 27-Appropriate response 28-Means of Trial and Error 29- Modeling 30-When and how to control 31-Over control and under control 32-Appraising (critical) 33-Basic belief systems 34-Think locally, view globally and spirituality, act specifically 35-Future focusing (continuing of life).

Industrial and Consumer Internet of Things: Ontological Basis

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Abstract

The Internet of Things is beginning to play an increasingly important role in information technologies, in industrial production and in everyday life and in. The Internet of things is a concept of a network of objects that involves the exchange of data between devices - "things". Such data exchange doesn't often involve human participation, or it is minimized. The person acts as a process designer or a user. An important task for the humanities is the rethinking of Internet of things phenomenon. The Internet of things is an interesting ontological phenomenon, within which takes place the transformation of the being of modern man. On the one hand, a person releases time and energy for his own development in directions related to creativity and doesn't care about "things" - objects and devices that lead an autonomous "life". On the other hand, to some extent, the person himself, being involved in the technological and information universe, becomes a "thing" and loses many dimensions of his ontological potencies. The modern man lives in conditions of multi-layered existence. Modern information technologies, and, in particular, the Internet of things, symptomatically fix the split of human existence on the one hand, and its diversity on the other. One of the important tasks of modern philosophy is to develop approaches to the analysis of the man's ontological foundations in modern informational and technological world.

Keywords: internet of things, semiotics, ontology, information technologies.

A Study on New Teachers' Identity and Possible-Selves: Pre-Service EFL Teachers' Fears and Expectations

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Abstract

There is a little doubt that becoming a teacher is a long and challenging journey where student teachers/teacher candidates undergo a variety of processes, phases and transformations. Beauchamp and Thomas (2009) points out that examining new teacher identity can be considered as an important step to develop more effective teacher training programmes and identity development of a teacher is related to understanding the notion of 'self'. In relation to the idea of being lifelong ever-growing and ongoing, teacher identity is defined as a process in which teachers constantly re-interpret their experiences (Beijaard, Verloop ve Vermunt, 2004). This study investigates the possible-selves of pre-service EFL teachers in relation to the concept of new teacher identity. Aim of the study is to measure possible selves new teachers expect to become and fear becoming in the near future. In order to achieve this goal, 'New Teacher Possible Selves Questionnaire' (Hanmann, Wang and Burley, 2013; Daliođlu and Adigüzel, 2015) is used to measure EFL teacher candidates' expected teacher possible-selves and feared teacher possible-selves. A six point Likert type scale of questionnaire consisting two parts (expected and feared teacher possible selves) is applied to pre-service EFL teachers from different universities who are involved to the data collection procedure. Statistical analysis is employed to measure the results of the questionnaire gathered from participants. The interpretation of the outcomes of the data analysis will be discussed; pedagogical implications and suggestions for future research will be shared during the presentation.

Keywords: Teacher identity, possible selves, pre-service EFL teachers, EFL teaching, New teacher identity

Semiotization of Time in Virtual Narrative

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Abstract

This paper is dedicated to the analysis of the phenomenon of virtual narrative and its connection to the phenomenon of Internet of things. Modern virtual narrative is a complex, syncretic phenomenon, alludes to the different cultural, historical and even mythological subjects and objects. But with the development of new technologies, such as the Internet of Things, virtual narrative became to be some kind of independent phenomenon. Moreover, the Internet of things (which is not clearly identified phenomenon itself from the philosophic point of view) uses the virtual narrative as one of the components, for example applying some method of virtual narrative in creating advertisements, creating messages in museums, expositions etc. So, in our paper we will analyze this both phenomena, their connections and the way of its development.

Keywords: virtual narrative, Internet of things.

Virtual narrative and the Internet of Things

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Abstract

Internet of Things, as a presenting of physical computer network related objects and interact, acts as an ontological and semiotic phenomenon. The world of things, long regarded in European philosophy and sociology as representator of metaphysical realities, social meanings, the scope of the implementation of status and political aspects, is nowadays relatively independent. Things, on the one hand, continue to perform their semiotic characteristics and realize representational properties, and on the other hand, begin to take their special traits of being specific, embedding in the practice of human interaction and often converting them. Internet of things represents the ability of things to interact with each other. Carrying out specific functions of the person who previously carried out the only by the man, things are less representing the specific individual areas of natural, social, and political life and, increasingly, creating measurement of social, natural and political. These questions require for its solution efforts of the semiotics, ontology and philosophy of information technologies.

Keywords: internet of things, semiotics, ontology, information technologies.

Classification of European Countries by Economic Freedom Data

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Abstract

The Index of Economic Freedom is an annual index and ranking created by The Heritage Foundation and The Wall Street Journal in 1995 to measure the degree of economic freedom in the world's nations. According to the web site of Heritage Foundation, Economic freedom is defined as below: In an economically free society, individuals are free to work, produce, consume, and invest in any way they please. In economically free societies, governments allow labor, capital, and goods to move freely, and refrain from coercion or constraint of liberty beyond the extent necessary to protect and maintain liberty itself. Cluster analysis is a method for clustering a data set into groups of similar objects. It is an approach to unsupervised learning and also one of the major techniques in pattern recognition. Hard clustering methods allow each point of the data set to exactly one cluster. In fuzzy clustering, fuzzy techniques are used to cluster the data and with these techniques an object can be classified in more than one cluster. The advantage of fuzzy clustering over classical clustering methods is that it provides more detailed information on the data. In this study, European Countries has been classified with the help of Economic Freedom Data published by Heritage Foundation. Countries are classified according to a five-year period (2013 to 2017) with the help of fuzzy clustering analysis. So that european countries are divided into classes according to their economic freedoms. Also, countries with varying degrees of five-year period have been identified too.

Keywords: Fuzzy Clustering, Economic Freedom, Classification, Europe

The Human as the Actor of Love in Mevlana Who is the Bridge of Culture Between East and West

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Abstract

*In universe, there are hidden steps rising up to the sky.
Each community has its own step. Each path has its own sky.
Each is unaware of another.
Skies are a vast, immense country.
They are so vast, so infinite that they neither have a beginning or ending.¹*

In the first volume of the annotation Tahirü'l-Mevlevi wrote on Mesnevi, he annotates the lines of 10th couplet of Mevlana on love as such "The fire in reed flute and the heave in wine is all the work of love". There is a well-known hadith among sufis as "I was a hidden treasure, desired to be known and created people." According to what is indicated by this hadith, love is the sheer reason of the creation of entire universe. Every creature's love is suitable to its capability and liking. As it is the work of love that the bulbul sings sorrowfully hiding between the leaves of rose, painful heehaw of a donkey while Rolling around in the dust is also the work of love. In a manner of speaking, the former is the love of bulbul (perfect), the latter is the love of donkey (arse). The love is one; however, the beloved varies for the difference in perception. Those varied beloved ones are various reflections of the unique sweet. So to make a Sufi explanation of the couplet: love is again what sets the heart of the wise ablaze and turns the mystery in his heart into ebullition."¹ The aim of the study is to examine Mevlana's view of man in the framework of his understanding of love. For we have believed that there are things to say on Mevlana's understanding of Love and Human and that love is the underlying reason of his indiscriminating understanding of religions and sects, we felt the need to prepare this text and participate in this symposium. Let us conclude with this couplet of Mevlana that does not discriminate between religions.

Keywords: Mevlana, Culture, Love.

¹ Mesnevi, C:V, Couplet:2556.

Promoting Respect for Other Cultures: A Modification to Curricula in Higher Education

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Abstract

With new doors opening and walls coming down cultures have become more involved with each other. This has sometimes brought about clashes between various cultures sharing the same land and privileges, especially within the young generation. Therefore, it has become important to promote acceptance and communication within and among cultures, to combat biases and stereotypes, to find a balance between respect for our own culture, to appreciate diversity and strive for equality among various national communities. This course aims to help students at international universities in or outside their countries to become aware of their own prejudices as regards their own as well as other cultures. We designed this course to be integrated into compulsory or elective courses - mother tongue, history, English, IT and/or Civics/Social Science instruction. It can be exploited in a variety of ways (e.g., workshops, individual or group projects, theme weeks) depending on the flexibility of the general curriculum. The course consists of 3 stages. Stage One focuses on factors which shape our own identity. Students develop a more objective approach to national matters. Stage Two enables students to become more aware of others, question and study the roots of their prejudices and find ways to coexist with others. In Stage Three students act on their curiosity towards others, become comfortable with understanding, respecting and accepting differences without trying to change them. At the end of the course students write a report reflecting their views, covering the themes of the stages.

Keywords: prejudices, curriculum, stereotypes, multicultural education

The Status of the “Responsibility to Protect (RtoP)” Doctrine in Light of the Conflicts in Libya and Syria

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Abstract

In 2001 the International Commission on Intervention and State Sovereignty introduced a new doctrine of the “Responsibility to Protect (RtoP)”, which signified an obligation of each state to protect its population from mass atrocities occurring in that state, as well as an obligation on the part of international community to offer such protection if the state in question fails to fulfill its duty. The doctrine of RtoP was subsequently endorsed by states in the 2005 World Summit Outcome Document, though it was formulated more restrictively in comparison to the 2001 Report. In 2011 a conflict broke out in Libya between its ruler Muammar Gaddafi and the protesters against his rule. Government forces were brutal in their attempt to quell the protests and it was not long before different international bodies started to report mass violations of human rights. Surprisingly, the UN Security Council was not deadlocked by veto and passed the Resolution 1973, which invoked the RtoP principle and authorized the use of force. Supporters of RtoP hailed such an application of the principle and believed that the case of Libya was just a beginning of a successful bringing RtoP to life. Such predictions turned out to be premature. Not long after the Libyan conflict, the one in Syria began. Although Syrian people were faced with the same humanitarian disaster as Libyan were, the Security Council could not agree on passing of the resolution which would authorize the use of force to halt human rights violations. Two crises are being analyzed, as well as reasons behind such a disparate reaction of the Security Council in very similar circumstances.

Keywords: Conflicts in Libya and Syria.

Competition and Cooperation in International Relations: the Shifting Politics of History Education and Identity Making

Eleftherios Klerides

Abstract

The 2006 Stocktaking Report of UNESCO on school history in Southeast Europe stresses that "History teaching plays an important role in the development of identity. In Southeast Europe, as elsewhere, history education has commonly been used as a tool for promoting nationalistic ideologies. However, it has also gained recognition as having a key role in the process of reconciliation, democratization and long-term stability" (p. 7). The current paper argues that this statement captures a certain truth about the relationship between history teaching and the making of identity: the shift from 'traditional history' and the making of *homo nationalis* to 'new history' and the making of *homo interculturalis*. But it does not capture other important truths about the historical and political embeddedness of this relationship and its shifting contexts. It specifically obscures changes in international relations that made this shift possible, by creating new spaces, technologies and networks of knowledge building. Perhaps more importantly, this statement suppresses contestation and a rivalry in imagining the form of this relationship. That is, as the new globalising imaginary of 'new history' and *homo interculturalis* interacts and endeavours to recast the entrenched institutions, policies and sites of the globalised imaginary of 'traditional history' and *homo nationalis*, it is met with opposition, triggering hegemonic struggles often with unpredictable ends.

Keywords: Shifting Politics of History Education and Identity Making.

Innovative Practices in Language Teaching: How to Excite Pupils

Angeliki Markoglou

Abstract

Effective teachers are and ought to constantly be in the quest of novel and exciting teaching strategies that will keep the students motivated and engaged. In recent years, new teaching strategies and techniques have been proposed in the relevant literature (Tighe et al., 2003; Beghetto, 2010; Bell, 2010), which help make teaching more effective by mobilizing pupils to take an active part in their learning. In this presentation, we seek to sketch some teaching strategies and techniques that we consider crucial especially in improving teaching and learning in relation to language education. Such strategies, we suggest, include: a) brainstorming, b) creative problem solving, c) debate, d) project's method, and e) role playing. The scope of our paper is to examine critically these five different strategies, highlighting the ways in which they enhance pupils' social skills, improve their cognitive and emotional development, affect positively their academic performance, and, cultivate deeper understandings of language-related issues.

Keywords: Innovative Practices in Language Teaching.

Is Donald Trump's Presidential Election Victory a Surprise According to Twitter Data?

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Abstract

NodeXL Pro is a software developed for network analysis and visualization. NodeXL Pro connects to twitter and extracts tweets about the topics that are set, and makes various analyzes with these tweets. In this study, during the US presidential election held on November 8, 2016, the tweets about the candidates were handled and sentiment analysis was performed on these twitters. When you look at tags, on November 8, 2016, the most popular tags on twitter were; hillaryclinton and trump. Instantaneous; hillaryclinton's twits number were 24407, compared to trump labeled twits number were 4132. When tweets under both labels were examined, it was seen that the majority of the twitters did not have words with emotional expression. On the other hand, hillaryclinton labeled tweets; 1761 positive emotion words were found and 828 negative emotion words were detected. It is known that Trump had focused on social media throughout the campaign period. Although the instant tweet number of the trump tag was less than the hillaryclinton tag, the number of words expressing positive emotion was 5411 and the number of words expressing negative emotion was 1659 in these twets. For Hillary Clinton, the ratio of the number positive emotion words to the number of negative emotion expression words was 2,12, about Trump while the rate of the number of positive emotion words to negative emotion words was 3.26 in tweets. In hillaryclinton-tagged tweets, with the most popular positive words; Proud, love, worked, win and wins, most popular negative words; Hate, collapse, corruption, lies and f..k. In trump-tagged, for the most popular positive; "wins, win, defeat, good, trust, amazing, supporter and work" words, for the most popular negatively; "badly, refuses, lost, f..k, hell, loses and dump" words were the most common words. When word pairs are examined; The hillaryclinton word was used in combination with the most potsword (612 times) and the word with beyonce (603 times). Again, in the twets with hillaryclinton tag positively emotional sentences the "proud" and "same" words had been used together (139 times), "worked" and "toward" words (130 times) . In twitler expressing negative emotion; The words "collapse" and hillaryclintons have been used together (29 times), "corruption" and "looks" (28 times), "lies" and "vote" words (19 times). Trump tagged twets; The trump word was mostly used; with the Donald word (563 times), vote word (198 times) and wins word (169 times). When you look at the tweets that were triggered by the Trump tag and express a positive feeling; Most of the words "trump" and "wins" (169 times), "trump" and "supporters" had been used together (123 times). When you review negative tweets that are trump labeled; The words "refuses" and "allow" (57 times), "hell" and "out" (43 times) were used together. Despite the fact that when trump and hillaryclinton-tagged twits were emotionally analyzed, the number of tweets about Trump was much less than the number of tweets about Clinton. It seems that, the number of positive emotion expression words in tweets about trump were too much in terms of the number of positive emotion words in tweets about Clinton. It is seen that the words that express positive and negative emotions about Trump and Clinton are generally very different from each other.

Keywords: Sentiment Analysis, NodeXL Pro, Social Media

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Determining Positions of Countries' According to Happy Planet Index Via Multidimensional Scaling

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Abstract

Happy Planet Index (HPI), which was first used by New Economic Foundation (NEF) in 2006 tells us how successful nations are in supporting their inhabitants to lead good lives while ensuring that next generations can do the same (sustainable well-being for all) in the future HPI is one of the first measures of sustainable well-being used worldwide. It uses global data on experienced well-being, life expectancy, and ecological footprint to produce an index showing which countries are best at offering long and happy lives for their inhabitants while maintaining the same conditions for future generations so that they can do the same. In this study multidimensional scaling analysis was used to examine countries' similarities and differences using the indicators contained in the 2016 happy planet index database. Additionally, Turkey's position relative to other countries was determined and interpreted according to their multidimensional position.

Keywords: Happy Planet Index, Multidimensional Scaling, Multivariate Statistics

The Effect of Background Variables on Gender DIF

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Abstract

The purpose of this study is to investigate the presence of differential item functioning (DIF) between gender groups in PISA 2015 science items in nine selected countries. Moreover, the effect of socioeconomic status, reading ability, science self-efficacy and science motivation on the presence of gender-related DIF are examined, respectively. One cluster from computer-based assessment (CBA) is taken into consideration. The countries are selected among the ones that implemented CBA, on the basis of their rank in science achievement. Multiple Indicator Multiple Causes method (MIMIC) is used in our analysis. DIF analysis in the MIMIC involves fit comparisons of both full and reduced models to determine if the items can measure the latent trait equally among the specified groups. The MIMIC analysis is conducted in two steps. First, the items is being tested for showing DIF among gender groups. Then the socioeconomic status, the reading ability, the science self-efficacy and the motivation are added to the model to test gender-related DIF items and their effects, respectively. According to results of the study, gender-related DIF appeared in all of the selected countries vary between two and six items. In four of the countries none of the selected variables significantly affect the presence of gender-related DIF. Instead, in the remaining countries the number of gender-related DIF items is reduced by adding different combinations of the selected variables to the model. The effect of variables which reduce the number of gender-related DIF items will discussed within each country.

Keywords: Bias, Gender, DIF, MIMIC

The Improvement of a Tax Compliance Program: the Case of Mersin City

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Abstract*

As it known, postgraduate education contributes to the development of individuals who the community needs and have high level knowledge and skills, also it helps to many individuals to specialize and have a career. Many public institutions provide scholarships for the development of postgraduate education, also they provide Erasmus facility to them in Turkey. Postgraduate education prepares to individuals to the academic world by combining research methods lesson and on the use of SPSS with a course-based. Students who have completed the 10 lessons in the postgraduate education are starting their thesis studies with the form of a thesis proposal which must be given within the legal process. So we started to work about voluntary tax compliance that we have determined with our advisor after the thesis phase, we have combined it with the basic subjects of the tax ethics and tax consciousness in the Public Finance. The aim of this study is to examine the thesis study for the explain the mechanism of postgraduate education of Mersin University the study named "The Improvement of A Tax Compliance Program: A Case of Mersin City" which currently being carried out with BAP (Scientific Research Projects) support. In this study including that the definition of voluntary compliance, theoretical development and evaluation of successful country implementations. It aims to reach 400 people on the basis of Mersin City by following the quantitative research strategy. Survey method will be used for the collection of data and SPSS Statistics 20 for analyzing of data for empirical part of thesis.

* This study was supported by the Research Fund of Mersin University in Turkey with Project Number 2017-1-TP2-2249.

Keywords: Voluntary Tax Compliance, Taxpayer's Attitudes and Behaviors, Tax Perception Tax Administration, Tax Procedure Law, Public Revenues

Gender Diversity and Company Performance

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Abstract

The objective of this study is to find the empirical evidence of the influence of gender diversity on the company performance, which will be measured with financial performance using ROA and market performance using Tobins' Q. This study used sample of 64 listed companies on Indonesia Stock Exchange (BEI) year 2015. Sample in this study is selected using purposive sampling method. While multiple regression analysis is used to test the four hypotheses developed in this research. The result of this study shows that board of commissioner's gender and board of director's gender does not influence financial performance and market performance.

Keywords: board of commissioner's gender, board of director's gender, financial performance, market performance

The Examination of Organizational Commitment and Interaction of Cyberslacking for Employees in the Public Sector

Nilay Köleoğlu

Abstract

Internet has been an important factor in our experience about 'Information Age' and it has been the hallmark of the current era. As in all fields, in the public sphere the usage of the internet is gradually increasing. It is easier to overcome the bureaucratic obstacles thanks to the use of the internet in the public domain. Nearly 3,5 million public employees are on duty in Turkey from 2016. Public employees in Turkey is an important channel in terms of internet usage. Internet usage has resulted the formation of new concepts. One of this new concepts is the concept of 'cyberslacking'. The concept of cyberslacking defined as employees wasting their time while work in their workplace, appeared as if doing business in computers that used for business purposes, via the internet and computer. This study aimed to investigate the relationship between cyberslacking with organizational commitment. For this purpose data collection methods was used two different scales including the scale of organizational commitment and the scale of cyberslacking. Face to face survey was conducted for 254 public employees who are working in the city of Canakkale in Turkey by using Judgemental Sampling.

Keywords: Cyberslacking, Cyberloafing, Organizational Commitment, Employees

A Comparison of Cognitive Demand Levels of Tasks In 5th Grade Mathematics Textbook Used in Singapore, the United States, and Turkey

Ulku Ozturan Ecemis

Abstract

The purpose of this study is to compare the cognitive demand levels of activities in 5th grade mathematic textbooks used in Singapore, the United States, and Turkey. These countries were chosen based on their varying levels of success in the Trends in International Mathematics and Science Study (TIMSS). The content analyzed was limited to the topics encountered in the 8th grade TIMSS. Qualitative methods were utilized in collecting and analyzing the data. The tasks were coded according to four cognitive demand levels; lower-level demands of memorization and procedures without connections, and higher-level demands of procedures with connections and doing mathematics. In 5th grade textbooks in Singapore, the United States, and Turkey, the percentage of tasks requiring cognitive demand level of memorization was 4%, 2%, 0%; those of procedures without connections were 37%, 69%, 34% respectively. Thus, the percentages of tasks requiring lower-level demands were 41% in Singapore, 71% in the U.S., and 34% in Turkey. When tasks, requiring procedures with connections, were analyzed, their distribution was found to be 42% in Singapore, 20% in the U.S. and 52% in Turkey; whereas, those with cognitive demand level of doing mathematics was 17%, 8%, and 14%, respectively. The study indicated that the distribution of tasks with higher level demands was 59% in Singapore, 29% in the U.S. and 66% in Turkey. In addition, the percentage of tasks requiring all four cognitive demand levels was also analyzed for TIMSS 8th grade mathematical content domains. In mathematic textbooks from Singapore, the United States, and Turkey, for the content domain of number, the cognitive demand level for the percentage of tasks requiring memorization was 10%, 0%, 0%; procedures without connections was 30%, 72%, 17%; procedures with connections was 30%, 21%, 83%; and doing mathematics was 30%, 7%, 0%, respectively. Likewise, for these textbooks, in the content domain of geometry, the cognitive demand level for the percentage of tasks requiring memorization was 0%, 7%, 0%; procedures without connections was 36%, 60%, 33%; procedures with connections was 55%, 22%, 48%; doing mathematics was 9%, 11%, 19%, respectively. For all countries studied, in the content domain of data and chance, no task was determined requiring a cognitive demand level of memorization and of doing mathematics. Cognitive demand levels of tasks in the content domain of data and chance requiring procedures without connections was 67% in Singapore, 100% in the U.S., 100% in Turkey; whereas, those with connections were 33%, 0%, 0% respectively. In the 5th grade textbooks of these three countries, no activity was found in the content domain of algebra. The results indicate that even in Singapore and Turkey, where majority of 5th grade tasks require a higher cognitive demand level, the tasks mainly fall in the category of procedures with connections. Based on these results, it is recommended that the percentage of tasks requiring the cognitive demand level of doing mathematics is increased. Finally, it is strongly recommended that professionals using and/or writing textbooks should familiarize themselves with cognitive demand levels of tasks.

Keywords: Mathematical tasks, cognitive demand levels, 5th grade mathematics textbooks, QUASAR

Entrepreneurial Education: A Systematic Review of Undergraduate University Entrepreneurial Studies in Ontario, Canada

D. E. Davis

Abstract

Entrepreneurial education (EE), globally, has been a rapidly growing field of study. In Ontario, Canada, we have experienced both a growth and a maturation of undergraduate entrepreneurship education. This systematic review of undergraduate entrepreneurial education (EE) in Ontario will provide a mapping of this field of study. This review will be conducted through a two-stage process. Research indicates that the quality of entrepreneurial activity is important in the economic vitality of communities, regions and countries (Florida, 2002). In Canada and Ontario, government policy trends support providing entrepreneurial education, as well as supporting entrepreneurs, especially youth entrepreneurs. The result of this reviewing process reveals the breadth of entrepreneurial education, as well as the various tangents of related studies.

Keywords: Entrepreneurial Education.

How Sports Can Be Used to Build Social Bridges for Shaping Social Norms and Mindset of People

Namuyanja Stella Moreen

Abstract

This paper looks at the power of “sports” as a powerful convening tool and a silent language with power to bridge racial divide, boundaries of age, social status and political divides. The paper is benchmarked on world success stories in Rwanda, England, USA, and Australia among others. It looks at Ugandan community as a case study, which is currently engrossed in egocentrism and ideological disorientation (*i.e there are no longer shared values, participation in communal activities, and an outward vision for the country*). The paper notes that sports can play a vital role in rebuilding the community fabric, shape social norms and mindset, as well as help government realize national and global government commitments *especially* NDP II¹ vision, and SDGs² goals 3, 5, 10 & 16.

Keywords: Sports, Social Bridges.

1 *Equipping workers with globally competitive skills; Developing and nurturing national values; changing the mindset; Promote nationalism and patriotism; Enhancing national identity; and Nurturing a conducive ideological orientation.*

2 *Goal 3. Ensure healthy lives and promote well-being for all at all ages; Goal 5. Achieve gender equality and empower all women and girls; Goal 10. Reduce inequality within and among countries; & Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.*

Comparing Course Engagement for Turkish Vocational Education Students: Cisco vs. Comparison Group

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Abstract

The aim of this study is to compare course engagement for vocational education students who enrolled in the Cisco Networking Academy (CNA) courses and who took the network courses from the standard vocational education curriculum in Turkey. The comparison group was established in a way that students in both groups had very similar characteristics. The data were collected using a survey throughout 2 separate school years. The participants are 2793 vocational education students (Cisco Group=1373, Non-Cisco Group=1420). Engagement was measured with 7 constructs, which are active learning, collaborative learning, interaction with instructor, student effort, feedback, satisfaction, and personal development. The instruments were validated through a series of instrument validation steps. First, the original items in the instruments were reviewed by a panel of experts, and then a pilot test was conducted on high school students. A factor analysis was run to identify items grouped under the same construct and unrelated items were removed from the survey. The data were analyzed using descriptive statistics and Independent Samples t Tests after satisfying necessary assumptions. The results indicated that Cisco students in both years of the study scored higher than non-Cisco students in all engagement constructs. All differences were significant between Cisco and non-Cisco students. Comparing within the student groups, Cisco students showed somewhat consistent picture in both years. With the exception of active learning, collaboration, and satisfaction, all measured constructs were in similar scores whereas non-Cisco students showed significant decreases on all engagement constructs. What factors might be influential on engagement and implementations are discussed.

Keywords: engagement, course engagement, student engagement, vocational education, Cisco, Cisco Networking Academy, vocational high school students

Developing a Multidimensional University Student Social Stress Scale

Deborah Flynn

Abstract

The transition from high school to university can be an especially difficult one for students in the Y or Millennial generation. Over the last several years there has been an increase in reported levels of stress and associated health concerns by students (Bland et al., 2012; Oswald & Riddock, 2007; Pritchard et al., 2007). As a result, researchers strive to measure stress, and isolate the determinants of stress, however many of the existing inventories are outdated. This study is part of a larger study to develop a Multidimensional Scale which will identify those domains which appear to be the sources of stress for university students. Data was collected from 134 males, and 484 females. The full questionnaire included 127 items in total intending to measure different variables which contribute to university student stress; all questions were measured on a five point Likert scale. Survey items related to social stressors were analyzed using a reliability analysis and a factor analysis in SPSS. Additionally, a confirmatory factor analysis was performed using AMOS. Four factors resulted from this analysis and explained 40.96% of the variance in the scores. They were; peer stress (23.89%), lack of confidence (8.12%), parent stress (5.07%) and romance stress (3.9%). These scores on their own were a good determination of four factors which all serve to contribute to overall student social stress.

Keywords: Developing a Multidimensional University Student Social Stress Scale

Forecasting Unemployment Rate in Turkey Using a Neural Network

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Abstract

Today unemployment is one of the most important issues in Turkey as in many countries. Forecasting the unemployment is important to determining of policies to resolve this problem. In this study, artificial neural networks and autoregressive integrated moving average models are used to estimate a prediction model. The unemployment rate data in Turkey is used as the forecast data set. Integrated autoregressive moving average methodology which developed by Box, et al. (1995) is a method for fitting a class of linear time series models. The artificial neural networks method is a successful method that use in prediction studies. Thus, two forecasting methods, artificial neural networks and autoregressive integrated moving average models are compared. When the estimated values which is the artificial neural networks produces is compared with the actual values, our findings indicate that the actual values are successfully estimated. Artificial neural networks provide a good alternative to autoregressive integrated moving average models. In this context, the unemployment rate can estimate with such a forecasting model. These results can use as an important decision tool of determining macroeconomic policies.

Keywords: Unemployment, Artificial Neural Networks, Turkey.

Predicting University Students' Depression and Anxiety Level by Their Personality Characteristics

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Abstract

The current study investigated the relationships among depression, anxiety and personality factors in university students (N = 462), who completed self-report measures of depression, anxiety and personality characteristics consistent (extroversion, conscientiousness, agreeableness, neuroticism, openness and negative valence). Analyses indicated that approximately 23 % of the variance in University Students' depression level was accounted for by their levels of the personality factors. 36 % of the variance in University Students' anxiety level was accounted for by their levels of the personality factors. Extroversion emerged as the strongest predictor. Openness and neuroticism were also significant and unique predictors of depression. On the other hand, neuroticism emerged as the strongest predictor. Openness, agreeableness and extroversion were also significant and unique predictors of anxiety.

Keywords: Anxiety, depression, personality characteristics

Republic of Macedonia – Theoretical and Practical Approach to the European Integration

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Abstract

The problem of research is very current for several reasons. Namely, the dominant approach on the basis of which are based all have developed and established theories of European integration, developing modern theories of international relations is a realistic basis. Neo-functionalism, inter-governmentalism, neo-liberalism, institutionalism (in most of its variants) as the most developed branches of the theory of European integration, despite differences in their settings to keep the basic premise that states are rational, unitary actors, whose interest stems from the assessment of their position in the system of states. For our study caused a special interest model of constructivism using Habermas theory of communicative action according to which entities in mutual interaction is open to other arguments and their validity appreciate having regard to the outgoing reasons and norms on which they are based, thereby seeking consensus as a common goal. Apply to the European Union, this approach allows European institutions were perceived as a place of discussion to reach consensus on solving common problems, rather than just the arena for bargaining. Functional adaptation to the numerous petitions which sets the European Union, requires thorough and integrated activities in the economic, institutional, administrative and legislative spheres. This process should be understood as a continuous, painstaking and long process, not a single radical surgery. Republic of Macedonia, as countries aspiring for membership in the European family must meet the political and economic criteria and to adapt political institutions in the country with those of the European Union and their needs and requirements. The aim of this paper is to perceive the key features and trends in the politics of enlargement and to make a comparison between the policy of expansion applied in the process of accession Central and Eastern Europe and the policy of expansion in the process of stabilization and association, with special emphasis on the Republic of Macedonia. Of course, previously been necessary to develop theoretical and practical approach to the concept of policy integration, development and its major elements and modalities.

Keywords: European Union, integration, theoretical, practical, association

The Accessibility of Communication Media and Leadership Style Related Institutional Capacity of the Farms School at District of Bojonegoro

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Abstract

The development of cattle breeding in Indonesia is generally still apprehensive. The majority of beef production in Indonesia come from smallholders (about 78%), the rest is imported (Soehadji, 2000 dalam Saleh et al., 2014). Rearing cattle in Indonesia is dominated by small-scale farms, with or characteristic of which is the average ownership of livestock is low, is used as a life-saving livestock, poultry kept in a densely populated area, and raising efforts carried out for generations. The purpose of this study is 1) to describe the accessibility of communication media, leadership style, and institutional capacity of farmers board. 2) to analyze the relationship between the accessibility of communication media with institutional capacity of SPR. 3) to analyze the relationship between leadership style with institutional capacity of SPR. This research was designed quantitative. The data was analyzed using rank Spearman. This research produced several results such: there was negative and significant correlation between acces radio with institutional capacity, and there was an inverse relationship between autocracy leadership style and institutional capacity.

Keywords: Accessibility, Communication media, Institutional capacity, Leadership style

Role of Social Work in the Integrating Refugee and Immigrant Children into Schools

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Abstract

Refugee children who are victims of ongoing wars and conflicts around the world is one of the most vulnerable groups that require international legal protection and professional intervention. Wars and conflicts have forced millions of children to leave their countries and displacements to neighboring countries, accompanied by their families or unaccompanied. However, the problems and trauma experienced by children during a period of asylum, or after is not less than of those experienced in an environment of war and conflict. This stage is one of the critical stages that affect a child's growth. It requires from the host countries meeting the necessary needs of children and developing therapeutic, rehabilitative and preventive programs as well as psychological and social support programs. Problem of education is one of the most important problems facing the vast majority of refugee children, there are millions of refugee children are deprived of the right to education as indicated in the reports prepared on this issue. Therefore most of the host countries are developing programs that aims to integrate refugee children into schools and to protect their rights to education. Since social work is considered as the most important professions that play an active role in the integration process. This is through the direct practice with refugee and immigrant students and their families and the surrounding environment as well as cooperation with governmental and nongovernmental institutions in this area. This paper will discuss the role of school social work in dealing with refugee childrens' problems in the school and facilitate their integration. In light of this discussion this research will give suggestions to develop the performance of the school social worker during the integration process.

Keywords: Refugee Children, School Social Work, Right To Education, The Integration Of Refugee Children Into Schools, Wars And Conflicts.

Socio-Psychological Resilience of the Russian Enterprises Personnel: Basic Types and Social Influence

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Abstract

Objective: To reveal socio-psychological features of the personnel of Russian enterprises with different levels of resilience. **The theoretical framework:** The theories by T.Parsons, K.Cameron and R.Quinn. **Empirical basis:** Research period: 1999-2015. Subjects: not less than 20 senior managers, 120 mid-level managers, 360 lower-level employees annually. **Results.** Organizational conditions of successful high-technology enterprises (H-TE) and ordinary enterprises (OE) with long time modernization difficulties are characterized by specific types of organizational culture, leadership and managerial interaction. The staff of these enterprises differ in the following parameters: susceptibility to organizational stress, value priorities of organization development, balance of work and day-to-day motivation of managers and staff, levels of responsibility and transparency of their decisions, mutual confidence, susceptibility to pre-reform stereotypes, balance of value and instrumental components in determination of conflict behaviour, ratio of the main strategies of conflict behaviour and stress coping. Sets of these parameters form two types of psychological resilience (PsR): perspective at the H-TE and situational at the OE. Perspective psychological resilience is a factor of company development, is of an open form and is characterized by stress resistance in the conditions of change and personnel readiness towards innovation acceptance. **Conclusion.** The H-TE staff is characterized by forward-looking (strategic) type of PsR, while the OE staff – by situational (tactical) type. **Ethical implications.** Ensuring the right PsR of the staff in enterprises by managing organizational conditions can enhance the resilience both enterprises and traditional society.

Keywords: socio-psychological resilience, organizational conditions, staff, organizational culture, leadership, managerial interaction.

Solo Analysis of Efl Curricula in Turkey

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Abstract

Curriculum simply refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes (Ebert et al., 2013). In Turkey, the curricula for a variety of courses to be taught in primary and secondary state schools are designed by the Ministry of National Education (MoNE), and they are subject to change at uncertain periods. The current research aims to investigate curricula for English as a foreign language course for 5th, 6th and 7th grades that have been recently introduced by MoNE (2017). It exclusively compares them through an analysis of learning outcomes identified in each based on the Structure of the Observed Learning Outcome (SOLO) taxonomy developed by John Biggs and Kevin Collis (1982). Accordingly, document analysis method was used to analyze learning outcomes identified in the above-mentioned curricula into four levels of the SOLO taxonomy: (i) uni-structural, (ii) multi-structural, (iii) relational, and (iv) extended abstract. The study will report findings obtained from the analysis and practical implications on the curriculum design of EFL courses taught in various grades, and conclude with a few suggestions for further directions.

Keywords: EFL curriculum, SOLO taxonomy, learning outcome

Work and the Role of the Dentist in the Intervention of Violence against Women Cases

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Abstract

Violence against women is a common issue that has existed in every time period regardless of education, age, ethnicity, religion, socio-economic condition and place. It is an important social and health issue that shakes the foundation of family, damages every member of the family. It has psychological, social and cultural layers and concerns every part of the society. According to the report published by WHO in 2013, one out of every three women is subjected to physical or sexual violence. Violence against women which maintains its importance globally is also one of the important health and social issues in Turkey. In a 2014 study conducted in Turkey, 38% of the women -in other words, 4 out of every 10 women- between the ages of 15-59 reported that they had been subjected to violence by their current or former spouse/fiancée/boyfriend or by their close circle of family or friends. Among these violence victims, 6 out of every 10 women reported that they got injured 3 or more times. The fact that nearly half of these injuries required medical treatment reveals that violence poses a great threat to the physical health of women. In addition to this, the physical and the psychological trauma caused by violence might continue for a long time. Health services is one of the fundamental and primary services from which women who are subjected to or under risk of violence can get "help". However, violence against women is not an issue that can be overcome just by the healthcare personnel. It can be prevented by the joint efforts of institutions such as healthcare, social services, security, justice and ministries and by their interdisciplinary collaboration while the multitude of its reasons is taken into consideration. In this study, the importance of team work and the role and the responsibilities of the dentist in the intervention of violence against women are dealt with.

Keywords: Importance, team work, role, intervention, violence, women

The Healing Village of Malaysia: from Local Wisdoms to Implementation

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Abstract

Rapid urbanization, hectic lifestyle, and increased cost of living, have resulted significant impacts to the mental and physical well-being of Malaysians in general, especially those living the urban areas like the capital city of Kuala Lumpur, and the heritage cities of Penang and Malacca. These have resulted to the much needed demand for recuperation and revitalization. While, more and more types of healing therapies such as Balinese Spa, Thai Massage, Swedish Spa and Turkish Bath, dominating the healing market in Malaysia, the state of art of the Malay traditional spa is at stake. Thus, the call of an intervention on the decline of this type of spa resulted in the developmental framework of a healing village concept. This paper reports on the development of a healing village concept which integrates the uniqueness of the Malays local knowledge and culture in revitalizing a holistic wellness. Kampung Batu Hampar, located in Beseri, Malaysia, has been selected as the site for the Healing Village Project. This Project develops four subprograms, namely Cultural Troupe, Herbs Garden, Kampung (village) Stay and Malay Traditional Therapy---as the agent of recuperative for the Malaysians. In particular, these subprograms involve the following healing dimensions: socio-economic, culture, people and environment. The development of these four subprograms is based on the natural resources observed in Kampung Batu Hampar as well as findings revealed by informal interviews with the villagers.

Keywords: Healing Village, Malay Traditional Culture, village tourism, Herbs

The Influence of Psycho-Social Environment and Socio-Economic Status on Early Language Development Among Toddlers

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Rudine Fetahaj

Fitim Uka

Genc Rexhepi

Abstract

Learning to talk is one of the most visible and important achievements of early childhood (Rvachew, 2015). Language skills, in particular, are critical to children's adjustment in school and in later life (Benner, Nelson, Ron, Epstein, 2002). There is evidence to suggest that children with language problems may develop social, emotional, and behavioral problems (Schoon, Parsons, & Rush, 2010). In the literature, the environment with all its complexities is mentioned as one of the most influential factors for the language development (Johnston, 2010). However, most of the studies that treated this aspect have been conducted in developed countries and less is known whether the pattern of influence is the same among other underrepresented study populations. This study is focused on identification of the role of the environment on the toddlers' language development in a low-income country, such as Kosovo. In total, 201 randomly selected parents (55% males) from three kindergartens in Kosovo were interviewed for this study. We used the Communication and Symbolic Behavior Scales Developmental Profile (CSBS DP; Wetherby & Prizant, 2002) to collect the data and a demographic questionnaire to identify the characteristics of the environment. The preliminary results show a positive correlation between parental education and toddlers' language development ($r = .19, p < .01$). Moreover, a positive correlation was found between socio-economic status and toddlers' language ($r = .21, p < .05$). Importantly, it was found that there are significant differences between toddlers' language that frequent kindergarten and the group of toddlers that do not frequent early education institutions. The present finding goes into the same line with other studies that confirm environment as an important factor on language acquisition. Not only parent's education, but also the economic status is shown to play a major role on language development. Most importantly, it is shown that along with family kindergarten influences the toddler language skills. These results that attend kindergarten have significantly higher language skills. This can serve to develop intervention programs in Kosovo, to raise awareness among the general population for the importance of the early education attendance, which currently is less than 10%.

Keywords: language development, socio-economic status, the role of environment.

War Peace and Art

Hakan Pehlivan

Abstract

The world is going to a darkness without end. War, nationalism, discrimination and various conflicts tearing people. They are forced to migrate. Chemical weapons are being used. The children are being killed. Environmental disasters are happening. Boundary walls are built. The wars of religion are at the door. Kin hate seeds are being planted and transferred to future generations. Nationalism is on the rise. We are losing our desire to live together. Despite this, peace and tranquility in our surroundings are our greatest desires and we are right. Civil society should do something to stop it. In this sense, artists are the strongest propagandists. To support peace, art practices have become more important than the past. The artist's initiative is used both to rehabilitate society and to eliminate prejudices. Many international plastic art form is exemplified in this study. Complementary arts workshops, public artworks are examples of these. In addition, the results obtained from the workshop of Turkish Greek artists are presented with preliminary results and related examples.

Keywords: War Peace and Art

Europe's Orientalist Approach: Turkey-Europe Union Relations "Refugee" Problem

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Abstract

In this article, the immigration and protective policies carried out for asylum by Europe, has been discussed with the understanding of orientalism. Orientalism which is developed by western countries in order to understand the east, is also another way to define themselves by an otherization perspective. EU countries remained insensitive and inadequate to the migration due to the civil war in Syria. As a member of non-western civilization, Syrian refugees are seen as a threat to the sacred values of modern Europe. By the agreements signed by Turkey and EU, refugees are removed from the borders of Europe and are held within Turkey's borders. EU has commented on refugee problem within this approach and have shaped the position of Turkey.

Keywords: Europe Union, Orientalism, West, East, Syrian refugees,

Early Marriage as a Form of Gender-Based Violence

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Abstract

Early marriage, defined as formal marriage or informal union before 18, has been normalized depending the expectations on gender roles. Especially in patriarchal societies, girls and young women who are married without their consents unwillingly accept the situation without having anything to say. Some young women, married early, on the other hand, become a "role model" to help the continuation of the system. Cultural implications that emphasize unequal gender roles, dominant male authority, and leaving females without power and autonomy in the society females depending on the patriarchy and its reflections are effective on the continuation of the early marriages and the occurrence of gender-based violence against young women. Girls growing up and getting married early in such a society are being exposed to different forms of physical, psychological, sexual, social and financial violence especially through the marriage starting from the marriage decisions made on behalf of them. The purpose of this study is to discuss how gender-based violence against young women and girls caused by early marriages occurs. In other words, gender-based violence before the marriage/union, considering especially the marriage decisions, and through the marriages is analyzed. Finally, suggestions aiming to prevent early marriages of girls and young women, and by extension, to deter gender-based violence are offered in this study.

Keywords: Early marriage, gender-based violence

Globalization and Lifelong Learning

Dr. Mukadder Güneri

Abstract

As we know, the new dimension of relations between societies and developed underdeveloped countries in today's world is expressed by the word "globalization". I think it is not wrong to say that this word covers all the economic, administrative, cultural, social, political words. This multidimensional word is expressed from another point of view, that is, the globalization of the world in terms of economic, administrative, cultural, social and communication, that is, another word of globalization. It began to develop at about the beginning of the 1800s, revived in the 1960s, and developed in parallel with the rapid development of communication technology after 1980, and its development continued rapidly in the last decade. Parallel to the development of communication technology, our world has shrunk, public, local and individual values become shared without boundaries. This has influenced information exchange and learning. For this reason, lifelong learning has become a lifestyle. This lifestyle has brought vitality to the economy, communication, education and transportation in recent years. The number of scientific, economic, administrative, cultural and social activities among the countries has increased. For example, when we look at the recent researches of the travel agencies of Turkey in 2016, people from nearly everywhere in the world entered our country (total 25,352,213) and in the same way our country went to all corners of the world (total 8.062.065). This numerical data belonging only to my country, if we think about the whole world, the result will come out spontaneously. The reality of today's world is not static, but an active life. The reality of today's world is not static, but an active life that always renews itself. In this work, the relevance of globalization to lifelong learning has been examined in a classical way.

Keywords: Globalization, lifelong learning, World,

Fashion Customers' E-Wom Behavior: An Exploratory Study

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Abstract

In today's digitalized world, it is inevitable that customers interact with each other and affect each other's behavior. Therefore e-wom has become an important subject in digital marketing literature. The rise of the social media has affected consumer behavior in a significant way and e-wom is one of the most captious elements (Ng. et. al. 2015). Increasing competition, globalization, and digitalization have made e-wom a subject that both academic literature and practitioners should take into account. As a member of a society, an individual has a tendency to tell good or bad experiences, feelings and information to other individuals and this tendency is often a natural necessity. Since individuals shape their purchase decisions according to the information and experience they gained, word of mouth concept has become one of the most influential factor in forming attitudes and behavior (Türker, 2014). Fashion has become an industry which is influenced by opinion leaders more than magazines or designers and therefore it is accepted that those people have strenght to effect the perception of a brand. Fashion brands take the advantage of visual influencers' network effects and therefore online visual platforms have become another marketing channel for them. However the important point is to balance the increased empowerment of customers to speak about the brand while at the same controlling the strategic brand management purposes. (Wolny & Mueller,2013) As a consequence of having specific features such as having short lifecycles and being dynamic, the fashion industry has become one of the influential communication strategies that fashion brands place emphasis on. In this study, e-wom behavior of customers in the fashion industry is explored from the perspective of personality traits. This study examines the impacts of personality traits on customers' e-wom and purchase behavior. Furthermore, the relationship between e-wom and purchase behavior in fashion industry was also examined. A survey was conducted to collect the data. Results showed that there is a significant relationship between conscientiousness, neuroticism, agreeableness and advice seeking, and there is a significant relationship between conscientiousness, neuroticism, agreeableness, openness to experience and opinion giving and passing. Another result showed that all personality traits included in the study except conscientiousness have a significant relationship with purchase behavior. Also, opinion passing, opinion giving and passing have a significant relationship with purchase behavior. It is aimed that e-wom behavior is studied from a large perspective and thus, the study will have both academic and practical suggestions.

Keywords: e-wom, fashion industry, personality traits, purchase behavior

A Response to Cancer Myths: Brian Lobel's Ball

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Abstract

In his personal account of cancer, *Ball* (2003), the performance artist, Brian Lobel, intently refuses to succumb to the myths about the illness, challenging the cancer narratives that have traditionally been based on a discourse of heroism or martyrdom. While his performance is, at times, sensational with a keen focus on sexuality and a determination to produce humour out of a grave matter, they invite criticism for the way cancer has been perceived and presented as a medical condition and for the social stigma attached to the disease. This paper addresses the numerous ways in which Lobel challenges the assumptions, expectations and taboos regarding cancer, cancer patients and survivors by examining his strategies in the light of cultural studies on cancer and humour theories.

Keywords: Brian Lobel, Illness, Ball, Cancer, Susan Sontag, Humour

An Assessment of My Name is Rachel Corrie as Verbatim Drama

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Abstract

In response to the chaotic atmosphere of the twentieth century, defined by an enormous scepticism about politics and media, theatre emerged out as a source of truth through plays compiled from spoken testimonies of real people, interviews, documents and recordings of real events and many other authentic materials. Named variably as theatre of the real, documentary theatre or verbatim theatre, those plays challenged their audiences into an inescapable confrontation with real events and serious issues around the world. Edited by the British actor and theatre director Alan Rickman and the *Guardian* journalist Katharine Viner, one of the key examples of verbatim theatre, *My Name is Rachel Corrie*, was premiered in April 2005 at Royal Court in London. Based on Israel-Palestine conflict, the play is constructed on the e-mails and diaries of an American peace-activist Rachel Corrie who was killed by an Israeli bulldozer in Gaza in 2003. After providing a history of documentary theatre, this paper discusses the controversial productions of *My Name is Rachel Corrie* as an example of testimony.

Keywords: My Name is Rachel Corrie, verbatim theatre, testimony, documentary theatre, Israeli-Palestinian Conflict

Child Diagnosis of Autism - How It Can Change the Family Life

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Abstract

The article is about the role of the family in the education and formation of children and, especially, in the life and development of autistic children. It describes the problems their family is facing and the need for counseling to parents with autistic children. The reaction to finding the diagnosis of autism varies from one family to another and may encounter a large variety: from disbelief, anger, guilt, helplessness, devastation, surprise, or even rejection of the child, to understanding and relief when finally the parents have an explanation for their child behaviors. Early intervention is important in psychological sustaining of the parent, as parent involvement in the recovery of the child with autism has a determinant role in his development and in ensuring a high quality of life of the child and the life of the whole family. The response to a child's autism diagnosis varies from one family to another. The family goes through a variety of disbelief, anger, guilt, helplessness, devastation, surprise, or even rejection of the child, to understanding and relief. Early intervention is very important in the psychological support of the parent. Because any change disturbs the family equilibrium. A diagnosis of autism changes not only the life of the diagnosed child, but also the life of family members. All the resources are focused on the need of the child. Although each parent is different, after diagnosing the child with autism, all parents are overwhelmed by confusion, shock and denial. Parents' feelings can be influenced by how their children's situation affects different aspects of life - it has an impact on service, on social life and all their personal life. If we look at the family as a system and when a disturbing factor appears, all parts of the system are affected. The involvement of parents in the recovery of the child with autism has a decisive role in its development and in ensuring a high quality of child's life and family life.

Keywords: autistic child, family, family with autistic child, problems caused by the emergence of an autistic child; problems with social interaction, communication, relationship problems between family members.

Qualifications of Teacher Candidates within the Framework of the Constructivist Approach

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Abstract

Teachers are expected to use learner-centred instructional methods and techniques based on the constructivist approach rather than the traditional ones in order to organize meaningful learning environments. The present study is intended to reveal the qualifications of teacher candidates in using them. More specifically, it investigated whether the teacher candidates significantly differ in terms of such variables as gender, field of expertise and grade they are teaching. The data were gathered from 375 teacher candidates attending two state universities in Turkey through a questionnaire comprised of Likert-type items. Subsequently, the Chi-square test was utilized for statistical analysis of the obtained responses and the related findings were tabulated. The study will discuss findings in detail, suggest a couple of practical implications within the framework of teacher qualifications. It will conclude with some suggestions for future research.

Keywords: Constructivism, teacher qualification, instruction

Pre-Service Service Teachers' Tendencies and Perceptions towards Lifelong Learning

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Abstract

Lifelong learning is very important for teachers to revise their responsibilities and roles for teaching. The foundation of lifelong learning relies on one's personal desire to improve themselves and their learning skills. Lifelong learning is infinite and there are no boundaries for lifelong learning. There are couple of concepts for lifelong learning which helps people to organize their self-learning and lifelong learning skills. Some of these concepts include self-determination on what to learn and evaluate the validity of the information that is determined for learning, a viable method on how to successfully learn and finally the assessment of the progress in learning. The aim of this research study is to investigate the pre-service teachers' tendencies and perceptions on the qualifications for lifelong learning. It also tries to find out whether these tendencies and perceptions differ between various departments and gender. As a research approach, a survey method is administrated to the 2nd year students studying in various departments at the Faculty of Education in Girne American University in the fall semester of 2016-2017 academic year. The research data is obtained from "Lifelong Learning Tendency Scale" and "Lifelong Learning Competence Scale" which will be analysed with respect to various departments and gender. The results will provide comprehensive understanding of the pre-service teachers' lifelong learning skills. Based on the analysed results, proper recommendations will be provided to the pre-service teachers to refine deficiencies in this field which will hopefully help to illuminate the future of lifelong learners and their learning skills.

Keywords: Pre-Service Service Teachers' Tendencies and Perceptions towards Lifelong Learning

The Novice Teachers' Challenges and Needs for Support

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Abstract

The article deals with the difficulties the novice teachers are exposed to at the beginning of their teaching career, identifies the problems of schoolchildren's education. It becomes evident that the difficulties experienced by the young teachers are related to the feelings of fear, anxiety, loneliness, disappointment with the chosen profession, low self-confidence. The conducted empirical research revealed the reasons due to which successful and high-quality young teachers' professional activity becomes complicated; highlighted possible forms of support that would facilitate the process of young teachers' adaptation to the school community. Quantitative and qualitative methods were applied while carrying out the research. The research confirmed the importance of the teacher-mentor whose presence encourages novice teachers' professional development, allows them to perceive the balance between theoretical and practical activities as well as the meaning of the pedagogical activity, in general.

Keywords: novice teachers, difficulties of professional activity, support need, mentor.

Public Service Motivation between Graduates in Business Administration and Public Policy Programs: An Empirical Analysis in Guadalajara, Mexico

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Abstract

The purpose of this paper is to compare the motivation of graduate students interested in studying business and public administration. Previously, studies have shown that individuals are predisposed to public service because they are driven by needs to survey their community and country. Other studies, on the contrary, have shown that individuals are driven to public service to benefit personally, such as pension and reputation. While many studies have been conducted on individuals who are currently employed in public service, few studies have looked at the relation between public service and education in countries outside that are not in the Western region. In this study, we employ the concept of Public Service Motivation (PSM) to understand reasons why certain graduate students are enrolling in two distinctive management programs: Masters of Public Policy (MPP) and Masters of Business Administration (MBA). We implemented a survey designed to examine student perceptions with respect to (1) private and public sectors, (2) work motivations, (3) personal values, and (4) principles. The questionnaires were distributed to graduate students studying in two universities in Mexico; one public and the other private with a religious affiliation. Both universities are located in the Guadalajara metropolitan area, which is the second largest city in Mexico. A total of 424 graduate students (134 MPP students and 290 MBA students) responded. The results show that MPP students care more about a meaningful public service. Based on the survey results, we find that MPP students (1) want to make contributions to society, (2) are service-oriented and (3) believe that society prospers when the public sector provides crucial collective goods, such as energy, public transport, and safety. MBA students, on the other hand, are motivated by the prospect of high salaries, promotions, and being successful in creating innovative products and service, which they believe are more likely to be attained in the private sector. They believe that society benefits most in a *laissez-faire* system. With regard to personal values, the MPP students, in comparison to their counterparts, noted to have been motivated by values, such as peace, equality, justice, and charity. In addition, personal values, such as power and influence, achievement, change, and self-sacrifice were less scored by both groups but also, slightly stronger in MPP students than MBA students.

Keywords: Public Service Motivation between Graduates in Business Administration and Public Policy Programs: An Empirical Analysis in Guadalajara, Mexico

Panel Data Analysis of Exchange Rate for Fragile Five

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Abstract

After the Bretton Woods System, as a result of the preferring especially the flexible exchange rate systems of developed countries the exchange rate risk has emerged. The transfer for the flexible exchange systems in the majority of developing countries started with the financial liberalization in the 1990's. In this period, the progress of information technology and globalization have rendered exchange rate policies and exchange rates a priority for countries and exchange rates have become effective on macroeconomic indicators. In this study was examined exchange rate behaviour of Morgan Stanley's "Fragile Five Countries" which are Brazil, India, Indonesia, South Africa and Turkey. For this purpose with the Panel Cointegration Tests was investigated if there is long termed relationship between the exchange rate and international reserves, money supply and The Bloomberg U.S. Financial Conditions Index(BFCIUS). As well as, Granger Causality test is applied using Panel Data Causality Techniques are used to uncover the direction of relation between variables. Thus Panel Vector Autoregression (PVAR) Model was estimated among the variables. The present study is distinguished from previous studies by investigation of long term relationship between also The BFCIUS, exchange rate. Data base is containing from the exchange rate index, international reserve index, Money supply index and BFCIUS variables presented by Bloomberg and monthly data includes 1015 observations done in the period of March 2000 – January 2017.

Keywords: Fragile Five, Exchange Rate, Money Supply, International Reserves, The Bloomberg U.S. Financial Conditions Index.