



ICSS XIV 2018

14th International Conference on Social Sciences

2-3 March 2018

Venue: Seminarhaus, Goethe-Universität, Campus Westend, Frankfurt

Conference Proceedings

Volume I

ISBN 978-164255398-7



REVISTIA
PUBLISHING AND RESEARCH

14th International Conference on Social Sciences
2-3 March 2018

Venue: Seminarhaus Goethe-Universität, Campus Westend, Frankfurt

Conference Proceedings Book
Volume I

ISBN 9781642553987

Every reasonable effort has been made to ensure that the material in this book is true, correct, complete, and appropriate at the time of writing. Nevertheless, the publishers, the editors and the authors do not accept responsibility for any omission or error, or for any injury, damage, loss, or financial consequences arising from the use of the book. The views expressed by contributors do not necessarily reflect those of Revistia.

Typeset by Revistia
Printed in Frankfurt

Copyright © Revistia. All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the publisher or author, except in the case of a reviewer, who may quote brief passages embodied in critical articles or in a review.

Address: 11, Portland Road, London, SE25 4UF, United Kingdom

Tel: +44 2080680407

E-Mail: office@revistia.com

International Scientific and Advisory Board

Ewa Jurczyk-Romanowska, PhD - University of Wrocław, Poland

M. Edward Kenneth Lebaka, PhD - University of South Africa (UNISA)

Sri Nuryanti, PhD - Indonesian Institute of Sciences, Indonesia

Basira Azizaliyeva, PhD - National Academy of Sciences, Azerbaijan

Federica Roccisano, PhD -

Neriman Kara - Signature Executive Academy UK

Thanapauge Chamaratana, PhD - Khon Kaen University, Thailand

Michelle Nave Valadão, PhD - Federal University of Viçosa, Brazil

Fouzi Abderzag, PhD

Agnieszka Huterska, PhD - Nicolaus Copernicus University in Toruń

Rudite Koka, PhD - Rīgas Stradiņa universitāte, Latvia

Mihail Cocosila, PhD - Athabasca University, Canada

Gjilda Alimhilli Prendushi, PhD -

Miriam Aparicio, PhD - National Scientific and Technical Research Council - Argentina

Victor V. Muravyev, PhD - Syktyvkar State University of Pitirim Sorokin, Russia

Charalampos Kyriakidis - National Technical University of Athens, Greece

Wan Kamal Mujani, PhD - The National University of Malaysia

Maria Irma Botero Ospina, PhD - Universidad Militar Nueva Granada, Colombia

Mohd Aderi Che Noh, PhD - National University of Malaysia

Maleerat Ka-Kan-Dee, PhD

Frederico Figueiredo, PhD - Centro Universitário Una, Belo Horizonte, Brazil

Iryna Didenko, PhD - Taras Shevchenko National University of Kyiv, Ukraine

Carlene Cornish, PhD - University of Essex, UK

Sadegh Ebrahimi Kavari, PhD

Mohammed Mahdi Saleh, PhD - University of Jordan

Andrei Novac, MD - University of California Irvine, USA

Ngo Minh Hien, PhD - The University of Da Nang- University of Science and Education, Vietnam

Kawpong Polyorat, PhD - Khon Kaen University, Thailand

Haitham Abd El-Razek El-Sawalhy, PhD - University of Sadat City, Egypt

Ezzadin N. M.Amin Baban, PhD - University of Sulaimani, Sulaimaniya, Iraq

Ahmet Ecirli, PhD - Institute of Sociology, Bucharest, Romania

Dominika Pazder, PhD - Poznań University of Technology, Poland

Sassi Boudemagh Souad, PhD - Université Constantine 3 Salah Boubnider, Algérie

Lulzim Murtezani, PhD - State University of Tetovo, FYROM

Ebrahim Roumina, PhD - Tarbiat Modares University, Iran

Gazment Koduzi, PhD - University "Aleksander Xhuvani", Elbasan, Albania

Sindorela Doli-Kryeziu - University of Gjakova "Fehmi Agani", Kosovo

Nicos Rodosthenous, PhD - Aristotle University of Thessaloniki, Greece

Irene Salmaso, PhD - University of Florence, Italy

Non Naprathansuk, PhD - Maejo University, Chiang Mai, Thailand

TABLE OF CONTENTS

RELATIONSHIP BETWEEN SOCIAL SUPPORT, CULTURAL VALUES, FAMILY-FRIENDLY ORGANIZATIONS AND PSYCHOLOGICAL WELL-BEING AMONG TURKISH AND THE DUTCH NURSES: THE ROLE OF RECOVERY.....	19
HATEM ÖCEL	19
FRED R. H. ZIJLSTRA.....	19
MAASTRICHT UNIVERSITY.....	19
A STUDY ON THE MEANING ATTRIBUTED TO FOREIGN TRADE ENTREPRENEURSHIP AND FEATURES OF FOREIGN TRADE ENTREPRENEURSHIP: A PRELIMINARY STUDY	34
DR. AHMET YAĞMUR ERSOY	34
METIN SAYGILI, PHD. CAND.	34
EMPLOYMENT OF ENTRY-LEVEL JOURNALISTS- CASE OF GEORGIA.....	45
MARIAM GERSAMIA.....	45
MENTAL HEALTH PROBLEMS: THE MOST IMPORTANT CONTRIBUTORS TO THE MORBIDITY AND NON-TIMELINESS LOAD ANYWHERE IN THE WORLD	52
KILDA ÇELA GUSHA	52
THE RELATIONSHIP BETWEEN THE AGE OF MENARCHE AND PREMARITAL SEXUAL BEHAVIORS OF ADOLESCENCE AND YOUNG ADULTS IN INDONESIA: ANALYSIS ON SURVEY DATA OF INDONESIAN ADOLESCENCETS' REPRODUCTIVE HEALTH IN 2012.....	56
NURALIAH	56
EFFECT OF SCAFFOLDING INSTRUCTIONAL STRATEGY ON LOW ACHIEVING PUPILS ACHIEVEMENT IN MATHEMATICS.....	61
PHILIP OLAOLUWA OLOTA.....	61
LEARNING FROM THE PATIENT - THE COOPERATIVE ENDEAVOR OF ANALYTIC PSYCHOTHERAPY	74
DONNA L. ROBERTS	74
PERCEPTIONS AND PRACTICES OF BLENDED LEARNING IN FOREIGN LANGUAGE TEACHING AT USIM	80
SUO YAN JU.....	80
SUO YAN MEI	80
CREATIVE ACCOUNTING – SOME ASPECTS OF KNOWLEDGE AND IMPLEMENTATION IN ALBANIA	86

MIRELA UJKANI MITI	86
ELENA MYFTARAJ (TOMORI).....	86
BRISEJDA RAMAJ ZENUNI	86
SOCIAL VERSUS THE AGGRESSIVE BEHAVIOR OF THE STUDENTS IN THE SCHOOL CONTEXT: THE THEORETICAL APPROACHES	98
LULZIM.R.MURTEZANI.....	98
DIDACTIC STRATEGIES TO IMPROVE THE COMPETENCIES IN ANALYTICAL READING AND ACADEMICAL WRITING OF FUTURE TEACHERS AND TEACHERS IN SERVICE	102
JOSÉ JESÚS ALVARADO CABRAL.....	102
OLGA SOTO SOTO	102
JUAN JOSÉ RODRÍGUEZ LARES.....	102
STRENGTHENING THE SERVICES IN EARLY CHILDHOOD DEVELOPMENT IN THE ROMA COMMUNITIES.....	114
ALMA TASEVSKA	114
LITERARY CHRONICLES OF THE QAJARS' EPOCH	120
GULNAR AQIQ JAFARZADE	120
POWER, EMPOWERMENT AND SOCIAL PARTICIPATION- THE BUILDING OF A CONCEPTUAL MODEL	124
IRENE CORRÊA CAVALIERI	124
HELENA NEVES ALMEIDA.....	124
EMPLOYEE SATISFACTION VS. EMPLOYEE ENGAGEMENT VS. EMPLOYEE NPS	135
MAYA YANEVA	135
PRACTICES OF INCLUDING A STUDENT IN THE SCHOOL SPACE BASED ON THE EXAMPLE OF SELECTED VISUAL REPRESENTATIONS.....	143
LONGINA STRUMSKA-CYLWIK	143
MAŁGORZATA LEWARTOWSKA-ZYCHOWICZ	143
MARIA SZCZEPSKA-PUSTKOWSKA.....	143
THE SHARING ECONOMY AT TOURIST TOURS AND ITS IMPACT ON THE TOURIST BUSINESS (TRAVEL AGENCIES) IN BULGARIA	151
ASSOC. PROF. DR. MARIANA IANEVA	151
THE IMPACT OF CARBON TAX APPLICATION ON THE ECONOMY AND ENVIRONMENT OF INDONESIA	158
PUTRI AYU.....	158

INTERCULTURAL BUSINESS MANAGEMENT DEVELOPMENT AND EDUCATION PROGRAMS IN BUSINESS SCHOOLS.....	169
JOSÉ G. VARGAS-HERNÁNDEZ, M.B.A. PHD.	169
DR. ALFONSO CERVANTES-MALDONADO	169
EFFICIENT MANAGEMENT OF MUNICIPAL ENTERPRISES	185
DR. DAVIT NARMANIA	185
THE IMPACT OF PRODUCT EXPOSURE AS A KEY ELEMENT OF SALES PROMOTION.....	189
SHAIP BYTYÇI	189
GENDER ROLES BY THE SAMBAL-BOLINAO IN THEIR TRADITIONAL HERBAL HEALING IN BOLINAO, PANGASINAN, NORTHERN PHILIPPINES.....	194
I.A. DE VERA	194
W.T. FAJARDO	194
CITIZEN PARTICIPATION AND SENSE OF COMMUNITY IN THE DEVELOPMENT OF THE PERMANENT CONSERVATION PROJECT PLAN	201
RAFIKA KORTI.....	201
SASSI BOUDEMAGH SOUAD	201
WHY IS THE COVERAGE OF PNEUMONIA CASE DETECTION ON CHILDREN UNDER FIVE YEARS-OLD	207
STILL CONSIDERED AS LOW IN SLEMAN?	207
ADE KARTIKASARI SEBBA	207
BANING RAHAYUJATI	207
ISA DHARMAWIDJAJA	207
THE RELATIONSHIP BETWEEN COAL CONSUMPTION AND ECONOMIC GROWTH IN INDONESIA	217
IRWANDI	217
IMPROVING <i>CINNAMOMUM BURMANNII</i> BLUME VALUE CHAINS FOR FARMER LIVELIHOOD IN KERINCI, INDONESIA	225
SIDI RANA MENGGALA, M.SC.....	225
S R MENGGALA.....	225
REGIONAL DEVELOPMENT THROUGH CONTINUAL IMPROVEMENT OF HIGHER EDUCATION IN LATÍN AMERICAN COUNTRIES CASE STUDY.....	246
MORENO VALLEJO JAIME RODRIGO	246
FAJARDO ROMO, FRANK GABRIEL	246

KERCHIS, DONALD E.	246
COPING STRATEGIES AND PSYCHOLOGICAL INTERVENTIONS AMONG TRAUMATIZED AFRICAN MIGRANTS IN THE WESTERN WORLD: A COMPARISON BETWEEN RWANDANS IN FINLAND AND BELGIUM	259
JEAN D'AMOUR BANYANGA	259
KAJ BJÖRKQVIST	259
KARIN ÖSTERMAN.....	259
QUESTIONING ADMINISTRATION PROCESSES AND AUTONOMY OF HIGHER EDUCATION SYSTEM IN TURKEY	268
ERDAL AYAN, M.A.....	268
ACADEMIC ASSISTANT, HERDER INSTITUTE, MARBURG.....	268
THE MOOR AS A MUSLIM IN WILLIAM SHAKESPEARE'S OTHELLO.....	277
FAWZIYA MOUSA GHANIM	277
IMPROVING 'QUALITY' IN EDUCATION: IS SPENDING EFFECTIVELY BETTER THAN SPENDING MORE?	284
CUSROW J. DUBASH	284
PROFESSOR, DEPARTMENT OF EDUCATION, FORMAN CHRISTIAN COLLEGE, LAHORE, PAKISTAN	284
UMAIR JAMAL	284
LECTURER, DEPARTMENT OF HISTORY, FORMAN CHRISTIAN COLLEGE, LAHORE, PAKISTAN.....	284
THE HETEROSCEDASTICITY IMPACT ON ACTUARIAL SCIENCE: LEE CARTER ERROR SIMULATION	289
PHD CANDIDATE OLGERTA IDRIZI	289
PROF. DR. BESA SHAHINI	289
ROLE OF SOCIAL MEDIA IN IMPARTING CLIMATE CHANGE THROUGH DIFFUSION OF INNOVATION	301
SYED MUHAMMAD SAQIB SALEEM.....	301
ZAHRA ALI ABBASI	301
EVALUATION OF INTERTEXTUALITY CONCEPT IN PHOTOGRAPHY THROUGH UGO MULAS'S ARTWORKS.....	315
FULYA BETES.....	315
UGUR KUTAY	315
FUNCTION OF SYMBOLS IN THE SETTING OF THE NOVEL "THE SILENT ANGEL" BY HEINRICH BOLL	322

SOMAYEH AGHAJANI KALKHORAN	322
LEARNING STYLES OF STUDENTS IN PRVA RIJEČKA HRVATSKA GIMNAZIJA.....	328
M. EDU. ANITA JOKIĆ.....	328
THE ANALYSIS OF STUDENTS' COGNITIVE ABILITY BASED ON ASSESSMENTS OF THE REVISED BLOOM'S TAXONOMY ON STATISTIC MATERIALS	338
AYU RAHAYU	338
CONSULTANCY SERVICES AND THEIR IMPACT IN FINANCIAL REPORTING - CASE OF ALBANIA	344
BRISEJDA ZENUNI RAMAJ	344
MIRELA UJKANI MITI	344
PROBLEMS WITH THE COMPETITION POLICY FORMATION IN GEORGIA	352
NINO ORJONIKIDZE	352
NINO LIPARTELIANI	352
CITIZEN PARTICIPATION: A MATTER OF COMPETENCY.....	358
SASSI BOUDEMAGH SOUAD	358
KORTI RAFIKA.....	358
SUPPORTIVE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS AND AMONG PEERS.....	369
ENKELEDA STEFA, PHD. CAND.....	369
PROFESSIONAL ETHICS IN ACCOUNTING AS ASSESSED BY MANAGERS OF ENTITIES.....	373
GRAŻYNA VOSS	373
CONSTRAINED MULTI-ITEM INVENTORY CONTROL SYSTEM FOR PERISHABLE ITEMS WITH RANDOM REPLENISHMENT PERIOD	382
ATA ALLAH TALEIZADEH	382
LIFE AND EDUCATION	390
DR. MUKADDER GÜNERI.....	390
IMAGES AND GENDER ROLE DEVELOPMENT OF FILIPINO WOMEN ON SELECTED SHORT STORIES	394
SUSAN D. TIANGSON, MAED.....	394
EUROPEAN RECOMMENDATIONS FOR THE MANAGEMENT OF HEALTHCARE WORKERS OCCUPATIONALLY EXPOSED TO HEPATITIS.....	405
ENIS URUCI, PHD.CANDIDATE.....	405

CREATIVE WRITING AS PART AND PARCEL OF DEVELOPING COMMUNICATIVE & INTELLECTUAL	411
FL LEARNERS' POWERS	411
VICTORIA V. SAFONOVA.....	411
E-COMMERCE IN TODAY'S BUSINESS	422
LEDINA HOXHA, PHD	422
INCORPORATING TASK BASED LANGUAGE LEARNING APPROACH INTO A KURDISH YOUNG EFL LEARNERS' CLASSROOM THROUGH STORYTELLING TECHNIQUE IN A BASIC SCHOOL IN KURDISTAN REGION	430
ATTA HAMAMORAD	430
ECONOMIC GROWTH THOUGH COMPETITIVE ADVANTAGE AND SPECIALIZATION: THE EXAMPLE OF WINEMAKING IN MOLDOVA	440
PROF. DR. TATIANA PÎȘCHINA	440
ROMEO FORTUNA, PHD CANDIDATE.....	440
DIE WICHTIGKEIT DER REDEWENDUNGEN IM DEUTSCHUNTERRICHT: REDEWENDUNGEN UND IDIOMATISCHE REDEWENDUNGEN	446
DR. VALENTINA ILIEVA	446
"ST. KLIMENT OHRIDSKI" UNIVERSITY-BITOLA REPUBLIC OF MACEDONIA.....	446
WORK VALUES AS PREDICTORS OF BOUNDARYLESS CAREER ATTITUDES OF GENERATION Y TURKISH HIGHER EDUCATION STUDENTS	453
DR.EBRU EVRENSEL INANC	453
DR.ELIF OZDILEK	453
EXPLORATIVE STUDY OF THE IMPACT OF SELF CONFIDENCE AMONG TYPE 2 DIABETES OF HAZARIBAG DISTRICT	463
CHARANPREET SINGH	463
AN EMPIRICAL ANALYSIS ON THE RELATIONSHIP BETWEEN HEALTH CARE EXPENDITURES AND ECONOMIC GROWTH IN THE EUROPEAN UNION COUNTRIES	476
ÇIĞDEM BÖRKE TUNALI.....	476
NACI TOLGA SARUÇ.....	476
IMPORTANCE OF QUALITY CONTROL IMPLEMENTATION IN THE PRODUCTION PROCESS OF A COMPANY	482
FRANCISCO JAVIER BLANCO-ENCOMIENDA.....	482
ELENA ROSILLO-DÍAZ.....	482

JUAN FRANCISCO MUÑOZ-ROSAS	482
THE PROBLEMS OF SYRIAN STUDENTS IN THE BASIC EDUCATION IN TURKEY	487
VOLKAN ALPARSLAN KILIÇ	487
ASIYE TOKER GÖKÇE.....	487
VINTAGE DESIGN FURNITURE IN ALBANIA, A NEW RETRO DESIGN PARADIGM IN THE POST- COMMUNIST ERA	500
ERIDA CURRAJ, PHD.....	500
THE RECEPTION OF ISABEL ALLENDE’S NOVELS IN ALBANIA	507
FLAVIA KABA, PH.D.	507
ANA ÇANO, M.A.	507
APPLICATION OF CARRYING CAPACITY MODEL FOR THE COASTAL AREA OF DHERMI IN ALBANIA	511
GENCI PASKO	511
SYNTACTICAL ANALYTICAL OVERVIEW OF THE NEW TESTAMENT TRANSLATION BY VANGJEL MEKSI, AFTER THE EDITING OF GRIGOR OF GJIROKASTRA, FOCUSING ON THE SYNTAX AND THE SENTENCE TYPES STRATA	519
ELVIS BRAMO.....	519
THE STRUCTURE OF DISCOURSE: VISUAL SEMIOTIC IN PICTURE BOOK OF "CREATION" BY WOLF ERLBRUCH	529
MASOUD MOJAVERI AGAH.....	529
PROFESSIONS SUSCEPTIBLE TO AUTOMATION; A STUDY ON AUTOMOTIVE SECTOR EMPLOYEES	534
AYLIN GOZTAS.....	534
FUSUN TOPSUMER	534
MEHMET KARANFILOGLU	534
OZLEM COSAN	534
SOCIAL MEDIA – EDUCATIONAL AND PEDAGOGICAL PROBLEMS.....	545
BOGDAN ZELER	545
IMPACT EVALUATION OF INDONESIA CONDITIONAL CASH TRANSFER PROGRAM (BSM) ON STUDENT ACHIEVEMENT	552
ROSINTA HOTMAIDA FEBRIANTI PURBA.....	552

THE IMPORTANCE OF RESOURCE ASSESSMENT FOR ENTREPRENEURSHIP AND LOCAL ECONOMIC DEVELOPMENT IN KOSOVO	564
PROF. DR.SEJDI REXHEPI.....	564
MJELMA KADRIU, MSc.....	564
NATIONAL LEVELING OF ELT EDUCATIONAL PROGRAMS AND THEIR HARMONIZATION WITH EUROPEAN REQUIREMENTS FOR COMPETITIVENESS ON THE MARKET - OPPORTUNITIES AND CHALLENGES	576
JOVANKA JOVANCHEVSKA, MA.....	576
GETTING SMART: HOW INTELLIGENT CLASSROOMS CAN CREATE AN INTELLIGENT WORKFORCE	580
CUSROW J. DUBASH.....	580
BILAL AHMED.....	580
STATE PROCUREMENT ELECTRONIC SYSTEM EFFICIENCY IN GEORGIA.....	590
TINATIN MEDZMARIASHVILI	590
KOSOVO POLITICAL PARTY ATTITUDES TOWARDS EUROPEAN INTEGRATION.....	594
DRITERO ARIFI, PHD	594
FJOLLE NUHIU, MA.....	594
INSTAGRAM, FACEBOOK OR TWITTER: WHICH ENGAGES BEST? A COMPARATIVE STUDY OF CONSUMER BRAND ENGAGEMENT AND SOCIAL COMMERCE PURCHASE INTENTION.....	602
İBRAHİM KIRCOVA.....	602
YILMAZ YAMAN	602
ŞIRIN GİZEM KÖSE	602
TAX STRUCTURE AND DEVELOPING COUNTRIES	612
LUMNIJE THAÇI	612
MRS. ARBNORA GËRXHALIU	612
APPROACHING DIFFICULTIES OF TEACHING LANGUAGE COMPLEXES BY EXAMPLE OF GAS AND BCS.....	620
PHD MANUELA SVOBODA	620
HEALTH TOURISM AND ALTERNATIVE MEDICINE: A STUDY ON THE OFFER AND PROFILE OF ESTABLISHMENTS NEARBY TWO HOSPITALS IN THE CITY OF PORTO ALEGRE-BRAZIL.....	629
IZABEL CRISTINA SCHANDER DE ALMEIDA, MD, PHD.....	629
HELENA CHARKO RIBEIRO, MSc	629
THE STATE OF ANTHROPOLOGICAL UNCERTAINTY AS AN EDUCATIONAL PROBLEM	633

TADEUSZ MICZKA	633
PERCEPTION AND PREFERENCES OF THE DOCTORS FROM THE HEALTH CENTERS TOWARDS THE USE OF ANTIBIOTICS IN PRISHTINA, KOSOVO	639
RUDINA DEGJONI.....	639
LEUNORA BRIKA HAXHIU	639
RABISHE KURTI JAHA	639
THE ROLE OF POLICY INSTRUMENTS ON THE PATTERN OF DIFFUSION: THE CASE OF SOLAR PHOTOVOLTAIC IN ASIA PACIFIC	648
FARAH ROSLAN	648
EFFECTS OF CLIMATE AND LAND USE CHANGE ON FOOD SECURITY: A CASE STUDY OF PHRA NAKHON SI AYUTTHAYA PROVINCE, THAILAND	656
SATHAPORN MONPRAPUSSORNA	656
RECREATIONAL ACTIVITIES AND WORK VALUES OF COASTAL WOMEN FOR DEVELOPMENT OF ECONOMIC ENHANCEMENT PROGRAM	662
REGINA F. SANTOS, ED.D.....	662
THE INSERTION OF LATIN AMERICA IN THE GLOBAL CONTEXT. A FOCUSED APPROACH TO REGIONAL ECONOMIC DEVELOPMENT	673
LUIZ CÉSAR FERNANDES DA SILVA	673
PAULO REIS MOURÃO	673
THE INFLUENCE OF TEACHER WRITTEN FEEDBACK ON ESL STUDENTS' PERFORMANCE.....	678
SAFET NEZIRI, PH.D. CAND.....	678
'SWACHHA BHARAT ABHIYAN' (CLEAN INDIA CAMPAIGN) : A STEP TOWARDS SOCIAL ACCOUNTABILITY.....	684
DR. MANASI GORE	684
DR. MEENAL ANNACHHATRE	684
FISCAL TRANSPARENCY MANAGEMENT IN THEORY AND PRACTICE: THE CASE OF KOSOVO...	694
DRITON FETAHU	694
THE PRESUMPTION OF INNOCENCE, REFLECTIONS ON TWO PHILOSOPHICAL-ANALYTICAL FORMULATIONS	706
LOLA SHEHU	706
DİGİTAL MARKETİNG SUGGESTİONS FOR LUXURY BRANDS.....	707
ASIST. PROF.OYA ERU	707

A NEW FORM IN JOURNALISM: DRONE JOURNALISM.....	708
ASST. PROF. DR. CEREN YEGEN	708
“SPOTLIGHT”: TRAUMA, JOURNALISM AND DEMOCRACY IN THE ERA OF CRISIS	709
ÜNSAL ÇIĞ	709
MINSKY REGIMES IN TURKEY IN THE PRE-CRISIS PERIOD	710
DICLE OZDEMIR.....	710
TRADE, INSTITUTIONAL QUALITY AND INCOME DISTRIBUTION: KUZNETS’ HYPOTHESIS AND MODERATION EFFECTS.....	711
DOAN, QUANG HUY.....	711
FRIEDRICH-SCHILLER-UNIVERSITY OF JENA, GERMANY	711
THAI NGUYEN UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION, VIETNAM	711
AN ANALYSIS OF PUBLIC EDUCATION SPENDING AND MACROECONOMIC UNCERTAINTY ON EDUCATION OUTCOME: A COMPARATIVE STUDY OF SELECTED SAARC COUNTRIES.....	712
TAHIR MAHMOOD	712
MARYAM ANWAR.....	712
MUHAMMAD BILAL.....	712
CONSUMER CONFIDENCE AND THE STOCK MARKET: EVIDENCE FROM TURKEY.....	713
ASSOC. PROF. DR.AYHAN KAPUSUZOGLU	713
PROF. DR.NILDAG BASAK CEYLAN.....	713
USE OF COMPLEX SENTENCES BY SYRIAN AND TURKISH FOREIGN/SECOND LANGUAGE LEARNERS	714
ASSIST. PROF. DR. ESER ORDEM.....	714
TURKISH GOVERNMENT’S BILINGUAL EDUCATION APPROACH - A CONVERGENCE WITH THE EUROPEAN UNION’S MULTILINGUAL POLICY OR A PARADIGM SHIFT?	715
OĞUZ GÜNER.....	715
FEMALE PHYSICAL EDUCATION IN SPAIN DURING THE FRANCO DICTATORSHIP	716
JAVIER CACHÓN ZAGALAZ	716
BELÉN SAN PEDRO VELEDO.....	716
MARÍA LUISA ZAGALAZ SÁNCHEZ	716
CARMEN GONZÁLEZ GONZÁLEZ DE MESA	716
SELF DETERMINATION AND SOCIAL NETWORK SUPPORT GROUPS: VOICES FROM WOMEN WITH TURNER SYNDROME.....	717

PROF. DR. ANASTASIA ALEVRIADOU	717
WHY VINTAGE STYLE? INVESTIGATION OF VINTAGE CLOTHING MOTIVATIONS OF CONSUMERS	718
TUĞBA ÖZBEK	718
WITH R PROGRAMMING, COMPARISON OF PERFORMANCE OF DIFFERENT MACHINE LEARNING ALGORITHMS.....	719
PROF. DR. AYŞE OĞUZLAR	719
YUSUF MURAT KIZILKAYA	719
SIBLING RELATIONSHIPS AND PARENTAL ACCEPTANCE- REJECTION	720
AYŞE ULU-YALÇINKAYA	720
AYHAN DEMİR.....	720
A STUDY ON MOTIVATIONS OF TURKISH VISITORS OF GALLIPOLI	721
ULVI CENAP TOPÇU	721
SATISFACTION FROM AND PREDISPOSITION TO STUDY OF FUTURE PRE-PRIMARY AND PRIMARY SCHOOL TEACHERS	722
JAVIER CACHÓN ZAGALAZ	722
INÉS LÓPEZ MANRIQUE	722
MARÍA LUISA ZAGALAZ SÁNCHEZ	722
CARMEN GONZÁLEZ GONZÁLEZ DE MESA	722
PROFILES OF STUDENTS' STUDY PROCESSES AND DOMINANT INTELLIGENCES IN THE FACULTY OF SPORT SCIENCES	723
ZIYA BAHADIR	723
ZEHRA CERTEL.....	723
HANDLING STRUCTURAL BREAKS IN ECONOMIC FORECASTING: A COMPETITION	724
KANDRIKA FADHLAN PRITULARGA	724
THE MEDIATION ROLE OF SELF-REGULATION SKILLS OF PRESCHOOLERS IN THE RELATION BETWEEN PARENTING BEHAVIORS AND PLAY SKILLS	725
DR.DILAN BAYINDIR	725
POSITIVE PSYCHOLOGY IN SCHOOL-BASED CAREER COUNSELING	726
SEÇİL SEYMENLER.....	726
ECE EKEN	726
THE ROLE OF PERCEIVED RISKS IN THE ADOPTION OF MOBILE SERVICES.....	727

MIHAIL COCOSILA	727
AN EDUCATIONAL POLICY DILEMMA IN DEVELOPING COUNTRIES: ELITISM AND POPULISM .	728
DR. GÖKHAN DEMIRHAN	728
A COMPARATIVE STUDY OF ENGLISH ROMANTICISM AND GERMAN ROMANTICISM BASING ON CERTAIN AUTHORS AND THEIR WORKS	729
EMEL AYCAN ASMA.....	729
INNOVATION STRUCTURE: A COMPARISON ACROSS EUROPEAN COUNTRIES.....	730
ASSOC. PROF. DR. KIVANÇ HALİL ARIÇ.....	730
DOUBLE REFUGEE: FROM THE WHITE ARMY TO THE HARVARD UNIVERSITY	731
DR.TEREZA KOPECKA.....	731
HOME BIAS IN CAPITAL	732
TCHAI TAVOR.....	732
AN EXPLORATORY OF SCALE DIMENSIONS IN WORK ENGAGEMENT: A CASE STUDY OF INDONESIA	733
AVIN FADILLA HELMI	733
KANDRIKA FADHLAN PRITULARGA	733
AUTOCHTHON PARADIGM OF SOCIAL RESEARCH ON MULTICULTURALISM IN A PEDAGOGICAL PERSPECTIVE.....	734
DR JUSTYNA PILARSKA	734
A COMPARISON OF FENERBAHCE AND GALATASARAY FOOTBALL CLUB SUPPORTERS: THE FACTORS OF AFFECTING STADIUM PARTICIPATIONS	735
AYDOGAN SOYGÜDEN	735
THE REFLECTIONS OF MINIMALIST APPROACHES ON THE 21ST CENTURY GRAPHIC DESIGN ..	736
ERTAN TOY.....	736
HEALTHCARE IMPACT BONDS: USING PRIVATE CAPITALS IN HEALTH PREVENTION PROGRAMMES	737
ROSELLA CARÈ, PHD	737
FORECAST MODEL FOR THE PRODUCTION OF COTTON IN PAKISTAN	738
M BILAL.....	738

THE DEVIATION BETWEEN CONSTRUCTION COMPANIES PERFORMANCE AND STOCK PRICE OF REITS: EVIDENCE FROM BORSA ISTANBUL	739
PROF. DR.NIYAZI BERK	739
TURKEY.....	739
ASSOC. PROF.DINA CAKMUR YILDIRTAN	739
ASSOC. PROF.AYSE GUL BOLUKBASI.....	739
STUDENTS VIEWS ABOUT INFORMAL LEARNING ENVIRONMENTS: PLANETARIUM	740
ASSIST. PROF. DR.FULYA ÖNER ARMAĞAN	740
NAGEHAN DEMİR.....	740
THE RELATIONSHIP BETWEEN QUESTIONS AND UNDERSTANDING IN PRIMARY SCHOOL	741
ASSOC. PROF.EROL DURAN	741
GÜLFİKAR GÜR SOY.....	741
THE THEOLOGICAL BASIS OF INTERFAITH DIALOGUE IN ISLAM: ALBANIA AS AN EXAMPLE	742
HASIJE UKA	742
INDEPENDENT VARIABLE IMPORTANCE WITH ARTIFICIAL NEURAL NETWORKS.....	743
RES. ASSIST. DR.ERGÜN AKGÜN	743
ASST. PROF. DR. METIN DEMİR.....	743
TIME SERIES ANALYSIS OF MONTHLY REGIONAL RAINFALL DATA: PERIODICITY AND FORECASTING	744
MESUT BALIBEY	744
YILMAZ AKDİ.....	744
TIME SERIES ANALYSIS FOR PERIODIC DATA.....	745
ASSIST. PROF. DR.MESUT BALIBEY	745
WHEN POST-TRAUMATIC STRESS DISORDER WORKS AS A LEARNING BARRIER: NON-BARRIER TEACHING STRATEGIES AND TECHNIQUES	746
DR. BOB BARRETT.....	746
DIGITAL LITERACY AT THE UNIVERSITY: STUDENTS' DIFFICULTIES AND ANXIETY	747
PROF.AZZEDINE BOUDERBANE	747
DR.TEBOURA BENKAID KESBA	747
THE HISTORICAL MEANING OF THE PRESUMPTION OF INNOCENCE	748
LOLA SHEHU	748

THE POSSIBILITIES OF SOCIAL SUPPORT FOR FAMILIES OF IMMIGRANTS, WHO APPLY FOR INTERNATIONAL PROTECTION IN POLAND	749
DR.KAMILA GANDECKA.....	749
ETHNIC FOOD CONSUMPTION-EXPERIENCING CONSUMER ANIMOSITY AND RACISM ON THE FRONT	750
ASSOCIATE PROF.RANA MUHAMMAD AYYUB.....	750
SOBIA SADIQ.....	750
PSYCHOSOCIAL AGE OF FEMALE PERSONNEL IN RUSSIAN COMPANIES WITH DIFFERENT TYPES OF ORGANISATIONAL CULTURE.....	751
LUDMILA ZAKHAROVA	751
ELENA KOROBENIKOVA.....	751
IRINA LEONOVA.....	751
INTERGOVERNMENTAL TRANSFERS AND LOCAL GOVERNMENT EFFICIENCY EMPIRICAL ANALYSES IN THE MEXICAN CONTEXT	752
FILADELFO LEÓN-CÁZARES.....	752
THE INFLUENCE OF TURKISH LANGUAGE ON BOSNIAN SLANG CULTURE	753
LOKMAN GÖZCÜ.....	753
THE RELEVANCE OF CIVIL PROCEDURE LAW WITH CONSTITUTIONAL RIGHTS AND PRINCIPLES	754
ASST. PROF. PHD. AYŞE KILINÇ.....	754
SUPPLY CYCLE IN THE CASE OF INVENTORY POLICIES	755
TCHAI TAVOR.....	755
DOES THE STOCK PRICE OF THE TURKISH REITS'RECOVERED AFTER GLOBAL FINANCIAL CRISIS, COMPARED TO THE REAL ESTATE PRICES AND MARKET INDICES?: EMPIRICAL EVIDENCE FROM THE TURKISH MARKET	756
NIYAZI BERK	756
PLACE OF SPECIAL COMMUNICATION TAX IN TURKISH TAX SYSTEM	757
BAKI YEĞEN	757
PARTICIPATION IN FURTHER TRAINING – DO TRAINING'S CHARACTERISTICS MATTER? RESULTS FROM A FACTORIAL SURVEY	758
CHRISTOPHER OSIANDER.....	758

Relationship Between Social Support, Cultural Values, Family-Friendly Organizations and Psychological Well-Being Among Turkish and the Dutch Nurses: the Role of Recovery

Hatem Öcel

Maastricht University

Fred R. H. Zijlstra

Maastricht University

Abstract

The study aims to investigate the role of recovery after work in moderating the relationships between social support, cultural values, organizational characteristics, and psychological well-being. Data was collected from Turkish and Dutch nurses (Turkish N = 333, Dutch N = 323). The t test results showed the mean score of psychological well-being of Dutch participants ($t = 3.07$; $p < .002$); and that the mean score on recovery were significantly higher than those of Turkish participants ($t = 3.90$; $p < .001$). Results also showed that social support had an interaction effect with psychological detachment and relaxation on psychological well-being in the Turkish nurses; whereas in the Dutch nurses only social support and mastery experiences interacted on psychological well-being. On the basis of our findings, it is advisable to focus interventions on enhancing using recovery strategies and well-being. Specific interventions should be directed at training in relaxation detachment from the work in free time.

Keywords: Social support, Cultural values, Family-friendly organizations and Psychological well-being

1. Introduction

Psychological well-being is very crucial in building prosperous societies. Focusing on psychological well-being at workplaces helps employees feel content, capable and satisfied with the job they do and provides an important advantage to societies. In general, psychological well-being - a very important component of wellness - is closely related to both the private life and professional life of individuals. When individuals maintain psychological well-being, they can cope with many challenges in their professional business life and private life more easily; while those who lack psychological well-being may have significant problems both in their business life and family life.

It is reported that the number of studies aiming to improve individuals' mental and body health has increased in Industrial-Organizational Psychology literature (also called I/O psychology), as is the case in psychology literature in general. The improvements in the field of positive psychology played a role in this increase (Deiner and Seligman 2002). The most frequently researched issues of I/O psychology have been job satisfaction, organizational commitment and motivation etc. (Diener, 2000). Luthans (2002), studies aimed at strengthening the capacity of individuals, facilitating their adaptation to the life and thereby improving their performance in their business lives should be carried out. Within this scope, the target field of study is "psychological well-being in business life".

More recently, in addition to work well-being, more researchers have focused on the processes handled alongside psychological well-being (Moreno-Jimenez, Mayo, Sanz-Vergel, Geurts, Rodriguez, Munoz, and Garrosa, 2008; Oerlemans; Bakker, and Demerouti, 2014; Siu, Cooper, and Phillips, 2014; Zijlstra and Sonnentag, 2006). In their studies, the factors that facilitate recovery and which factors prevent it are investigated after-work well-being (one of the most important determiners of psychological well-being).

In this study, it is aimed to demonstrate which factors affect the psychological well-being of Dutch and Turkish nurses and whether workplace well-being strategies play a moderator role in maintaining psychological well-being. Nursing is a very demanding, tiring and stressful job that includes day and night shifts, in terms of the workload. Studies carried out in this field report that the psychological well-being of individuals in this occupational group is under risk. Although existing studies indicate that nursing is a quite stressful job, there are important cross national differences in terms of job demands and

control over these demands, as well as in reported job stress (Schaufeli and Janczur, 1994). Turkish and Dutch nurses work in very different contexts. The Turkish health care context is characterized by one of the lowest nurse per capita ratios in Europe: 2 nurses per 1000 inhabitants. In comparison, the Dutch healthcare system has one of the highest ratios: 13 nurses per 1000 inhabitants (European Observatory on Health Care Systems, 2011). As a result, it is very important that nurses working under intensive stressful conditions maintain their psychological well-being and the factors that facilitate this are determined.

1.1. Psychological Well-Being

As summarized by Huppert, (2009), "Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively." Bentham (1948) described psychological well-being from a pragmatist perspective as a good life, happiness and the absence of pain in other words, being focused on pleasure. As for Deci and Ryan (2008), they conceptualized well-being as focusing on living the life optimally and with intense satisfaction. To Diener (2000), well-being is subjective and corresponds to happiness, in general. This subjective well-being comes out a result of one's evaluation of one's own life. Diener states that an individual who is subjectively good has a high level of life satisfaction and a minimum level of unpleasant emotions. However, an individual who is not subjectively good is not satisfied with his life and generally feels anxious and angry. In the last years, studies focusing on the relationship between psychological well-being and psychological ill-being have been carried out. In this regard, Diener (2000) and Keyes (2007) emphasized that the fact that psychological well-being is not the same as not being psychologically ill was generally disregarded. In other words, psychological well-being and psychological ill-being relate to two different situations, beyond being two different points on the same plane. Also, Keyes (2007) indicated that these two variables had distinctive components. Similarly, Vallerand (2012) stated that these emotions related to different variables and the absence of psychological stress factors in an individual's life, which would not make the individual happy (or psychologically well), but also only prevent harm (or psychologically illness).

Diener (2000) points out that when a person is subject to positive or negative situations he/she detaches from normal emotional states for a while (feeling better or worse), but gets back to his/her normal state after some time. In other words, normal emotional state is the state when there is no excessive happiness or sorrow in one's life; unlike extraordinary emotional states when a person is very happy or very sad. Thus, it is the emotional state felt in normal circumstances that determines one's psychological well-being. Subjective well-being has 2 dimensions being emotional and cognitive. Cognitive dimension accounts for the evaluation of one's life satisfaction in cognitive terms while emotional dimension relates to the maximum positive emotional state and minimum negative emotional state (Diener, Oishi, and Lucas, 2003).

Ryff (1989) argues that the concept of subjective well-being does not have a positive function and suggests the use of psychological well-being instead. In the literature, it is seen that subjective well-being and psychological well-being concepts are used together to describe an individual's positive emotional state. In the study carried out by Ryff (2014) where she focused on psychological well-being, the concept is handled from a eudaimonic perspective rather than a hedonic one as in previous studies. Both of these concepts are derived from Ancient Greek. Ryff suggests that psychological well-being will be a more enriched field of study for scientific studies and clinical practices when handled from this new perspective. Ryff (1989) indicates that there are 6 different dimensions that ensure maintaining psychological well-being and these are: autonomy, positive relations with other, self-acceptance, personal growth, purpose in life and environmental mastery. The psychological well-being of people who are autonomous, independent and can regulate their behavior and can sort of realize themselves will be high. On the other hand, having good relations with others, the presence of strong friendships, being loved by others and loving them in return create an environment of social support for individuals and are rather important components for their psychological wellness. As a result, the individuals with a high level of psychological well-being feel positive emotions more often and feel negative emotions that give pain and disturb them less often and become more satisfied with the life. Studies demonstrate that the individuals with a high psychological well-being do not only feel good themselves, but also become more successful in their interpersonal relations (Diener and Seligman, 2002) - their energies of life and creativities increase, their immune systems become stronger, they become more productive in their business lives and their length of life increase (Lyubomirsky, King and Diener, 2005).

Hypothesis 1: Turkish nurses' psychological well-being will be lower than Dutch.

1.2. Recovery After Work as a Mediator

It is an obvious fact that people need to have a rest to be able to get back to their previous state after a certain time spent at work. During a workday, employees confront several demands, physical, cognitive and emotional. In order to meet these demands, physical work, attention and concentration; physical and mental energy are necessary. When a work-day comes

to an end, the person feels tired as he/she already consumes his/her existing physical and emotional sources (Meijman, Mulder and van Dormolen, 1992). This sense of tiredness brings out the need to have a rest so that the person can put into place the sources he/she consumes and can recover. The replacement of these resources is called recovery. Recovery after work is important because it helps people become ready to cope with new challenges and prevents this tiredness to accumulate and lead to permanent health problems in the end (Zijlstra and Sonnentag, 2006). This is exactly what we do when we have a rest or sleep after work: recovery. In a sense, it means to "recharge a battery". It is possible to mention some off-job activities for leisure after work. Sonnentag and Zijlstra (2006) gathered off-job activities under 5 groups which are: job related activities (thinking about job-related problems or doing something about job even while not at work), housework, activities requiring a little effort, social activities and physical activities. The ideal recovery after work changes according to the time and quality of the activities that an individual does after work to have a rest (Sonnentag, 2001; Sonnentag and Zijlstra, 2006).

Even though there are some differences of opinion with regards to the definition of recovery among researchers, they all agree on the fact that recovery after-work can begin only after the sources of stress that cause tension are eliminated (Sonnentag and Geurts, 2009). According to the Conservation of Resources Theory serving as the basis of recovery after work people make an effort to obtain resources and they conserve them (Hobfoll, 1998). People need to have a rest and recover so that they can put in place the resources they spend during the working hours. Recovery can take place in 2 ways - during the working hours and after-work. The first of these is called internal recovery and takes place through small breaks taken during working hours. The latter is called external recovery and it takes place after work, during weekends or long holiday periods (De Bloom, Kompier, Geurts, de Weerth, Taris and Sonnentag, 2009). Some researchers argue that internal recovery prevents increased sense of tiredness, but employees, especially those working in jobs that require mental effort, need external recovery through weekend holidays, national holidays or annual leave so that they can truly recover (Cropley, and Zijlstra, 2011; Walkowiak, Hülshager, and Zijlstra, 2010; Zijlstra, Cropley, and Rydstedt, 2014; Zijlstra, Roe, Leonova, and Krediet, 1999).

According to Zijlstra and Sonnentag (2006), it is necessary that working hours and breaks (resting time) follow one another so that work-rest cycle is maintained. However, there may not always be an opportunity to have a rest, thus it is important to seek other ways for recovery. One of these is to change the activity that is regularly done - change of activity results in a relaxing effect on individuals. This is because the change of activity (such as changing physical activities with mental activities) means the change of demands. Physical activities require muscle workout and when they are replaced with mental activities, muscles recover and brain power begins to take action.

Another factor that facilitates after-work recovery is getting social support through social activities with friends and family members after work - going out for a dinner, meeting at a café and chatting etc. (Sonnentag, 2001). Another alternative to help for a daily recovery is to detach from work, give up thinking about job-related matters and being psychologically switched off about job (Sonnentag and Krueger, 2006). Sleeping is another choice that helps to recover and has a therapeutic effect in this process. Handled from this perspective, lack of sleep or sleep disorders affect recovery negatively and lead to the sense of tiredness (Walsh and Lindblom, 2000). Also, a person who starts the day without getting a rest and recovering does not feel ready for the challenges and demands awaiting him/her on that new workday (Zijlstra, 1993). In a study carried out by Rook and Zijlstra (2006), the effect of job and off-the-job activities on recovery were investigated. The data obtained in the study demonstrated that quality of sleep was one of the most important predictors of after-work recovery.

Based on the literature on recovery, Sonnentag and Fritz (2007) introduce 4 different recovery strategies which are *detaching psychologically from work*, *mastery*, *relaxation* and *control over leisure times*. Although not being at work physically is important for recovery, it is not enough. What is meant by 'Detaching from work' is an individual's completely switching off work - not receiving phone calls or other duties about his/her job etc. In psychological terms, it means to leave the job aside (Sonnentag and Bayer, 2005). Another strategy for recovery is relaxation which is about leisure activities. Relaxation is the state that comes out as a result of activities (such as listening to music, walking in the nature etc.) chosen consciously to rest one's body and mind. Relaxation leads to two important results for recovery - decrease of activity and increase of positive affectivity (Grossman, Niemann, Schmidt and Walach, 2004). The strategy of mastery refers to non-work activities which allow total distraction from the job as well as facilitating learning opportunities. Some typical examples to these activities can be learning a new language, taking up new hobbies or strenuous climbing of a hill or mountain (Fritz and Sonnentag, 2006). Such non-work mastery activities increase individuals' positive affectivity. The findings of the first study carried out on this matter demonstrated that doing sports activities that require expertise on holidays contributed to recovery (Rook and Zijlstra, 2006). The last strategy handled in relation to recovery is control over leisure times. In general, people want to control the incidents in their lives (Kelley, 1971). Control can be defined as one's ability to choose between

two or more options. Within the scope of recovery, control is handled as the degree to which an individual decides the activities he will do in his spare time and how he will do them (Sonnentag and Fritz, 2007). Control is about re-evaluation of potentially stressful conditions and psychological well-being (Lazarus, 1966). Having control over spare time will improve self-efficacy and ensure the choice of activities that are liked or that facilitate recovery after work.

Recovery and psychological well-being are very closely-related concepts. Achieving recovery after work brings along psychological well-being in many cases. Literature shows that studies focusing on psychological well-being and work and rest activities have increased (Newman, Tay, and Diener, 2014; Oerlemans, Bakker and Demerouti, 2014; Sonnentag and Zijlstra, 2006; Zijlstra and Sonnentag, 2006). A group of researchers investigated the recovery and psychological well-being of pilots after they completed day and night shifts. The findings pointed that night shifts slowed down recovery and decreased psychological well-being after work (Radstaak, Geurts, Beckers, Brosschot, and Kompier, 2014). Demerouti et al. also reported that after-work recovery process is very crucial for psychological well-being (Demerouti, Bakker, Geurts, and Taris, 2009). Previous researches showed that some factors can facilitate recovery after work such as weekend and summer vacations (Cropley, and Zijlstra, 2011; Walkowiak, Hülshager, and Zijlstra, 2010; Zijlstra, Cropley, and Rydstedt, 2014; Zijlstra, Roe, Leonova, and Krediet, 1999). Therefore, we assume that some other factors like social support, cultural differences and organizational characteristics also contribute to an individual's recovery process.

Hypothesis 2: Turkish nurses' levels of using recovery strategies will be lower than Dutch.

1.3. Predictors of Recovery After Work

1.3.1. Social Support

Social support provided by family members or friends contribute to recovery after-work. After-work recovery takes place when people spend time with other people or their best friends - for example when they go out for dinner, go to a party or chat with them on the phone. During such kind of social activities, social support channels of people remain open which contribute to their psychological well-being as well as recovery after-work (Sonnentag, 2001). In another study, similar results were obtained and it was reported that social activities (time spent with family and friends) provided social support to people and facilitated recovery after work. According to the findings of the same study, social support is an important source in decreasing the negative effects of job-related demands on psychological well-being (Bakker, Demerouti, and Euwema, 2005).

Hypothesis 3: Social support will be positively related to the psychological well-being of Turkish and Dutch nurses and recovery strategies will moderate this relationship.

1.3.2. Cultural Values

The effects of cultural structure on the attitude and behavior of people is one of the subjects that have been investigated a several researchers (Hofstede, 1980; House et al. 1999-GLOBE; Schwartz, 1992). Myers and Diener (1995) indicated "adaptation, cultural perspective, values and aims" as the theoretical elements of psychological well-being. Lu, Gilmour and Kao (2001), state that cultural values are important components in determining the concept of well-being. In the study carried out by Gelfand et al. that covers 33 countries, cultures were categorized as tight and loose cultures in terms of acting according to social norms. According to the findings of this study, Turkey is in Southern Asia group in terms acting according to social norms and is a country with tight cultural characteristics. Whereas the Netherlands shows medium level of cultural tightness together with Northern European countries (Gelfand, Raver, Nishii, Leslie, Lun, Lim, et al, 2011). It is considered that this difference in cultural characteristics will show itself in recovery after work experiences and psychological well-beings of societies. To Kitayama and Markus (2000), psychological well-being is regarded to be more personal in societies with less tight characteristics in terms of acting according to social norms which relates to self-respect and personal happiness of individuals. In the societies that are stricter about acting according to social norms, psychological well-being is more relational, interpersonal and collective. In the societies that are deeply loyal to social norms (second group), individuals reciprocally follow these norms more (Kitayama and Markus, 2000). This reciprocal loyalty may sometimes threaten individuals' psychological well-being but sometimes help them cope with stressful conditions more easily by increasing the social support they feel in stressful conditions. It is thought that the cultural differences in business lives and family relations have effects on the recovery after work and psychological well-being of Dutch and Turkish nurses.

Hypothesis 4: Cultural values will be related to the psychological well-being of Turkish and Dutch nurses and recovery strategies will moderate this relationship.

1.3.3. Organizational Characteristics

When employee attitude and behavior - one of the fields of study in organizational psychology - is investigated, it is seen that one of the variables that are frequently emphasized is organizational characteristics. Some of these characteristics are the size of the organization, organizational policies, training program, study plans, conventional limits, organizational culture, family-friendly policies etc. Within the scope of the present study, family-friendly organizations that are considered to facilitate recovery after work and contribute to the psychological well-being of nurses will be encompassed as another organizational characteristic.

1.3.4. Family-friendly Organizations

In the changing conditions of the business world, maintaining job-related demands and family life together has caused a bigger stress on employees. In this regard, organizations have begun to develop some practices to reduce the pressure of work-family conflict on employees. For example, there are now kindergartens and nursing centres for the elderly in workplaces; the opportunity to take maternity leave; new regulations about more flexible working hours and financial support to families with children. The organizations having such practices are called family-friendly organizations. These organizations help their employees (especially female ones) manage the family-work relationship more easily. This is because women are responsible for the majority of housework and childcare which leads to a conflict between their business lives and family lives (Greenberger, Goldberg, Hamill, O'Neil, and Payne, 1989). Studies indicate that the organizations that support family lives have positive effects on the psychological well-being of their employees (Bakker and Schaufeli, 2008; Kossek, Valcour, and Lirio, 2013; Thompson, and Protta, 2005).

Hypothesis 5: Family-friendly organizations will be related to the psychological well-being of Turkish and Dutch nurses and recovery strategies will moderate this relationship.

Hypothesis 6: The moderating roles of recovery strategies will differentiate into a relationship between social support, family-friendly organizations, cultural values and psychological well-being among the Turkish and the Dutch samples.

The central aim of this study was to extend knowledge by examining the role of recovery after work in moderating the relationships between social support, cultural values, organizational characteristics, and psychological well-being. The present study compares psychological well-being in two relatively dissimilar countries in order to provide a better understanding of how we can improve psychological well-being in different settings. We assess the two countries' social support, cultural values, organizational characteristics to explain possible differences in psychological well-being.

2. Method

2.1. Sample

This study examined the moderating role of recovery on the relationship between social support, cultural values, family-friendly organisations and well-being in Turkish (N =333) and Dutch (N = 323) nurses. Participants' from Turkish sample ranged from 18 to 58 years in age (*Mean*=34.71 years *SD*= 8.42). Participants from Turkish sample were 231 women and 102 men. Most of the participants (60.6 %) were married, 39.4 % were single. The age range of the Dutch participants was 17 - 65 and the mean age was 32.48 (*SD*= 11.01). 261 of the Dutch participants were 261 female and 62 male. 66.9 % of the Dutch participants were married 26.9 % were single.

2.2. Measures

Questionnaires were used for data collection. Well-being, cultural tightness looseness, recovery experiences, social support and family-friendly benefits measures were provided by the focal study participants. Items were in Turkish and Dutch languages respectively for Turkish and Dutch samples. The study was briefly explained to participants and they have been informed that involvement was completely voluntary and told them that they can withdraw at any time with no negative ramifications.

2.2.1. Wellbeing. Well-being was assessed using the scale developed by Diener et al. (2010) *The Flourishing Scale*. It is an 8-item self-report measure of flourishing (social-psychological prosperity). This scale is a new measure of well-being and it was called Psychological Wellbeing in an earlier publication, but the name was changed by Diener et al. (2010) because the scale includes content that goes beyond psychological well-being narrowly defined. Respondents are required to respond to each item (e.g., "I lead a purposeful and meaningful life") using a 7-point Likert scale (Strongly Disagree to Strongly Agree). Higher scores are representative of psychological well-being.

2.2.2. Cultural Tightness Looseness. Cultural tightness/looseness was measured with the 6 items questionnaire by using scale developed by Gelfand, et al. (2011). Each item (e.g., "There are many social norms that people are supposed to abide by in this country") was scored from strongly agree(6) to strongly disagree(1).

2.2.3. Recovery Experiences. Recovery activities were assessed with the scale developed by Sonnentag, Fritz (2007). It is an 16-item self-report measure of recovery after work. Items will be answered on a 5-point Likert scale (1=Strongly disagree to 5=Strongly agree). Sample items were: "During evenings, I gain distance to my job requirements". Responses for each subscale were summed and averaged to get an average score for each subscale.

2.2.4. Social Support. The assessment of social support utilised a MSPSS developed by Zimet et al. (1988). The MSPSS is a 12-item instrument which measures perceived support from three sources such as family, friends and significant others. Items (e.g., "There is a special person who is around when I am in need") are scored on a 7-point rating scale ranging from very strongly disagree(1) to very strongly agree(7).

2.2.5. Family-friendly Benefits. Following Thompsan & Prottas (2005), family-friendly organizational characteristics is assessed by seven items (e.g., availability of a child-care or elder-care resource and referral service, financial assistance with child care, child-care center onsite or nearby, health insurance for family members); benefit availability was rated on a yes/no scale where 1=yes. Items will be summed to create a total score.

2.2.6. Control Variables. As control variables, we assessed age, gender, and marital status.

3. Results

Cronbach's alphas, descriptive statistics and Pearson's correlations were assessed (Table 1). T tests and regression analyses were done to compare Dutch and Turkish samples and test the relationship between social support, cultural values, family-friendly organisations, recovery and psychological well-being.

The t test results showed that Dutch participants' mean score on of psychological well-being ($t = 3.07$; $p < .002$) and mean score on recovery were significantly higher than those of Turkish participants ($t = 3.90$; $p < .001$). These results indicate that as compared with Turkish nurses Dutch nurses have more well-being and recovery. There were significant differences between Turkish and Dutch participants' mean scores on the relaxation ($t = 2.54$; $p < .01$) and the mastery experiences ($t = 7.86$; $p < .001$) subscales of recovery. On the other hand the differences between Turkish and Dutch participants' mean scores on the psychological detachment and the control during leisure time subscales of recovery were not significant.

Hypothesis 1 postulates that Turkish nurses' psychological well-being will be lower than Dutch. The findings supported this idea and Hypothesis 1 is accepted.

Hypothesis 2 postulates that Turkish nurses' levels of using recovery strategies will be lower than Dutch. According to results of the study, there are significant differences between Turkish and Dutch samples in terms of sub-dimensions of recovery scores. Thus, Hypothesis 2 also is accepted.

3.1. Regression Analysis

In this study, the moderator regression analyses were done to examine moderator role of recovery strategies -psychological detachment, relaxation, mastery experiences and control- between social support, cultural values, family-friendly organisations and well-being. Moderator regression analyses were conducted based on Aiken and West's (1991) advices.

Firstly, we controlled for the variables gender, age, and marital status because these variables were correlated with both predictors and outcomes.

First of all the results revealed that, the interaction between social support and psychological detachment ($\beta = .88$, $t = 2.55$, R^2 change = .02, F change 7,321 = 9.18, $p < .000$) and relaxation ($\beta = 1.43$, $t = 3.65$, R^2 change = .03, F change 7,321 = 10.89, $p < .000$) on psychological well-being were significant in Turkish sample. Secondly, results also showed that social support and mastery experiences interacted on psychological well-being in Dutch sample ($\beta = .66$, $t = 1.89$, R^2 change = .02, F change 6,325 = 1.43, $p < .05$). Table 4 shows the results.

Hypothesis 3 claims that social support will be positively related to the psychological well-being of Turkish and Dutch nurses and recovery strategies will moderate this relationship. Social support emerged as a strong predictor of psychological well-being in both Turkish and Dutch nurses (respectively $\beta = .39$, $t = 7.06$, $p < .000$; $\beta = .11$, $t = 2.12$, $p < .03$). Based on the moderator regression analysis results, there is a significant interaction between social support and two sub-dimensions of

recovery (psychological detachment and relaxation) among Turkish but non-significant in Dutch. Based on this result, Hypothesis 3 is partially supported. See Table 2 and 3 for the results.

Hypothesis 4 claims that cultural values will be related to the psychological well-being of Turkish and Dutch nurses and recovery strategies will moderate this relationship. Results showed that cultural values predict psychological well-being in Turkish sample ($\beta = .11$, $t = 2.14$, $p < .03$) but not in Dutch counterparts. Additionally, there is no significant interaction between cultural values and recovery strategies in both Turkish and Dutch sample. Therefore, Hypothesis 4 is partially supported.

Table 1. Mean (M), Standard Deviation (SD), Internal Consistencies (Cronbach's α) and Correlataions

Variables	M	SD	α	1	2	3	4	5	6	7	8	9	10
1.Age	(T) 34.71 (D) 32.48	8.42 11.01											
2.Gender	(T) 1.30 (D) 1.19	.46 .39		-.03 -.02									
3.Marital Status	(T) 1.60 (D) 1.77	.48 .53		.52** .33**	.03 .03								
4.Social Support	(T) 49.43 (D) 49.47	8.22 7.93	.91 .92	.06 -.12*	-.04 -.01	.08 .02							
5.Family-Friendly Organizations	(T) 2.69 (D) 2.52	1.65 1.69	-- --	-.02 .16**	-.01 .13*	.10 -	.08 .08						
6.Cultural Values	(T) 21.15 (D) 24.70	5.87 4.65	.74 .66	-.10 .12*	.04 -.03	-.08 .04	.19** .03	.05 .06					
Recovery After Work													
7.Psychological Detachment	(T) 11.55 (D) 11.48	4.39 3.27	.88 .78	.20** -.03	.01 -.01	.12* .16**	.04 .07	-.08 .05	-.04 -.07				
8.Relaxation	(T) 13.03 (D) 13.77	4.11 3.21	.86 .78	-.08 -.03	.02 .01	-.07 .18**	.19** .17**	.03 .06	.13* .03	.42** .51**			
9.Mastery Experiences	(T) 11.99 (D) 13.95	3.40 2.96	.79 .78	-.04 -.01	.03 -.03	-.07 -.07	.17** .19**	.07 .13*	.06 .01	.00 .08	.35** .21**		
10.Control	(T) 14.54 (D) 14.86	3.33 2.73	.82 .71	-.04 -.07	-.04 .01	.03 -	.23** .23**	.10* .20**	.13* .07	.21** .38**	.40** .61**	.39** .26**	
11. Well-Being	(T) 43.90 (D) 45.54	7.01 6.65	.83 .86	.02 -.05	-.00 -.02	.05 -.03	.38** .50**	.15** .05	.17** .05	.00 .17**	.16** .24**	.32** .27**	.32** .34**

*T=Turkish; D=Dutch; * $p < .05$, ** $p < .01$

Hypothesis 5 states that family-friendly organizations will be related to the psychological well-being of Turkish and Dutch nurses and recovery strategies will moderate this relationship. Similarly results showed that family-friendly organizations predict psychological well-being only in Turkish sample ($\beta = .11$, $t = 2.30$, $p < .02$). There is no significant interaction between family-friendly organizations and recovery strategies in both Turkish and Dutch sample. With this regard, Hypothesis 5 is also partially supported.

Hypothesis 6 states that the moderating roles of recovery strategies will differentiate into a relationship between social support, family-friendly organizations, cultural values and psychological well-being among the Turkish and the Dutch samples. Research results showed that social support had an interaction effect with psychological detachment and relaxation on psychological well-being in the Turkish nurses, whereas in the Dutch nurses only social support and mastery experiences interacted on psychological well-being. On the other hand, there was no moderator role of recovery strategies on relationship between family-friendly organizations, cultural values and psychological well-being. Consequently results revealed that moderating roles of recovery strategies differentiate into a relationship between social support, family-friendly organizations and cultural values among the Turkish and the Dutch samples. Based on this results Hypothesis 6 is supported.

Table 2. Moderated Regression Analysis Results for Psychological Well-Being (Social Support, Family-Friendly Organizations, Cultural Values and Psychological Detachment)

Variables		B	β	T	P	R ²	R ² _{CHAN.}	F
Step 1. Age Gender Marital Status	T					.009	.009	.74
	D	-.005	-.006	-.09	.92	.006	.006	.68
	T	-.10	-.08	-1.35	.17			
	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			
	T	.31	-.01	.19	.84			
Step 2. Social Support Psychological Detachment	T					.15	.15	9.45
	D	.30	.38	7.29	.000	.02	.02	1.36
	T	.13	.11	2.04	.04			
	D	-1.25	-.78	-2.55	.01			
	T	.11	.02	.46	.64			
Step 3. Soci. Sup.X Psy. Detach.	T					.17	.02	9.18
	D	.02	.88	2.55	.01	.02	.00	1.15
	T	-.007	-.10	-.33	.74			
	D							
Variables		B	β	t	p	R ²	R ² _{chan.}	F
Step 1. Age Gender Marital Status	T					.009	.009	.74
	D	-.005	-.006	-.09	.92	.006	.006	.68
	T	-.10	-.08	-1.35	.17			
	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			
	T	.31	.01	.19	.84			
Step 2. Family-Friendly Organizations Psychological Detachment	T					.02	.02	1.56
	D	.59	.14	2.52	.01	.009	.01	.58
	T	.26	.03	.53	.59			
	D	-.17	-.11	-1.09	.27			
	T	.18	.04	.73	.46			
Step 3. Fam. Frien. Organ.X Psy. Detach.	T					.03	.01	1.66
	D	.07	.24	1.48	.13	.01	.01	.63
	T	.13	.19	.96	.33			
	D							

Variables		B	β	t	p	R ²	R ² _{chan.}	F
Step 1.	T					.009	.009	.74
Age	D	-.005	-.006	-.09	.92	.006	.006	.68
Gender	T	-.10	-.08	1.35	.17			
Marital Status	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			
	T	.31	.01	.19	.84			
	D							
Step 2.	T					.04	.04	2.46
Cultural Values	D	.22	.19	3.41	.001	.01	.001	.84
Psychological Detachment	T	.21	.07	1.25	.20			
	D	-.07	-.04	-.22	.82			
	T	.20	.04	.82	.41			
	D							
Step 3.	T					.04	.00	2.11
Cult. Valu.X Psy. Detach.	D	.04	.06	.26	.79	.01	.00	.70
	T	-.007	-.04	-.12	.89			
	D							

*T=Turkish, D=Dutch; * $p < .05$; ** $p < .01$; *** $p < .000$

Table 3. Moderated Regression Analysis Results for Psychological Well-Being (Social Support, Family-Friendly Organizations, Cultural Values and Relaxation)

Variables		B	β	T	P	R ²	R ² _{CHAN.}	F
Step 1.	T					.009	.009	.74
Age	D	-.005	-.006	-.09	.92	.006	.006	.68
Gender	T	-.10	-.08	-1.35	.17			
Marital Status	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			
	T	.31	-.01	.19	.84			
	D							
Step 2.	T					.16	.16	10.09
Social Support	D	.29	.36	6.74	.000	.02	.02	1.40
Relaxation	T	.13	.11	1.96	.05			
	D	-1.77	-1.74	-3.29	.001			
	T	.16	.03	.63	.52			
	D							
Step 3.	T					.19	.03	10.89
Soci. Sup.X Relaxation	D	.03	1.43	3.65	.000	.02	.02	1.43
	T	.02	.40	1.24	.21			
	D							
Variables		B	B	t	p	R ²	R ² _{chan.}	F
Step 1.	T					.009	.009	.74
Age	D	-.005	-.006	-.09	.92	.006	.006	.68
Gender	T	-.10	-.08	-1.35	.17			
Marital Status	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			
	T	.31	-.01	.19	.84			
	D							
Step 2.	T					.05	.05	3.20
Family-Friendly Org.	D	.56	.13	2.41	.01	.001	.001	.67
Relaxation	T	.26	.03	.52	.60			
	D	.002	.001	.01	.99			

	T	.26	.05	1.01	.31			
Step 3. Fam. Frien. Organ.X Relaxation	T					.06	.01	3.24
	D	.11	.41	1.82	.99	.001	.001	.74
	T	.14	.26	1.02	.30			
	D							
Variables		B	β	t	p	R ²	R ² _{chan.}	F
Step 1. Age Gender Marital Status	T					.009	.009	.74
	D	-.005	-.006	-.09	.92	.006	.006	.68
	T	-.10	-.08	-1.35	.17			
	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			
	D	.31	-.01	.19	.84			
Step 2. Cultural Values Relaxation	T					.05	.05	3.81
	D	.20	.17	.3.05	.002	.001	.001	.89
	T	.20	.06	1.16	.24			
	D	.26	.15	2.78	.006			
	D	.25	.05	.97	.32			
Step 3. Cult. Valu.X Relaxation	T					.06	.01	3.50
	D	.01	.34	1.26	.20	.001	.001	.87
	T	.04	.34	.87	.38			
	D							

*T=Turkish, D=Dutch; * $p < .05$; ** $p < .01$; *** $p < .000$

Table 4. Moderated Regression Analysis Results for Psychological Well-Being (Social Support, Family-Friendly Organizations, Cultural Values and Mastery Experiences)

Variables		B	β	T	P	R ²	R ² _{CHAN.}	F
Step 1. Age Gender Marital Status	T					.009	.009	.74
	D	-.005	-.006	-.09	.92	.006	.006	.68
	T	-.10	-.08	-1.35	.17			
	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			
	D	.31	-.01	.19	.84			
Step 2. Social Support Mastery Experiences	T					.22	.22	14.92
	D	.27	.33	6.61	.000	.02	.02	1.40
	T	.12	.06	1.90	.05			
	D	.55	.26	5.27	.000			
	D	.42	.08	1.55	.12			
Step 3. Soci. Sup.X Mastery Exper.	T					.22	.00	13.28
	D	.02	.72	1.70	.09	.02	.00	1.43
	T	-.04	.66	-1.89	.05			
	D							
Variables		B	B	t	p	R ²	R ² _{chan.}	F
Step 1. Age Gender Marital Status	T					.009	.09	.74
	D	-.005	-.006	-.09	.92	.006	.006	.68
	T	-.10	-.08	-1.35	.17			
	D	.071	.005	.08	.93			
	T	-.90	-.02	-.44	.65			
	D	.733	.05	.77	.43			

	T D	.31 -.01	.19 .84					
Step 2. Family-Friendly Organizations Mastery Experiences	T D T D T D	.49 .16 .65 .48	.11 .01 .31 .09	2.21 .32 5.95 1.76	.02 .74 .000 .07	.12 .01	.12 .01	7.63 1.09
Step 3. Fam. Frien. Organ.X Mastery Exper.	T D T D	-.02 .06	-.09 .12	-.37 .42	.71 .67	.12 .01	.00 .00	6.54 .93
Variables		<i>B</i>	β	<i>t</i>	<i>p</i>	<i>R</i> ²	<i>R</i> ² _{chan.}	<i>F</i>
Step 1. Age Gender Marital Status	T D T D T D T D	-.005 -.10 .071 -.90 .733 .31	-.006 -.08 .005 -.02 .05 -.01	-.09 -1.35 .08 -.44 .77 .19	.92 .17 .93 .65 .43 .84	.009 .006	.09 .006	.74 .68
Step 2. Cultural Values Mastery Experiences	T D T D T D	.20 .20 .65 .48	.17 .06 .31 .09	3.30 1.17 6.01 1.79	.001 .24 .000 .07	.14 .02	.14 .02	8.76 1.35
Step 3. Cult. Valu.X Mastery Exper.	T D T D	-.03 -.06	-.49 -.46	-1.82 -.99	.06 .32	.15 .02	.01 .00	8.04 1.29

*T=Turkish, D=Dutch; **p* < .05; ***p* < .01; *** *p* < .000

Table 5. Moderated Regression Analysis Results for Psychological Well-Being (Social Support, Family-Friendly Organizations, Cultural Values and Control)

Variables		<i>B</i>	β	<i>T</i>	<i>P</i>	<i>R</i> ²	<i>R</i> ² _{CHAN.}	<i>F</i>
Step 1. Age Gender Marital Status	T D T D T D T D	-.005 -.10 .071 -.90 .733 .31	-.006 -.08 .005 -.02 .05 -.01	-.09 -1.35 .08 -.44 .77 .19	.92 .17 .93 .65 .43 .84	.009 .006	.009 .006	.74 .68
Step 2. Social Support Control	T D T D T D	.25 .11 .53 .62	.32 .09 .25 .11	6.22 1.76 4.83 2.06	.000 .07 .000 .03	.21 .03	.21 .03	14.03 2.19
Step 3. Soci. Sup.X Control	T D	.01	.44	1.28	.20	.21 .03	.00 .00	12.29 1.83

	T D	-006	-.10	-.25	.80			
Variables		<i>B</i>	β	<i>t</i>	<i>p</i>	<i>R</i> ²	<i>R</i> ² _{chan.}	<i>F</i>
Step 1.	<i>T</i>					.009	.09	.74
Age	<i>D</i>	-.005	-.006	-.09	.92	.006	.006	.68
Gender	<i>T</i>	-.10	-.08	-1.35	.17			
Marital Status	<i>D</i>	.071	.005	.08	.93			
	<i>T</i>	-.90	-.02	-.44	.65			
	<i>D</i>	.733	.05	.77	.43			
	<i>T</i>	.31	-.01	.19	.84			
	<i>D</i>							
Step 2.	<i>T</i>					.12	.12	7.45
Family-Friendly Organizations	<i>D</i>	.42	.10	1.89	.05	.02	.02	1.55
Control	<i>T</i>	.08	.01	.16	.86			
	<i>D</i>	.66	.31	5.86	.000			
	<i>T</i>	.73	.13	2.32	.02			
	<i>D</i>							
Step 3.	<i>T</i>					.13	.01	6.68
Fam. Frien. Organ.X Control	<i>D</i>	.10	.39	1.39	.16	.02	.00	1.51
	<i>T</i>	.19	.36	1.14	.25			
	<i>D</i>							
Variables		<i>B</i>	β	<i>t</i>	<i>p</i>	<i>R</i> ²	<i>R</i> ² _{chan.}	<i>F</i>
Step 1.	<i>T</i>					.009	.09	.74
Age	<i>D</i>	-.005	-.006	-.09	.92	.006	.006	.68
Gender	<i>T</i>	-.10	-.08	-1.35	.17			
Marital Status	<i>D</i>	.071	.005	.08	.93			
	<i>T</i>	-.90	-.02	-.44	.65			
	<i>D</i>	.733	.05	.77	.43			
	<i>T</i>	.31	-.01	.19	.84			
	<i>D</i>							
Step 2.	<i>T</i>					.13	.13	8.24
Cultural Values	<i>D</i>	.17	.14	2.79	.006	.02	.02	1.75
Control	<i>T</i>	.17	.05	1.00	.31			
	<i>D</i>	.64	.30	5.76	.000			
	<i>T</i>	.68	.12	2.28	.02			
	<i>D</i>							
Step 3.	<i>T</i>					.13	.00	7.06
Cult. Valu.X Control	<i>D</i>	-.005	-.09	-.30	.75	.02	.00	1.51
	<i>T</i>	.03	.23	.53	.59			
	<i>D</i>							

*T=Turkish, D=Dutch; **p* < .05; ***p* < .01; *** *p* < .000

4. Discussion

The purpose of the study was to compare recovery and psychological well-being level and examined the role of recovery strategies in moderating the relationship between in social support, family-friendly organizations, cultural values and psychological well-being among the Turkish and Dutch nurses. Additionally to examine whether the moderating roles of recovery strategies will differentiate into a relationship between social support, family-friendly organizations, cultural values and psychological well-being among the both samples. Turkish and Dutch nurses were not comparable with respect to the level of recovery strategies and psychological well-being.

This study showed that social support predicts psychological well-being in our sample. We assume that having a social support (from family, friend etc.) is a positive experience regardless of cultural differences and that it promotes psychological well-being in both Dutch and Turkish nurses. We find interesting differences between Turkish and Dutch nurses. Research results showed that social support had an interaction effect with psychological detachment and relaxation on psychological well-being in the Turkish nurses, whereas in the Dutch nurses only social support and mastery experiences interacted on psychological well-being.

Contrary to our expectations, we did not find a significant interaction between family-friendly organizations, cultural values and recovery strategies on psychological well-being. This might be due to the fact that there was direct relationship between independent variables and the outcome variable of the study without role of recovery. In general, the results partially have shown that dimensions of recovery strategies have moderator role between social support, family-friendly organizations, cultural values and psychological well-being. In line with our expectations, Turkish nurses report lower levels of recovery, and psychological well-being than the Dutch nurses. However, existing cultural differences between eastern and the western countries in well-being (Liu, Chiu & Chang, 2017) may also contribute to the cross-national differences found. Cross-cultural studies of well-being consistently find notable differences between collectivistic and individualistic cultures. People who are living in European countries (eg. The Netherlands) report higher satisfaction with life compared with the people who are living in Asian countries (Turkey). This powerful finding has been replicated using a variety of well-being measures in different populations (Cheng et al., 2011; Diener, Diener, & Diener, 1995; Kim, Schimmack, & Oishi, 2012).

In line with our expectations, Dutch nurses use recovery strategies more effectively and have more life satisfaction than Turkish nurses. This result might be attributed to differences in subjective factors, such as perceptions of working as a nurse in the society. For example, nursing is considered traditionally in Turkey as a low-status assistant healthcare employee, whilst in the Netherlands it is recognized as an independent profession. On the basis of our findings, it is advisable to focus interventions on enhancing using recovery strategies and well-being. Specific interventions should be directed at training in relaxation techniques detachment from the work in free time.

The findings, for both countries, reinforce one of our conclusions that to have a social support, is an important facilitator for psychological well-being among nurses. This has an important implication for managers of the organizations to create supportive work settings for employees.

The study does, however, have several limitations. First, we used a cross-sectional study design - therefore, we may not draw any conclusions about causality. For example, correlations between study variables might be attributable to third variables; thus, with cross-sectional design we cannot address all causality issues satisfactorily. Here, longitudinal or experimental studies are required. Second, we conducted our study with participants from a single specific profession which may limit the ability to generalize our findings. Nursing is characterized by a high degree workload and high time pressure which might make the achievement of psychological well-being particularly difficult. Consequently, further research should study other professions and should examine whether findings generalize to different work settings.

Funding

In Turkey, the research was funded by The Scientific and Technological Research Council of Turkey “2219, Postdoctoral Research Scholarship Programme, 2015”.

References

- [1] Aiken, L. S., West, S. G., & Reno, R. R. (1991). *Multiple regression: Testing and interpreting interactions*. Sage.
- [2] Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology, 10*, 170–180.
- [3] Bakker, A. B., & Schaufeli, W. B. (2008). Positive organizational behavior: engaged employees in flourishing organizations. *Journal of Organizational Behavior, 29*, 147-154.
- [4] Bentham, J. (1948). *An introduction to the principle of morals and legislation*. Blackwell, Oxford.
- [5] Cheng, C., Jose, P. E., Sheldon, K. M., Singelis, T. M., Cheung, M. W. L., Tiliouine, H., & Sims, C. (2011). Sociocultural differences in self-construal and subjective well-being: A test of four cultural models. *Journal of Cross-Cultural Psychology, 42*, 832-855.
- [6] Cropley, M., & Zijlstra, F. R. H. (2011). Work and rumination. In J. Langan-Fox, & C. L. Cooper (Eds.), *Handbook of stress in the occupations* (pp. 487–503). UK: Edward Elgar Publishing Ltd.
- [7] De Bloom, J., Kompier, M., Geurts, S., de Weerth, C., Taris, T. & Sonnentag, S. (2009). Do we recover from vacation? Meta-analysis of vacation effects on health and well-being. *Journal of Occupational Health, 51*, 13-25.
- [8] Deci, E. L., & Ryan, R. M. (2008). Hedonia, Eudaimonia, And Well-Being: An introduction, *Journal of Happiness Studies, 9*, 1–11.
- [9] Demerouti, E., Bakker, A. B., Geurts, S. A. E., & Taris, T. W. (2009). Daily recovery from work-related effort during non-work time. In S. Sonnentag, P. Perrewe, & D. Ganster (Eds.), *Research in occupational stress and well-being: Current perspectives on job-stress recovery* (vol. 7, pp. 85–123). Bingley: JAI Press.
- [10] Diener, E. (2000). Subjective well-being. The science of happiness and a proposal for a national index. *American Psychologist, 55*, 34-43.
- [11] Diener, E., Diener, M., & Diener, C. (1995). Factors predicting the subjective wellbeing of nations. *Journal of Personality and Social Psychology, 69*, 851-864.
- [12] Diener, E., & Seligman, E.P. (2002). Very happy people. *Psychological Science, 13*, 81-84.

- [14] Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D. W., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research*, 97(2), 143-156.
- [15] European Observatory on Health Care Systems, 2011. Health Care Systems in Transition (Turkey).
- [16] Radstaak, M., Geurts, S. A. E., Beckers, D. G. J., Brosschot, J. F., & Kompier, M. A. J. (2014). Recovery and well-being among Helicopter Emergency Medical Service (HEMS) pilots. *Applied Ergonomics*, 45, 986-993.
- [17] Fritz, C., & Sonnentag, S. (2006). Recovery, well-being, and performance-related outcomes: the role of workload and vacation experiences. *Journal of Applied Psychology*, 91(4), 936.
- [18] Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim, B. C. et al. (2011). Differences Between
- [19] Tight and Loose Cultures: A 33-Nation Study. *Science*, 332, 1100.
- [20] Greenberger, E., Goldberg, W. A., Hamill, S., O'Neil, R., & Payne, C. K. (1989). Contributions of a supportive work environment to parents' well-being and orientation to work. *American Journal of Community Psychology*, 17, 755-783.
- [21] Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research*, 57,35- 43.
- [22] Hobfoll, S. E. (1998). Stress, culture, and community: The psychology and physiology of stress. New York: Plenum Press.
- [23] Hofstede, G. (1980). Culture's Consequences. Sage, Beverly Hills, CA.
- [24] House, R. J., Hanges, P. J., Ruiz-Quintanilla, S. A., Dorfman, P. W., Javidan, M., Dickson, M. W., Gupta, V., Kennedy, J. C., et al (1999). *Cultural Influences on Leadership and Organizations: Project GLOBE*. In W. H. Mobley, M. J. Gessner, & V. Arnold (Eds.), *Advances In Global Leadership*: 171-233. Stamford, CN: JAI Press.
- [26] Huppert, F. A. (2009). Psychological well-being: evidence regarding its causes and consequences. *Applied psychology: Health and Well-Being*, 1(2), 137-164.
- [27] Kelley, H. H. (1971). Attribution in social interaction. Morristown, NJ: General Learning Press.
- [28] Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist*, 62, 95-108.
- [29] Kim, H., Schimmack, U., & Oishi, S. (2012). Cultural differences in self- and other evaluations and well-being: A study of European and Asian Canadians. *Journal of Personality and Social Psychology*, 102, 856-873.
- [30] Kitayama, S., & Markus, H. R. (2000). The pursuit of happiness and the realization of sympathy: Cultural patterns of self, social relations, and well-being. In E. Diener & Suh, E. (ed.). *Subjective well-being across Cultures*. Cambridge, MA: MIT Press.
- [31] Kossek, E. E., Valcour, M., & Lirio, P. (2013). The sustainable work force. Organizational strategies for promoting work-life balance and wellbeing. John Wiley & Sons, Ltd. Published, pp. 295-319.
- [32] Lazarus, R. S. (1966). Psychological stress and the coping process. New York: McGraw-Hill.
- [33] Liu, Cheng-Hong, Yi-Hsing Claire Chiu, & Jen-Ho Chang. (2017). "Why do Easterners have lower well-being than Westerners? The role of others' approval contingencies of self-worth in the cross-cultural differences in subjective well-being." *Journal of Cross-Cultural Psychology* 48(2), 217-224.
- [34] Lu, L., Gilmour, R., and Kao, S. (2001). Cultural values and happiness: An east-west dialogue. *The Journal of Social Psychology*, 141, 477-493.
- [35] Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of organizational behavior*, 23(6), 695-706.
- [36] Lyubomirsky, S., King, L.A., and Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.
- [37] Meijman, T. F., Mulder, G., & van Dormolen, M. (1992). Workload of driving examiners:
- [38] Apsychophysiological field study. In H. Kragt (Ed.), *Enhancing industrial performances*(pp.245-260). London: Taylor & Francis.
- [39] Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6, 10-19.
- [40] Moreno-Jiménez, B., Mayo, M., Sanz-Vergel, A. I., Geurts, S., Rodríguez-Muñoz, A., & Garrosa, E. (2009).
- [41] Effects of work-family conflict on employees' well-being: The moderating role of recovery strategies. *Journal of Occupational Health Psychology*, 14(4), 427-440.
- [42] Newman, D. B., Tay, L., & Diener, E. (2014). Leisure and subjective well-being: A model of psychological mechanisms as mediating factors. *Journal of Happiness Studies*, 15(3), 555-578.
- [43] Oerlemans, W. G. M., Bakker, A. B., & Demerouti, E. (2014). How feeling happy during off-job activities helps successful recovery from work: A day reconstruction study. *Work & Stress*, 28(2), 198-216.
- [44] Radstaak, M., Geurts, S. A. E., Beckers, D. G. J., Brosschot, J. F., & Kompier, M. A. J. (2014). Recovery and well-being among Helicopter Emergency Medical Service (HEMS) pilots. *Applied Ergonomics*, 45, 986-993.
- [45] Ryff, C. D. (1989). Happiness is everything or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*. 57(6), 1069-1081.
- [46] Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and psychosomatics*, 83(1), 10-28.
- [47] Rook, J. W., & Zijlstra, F. R. H. (2006). The contribution of various types of activities to recovery.
- [48] *European Journal of Work and Organizational Psychology*, 15, 218-240.

- [49] Schaufeli, W. B., & Janczur, B. (1994). Burnout among nurses: a Polish–Dutch comparison. *Journal of Cross-Cultural Psychology* 25, 95-113.
- [50] Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology*, (Vol. 25, pp. 1-65). Orlando, FL: Academic.
- [51] Siu, O. L., Cooper, K. L., & Phillips, D. R. (2014). Intervention studies on enhancing work well-being, reducing burnout, and improving recovery experiences among Hong Kong health care workers and teachers. *International Journal of Stress Management*, 21, 69-84.
- [52] Sonnentag, S. (2001). Work, recovery activities, and individual well-being: A diary study. *Journal of Occupational Health Psychology*, 6, 196-210.
- [53] Sonnentag, S., & Bayer, U. V. (2005). Switching off mentally: Predictors and consequences of psychological detachment from work during off-job time. *Journal of Occupational Health Psychology*, 10, 393- 414.
- [54] Sonnentag, S., & Fritz, C. (2007). The recovery Experience questionnaire: Development and validation of a measure for assessing recuperation and unwinding from work. *Journal of Occupational Health Psychology*, 12(3), 204-221.
- [55] Sonnentag, S., & Geurts, A. E. (2009) Methodological issues in recovery research, in Sabine
- [56] Sonnentag, Pamela L. Perrewé, Daniel C. Ganster (ed.) *Current Perspectives on Job-Stress Recovery (Research in Occupational Stress and Well-being, Volume 7)* Emerald Group Publishing Limited, pp.1 – 36.
- [57] Sonnentag, S., & Krueger, U. (2006). Psychological detachment from work during off-job time: The role of job stressors, job involvement and recovery-related self-efficacy. *European Journal of Work and Organizational Psychology*, 15, 197-217.
- [58] Sonnentag, S., & Zijlstra, F. R. H. (2006). Job characteristics and off-job time activities as predictors for need for recovery, well-being and fatigue. *Journal of Applied Psychology*, 91, 123-142.
- [59] Thompson, C. A., & Prottas, D. J. (2005). Relationships among organizational family support, job autonomy, perceived control, and employee well-being. *Journal of Occupational Health Psychology*, 10 (4), 100-118.
- [60] Vallerand, R. J. (2012). The role of passion in sustainable psychological well-being. *Theory, Research and Practice*, 2(1), 1-21.
- [61] Walkowiak, A. L. T., Hülsheger, U. R., & Zijlstra, F. R. H. (2010). De relatie tussen herstel, werkdruk en slaap: Een dagboekstudie. *Gedrag & Organisatie*, 23(4), 316–332.
- [62] Walsh, J. K., & Lindblom, S. S. (2000). Psychophysiology of sleep deprivation and disruption. In M. R.
- [63] Pressman & W. C. Orr (Eds.), *Understanding sleep: The evaluation and treatment of sleep disorders* (pp. 73 – 110). Washington, DC: APA.
- [64] Zijlstra, F. R. H. (1993). *Efficiency in work behaviour: A design approach for modern tools* (PhD thesis, Delft University of Technology). Delft, The Netherlands: Delft University Press.
- [65] Zijlstra, F. R. H., Cropley, M., & Rydstedt, L.W. (2014). From recovery to regulation: An attempt to reconceptualize 'recovery from work'. *Stress and Health*, 30, 244-252.
- [66] Zijlstra, F. R. H., Roe, R. A., Leonova, A. B., & Krediet, I. (1999). Temporal factors in mental work: Effects of interrupted activities. *Journal of Occupational and Organizational Psychology*, 72(2), 163–186.
- [67] Zijlstra, F.R.H., & Sonnentag, S. (2006). After work is done: Psychological perspective on recovery from work. *European Journal of Work and Organizational Psychology*, 15, 129-138.
- [68] Zimet, G. D., Dahlem, N.W., Zimet, S.G., & Farley, G.K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*. 52, 30-41.

A Study on the Meaning Attributed to Foreign Trade Entrepreneurship and Features of Foreign Trade Entrepreneurship: a Preliminary Study

Dr. Ahmet Yağmur ERSOY

Sakarya University, Faculty of Management, International Trade Department, Turkey

Metin SAYGILI, PhD. Cand.

Sakarya University, Institute of Social Sciences, Business Management Department, Turkey

Abstract

This study focuses on foreign trade entrepreneurship which is a specific type of entrepreneurship. The goal of the study is to reveal the features of foreign trade entrepreneurship. Another goal is to study the meaning attributed to the concepts of foreign trade and foreign trade entrepreneurship. It is particularly important because it is a preliminary study on foreign trade entrepreneurship, a field where literature is quite limited. In this context, this study aiming to reveal the features of foreign trade entrepreneurs is expected to make a significant contribution to both current literature and researchers and implementers working in this field. The study population comprises foreign trade companies registered at Sakarya Chamber of Commerce and Industry (SATSO), Turkey. The study sample comprises 10 foreign trade companies specified by convenience sampling method that have agreed to participate in the study. The study data was collected in December, 2017 through formal interviews. Descriptive statistics was used and findings from these statistics were presented in tables. Study results reveal that primary features that foreign trade entrepreneur must possess are analysis skill and knowledge of foreign language. Results have also revealed that foreign trade entrepreneurship must see opportunities and have a knowledge of geography and location. When study results are evaluated in terms of the meaning attributed to foreign trade entrepreneurship, prominent concepts are money, innovation, risk and opportunity. When it comes to the meaning attributed to foreign trade, concepts predominantly expressed by foreign trade entrepreneurs are import/export and prestige.

Keywords: Foreign Trade Entrepreneurship, Foreign Trade Entrepreneurship Features, Foreign Trade

Introduction

Entrepreneurship is one of the basic dynamics of economic development and has found a place in literature as a study subject as it contributes to both individual and social welfare. However; foreign trade entrepreneurship, a specific type of entrepreneurship is related to the skills and qualities of foreign traders in any sector but has only recently become a study subject in recently.

Access and interaction between continents, regions and countries are getting easier with the start of a rapid development and change process in foreign trade. Foreign trade entrepreneurs play the facilitator role as part of this access and interaction. Therefore, there are significant differences between general entrepreneurship and foreign trade entrepreneurship. General entrepreneurship focuses on individuals' skills in setting up and managing a business while foreign trade entrepreneurship deals with skills, education and personal features of people to do international trade (Ersoy and Saygılı, 2017). Foreign trade entrepreneurs are natural and legal persons that coordinate and organize relevant service production resources to increase foreign trade and foreign trade volume of countries. From this point of view, foreign trade entrepreneurship has strategic importance for developing economies. Foreign trade entrepreneurs, irreplaceable elements of powerful economies are seen as an element of development in poorly developed economies and element of dynamism in developed economies. Therefore, despite differences between entrepreneurship and foreign trade entrepreneurship, literature on foreign entrepreneurship involves business, economics, international trade, international relations, psychology, anthropology and sociology.

Entrepreneurs explore needs of the community and then transform them into investment and finally social welfare. Studies have revealed that entrepreneurship level and economic growth of highly-industrialized countries are strongly correlated.

This is because investment increases employment rate and income level, enhances individual and social welfare in general. Therefore, a country must turn to foreign trade to develop, enable income equality, spread welfare to the whole community, increase per capita income, activate social justice and social security and compete in science and technology. A way of doing this is encouraging foreign trade among individuals who have foreign trade entrepreneurship qualities on financial capabilities, education, experience, technology transfer, foreign sales, customs legislation, competition, management and organization.

It seems that investment projects of entrepreneurs will be particularly important for national economies due to a wide range of reasons including raising national income, reducing open and disguised unemployment, preventing income injustice, encouraging development and industrialization, reducing deficit in balance of payments and using local raw materials in production (Arıkan, 2002). Today, development philosophy is moving from local to global and globally integrated companies are becoming more important and effective. People who will activate this process are the foreign trade entrepreneurs who have advanced foreign trade entrepreneurship qualities. In this context, the goal of this study is to evaluate the meaning attributed to foreign trade by foreign trade entrepreneurs, specify the features of foreign trade entrepreneurship and reveal what distinguishes it from general entrepreneurship.

Conceptual Framework

This part of the study deals with the concepts of entrepreneur and entrepreneurship, foreign trade entrepreneurship, features of entrepreneurship and foreign trade entrepreneurship.

Entrepreneur and Entrepreneurship

Today, entrepreneur and entrepreneurship concepts have a significant place in the field of social sciences because it is seen as a significant factor in development, progress and growth of a country. Entrepreneurship is seen as a factor that enhances social quality with a combination of innovation, creativity, skill, knowledge and capital (Shane and Venkataraman, 2000).

Disciplines might define entrepreneurship in different ways (Kurt et al., 2006);

- An economist might define an entrepreneur as an individual who combines resources, workforce, materials and other sources to create a bigger value and also displays change, innovation and an understanding of a new order.
- For a psychologist, an entrepreneur is a person who is motivated to achieve or access something, acquire experiences, succeed, abstain from others' authority or possess that authority and acts with these motivations.
- For a businessman, an entrepreneur is a person who might either be equivalent to a threat or hard competitor or a customer, collaborator or an individual who works for happiness and welfare of others.

Peter F. Drucker defines entrepreneur as a person who constantly researches for change, responds to change and sees it as an opportunity (ref. İşcan ve Kaygın, 2011). According to Mark Casson, entrepreneur is an expert of judicial decisions to coordinate limited resources (Havinal, 2009). Buchholz and Rosenthal state that an entrepreneur meets the needs of people they are not aware of, creating something new and valuable for the community (Brenkert, 2009).

The first time entrepreneurship began to enter the literature it was defined as an attempt to set up a business and take relevant risks but then the definition was extended to involve activities such as revealing ideas, transforming these ideas into products and services and offering them to the market (Zhao, 2005). Noticing and using opportunities, risking resources to use opportunities, managing the process of transforming ideas into investment and finally creating a value are the most important features that makes someone an entrepreneur and distinguish him/her from other members of the community (Allen, 2006).

Hisrich and Peters (2002) define entrepreneurship as the process of creating new and unknown knowledge, seeing current opportunities or creating new ones while Bridge et al., (2003) define entrepreneurship as a process that involves initiating, growing and developing a business. From this point of view, entrepreneurship seems to be a combination of economic, social, cultural, technological, psychological, personal and demographic elements. Entrepreneurship also means the willingness of entrepreneurs to carry out entrepreneurship activities with a strong entrepreneurship motivation and spirit (Gartner, 1989; İşcan and Kaygın, 2011).

Foreign Trade Entrepreneurship

Structural changes, economic changes and technological advancements caused by globalization have made international competition a necessity. Therefore, countries are encouraging entrepreneurship which is becoming a driving force against unfavourable conditions. Foreign trade entrepreneurs are natural or legal persons who coordinate and organize foreign trade goods and service production resources to enhance foreign trade and foreign trade volume of countries. As foreign trade entrepreneurs are influenced by political, economic and cultural aspects of the relevant foreign market, they assume the roles of diversifying exported products and services, exploring new foreign markets for export products and increasing the share in international markets within the foreign trade policy of their country. Beyond being an economic value production, foreign trade entrepreneurship causes social, cultural and political changes due to the change-based activity in the foreign market. Therefore, study of cultural, political and social aspects from a sociological point of view is important in foreign trade entrepreneurship studies. This reveals that foreign trade entrepreneurship is not only related to management, economics, international trade, international relations, psychology but also other disciplines such as behavioural sciences and sociology in particular.

With the recent emphasis on SMEs in Turkey, support of T.R. Ministry of Economy to export, investment and service sectors have made foreign trade entrepreneurship popular. Assumption of foreign trade as one of the most important problems of under-developed countries, insufficient foreign trade entrepreneurship and foreign trade entrepreneurs with relevant qualities make it impossible to support foreign trade enterprises. From this point of view, development and progress of a country is closely related to its ability to train foreign trade entrepreneurs who are able to adapt to fast-changing conditions and contribute to economic growth. Therefore, value of foreign trade entrepreneurs is measured not by vast amounts of money they make but economic values they create. In other words, economic development requires brave, skilful and creative foreign trade entrepreneurs as foreign trade entrepreneurship extends beyond country borders, requires dynamic, creative commercial relations and involves a difficult process of initiating these relations. Consequently, it will not be wrong to suggest that foreign trade entrepreneurship makes vital contribution to national economy in terms of welfare and growth. If we take foreign trade entrepreneurship as a national entrepreneurship, it is possible to claim that it undertakes several functions such as preventing poverty, creating new business fields, creating values, helping people to prove themselves, creating technology, enhancing social affairs, enabling strategic adaptation and reformation. If we assess foreign trade entrepreneurship from the point of national economy, investment projects conducted by foreign trade entrepreneurs are important in raising national income, reducing open and disguised unemployment, preventing income injustice, encouraging development and industrialization, reducing deficit in balance of payments and using local raw materials in production. These may be seen as indicators of both economic and social contributions of foreign trade entrepreneurship.

Features of Entrepreneurship and Foreign Trade Entrepreneurship

Entrepreneurs are defined as confident and creative persons who constantly observe markets like a projector and seize and create opportunities, realize and adapt to changes in demand on time, collect resources and do investments and do not avoid competition; on the contrary they see competition as one of the basic conditions of their existence and do not avoid taking risks and assuming responsibilities (Börü, 2006).

Entrepreneurs are good observers with strong instincts and imagination who have an effective network of relations to access resources, ability to manage human resources and strong thinking and reasoning skills. As entrepreneur brings the new and in some cases completely unknown instead of the old, it creates the new by breaking down the tradition. Change is always hard, entrepreneurs have to foresee the resistance against change and put efforts to overcome this resistance. It is necessary to know the old very well and express what the new is with a holistic approach. This requires multilateral thinking, effective communication and persuasion skill to facilitate recognition of the new. Entrepreneur must also be independent, creative, confident, resistant and persistent (TÜSİAD, 2002).

Entrepreneurs are often defined as people who do not give up what they start, study non-standard concepts, act with their instincts and are willing to work for hours. Entrepreneurs aiming to succeed are expected to do good market share analysis, develop suitable performance plans for their strategies, observe and use available human, technological, financial and other environmental resources for the most reasonable results. An entrepreneurship must also have a leadership quality. Foreseeing new opportunities and using them effectively is an approach entrepreneurs are expected to adopt (Börü, 2006).

According to Stevenson and Gumpert (1985), the most apparent feature of entrepreneurs is their tendency to "take risks". Entrepreneurs are also willing to take risks, watch for business opportunities and wish to supervise production resources (ref. Konaklıoğlu and Kızanıklı, 2011). According to Runyan et al., (2008), entrepreneurs are innovative, proactive people who like taking risks. In this context, Timmons suggests that entrepreneurs are persistent and have strong problem-solving

skills and dependable character. In addition to these qualities, their proactive, dynamic, purposeful, positive character and ability to take initiatives are additional personal qualities in terms of psycho-dynamic and socio-psychological perspectives. Other personal qualities of entrepreneurs include being adaptive, decisive, persistent, taking moderate risks and having intellectual capacity and self-confidence to achieve results. In a classification by Durham University Faculty of Management, entrepreneurs are described as people who have a strong sense of success, autonomy, independence, inner control, risk-taking skill and creative tendency (Bridge et al., 1998; Aytaç, 2006; ref. Konaklıoğlu and Kızanlıkılı, 2011).

Cansız (2007) lists features of entrepreneurs as being open to innovation, inclined to take risks, creative, talented and possessing entrepreneurship potential. Gibb (1987) suggests that leading features of entrepreneurs are encouragement, credibility, tendency to take risk, flexibility, creativity, independence, problem-solving skill, success, imagination, inner discipline, leadership and hard work. According to Bygrave and Minniti (2000) and Ulhøi (2005), need for success, focus of control, tolerance against uncertainty, taking risk, self-confidence and innovation influence entrepreneurship.

According to Levenburg et al., (2006) qualities of entrepreneurs include taking risks, having an idea of creating a new service or goods, enjoying creating new ideas, having ideas of creating new organizations and tasks and being alert for new entrepreneurship ideas. Entrepreneurship studies in literature often deal with who an entrepreneur is and what an entrepreneur does. Venkataraman, 1997; Reynolds and White, 1997; Zimmer, 1986). From this point of view, Hisrich and Peters (1992) list features of successful entrepreneurs as creative thinking, strong desire to work, bravery, passion and persistence, high-level communication skill, oral and written self-expression, work motivation, imagination, adaptation to team work, personal vision and mission, being open and willing to change, acting flexible, being sincere, reliable, having a sense of humour, persuasion skill, management and leadership skills, persistence to finish a task.

Basic feature of people with entrepreneurship spirit is strong motivation to succeed. They often dislike monotony and constantly need innovation. Their most significant quality is taking risk. In addition to their strong motivation, insistent character, energy and persistence, they do not surrender against failure however keep hitches in a corner of their minds. They are elaborative and always inclined to achieve the best. They have a vision. They don't live with the old, instead they are fed by future. An entrepreneur is a person who values a creation process, takes responsibility to do something, seeks and finds a solution against problems and is innovative (Johnson 2001; Balaban and Özdemir 2008; Küçükaltan, 2009; Gerber 2003; Taş, 2006).

Üzülmez (2008) defines qualities of entrepreneurs as possessing a certain amount of knowledge and experience, having a sense of responsibility, planning and persuasion skills.

Johnson (2001) lists entrepreneurship qualities as motivation to compete and achieve goals, taking responsibility, making independent decisions, being tolerant against uncertainty, solving problems and making decisions, being open to the new, using opportunities, realizing the outcome of their decisions, having management skills, controlling the risk, being decisive and insistent.

According to behavioural approach, entrepreneurs differ from other people with their qualities, behaviours and points of view. Müftüoğlu (2000) lists these qualities as initiative, persuasion skill, taking risk, flexibility, creativity, independence, quick problem-solving, need for success, imagination, strong belief that they can guide others' fate, leadership, hard work, being healthy, energetic, persistent, intelligent and having conceptual skill.

These qualities may be assessed as executive qualities (motivation, persistence, endurance, goal-orientation, taking initiative, flexibility, problem-solving, reality, resorting to feedback, self-control, taking moderate risk, low-level fondness of status and power, integrity, result-orientation, reliability) and personal qualities (strong need for success, energy, creativity, optimism, persistence, wish to be independent, taking risk, self-confidence, reliable, sensitive to others but simultaneously doubtful, questioning, ambitious, anxious, not much planned or organized (Döm, 2006).

A study by Young Businessmen Association of Turkey (TÜGIAD) in 1993 lists basic qualities that Turkish entrepreneurs must have in 2000s as having a good education, being open to innovation, knowledge of foreign language, capital, being inquisitive, determined, having a good business circle, hard work, leadership, rationality, patience, focus on quality, attaching importance to environment and people, sharing, enterprising spirit, team work, adaptation to global development, analysis skill, foreseeing the future, monitoring technology closely, taking risk, creativity, knowledge and experience, attaching importance to participant management, market knowledge, an understanding based on service, productive spirit, being open to knowledge share and communication skill (TÜGIAD, 1993).

- Chun (1997) lists personal features of entrepreneurs in his study as follows:
- They pursue their goals aggressively, motivate themselves and others to this goal.
- They are extremely individualistic, seek for autonomy, independence and freedom.
- They give consistent and stable messages, are extremely focused on their task and do not deviate from their goals.
- They often leave caution aside and act and behave quickly.
- They keep the distance and advocate objectivity. They expect others to be self-sufficient and thoughtful against others.
- They seek simple and practical solutions. They avoid complexity and try to find and reveal important and necessary aspects of a task.
- They are willing to take risks, feel confident under uncertainty.
- They display explicit views and values, come to judgement quickly, often find defects and have great expectations.
- They are impatient for results. They have "Do it soon" mind.
- They are positive, optimist people whose words are relied.

Foreign trade entrepreneurship has only recently found a place in literature, which made it necessary to study the features of foreign trade entrepreneurship. However, absence of studies on the the personal features of foreign trade entrepreneurship makes it impossible to study the personal features of entrepreneurs in this section.

Method

Goal of the Study

The goal of the study is to study what meaning foreign trade entrepreneurs attribute to foreign trade and foreign trade entrepreneurship and reveal the features of foreign trade entrepreneurship. This is also a pioneering study on foreign trade entrepreneurship, a field where literature is quite limited.

Questions asked to foreign trade entrepreneurs in this study are listed as below:

- What do they understand/What comes to their minds upon hearing foreign trade?
- What do they understand/What comes to their minds upon hearing entrepreneurship?
- What do they understand/What comes to their minds upon hearing foreign trade entrepreneurship?
- What are the entrepreneurship qualities one must have?
- What are the qualities a foreign trade entrepreneur must have particularly for foreign trade entrepreneurship?

The place that foreign trade entrepreneurship has only recently found in literature makes it necessary to study foreign trade entrepreneurship features. Lack of studies on personal qualities of foreign trade entrepreneurs in relevant literature makes this study important. Findings of this study are preliminary and expected to shed light on future studies.

Study Sample and Data Collection

The study population comprises foreign trade companies registered at Sakarya Chamber of Commerce and Industry (SATSO), Turkey. The study sample comprises 10 foreign trade companies specified by convenience sampling method that have agreed to participate in the study. The study data was collected in December, 2017 through formal interviews. Descriptive statistics was used and findings from these statistics were presented in tables.

Study sample comprises foreign trade companies registered at Sakarya Chamber of Commerce and Industry. 10 foreign trade companies were contacted through convenience sampling method and foreign trade entrepreneurs of these companies were interviewed on a voluntary basis. Works of Creswell (2014) and Sekaran ve Bougie (2016) were used in preparation of interview questions to collect study data. Structural interview form was designed according to literature scan and focus group work then revised with pilot study that focused on understandability and clear expression of statements and questions. Permission of participants was granted for taking notes of their responses.

In this study, data was acquired through interviews to reveal what meaning foreign entrepreneurs attribute to foreign trade and foreign trade entrepreneurship and then this data was transferred to computer setting. Themes were established after an examination of participant responses to each question and data was subjected to statistical analysis to reveal frequency and percentage (%) of the themes. Findings were presented on tables in the following section in frequencies and percentages.

Data Analysis and Findings

In this section, you can find statistical information on the data subjected to analysis.

Demographic Features and Company Features

Features of 10 foreign trade companies and entrepreneurs are presented in Table 1 along with personal features of participants.

Table 1. Features of Participants and Companies

Foreign Trade Entrepreneurs (FTE)	Demographic Features				Company Features		
	Gender	Marital Status	Age	Educational Status	Company Activity Duration	Foreign Trade Duration	Foreign Trade Sector
FTE1	Male	Married	31-40 years	High School	Less than 10 years	1-3 years	Forestry
FTE 2	Male	Married	61 and over	Primary School	41 years and over	10 years and over	Machinery and Metal
FTE 3	Male	Married	30 and under	Bachelor's Degree	Less than 10 years	1-3 years	Agriculture and Stockbreeding
FTE 4	Male	Married	61 and over	Primary School	11-20 years	1-3 years	Machinery and Metal
FTE 5	Male	Married	31-40 years	Associate degree	Less than 10 years	1-3 years	Agriculture and Stockbreeding
FTE 6	Male	Single	51-60 years	High School	11-20 years	1-3 years	Machinery and Metal
FTE 7	Male	Married	51-60 years	High School	31-40 years	7-9 years	Machinery and Metal
FTE 8	Male	Married	61 and over	High School	Less than 10 years	1-3 years	Machinery and Metal
FTE 9	Male	Married	30 and under	Postgraduate	Less than 10 years	1-3 years	Agriculture and Stockbreeding
FTE 10	Male	Married	41-50 years	Bachelor's Degree	Less than 10 years	1-3 years	Machinery and Metal

According to demographic features of participants doing foreign trade; all are men and 80 % are married. 30 % are 61 and older and only 1 participant is between 41 and 50. 40 % of participants are high school graduates while 20 % have attended higher education.

According to company features of foreign trade entrepreneurs, 60 % of study participants are working for companies carrying on business less than 10 years while 20 % doing business for 21 years and longer. 80 % of companies have been doing foreign trade for 1 to 3 years. Predominant foreign trade sector among the companies is agriculture and stock breeding (60 %).

Meaning Attributed to Entrepreneurship

Table 2 presents findings on what study participants understand from the word of "Entrepreneurship".

Table 2. Meaning Attributed to Entrepreneurship*

Meaning Attributed to Entrepreneurship	Responses		% of Respondents
	f	%	
Seizing opportunities	7	17,5	70
Being open to innovation	7	17,5	70
Being far-sighted	4	10	40
Taking risks	4	10	40
Vision	3	7,5	30

Introducing the brand/branding	3	7,5	30
Being a first	2	5	20
Attempting a new business	2	5	20
Quick decision-making	2	5	20
Innovative thinking	2	5	20
Making progress	1	2,5	10
Uncertainty	1	2,5	10
Self-development	1	2,5	10
Success	1	2,5	10
Total	40	100	400

**As participants have given more than one response, frequencies are calculated by the number of total responses according to multi-response set.*

According to the responses of participants to what they understand from the word “entrepreneurship, 70 % have said “seizing opportunities” and “being open to innovations”. “Being far-sighted” and “taking risks” have been related to entrepreneurship by 4 of 10 participants while the number of participants citing “vision” and “introducing the brand/branding” is 3. “Innovative thinking” and “quick decision-making” have been expressed by 20 participants along with “being a first” and “attempting a new business”.

Meaning Attributed to Foreign Trade

Responses of participants to what they *understand from “Foreign Trade”* are categorized and presented in Table 3 with frequencies and percentages (%).

Table 3. Meaning Attributed to Foreign Trade*

Meaning Attributed to Foreign Trade	Responses		% of Respondents
	f	%	
Import/Export	6	20,7	60
Prestige	6	20,7	60
Money	5	17,2	50
Foreign Currency	3	10,3	30
Foreign Customers	2	6,9	20
Payment Guarantee	2	6,9	20
Being an international brand	2	6,9	20
Foreign Culture	2	6,9	20
Customs	1	3,4	10
Total	29	100	290

**As participants have given more than one response, frequencies are calculated by the number of total responses according to multi-response set.*

According to responses of participants to what they attribute to foreign trade, majority of participants have cited import/export and prestige. On the other hand, it is seen that foreign currency and money are assessed as separate options and the number of participants citing money is relatively higher than foreign currency. Only 1 participant responded “customs”.

Meaning Attributed to Foreign Trade Entrepreneurship

Responses of participants to what they attribute to “Foreign Trade” are categorized and presented in Table 4 with frequencies and percentages (%).

Table 4. Meaning Attributed to Foreign Trade Entrepreneurship*

Meaning Attributed to Foreign Trade Entrepreneurship	Responses		% of Respondents
	f	%	
Money	5	16,7	50
Innovation	5	16,7	50
Opportunity	4	13,3	40
Risk	4	13,3	40
Working with Different Cultures	2	6,7	20
Foreign Sales	2	6,7	20

Prestige	2	6,7	20
Profitability	2	6,7	20
Confidence	1	3,3	10
Vision	1	3,3	10
Achieving Ideals	1	3,3	10
Brand	1	3,3	10
Total	30	100	300

**As participants have given more than one response, frequencies are calculated by the number of total responses according to multi-response set.*

According to responses of participants on Table 4 to what they understand from foreign trade entrepreneurship, half of participants responded that they understand “money” and “innovation” from foreign trade entrepreneurship while 40 % said they understand “risk” and “opportunity”. 20 % responded “working with different cultures”, “foreign sales”, “prestige” and “profitability”.

Features of Entrepreneurs

Participants were asked “What are the entrepreneurship qualities that one must have?” and their responses are categorized and presented on Table 5.

Table 5. Features of Entrepreneurs*

Features of Entrepreneurs	Responses		% of Respondents
	f	%	
Opportunist	6	15,4	60
Analytical thinking	6	15,4	60
Having different points of view	5	12,8	50
Foreseeing the future	4	10,3	40
Open to innovation	3	7,7	30
Being flexible	3	7,7	30
Having a vision	3	7,7	30
Innovative thinking	2	5,1	20
Open to self-development	2	5,1	20
Self-confidence	2	5,1	20
Quick decision-making	1	2,6	10
Standing firm	1	2,6	10
Observation skill	1	2,6	10
Total	39	100	390

**As participants have given more than one response, frequencies are calculated by the number of total responses according to multi-response set.*

According to responses of participants on Table 5 to what entrepreneurship qualities one must have, “being opportunist” and “analytical thinking” are predominant responses cited by 60 %. 50 % said an entrepreneur must “have different points of view” while 40 % responded that an entrepreneur must be able to “foresee the future”.

Features a Foreign Trade Entrepreneur Must Have

Participants were asked “What are the entrepreneurship qualities that one must have particularly for foreign trade entrepreneurship?” and their responses are categorized and presented on Table 6.

Table 6. Features a Foreign Trade Entrepreneur Must Have *

Features	Responses		% of Respondents
	f	%	
Analytical skill	6	14,6	60
Knowledge of foreign language	6	14,6	60
Seeing opportunities	4	9,8	40
Knowledge of geography/location	4	9,8	40
Having expert knowledge	3	7,3	30
Inter-cultural communication skill	3	7,3	30

Cultural knowledge	3	7,3	30
Knowledge of economics	3	7,3	30
Being open to innovation	3	7,3	30
Having research skills	2	4,9	20
Quick-wit	1	2,4	10
High self-confidence	1	2,4	10
Open to change	1	2,4	10
Thinking differently	1	2,4	10
Total	41	100	410

**As participants have given more than one response, frequencies are calculated by the number of total responses according to multi-response set.*

When we assess Table 6 of responses of participants to what qualities an entrepreneur must particularly have for foreign trade entrepreneur, 60 % of participants stated that a foreign trade entrepreneur must have “analysis skill” and “knowledge of foreign language”. 40 % responded that foreign trade entrepreneur must be able to “see opportunities” and “have a knowledge of geography/location” while 30 % responded that foreign trade entrepreneur must “have expert knowledge”, “inter-cultural communication skill”, “cultural knowledge”, “knowledge of economics” and “be open to innovation”.

Conclusion

The goal of this study is to find out the meaning that foreign trade entrepreneurs attribute to the concepts of foreign trade and foreign trade entrepreneurship and reveal foreign trade entrepreneurship features. The study also seeks to examine what meaning foreign trade entrepreneurs attribute to the concept of entrepreneurship and what qualities entrepreneurs must possess. This is a preliminary study as literature on foreign trade entrepreneurship and foreign trade entrepreneurship features is quite limited.

The study has a sample of 10 companies registered in Sakarya Chamber of Commerce and Industry and majority of these companies have been doing business for 10 years or shorter and doing foreign business for 1 to 3 years. Companies in the sample are predominantly doing business in metal and industry sector.

Study findings reveal that meaning attributed to foreign trade is particularly import/export and prestige. Foreign trade entrepreneurs regard money and foreign currency as separate tools and they understand foreign customer, payment guarantee, being an international brand, foreign culture and customs with the concept of foreign trade.

Meanings attributed to the concept of entrepreneurship show that seizing opportunities, being open to innovation, being far-sighted and taking risks come to minds of foreign trade entrepreneurs. Foreign trade entrepreneurs also relate entrepreneurship with vision, introduction the brand/branding, being a first, quick decision-making, innovative thinking, initiating a new business, self-development, uncertainty and success.

The study also dealt with the meaning attributed to foreign trade entrepreneurship and found out that money and innovation are the major meanings related with entrepreneurship. Risk, opportunity, working with different cultures, foreign sales, prestige, profitability, confidence, vision, achieving ideals and brand were also related to the concept of foreign trade entrepreneurship. Opportunity, risk, innovation, vision and brand seem to be common concepts that foreign trade entrepreneurs attribute to entrepreneurship and foreign trade entrepreneurship.

Study results show that primary entrepreneurship qualities one must have are being opportunist and thinking analytically. It was also suggested by participants that an entrepreneur must have different points of view, foresee the future, be open to innovation, be flexible, have a vision, think innovatively, be open to self-development, self-confident, have quick decision-making and observation skills.

Findings of this study where entrepreneurship was examined particularly in relation to foreign trade show that participants consider analytical skill and knowledge of foreign language as primary qualities that a foreign trade entrepreneur must possess. Study results also reveal that foreign trade entrepreneurship must be able to see opportunities, have a knowledge of geography/location, expert knowledge, inter-cultural communication skill, cultural knowledge, economics knowledge, research skill, quick-wit, high self-confidence, think differently, be open to innovation and change.

Being open to innovation, seeing opportunities and having self-confidence are common entrepreneurship and foreign trade entrepreneurship qualities that foreign trade entrepreneurs are expected to possess.

The place that foreign trade entrepreneurship has only recently found in literature makes it necessary to study foreign trade entrepreneurship features. Lack of studies on personal qualities of foreign trade entrepreneurs in relevant literature makes this study important. Findings of this study are preliminary and expected to shed light on future studies. In this context, future studies on foreign trade entrepreneurship must deal with social, cultural and political aspects of the issue. As foreign trade entrepreneurship and features of foreign trade entrepreneurship are related to management, economics, international trade and psychology, these concepts must also be dealt with in terms of behavioural sciences and particularly sociology, which would be extremely useful for future studies.

References

- [1] Allen, R. K. (2006). *Launching New Ventures. An Entrepreneurial Approach*. Boston: Houghton Mifflin Company.
- [2] Arıkan, S. (2002). *Girişimcilik Temel Kavramlar Ve Bazı Güncel Konular*. Ankara: Siyasal Kitabevi.
- [3] Aytaç, Ö. (2006). *Girişimcilik: Sosyo-Kültürel Bir Pespektif*. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, 15, 139-160.
- [4] Balaban, Ö., & Özdemir, Y. (2008). *Girişimcilik Eğitiminin Girişimcilik Eğilimi Üzerindeki Etkisi: Sakarya Üniversitesi İİBF Örneği*. *Girişimcilik ve Kalkınma Dergisi*, 3(2), 133-14.
- [5] Börü, D. (2006). *Girişimcilik Eğilimi Marmara Üniversitesi İşletme Bölümü Öğrencileri Üzerine Bir Araştırma*. İstanbul: Marmara Üniversitesi Yayın No.733(1).
- [6] Brenkert, G. G. (2009). *Innovation, Rule Breaking and The Ethics of Entrepreneurship*. *Journal of Business Venturing*, 24, 448-464.
- [7] Bridge, S., O'Neill, K., & Cromie, S. (2003). *Understanding Enterprise, Entrepreneurship and Small Business*. New York: Palgrave Macmillan.
- [8] Bygrave, W., & M. Minniti (2000). *The Social Dynamics of Entrepreneurship*. *Entrepreneurship Theory and Practice*, 24(3): 25-36
- [9] Cansız, E. (2007). *Üniversite Öğrencilerinin Girişimcilik Özelliklerinin Belirlenmesi: Süleyman Demirel Üniversitesi Öğrencileri Üzerinde Bir Çalışma, Yayımlanmamış Yüksek Lisans Tezi*. Isparta: Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü.
- [10] Casson, M. (1990). *Entrepreneurship*. Vermont: Edward Elgar Publishing Limited.
- [11] Chun, J. (1997). *To Tell the Truth, Entrepreneur*, April, 106-119.
- [12] Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches*, 4th Edition, SAGE Publications.
- [13] Döm, S. (2006) *Girişimcilik ve Küçük İşletmeler*. Ankara: Detay Yayıncılık.
- [14] Ersoy, A. Y., & Saygılı, M. (2017). *Dış Ticaret Girişim Farkındalığı ve Dış Ticaret Girişimcilik Eğilimi Üzerine Bir Araştırma*. 8.Uluslararası Sosyal Bilimler Kongresi, 06-11 Eylül, Köstence, Romanya.
- [15] Gartner, B. W. (1989). *Who is Entrepreneur? Is the Wrong Question*. *American Journal of Small Business*, 12 (4), 47-67.
- [16] Gerber, M. E. (2003). *Girişimcilik Tutkusu, Çeviren: Tayfun Keskin*, İstanbul: Sistem Yayıncılık.
- [17] Gibb, A. (1987). *Enterprise Culture: Its Meaning And Implications For Education And Training*. Bradford: Mcb University Press.
- [18] Havinal, V. (2009). *Management and Entrepreneurship*. New Delhi: New Age International.
- [19] Hisrich, R. D., & Peters, M. P. (1992). *Entrepreneurship: Starting, Developing, And Managing A New Enterprise*. McGraw-Hill/Irwin.
- [20] Hisrich, R. D., & Peters, M. P. (2002). *Entrepreneurship*. Boston: Irwin McGraw-Hill.
- [21] İşcan, Ö. F., & Kaygın, E. (2011). *Üniversite Öğrencilerinin Girişimcilik Eğilimlerini Belirlemeye Yönelik Bir Araştırma*. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15 (2), 443-462.
- [22] Johnson, D. (2001). *What is Innovation and Entrepreneurship? Lessons for Larger Organisations*. *Industrial and Commercial Training*, 33(4), 135- 140.
- [23] Konaklıoğlu, E. & Kızanıklı, M. M. (2011). *Üniversite Öğrencilerinin Proaktif Kişilik Özellikleri İle Girişimcilik Eğilimleri Arasındaki İlişki, Ticaret ve Turizm Eğitim Fakültesi Dergisi*, 1(2),72-92.
- [24] Kurt, M., Ağa, V., & Erdoğan, S. (2006). *Afyonkarahisar İli Girişimcilik Performansının Coğrafi Bilgi Sistemleri İle Analizi*. *Afyon Kocatepe Üniversitesi İİBF Dergisi*, 8(2), 97-114.
- [25] Küçükaltan, D. (2009). *Genel Bir Yaklaşımla Girişimcilik*. *Girişimcilik ve Kalkınma Dergisi*, 4(1), 21-28.
- [26] Levenburg, N. M., Lane, P. M., & Schwarz, T. V. (2006). *Interdisciplinary Dimensions in Entrepreneurship*. *Journal of Education for Business*, 81(5), 275-281.
- [27] Müftüoğlu, T. (2000). *Girişimcilik*. Eskişehir: Anadolu Üniversitesi Açık Öğretim Fakültesi Yayınları.

-
- [28] Reynolds, P. D., & White, S. B. (1997). *The Entrepreneurial Process: Economic Growth, Men, Women, And Minorities*. Praeger Pub Text.
- [29] Runyan, R., Droge, C., & Swinney, J. (2008). Entrepreneurial Orientation Versus Small Business Orientation: What Are Their Relationships To Firm Performance?. *Journal of Small Business Management*, 46(4), 567-588.
- [30] Sekaran, U., & Bougie, R. (2016). *Research Methods For Business: A Skill Building Approach*. 7th Edition. John Wiley & Sons.
- [31] Shane, S., & Venkataraman, S. (2000). The Promise of Entrepreneurship As a Field of Research. *Academy of Management Review*, 25(1), 217-226.
- [32] Stevenson, H. H., & Gumpert, D. (1985). The Heart of Entrepreneurship. *Harvard Business Review*, 85, 85- 94.
- [33] Taş, A. (2016). Girişimcilik Eğitimi İle Girişimcilik Eğilimi Arasındaki İlişkinin Parametrik Tekniklerle Analizi: Abant İzzet Baysal Üniversitesi Örneği. Yayınlanmamış Yüksek Lisans Tezi. Bolu: ABANT İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü.
- [34] Türkiye Genç İşadamları Derneği (TÜGİAD). (1993). *Ekonomik Kalkınmada Girişimciliğin Önemi ve Değişen Girişimcilik Nitelikleri*, İstanbul.
- [35] Türk Sanayicileri ve İş Adamları Derneği (TÜSİAD). (2002). *Türkiye’de Girişimcilik*, Yayın No. 2002 -12/340,33.
- [36] Ulhøi, J. P. (2005). The Social Dimensions Of Entrepreneurship. *Technovation*, 25, 939-946.
- [37] Üzülmöz, H. (2008). Girişimcilik ve Girişimciliğin Konya’daki Geleceği. *Girişimcilik ve Kalkınma Dergisi*, 3(2), 21-31.
- [38] Venkataraman, S. (1997). The Distinctive Domain of Entrepreneurship Research. *Advances in Entrepreneurship, Firm Emergence And Growth*, 3(1), 119- 138.
- [39] Zhao, F. (2005). Exploring the Synergy Between Entrepreneurship and Innovation. *International Journal of Entrepreneurial Behaviour & Research*, 11(1), 25-42.
- [40] Zimmer, C. (1986). *Entrepreneurship Through Social Networks. The Art and Science of Entrepreneurship*. Ballinger, Cambridge, MA.

Employment of Entry-Level Journalists- Case of Georgia

Mariam Gersamia

lead author, professor at Ivane Javakishvili Tbilisi State University,

Maia Toradze

Associate professor at Ivane Javakishvili Tbilisi State University

Abstract

The purpose of this research is to identify the common criteria (knowledge and skill-based competences) which employers consider in the process of employing young journalists. The research holds significance for adjusting educational programs and accreditation standards. This research answers the following questions: 1. According to what criteria are entry-level journalists employed in Georgia? 2. What specific knowledge and skills are more attractive for employers? 3. Do employers take into consideration what University was attended, specific qualifications and earned degrees? Employers from 25 media organizations answered questionnaires (with close and open-ended questions). According to the results, only 40% of interns are paid in Georgia. While employing journalists "writing and editing skills" (88%) are the most important ones. Employers consider that "meeting deadlines" and an ability to work with new technologies are important skills as well (76%). 52% of employers prioritize a profound knowledge of a specific field (besides journalism). It is worth mentioning that 84% of respondents give preference to the competences gained in specific fields such as economy, politics, arts, etc. According to employers' opinion, journalists gain more theoretical knowledge than practical at universities. For the majority of employers, practical knowledge is more essential. According to survey results, the specific recommendations have been produced for the media educational sector.

Keywords: Employment, Entry-Level Journalists, Georgia, media education

Introduction

According to the official and latest data (2016) the level of unemployment in Georgia reaches 12 percent, more precisely, 37 percent from this data refers to those between 25 and 30. This is the precise age when students and graduates actively begin seeking jobs. The data stays high (30 %) among 20-24 youths¹.

There is no information in Georgia on how many journalists (journalists included) are employed in the media sector. According to IREX recent research (MSI, 2017, p. 168)² the number of active media organizations are as follows:

print media: 313 newspapers (Georgian national service of statistics, 2015);

television: 41 satellite, 54 digital and 76 cable channels;

radio stations: 76 (Georgian National Communications Commission, 2015)

news agencies: 31 (www.yellowpages.ge)

According to National Assessment and Examinations Centre data (www.naec.ge; last visit January; 2017) and National Centre for Educational Quality Enhancement (www.eqe.ge; last visit January, 2017) there are 40 accredited educational programs for media/journalism and/or mass communication. Among them are two professional educational programs, 23 - undergraduate, 13 - Master and two - doctoral programs.

¹ National Statistics office of Georgia, employment and unemployment
http://geostat.ge/?action=page&p_id=145&lang=geo (last visit on Jan 20, 2018)

² Media Sustainability Index 2017, IREX, <https://www.irex.org/sites/default/files/pdf/media-sustainability-index-europe-eurasia-2017-full.pdf> (last visit on Jan 20, 2018), p. 168

The goal of this research is to find out what requirements employers have and what criteria (knowledge and skill-based competences) they consider in the process of employing young (entry-level) journalists or while choosing interns; what recommendations they give to media educational sector etc. The research is a valuable resource for educators in modernizing educational programs by taking into consideration employment requirements and fine-tuning accreditation standards.

Literature review

The employment of Journalists has been studied from various angles, such as the influence of social links and education (including the skills - how to use new technologies), the status of the University (how prestigious it is), internship opportunities, meritocracy based education, gender, race and ethnicity, involvement in activities beyond curriculum and others.

British experts investigate "how networks and connections aid the "educational elite" to gain entrance into the upper echelons of the graduate labor market in two countries: France and England". Authors (Tholen, Brown, Power, Allouch, 2013)¹ mention, that status of the university "becomes especially relevant within debates on the meritocratic nature of the post-industrial labor market. Using interview data from final year students from two elite higher education institutions... it is assessed whether their elite educational experiences are translated into networks and connections that aid their future labor market positions" (2013, p. 142). The authors discuss the issue: what is the main reason for employment: academic achievements or class and elite privileges? British researchers prove that elite educational institutions support their graduates to establish links on the job market. In this research, we will observe the results connected with employer expectations, from this angle.

In other researches, (Montgomery, 1991; Mouw, 2003) authors focus on the fact that in the labor market social connections are very significant (family, friends, etc.). According to SuttonTrust (2009)², "educational elites" have substantial access to prestigious positions in the labor market. The above-mentioned research shows that developed networks and connections play a huge role for the elite students in terms of their future employment. Students realize that there is a tendency that people with the same social cultural and educational backgrounds will be accepted and welcomed into jobs. Abovementioned authors (Tholen, Brown, et al, 2013)³, pay attention to the connections as a part of educational experience. In their opinion, "Education plays a crucial role in providing networks and connections but also legitimizing it. There was a strong sense among the students that the networks and connections are a result of their talent and social exclusivity of their education. Their education does provide excellent opportunities to create a network of useful contacts."(2013, p. 146)⁴. Researchers pay attention to the role of academic circles in broadening the networks and connections and in employing acquaintances. The researchers (Tholen, Brown, et Al, 2013) mention that students "did not exclusively use education-related networks and connections but would also utilize connections through friends, family and fellow-students"⁵.

Rivera (2011)⁶ focuses on the point that so-called elite employers select the graduates from the most prestigious/ elite Universities and they mostly pay attention to this particular fact rather than education quality. Research conducted in the USA highlights that "the gap between employer-requirements and journalists' revealed that in employers' opinion, graduates don't have enough skills to begin working right after graduation (Adams, 2008; Lepre & Bleske, 2005; Mattern, 2003; McDonough, Rodriguez & Prior-Miller, 2009). The survey conducted in Georgia claims the same.

Internship is an importance practice in terms of broadening networks and connections as well. In addition, internship is an opportunity for professional growth and finding an appropriate job. British authors make it clear that besides the

¹ Gerbrand Tholen, Phillip Brown, Sally Power, Annabelle Allouch, The role of networks and connections in educational elites' labour market entrance Gerbrand Tholena, *Research in Social Stratification and Mobility* 34 (2013) 142–154. Published by Elsevier Ltd., Available online at www.sciencedirect.com

² Sutton Trust is a British organization, think-tank and do-tank. See more <http://www.suttontrust.com/> (last seen on October 15, 2016)

³ Gerbrand Tholen, Phillip Brown, Sally Power, Annabelle Allouch, The role of networks and connections in educational elites' labour market entrance Gerbrand Tholena, *Research in Social Stratification and Mobility* 34 (2013) 142–154. Published by Elsevier Ltd., Available online at www.sciencedirect.com

⁴ Ibid, p. 146

⁵ Ibid, p. 149

⁶ Rivera, L. A. (2011). Ivies, extra curriculars, and exclusion: Elite employers' use of educational credentials. *Research in Social Stratification and Mobility*, 29 (1), 71–90.

abovementioned factors, social events and self-realization are also essential. During internship, students shape their skills, investigate spheres of their own interests, and evaluate their strengths and weaknesses. An internship is the main platform where students match their skills to the labor market requirements.

The main issue of this topic is to find answers to the following questions: How do students find an internship? Do they address their tutors or use personal contacts?

From this perspective, it is worth identifying what employers pay attention to and what their priorities are (e.g. particular skills, University degree, letters of reference, work experience, personal characteristics, emotional and intellectual quotient (EQ & IQ), etc.).

Hines and Basso (2008) found that “an alarming number of communication professionals report that entry-level employees possess poor writing skills and even poorer editing skills” (p. 293)¹. The results and the parallels of our research show an interesting picture from this point of view.

Researchers (Wegner and Owens, 2013) have developed a coding sheet after analyzing hundreds of job postings and noting the most common skills and attributes requested. According to the research:

“Thirty-five skills and attributes were coded for accuracy, aggressiveness, news judgment, creativity, storytelling, enterprising, willingness to work under pressure/ tight deadlines, team player, willingness to work long hours, strong writing, proofreading skills, ability to develop sources, previous professional experience, communication skills, leadership, ability to multitask, production/field production experience, software knowledge, shooting/photography skills, nonlinear editing skills, web/multimedia skills, design skills, experience posting to the web, Cascading Style Sheets (CSS) knowledge, HTML knowledge, Content Management System knowledge, Adobe Photoshop skills, Adobe Illustrator skills, AVID editing software skills, Final-Cut skills, experience writing for the web, Search Engine Optimization (SEO) skills, web analytics skills, social networking and mobile application skills”².

According to this research, employers in broadcast-media consider previous professional experience as very important (98.6 %), same refers to accuracy in writing (84.9 %), leadership (71.2 %), willingness to work under pressure/tight deadlines (69.9 %), news judgment (56.2 %). Also worth mentioning is that work experience is one of the most important point in the case of Georgia.

American researchers (Becker, Han et al., 2014)³ measured the influence of extra-curricular activities on students' future employment. They have proved that such activities have a significant impact, at least upon the initial phase of entry to the labor market (2014, p. 355). They suggest that journalistic extra-curricula activities (preparing the annual issue, school newspaper and broadcasting programs) have positive effects on career decisions (p. 347), planning and on the success of the university graduates once they move into the job market” (p. 354). Regrettably, similar research has not been conducted in Georgia.

One of the vital competencies in a journalist's career is an ability to adapt to new technologies. Media researchers from Greece (Veglis, Pomporstsis, 2014)⁴ were interested in using information and communication technologies (ICT) by journalists and studied the specific skills, which were necessary for journalists to work successfully. According to the research conducted by them, journalists do not have enough skills to use communication technologies (ICT) in their work.

¹ Hines, R., & Basso, J. (2008). Do communication students have the “write stuff”? Practitioners evaluate writing skills of entry-level workers. *Journal of Promotion Management*, 14, 293–307.

² Deb Wenger and Lynn C. Owens, *An Examination of Job Skills Required by Top U.S. Broadcast News Companies and Potential Impact on Journalism Curricula*, 2013, *Electronic News*, 7(1) 22-35; Downloaded from enx.sagepub.com at Tbilisi State University on October 9, 2016 ; p. 26.

³ Lee B. Becker, Edmund Laufi and Wilson Lowrey, *Differential Employment Rates in the Journalism and Mass Communication Labor Force Based on Gender, Race, and Ethnicity: Exploring the Impact of Affirmative Action*, *Journalism and Mass Communication Quarterly*, Vol. 76, No. 4 1999, p. 631-645. Downloaded from jmq.sagepub.com at Tbilisi State University on October 9, 2016

⁴ Andreas Veglis and Andreas Pomporstsis, *Journalists in the Age of ICTs: Work Demands and Educational Needs*, *Journalism & Mass Communication Educator*, 2014, Vol 69 (1) 61–75, jmce.sagepub.com, Downloaded from jmc.sagepub.com by guest on October 8, 2016. 83. 61-62

Researchers suggest updating educational programs and acquiring future journalists with the knowledge and skills of - ICT tools¹.

Swede author (Henrik Ornebring, 2010)² discusses the integration of technology into the everyday working practices of journalists. He suggests that that interaction “remains an important reason for the continuing strength of this technological paradigm” and concludes, “Relationship between journalism and technology uses the concept of *labour* as a lens through which we can see the relationship between journalism and technology in a different way” (p. 58-59)³. Indeed, it seems hard not to agree with the opinion, that “when journalists are required to learn digital production techniques in order to create content for different media platforms, that represents tangible changes in their working lives, changes that are readily perceived as being ‘caused’ by technology” (p. 58)⁴. Even in this perspective, the basic journalistic competencies like good writing and editing, information gathering skills historically have been viewed as more important than technical skills specific to the medium in which the journalist works (Huang, 2006; Singer, 2004)⁵. From this point of view, the research conducted in Georgia produces important information for further discussions.

Research design, methodology and procedures

Qualitative and quantitative content analysis has been used for this research. A questionnaire (with open and close-ended questions) has been used as a survey instrument. The questions have a comment space/area. The number of questions is 20. Research questions are the following:

RQ1: According to what criteria are entry-level journalists employed in Georgia?

RQ2: What specific knowledge and skills are more attractive for employers?

RQ3: Do employers take into consideration the University, qualifications and earned degrees?

Research period: the research (questioning employers) was conducted in September-October, 2017

Sampling: The questionnaire was sent online to 36 employers in the capital of Georgia and regions (in September 2016). The employers were chosen from nation-wide TV channels, newspapers, on-line publishers, non-governmental and research organizations focused on journalism studies; According to the preliminary agreement, the questionnaire was completed by those high ranking managers who are in charge of employing new people or selecting them for internship.

The completed questionnaires were received from 25 media organizations. Among them 44 % (n=11) were from broadcast-media, 24% (n=6) from online media and 20 % (n=5) from printed media. These organizations are:

- Public Broadcaster – 1st Channel;
- Broadcasting Company “Rustavi 2”;
- Broadcasting Company “Maestro”;
- Broadcasting Company “TV Pirveli”;
- Broadcasting Company “GDS”;
- Georgian Association of Regional Broadcasters;
- Media holding “Fortuna”;
- Magazine “Forbes”;
- Magazine “Liberali”;
- Newspaper “Kronika+” ;
- Newspaper “Factmetri”;

¹ Ibid

² Henrik Ornebring, *Technology and journalism-as-labour: Historical perspectives*, University of Oxford, UK, *Journalism* 11(1) 57–74, Downloaded from jmc.sagepub.com by guest on October 8, 2016.

³ Ibid, p. 58-59

⁴ Ibid

⁵ Huang, E. (2006) ‘Facing the Challenges of Convergence: Media Professionals’ Concerns of Working across Media Platforms’, *Convergence* 12(1): 83–98. And Singer, J. B. (2004) ‘More than Ink-stained Wretches: The Resocialisation of Print Journalists in Converged Newsrooms’, *Journalism and Mass Communication Quarterly* 81(4): 838–56.

- Online portal www.new.vitube.ge;
- Online portal www.media.ge;
- NGO - Media Development Fund (MDF);
- Research organization "IPM" media monitoring service;
- TV 9 (in Poti);
- TV Company "L-TV"(in Lagodekhi);
- Newspaper "The Trialeti Express";
- Newspaper "The P.S. (Imereti);
- TV Company "Borjomi";
- Newspaper "The Kakhetis Khma";
- Newspaper "Chemi Kharagauli";
- Regional TV Company "Metskhre Arkhi".

Demographic data of the employers (n=25): 64% from questioned respondents (n=16) are female, 36% (n=9) male, 64% chose anonymity, thus they were given special codes (from the respondent 01 to 09). According to age, the highest percentage goes to the questioned respondents from 36 to 55 (72% n=18), under 35-20% (n=5) and over 56-8% (n=2).

Educational background: All questioned respondents have higher education. Among them employers with a Master's degree dominate. This is 68% (n=17) of the questioned respondents and the rest 32% (n=8) can be divided equally between the respondents with BA (n=4) and PHD (n=4) degrees.

Main findings

The research answered the three abovementioned questions as follows:

RQ1: According to what criteria are entry-level journalists employed in Georgia?

The research revealed that social and professional connections enhance employment possibilities. For the majority of the employers, professional and personal recommendations are important while choosing candidates for an internship. At the same point, employers admit that there is certain difference between internship and trial periods. Interns are paid in only 40% of questioned media organizations. From this point of view, improvement of internship practice is a challenge in Georgia.

Besides gaining professional experience and adjusting competences, an internship is an opportunity for broadening networks and connectivity for journalists, which will help them to find jobs in the future. For starting an internship practice, professional and/or personal recommendations are important for 89% of employers. As for employment, only 59% think that this factor matters.

RQ2: What specific knowledge and skills are more attractive for employers?

In Georgia, while employing journalists, writing and editing skills are the most important. Eighty-eight percent of participating employers think that these particular skills are important or very important, 76 percent considers that the ability to work on/meet deadlines is significant. The same percentage considers that tech-skills are important, 80% - the ability to select and process information. For 52% of employers give preference to having 'profound knowledge' in a particular sphere.

For employers in Georgia, an employee's ability to work on tight deadlines is more important than a willingness to work under pressure; we can thus suppose that employers in Georgia do not perceive working on tight deadlines as a stressful situation. Whereas in other research (Venger, Owens, 2013) these two variables are mentioned on the same level. As a perspective of the study, we can research how students gain these skills at Universities.

For our employers, the following personal qualities of entry-level journalists are very important: team-work oriented, high sense of responsibility, communication skills, curiosity, tolerance, ability to manage (control) emotions and time-management.

RQ3: Do employers take into consideration the University, qualifications and earned degrees?

Unlike other research cases where the diploma from an elite university is an additional bonus for employment, Georgian research does not clearly name such Universities. However, for most (72%) employers the status of the University is still important only for “general information and not for decision-making” as they say.

For 28% of employers, a degree in journalism has no importance at all. Exactly the same percentage says that a degree in journalism is a desirable attribute for hiring. Only 16% considers that a diploma is necessary and 16% claims that it is preferable to have additional educational experience in other spheres (e.g. Political science, economy, arts etc.). Other 24% considers that having previous work experience in media is a priority. From the employers' point of view, graduates gain more theoretical knowledge and poor “skill-based” practical competences at universities in Georgia. While employing journalists, 84% of the questioned employers give priorities to competences gained in other spheres rather than journalism. The respondents mention that specific field competences are important while working on particular topics. The absolute majority of those questioned support the idea that gaining practical knowledge and skills is crucial.

It turned out, that 44% of the questioned respondents teach at higher-education institutes, and still, 60% have never discussed the competences (which are necessary for journalists) with academic staff, deans of media schools and/or administration. They suggest that improvement of networks, communications and exchanging ideas about curricula between employers and educators is crucial for development. In further research, interviewing people from the education sector will be a subject of our interest.

Employers list the number of issues, which are correlated, with the requirements of accreditation standards of high educational institutes (HEI) in Georgia. According to the regulations, accreditation standards are met if:

- the program objectives are clearly defined and achievable and take into consideration labor market demands;
- The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of program learning outcomes and program development, is established and implemented;
- The institution supports students' involvement in extra-curricular activities, and also offers them components for developing practical skills;
- The institution aims to internationalize its teaching and scientific work as well as the employability of its graduates;
- The infrastructure and technical equipment of the institution ensures the achievement of program learning outcomes;
- Program staff has necessary competences required for the achievement of intended learning outcomes of the component they teach etc. (see more on www.eqe.ge. last visit February 2018).

From this point of view, employers produced recommendations in the following directions:

Improvement of Competence based education via following descriptors: Knowledge and understanding, Applying knowledge, Making judgments, Communications skills, Learning skills, Values. In particular, employers wish to improve knowledge in media law and ethics, verbal and writing skills, knowledge and using new technologies, improving audio-visual art techniques, knowledge and usage of new and social media platforms, having necessary skills for managing a converged newsroom, development of beat journalism etc. According to employer opinion, the students at Universities gain more theoretical knowledge than practical. For the majority, practical knowledge is essential. They acknowledge that by supporting internship programs students gain practical skills, and in general they literary suggest “less theory and more practice”.

As to the educators: qualification is a matter of importance. From this point of view, employers pay attention to the attraction of those lecturers who “have considerable practice in journalism and know all the practical details which will be useful for students in the future.”

Improvement of infrastructure and providing students with updated text books/manuals, development of the beat-journalism.

Internationalization: Employers pay attention, to increase the number of exchange programs (with European Universities); necessity of inviting foreign professors; intensive teaching of foreign languages; upgrading teaching methods.

Recommendation

The research revealed that the majority of surveyed employers (60%) do not pay a salary to interns. From this point of view, it is desirable to encourage cooperation between higher-educational institutions and employers via paid internship. In particular, a component of double degree and qualification might be the optional model. In this model, students gain knowledge and skills directly from the employers, have sessions and practice on the employers' basis. However, at the same time students, attend additional theoretical courses at University. For the development of such kind of credit-related courses, a university pays money (part from the fees) to the employer, who in turn, pays part of this money to the intern.

The research revealed that there is no permanent effective practice of communication between employers and educators. It is desirable to create and develop such a platform of communication, to hold different events (forums, seminars, conferences) where interested groups will have a chance for dialogue. This will help to create programs focused on the labor market and programs based on competences, it will also help to sophisticate and develop the labor market. To strengthen formal and informal connections between University and the labor market, it is preferable to involve practitioners and potential employers in the educational process; this is an additional possibility for employing young journalists.

Research showed that for the majority of our employers, practical skills are important. Especially writing and editing skills. Practical teaching should be the exact subject of attention while modernizing programs.

Research revealed that in Georgia, the annual number of graduates who have qualifications in journalism, mass communication or major in journalism (ECTS: 120 credits) is unknown. Being a journalist does not require any regulations, which is why we often have cases of migration from one occupation to a media sector. It may be a good impulse for the development of the beat journalism, though only in those cases when a future journalist has appropriate competences for this profession. From this point of view, admitting the possibility of giving dual qualification/double major (on an undergraduate level) would be an attractive offer (e.g. from 240 ECTS a student can accumulate 120 in journalism studies and 120 in another specialty). In Georgia, by law, there is no possibility of providing a dual qualification. In spite of various changes over the last ten years referring to this law, on the BA level, qualification of two majors has not been recognized and admitted. Our recommendation is to discuss and advocate for this amendment.

References

- [1] Andreas Veglis and Andreas Pomportsis, Journalists in the Age of ICTs: Work Demands and Educational Needs, *Journalism & Mass Communication Educator*, 2014, Vol 69 (1) 61–75, jmc.sagepub.com, Downloaded from jmc.sagepub.com by guest on October 8, 2016.
- [2] Lee B. Becker, Jeong Yeob Han, Donna Wilcox, and Tudor Vlad, The Effects of Preuniversity Study of Journalism on Entry to the Job Market, *Journalism & Mass Communication Quarterly*, 2014, Vol. 91(2) 344–356, 2014, jmq.sagepub.com, Downloaded from jmq.sagepub.com at Tbilisi State University on October 9, 2016
- [3] Deb Wenger and Lynn C. Owens, An Examination of Job Skills Required by Top U.S. Broadcast News Companies and Potential Impact on Journalism Curricula, 2013, *Electronic News*, 7(1) 22-35; Downloaded from enx.sagepub.com at Tbilisi State University on October 9, 2016
- [4] Gerbrand Tholen, Phillip Brown, Sally Power, Annabelle Allouch, The role of networks and connections in educational elites' labour market entrance Gerbrand Tholena, *Research in Social Stratification and Mobility* 34 (2013) 142–154. Published by Elsevier Ltd., Available online at www.sciencedirect.com
- [5] Henrik Örnebring, Technology and journalism-as-labour: Historical perspectives, *University of Oxford, UK, Journalism* 11(1) 57–74, 2010, <http://jou.sagepub.com>, downloaded from jou.sagepub.com at Tbilisi State University on October 10, 2016, p. 57
- [6] Huang, E. (2006) 'Facing the Challenges of Convergence: Media Professionals' Concerns of Working across Media Platforms', *Convergence* 12(1): 83–98
- [7] Rivera, L. A. (2011). Ivies, extra curriculars, and exclusion: Elite employers' use of educational credentials. *Research in Social Stratification and Mobility*, 29 (1), 71–90.
- [8] Singer, J. B. (2004) 'More than Ink-stained Wretches: The Resocialisation of Print Journalists in Converged Newsrooms', *Journalism and Mass Communication Quarterly* 81(4): 838–56.

Mental Health Problems: the Most Important Contributors to the Morbidity and Non-Timeliness Load Anywhere in the World

Kilda Çela Gusha

Abstract

Mental health problems are conditions that do not meet the criteria for disease but affect the normal quality and continuity of everyday life. They are the emotional and psychological difficulties of the individual, which occur as a result of circumstantial or persistent stresses or of a reflection of the emotions between the individual and the environment where he lives (WHO, 2005). Health is seen as "not just a lack of sickness or disability," but rather as "a complete physical, mental and social well-being." This definition significantly expands the concept of mental health, which should not be defined in a restrictive manner as the absence of mental disorders, but should be defined in a positive and comprehensive view (WHO, 1985). Ultimately, mental health is defined as "a state of well-being in which the individual realizes his or her own potential, is able to cope with daily life concerns, is productive and fruitfully in his work, and is capable of delivering his contribution to the community where he lives (WHO, 2001). Mental health problems are usually associated with important concerns in social, professional, or other important activities. In many cases, there appears to be a continuity between mental health problems and mental disorders, making the diagnosis even more complex (CDC, 2011). **Methodology: Problems in Albania:** Policies and Legislative Frameworks . Law on MS – 1996. Implementation of LLL remains low as a consequence of inadequate infrastructure (health, social and legal). There is no national or local body to monitor human or patient rights in the institutions of the MS.Policy on the Development of Mental Health Services in Albania - March 2003. Action Plan for the Development of Mental Health Services in Albania - May 2005. Conclusion: Mental and emotional problems are a concern for many elderly people. Depression often occurs as a result of the death of a spouse or close friends. Even this kind of loss and even more important and more common is the loss of respect of others. With retirement an individual does not feel more useful to his family, to society, and even more to himself.

Keywords: Problem Health, Disorders, Treatments, Albania

Introduction

Mental health problems are conditions that do not meet the criteria for disease but affect the normal quality and continuity of everyday life. They are the emotional and psychological difficulties of the individual, which occur as a result of circumstantial or persistent stresses or of a reflection of the emotions between the individual and the environment where he lives (WHO, 2005).

Health is seen as "not just a lack of sickness or disability," but rather as "a complete physical, mental and social well-being." This definition significantly expands the concept of mental health, which should not be defined in a restrictive manner as the absence of mental disorders, but should be defined in a positive and comprehensive view (WHO, 1985).

Ultimately, mental health is defined as "a state of well-being in which the individual realizes his or her own potential, is able to cope with daily life concerns, is productive and fruitfully in his work, and is capable of delivering his contribution to the community where he lives "(WHO, 2001). Mental health problems are usually associated with important concerns in social, professional, or other important activities. In many cases, there appears to be a continuity between mental health problems and mental disorders, making the diagnosis even more complex (CDC, 2011).

Mental disorders also called mental illness (NIH, 2016) or psychiatric disorders are signs, complaints and conditions referred by the person and evaluated by the mental health professional. These disorders can cause suffering or a poor ability to a good functioning of life. They appear in an individual's cognitive abilities, emotional regulation or behavior that reflects, a dysfunction in psychological, biological processes or developmental processes based on mental function (Maisel, 2013).

Such characteristics may be persistent, relapsing and remitting, or may occur as a single episode. Generally, they are characterized by a combination of thoughts, perceptions, emotions, behaviors, and abnormal relationships with others influenced by factors in the local context (Patel et.al, 2007).

These cases after assessed by the mental health professional, are classified and end up with the diagnosis of a disorder affecting the cognitive and emotional function of the individual. Many disorders have been described, with signs and symptoms that vary widely between specific disorders. Mental disorders may include mood disorders (depression), psychotic disorders (schizophrenia), etc. (WHO, 2015; WHO, 2016).

Everywhere in the world has effective strategies for preventing mental problems such as depression or other issues. There are effective treatments for these disorders and ways to alleviate the suffering caused by them. Access to healthcare and social services capable of addressing, supporting and managing these issues is the key to success.

The treatment gap of mental disorders and mental disorders continues to grow with a significant impact on health and social, human and economic rights in all countries of the world (Demyttenaere et al., 2004).

The history of mental problems in the world

References to mental problems or disorders in the early Egyptian, Indian, Greek, and Roman scriptures show that doctors and philosophers who visualized the problems of human behavior considered mental problems as a reflection of the gods' dissatisfaction or evidence that these people possessed demons. Only a few of these doctors and philosophers realized that individuals who exhibited mental problems should be treated humane and not expelled, condemned, or tried to release them from the evil spirit (Gibbons et al 2017, Daisy, 2013, Mervat, 1987).

However, some Greek writers who were dealing with the field of medicine, such as Hippocrates (who flourished around BC 400 BC) considered mental problems as diseases that were to be understood as a relationship of troubled physiology (Pilgrim , 2007; Hinshaw, 2007). He and his followers emphasized the natural causes of clinical observation and brain pathology.

Later, these Greek writers applied that method that was practiced in imperial Rome, where the description for treating mental illness included a peaceful environment and work, and the use of drugs such as "purgative heat". It is thought that for the majority of people with psychosis their families have been cared for, while for those thought to be dangerous to themselves or to others, they were kept locked at home by relatives or guardians (Gibson, 2017; Hinshaw , 2007).

After the French Revolution, Philippe Pinel was assigned to the Paris Mental Health Hospital. Under the supervision of Pinel was introduced a completely new approach to the care of mental patients. Chains and shackles were removed, prisons were replaced in sunny rooms as well as patients were also allowed to perform exercise at the hospital.

After the French Revolution, Philippe Pinel was assigned to the Paris Mental Health Hospital. Under the supervision of Pinel was presented a completely new approach to the care of mental patients. Chains and shackles were removed, prisons were replaced in sunny rooms as well as patients were also allowed to perform exercise at the hospital.

Among other reformers we mention British layman William Tuke, who founded in 1796 the York Retreat Center for Human Mental Health Care and Vincenzo Chiarugi, who published in 1788 a humanitarian regimen for his hospital in Florence. During the 16-17th centuries many terms became known for mental disorders and found their way into everyday use (Gibbons, 2016, Kroll & Bachrach, 1982, Schoeneman, 1977, Wright, 1997, Crossley, 2006, Dalby, 1997, Stompe et al 2006, Bedlam, 2003, Walsh, 1907, Dalby, 1993).

By the end of the 17th century and during the Enlightenment era, insanity was increasingly seen as an organic physical phenomenon, irrelevant to the soul or moral responsibility. Asylum care was often quite harsh and treated people as wildlife, but at the end of the 18th century a moral movement of treatment for these patients developed gradually. Clear descriptions of some syndromes may be rare before the 19th century.

Industrialization and population growth led to a massive expansion of the number and size of asylum for people with mental health problems in every western country during the 19th century. Various classification schemes and diagnostic conditions have been developed by the various authorities and the term psychiatrist was created in 1808, although medical supervisors were still known as alienists (Gibbons, 2017, Geoffrey, 2002, Crossley, 2006 Dalby, 1997, Stompe et. al, 2006).

History of mental illness in our country

Regarding the treatment and pursuit of mental health problems for our country in the earliest times are scarce. The underdevelopment and lack of education as a result of the Ottoman rule, influenced the weak economic and social development. Like other branches of the field of medicine and the field of psychiatry and problems that it addresses for a long time was underdeveloped.

Patients with mental health problems often kept them locked up or left free, wandered in the streets without any help or support. Albanian society under the feudal system considered the mentally ill (or otherwise psychic) people as individuals affected by the demons. These superstitions allowed the various people, especially those who practiced religion, to create a mystery about them as a healer in the eyes of the people. They by means of their actions or dresses managed to deceive the people that they were able to heal these individuals by removing shadows and jinns from the sick (Vehbiu, Polimeri & Pikuli, 1985).

Conclusion:

Based on surveys conducted by two Epidemiological Catchment Area (ECA) and subsequent National Comorbidity Survey (NCS), over 200-2003, nearly half of Americans (46.4%) reported meeting criteria in one points of their life with mental health problems or a mental state of anxiety disorder.

Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) 28.8%, mood disorder 20.8%, 24.8% impulse disorder and substance use disorders 14.6%. These disorders for half of respondents started from the age of 14 and for 3/4 of them up to the age of 24 (Kessler et al., 2005). While other studies report that about a quarter (26.2%) meet criteria for various disorders, anxiety disorders 18.1%; 9.5% humor disorders; emotional control disorders (negative and positive) 8.9%, as well as substance abuse disorders 3.8%. A significant minority (23%) met the criteria for more than two disorders. 22.3% of cases are classified as serious, 37.3% are moderate and 40.4% are light (Kessler et al., 2005; NIMS, 2006).

References

- [1] <http://www.who.int/mediacentre/factsheets/fs381/en/2016>.
- [2] Karel, M. J., Gatz, M., Smyer, M. (2012). Aging and mental health in the decade ahead: What psychologists need to know? *American Psychologist*. Vol. 67 (184-198).
- [3] World Health Organization (2001). *The World Health Report 2001. Mental Health: New Understanding, New Hope*. Geneva: WHO.
- [4] Goldberg, D. & Huxley, P. (1992). *Common Mental Disorders: A Biosocial Model*. London: Tavistock/Routledge.
- [5] American Psychiatric Association. (2013). DSM-5 diagnostic classification. In: Diagnostic and Statistical Manual of Mental Disorders DSM-5. 5th ed. Arlington, Va.: <http://www.psychiatryonline.org>. 2015.
- [6] World Health Organization (WHO). The ICD-10 Classification of Mental and Behavioral Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva: World Health Organization; 1992.
- [7] Royal Royal College of Psychiatrists (2014). Depression in Older Adults. [online] Available at: <http://www.rcpsych.ac.uk/healthadvice/problemsdisorders/depressioninolderadults.aspx> [Accessed Aug. 2015].
- [8] Health and Social Care Information Centre, (2007). Health Survey for England, 2005: Health of Older People. [online] Available at: <http://www.hscic.gov.uk/pubs/hse05olderpeople> [Accessed 14 Sep. 2015].
- [9] Smyth, C, (2014). Depression in old age 'is the next big health crisis'. The Times. [online] Available at: <http://www.thetimes.co.uk/tto/health/news/article4057224.ece> [Accessed 15 Sep. 2015].
- [10] Inouye SK. (1999) Predisposing and precipitating factors for delirium in hospitalized older patients. *Dementia & Geriatric Cognitive Disorders*, 10, pp. 393-400.
- [11] Siddiqi N., House, A.O., Holmes J.D. (2006). Occurrence and outcome of delirium in medical in-patients: a systematic literature review. *Age Ageing*, 35(4), pp. 350-364.
- [12] Beaumont, J., Loft, H. (2013). *Measuring National Well-being: Health, 2013*. London: Office for National Statistics.
- [13] Prince M, Albanese E, Guerchet M, Prina M. (2014). *World Alzheimer's Report, Dementia and Risk Reduction - An analysis of protective and modifiable factors*. London, England: Alzheimer's Disease International.
- [14] Prince M, Albanese E, Guerchet M, Prina M. (2014). *World Alzheimer's Report, Dementia and Risk Reduction - An analysis of protective and modifiable factors*. London, England: Alzheimer's disease International.
- [15] Prince M, Knapp M, Guerchet M, McCrone P, Prina M, Comas-Herrera A, Wittenberg R, Adelaja B, Hu B, King D, Rehill A, Salimkumar D. (2014). *Dementia UK: The Second Edition*. London: Alzheimer's Society.

- [16] U.S. Department of Health and Human Services (1999). Older Adults and Mental Health. In: Mental Health: A Report of the Surgeon General. Available at: <http://www.surgeongeneral.gov/library/mentalhealth/chapter5/sec1.html> (accessed June 10, 2008).
- [17] Web-based Injury Statistics and Query Reporting System (WISQARS) (Online). National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (producer). Available at: <http://www.cdc.gov/ncipc/wisqars/> (accessed June 10, 2008).
- [18] Maria Carmen Viana; Laura Helena Andrade. Lifetime Prevalence, age and gender distribution and age-of-onset of psychiatric disorders in the São Paulo Metropolitan Area, Brazil: results from the São Paulo Megacity Mental Health survey

The Relationship Between the Age of Menarche and Premarital Sexual Behaviors of Adolescence and Young Adults in Indonesia: Analysis on Survey Data of Indonesian Adolescents' Reproductive Health in 2012

Nuraliah

Master of Public Health Program, Faculty of Medicine, Universitas Gadjah Mada Indonesia

Abstract

One crucial period of woman's development period is when the age of puberty is begun, indicated by *menarche*. The age of *menarche* might be related to a certain sexual that one having earlier *menarche* is potential to do premarital sexual behaviors. The aim of this research is to analyze the relationship between the age of *menarche* and premarital sexual behaviors. This research is quantitative research employing secondary data: The Survey of Indonesian Adolescents' Reproductive Health (SKRRI, *Survey Kesehatan Reproduksi Remaja Indonesia*) in 2012. The data design hired was the cross sectional survey. Women at the age of 15-24 years-old were chosen as the research population. There were 7,367 samples involved, taken from both urban and rural areas. The dependent variable of this research was the premarital sexual behaviors categorized into non risky behaviors (holding hands) and risky behaviors (kissing, petting, and having sexual intercourse); while the independent variable was the age of *menarche*. The external variables of this research consisted of age, education, and domicile. This researcher used the univariable analysis, bivariable analysis utilizing the chi-square, and multivariable analysis applying the logistic regression with the confidence level of 95% and value of $p = 0.005$. The results show that the average age of *menarche* is thirteen years-old and premarital sexual behaviors are mostly performed by urban women. Based on the results of relationship test, the age of *menarche* does not have any significant relationship with premarital sexual behaviors. However, there is a significant relationship between premarital sexual behavior with the age and domicile.

Keywords: reproductive health, the age of *menarche*, sexual behavior

Introduction

Research Background

Puberty is a transition period between childhood and adulthood. The peak of puberty is indicated by *menarche* or the first menstruation undergone by an adolescent girl (Mary & Carol, 2003). Earlier *menarche* that occurs when a child has not reached maturity of mind and still lacks of relevant knowledge causes various psychological responses to her.

The age of *menarche* is perceived as a crucial period since it is one indicator of reproductive health, population health, and future chronic disease (Islam *et al.*, 2017). The shift of age of *menarche* indicating earlier *menarche* becomes a wide concern since it happens in almost all of countries, including low and middle income countries (Blum *et al.*, 2014). This trends also sweeps Indonesia. The data of Riskesdas 2010 (*Riset Kesehatan Dasar*, Research of Fundamental Health) point out that as much as 40.7% and 32% adolescents had their *menarche* at the age of thirteen years-old and twelve years-old, respectively. Another research conducted by Suryansyah (2013) shows that adolescent begins their puberty at the age of nine to ten years-old (48.2%) and at the age of twelve to thirteen years-old, they all have had their puberty.

Research conducted by Yermachenko & Dvornyk (2014) indicates that early *menarche* triggers sexual behaviors and pregnancy in adolescent leading to early marriage. An adolescent with earlier *menarche* is potential for performing premarital sexual behaviors due to her emotional immaturity to control herself. Several studies figure out that those sexual behaviors are begun at the age of thirteen years-old. They include hugging, kissing, groping sensitive areas, and having sexual intercourse (Schwartz, 2010; Smith *et al.*, 2003).

In developed countries, the increase of prevalence of sexual activities among adolescents is shown by the number of girls in America having intercourses that increased from 7% in 1950 to 40% in 1982 (Brooks-Gunn & Furtstenberg Adolescent, 1989). A certain study in UK conducted in 1960s figures out that 12% of girls had had sexual intercourse. However, the

study also reveals that ten years later, 50% of girls at the age of sixteen to nineteen years-old were reported for having lost their virginity (Farrel, 1978). Observed from the demography of adolescents, more than a half of sexually active adolescents (53.5%) live in rural areas and it is reported that they have more than one sexual partners (29.5%). In Indonesia, the data of Survey of Indonesian Adolescents' Reproductive Health in 2007 indicate that adolescents having premarital sexual intercourse were as much as 801 out of 18,510.

There are still limited literatures discussing the relationship between the age of *menarche* and sexual experiences in Indonesia. Research conducted by Deardoff *et al.*, (2005) reveals that there is indeed a relationship between sexual behaviors and the age of *menarche*. However, that research uses relatively small sample and is European-countries based. Hence, this research was purposively designed to observe the relationship between the age of *menarche* and specific sexual experiences; such as holding hands, kissing, petting, and having sexual intercourse on adolescents and young adults in Indonesia by employing the data of Survey of Indonesian Adolescents' Reproductive Health.

Research Objectives

To observe and analyze the relationship between the age of *menarche* and sexual behaviors on adolescents and young adults.

Methodology

This research is cross sectional study research hiring the data of Indonesian Demographic Health Survey (SDKI, *Survey Demografis Kesehatan Indonesia*) in 2012 containing the data of sub-survey of Reproductive Health of Adolescents with the population of all adolescents and young adults at the age of 15-24 years-old in Indonesia. The researcher applied the cross sectional study design to analyze the relationship between determining factors and their effects by using the observational approach or gathering data in a certain place (Rosner, 2010). This research involved respondents of Indonesian Demographic Health Survey in 2012 that were 8,902 girls. Those girls were selected based on inclusion criteria: female and having had *menarche*. Exclusion criteria of this research were respondents with 'not knowing' answers on questions related to the research variables. Those both criteria minimized the sample to be 7,367.

The dependent variable in this research was the premarital sexual behaviors categorized into non risky behaviors (holding hands) and risky behaviors (kissing, petting, and having sexual intercourse); while the independent variable was the age of *menarche*. The external variables of this research were age, education, and domicile. The univariable analysis was conducted by finding the distribution of respondents' characteristics, performed by observing the distribution of frequency and the proportion of each group. The bivariable analysis was conducted by utilizing the chi square to figure out the relationship between the dependent and the independent variables as well as between the external and the dependent variables. The influence of independent variables towards the dependent variables involving external variable was found out by performing the multivariable analysis by hiring the logistic regression with the confidence level of 95% and the value of $p = 0.0005$.

Findings

Table 1 displays the chosen sample has a double proportion for the adolescent age (66.96%), larger than the proportion for the young adult age that is 33.04%. The biggest proportion of education level is reached by the respondents graduating from senior high school (51.57%); while the respondents graduating from tertiary schools (university/academy) have a proportion as much as 26.17%. The selected respondents mostly come from urban areas.

Table 1 The Distribution of Respondents' Characteristics

Variable	n	%
Age		
Adolescent (15-19 years-old)	4,933	66.96
Young adult (20-24 years-old)	2,434	33.04
Education		
Primary school	492	6.68
Junior high school	1,369	18.58
Senior high school	3,799	51.57
Tertiary education	1,707	26.17
Domicile		
Urban	4,523	61.40
Rural	2,844	38.60

The age of <i>menarche</i>		
<12 years-old	479	6.50
12-14 years-old	5,460	74.11
>14 years-old	1,428	19.38
Sexual behaviors		
Risk	4,836	34.36
Non risk	2,531	65.64

The age of *menarche* is when a woman has her first menstruation. The respondents' age of *menarche* involved in the research ranges from nine to twenty years-old. They had their *menarche* at the age of thirteen years-old on average. The largest proportion of age of women having their *menarche* is at the age of twelve to fourteen years-old (74.11%). There are only 6.50% women having their *menarche* at the age of less than twelve years-old.

Based on the Central Agency of Statistics (BPS, *Badan Pusat Statistik*) in 2012, sexual behaviors consist of dating behavior including holding hands, kissing, petting, and having coitus. In this research, sexual behaviors are divided into the risky and non risky sexual behaviors. A sexual behavior is categorized as risky if in the forms of kissing, petting, and/or having coitus and non risky if there are no kissing, petting, and having coitus. Table 2 indicates that one third of respondents have conducted risky and non risky premarital sexual behaviors.

Table 2 The Distribution of Risky and Non Risky Premarital Sexual Behaviors

Variable	Safe		Unsafe/Risky		P-value
	n	%	n	%	
Age					
Teenage (15-19 years-old)	3,554	73.49	1,379	54.48	0.000
Young adult (20-24 years-old)	1,282	26.51	1,152	45.52	
Education					
Primary school	326	6.74	166	6.56	0.000
Junior high school	994	20.55	375	14.82	
Senior high school	2,567	53.08	1,232	48.68	
Tertiary education	949	19.62	758	29.95	
Domicile					
Urban	2,004	41.44	840	33.19	0.000
Rural	2,832	58.56	1,691	66.81	
The age of <i>menarche</i>					
<12 years-old	314	65.55	165	34.45	0.227
12-14 years-old	3,612	66.15	1,848	33.85	
>14 years-old	910	63.73	518	36.27	

A double distribution of experiences in performing risky premarital sexual behaviors is found on adult women (32.67%) if compared to distribution found on adolescent girls (15.29%). A high distribution of experiences in performing risky premarital sexual behaviors is also discovered on the respondents whose education level is senior high school (48.68%). The percentage of risky sexual behavior increases along with the higher level of education yet it decreases when the respondents have a high education. Furthermore, the high percentage is also found on adolescents and young adult women living in urban areas (66.81%). During the age of *menarche*, women with earlier *menarche* (less than twelve years-old) and late *menarche* (more than fourteen years-old) possess a bigger proportion of conducting risky sexual behaviors.

To figure out factors triggering adolescents to perform risky and non risky sexual behaviors, the researcher conducted a further test that was the logistic regression by involving all variables, either independent or external variables. The test resulted p-value (Prob > chi²) as much as 0.03 that meant there were significant influences of independent variables towards the dependent variables.

Table 3 Odd Ratio, Confident Interval, and P-value of Sexual Behaviors

Variables	Risky Sexual Behaviours			P-value
	OR	95% CI		
Age				
Adolescent (15-19 years-old)	Ref			
Young adult (20-24 years-old)	2.130674	1.894858	2.395838	0.000

Education				
Primary school	Ref			
Junior high school	.8578326	0.6835969	1.076478	0.186
Senior high school	1.021387	0.8322406	1.253521	0.840
Tertiary education	1.09334	0.8769863	1.363068	0.428
Domicile				
Urban	Ref			
Rural	1.250736	1.125762	1.389584	0.000
The age of <i>menarche</i>				
<12 years-old	Ref			
12-14 years-old	.9484679	.776107	1.159107	0.605
>14 years-old	0.7125685	.7568347	1.181928	0.624

After involving all variables, the result of logistic regression indicates that only the variables of age and domicile that significantly influence risky sexual behaviors. The values of Odds Ratio as much as 2.51 and CI (1.894858-2.395838) point out that adult women are more prone to conduct risky sexual behaviors 2.1 times if compared to teenage girls. In the variable of domicile, the value of Odds Ratio is 1.2, showing that adolescents and young adults living in urban areas possess 1.2-times potentiality to do riskpremarital sexual behaviors. Moreover, the variables of education, domicile, and age of *menarche* indicate no significant relationship. This test publishes similar results to results of bivariate test where only the variables of age and domicile that show a significant relationship.

Discussion

Entering the age of puberty indicated by the age of *menarche* is a woman's critical period. The age of *menarche* has been widely perceived as one of indicators determining the reproductive health of all ages. The results of research suggest that the average age of *menarche* is thirteen years-old, either in urban or rural areas. Those results are similar to results of research conducted by Suryansyah (2013) concluding that all teenage girls in urban areas have had their puberty indicated by having *menarche* at the age of twelve to thirteen years old. Affandi, B. (1991), quoted by Soejioti (2001) conveys that one hundred years ago, there was a woman having her first period at the age of seventeen years-old. Nowadays, a teenage girl has her first period at the age of twelve years-old or maybe less due to relatively improved nutrition and stimulations of visual and audio media (radio, TV, movies, and magazines) that accelerate biological maturity.

This research figures out that the number of adolescents and young adults conducting risksexual behaviors is less than the number of adolescents and young adults that do not conduct sexual behaviors. One out of three women of this research has performed risky sexual behaviors. This is due to the fact that premarital sexual intercourses are not supported by Indonesian cultures.

In line with the research conducted by Pinandari (2015) stating that premarital sexual behaviors are more frequently found in urban than rural areas, this research indicates that women whose domicile is in urban areas perform more sexual behaviors than women in rural areas. Age possesses a significant influence towards sexual behaviors. Adults conduct more sexual behaviors than adolescents since they have more experiences.

The researcher did not find any significant relationship between education and risky sexual behaviors. Pinandari (2015) finds out that in Indonesia, either adolescents or young adults do not accept any formal education related to reproductive health; they only have information of contraception methods. Hence, either women with low or high education have the same possibility in performing risky sexual behaviors.

This research also shows that the age of *menarche* does not significantly influence sexual behaviors. Nevertheless, women with early *menarche* and women with late *menarche* are more potential to conduct risky sexual behaviors if compared to women with average or normal *menarche*. Irwin and Millstein (1998) believe that adolescents' risky behaviors are the manifestation of asynchronous pubertal maturation or too early/late maturity. This triggers them to perform risky behaviors; such as consuming alcohols and drugs as well as having premarital sexual intercourses.

Conclusion

This research concludes that the average age of *menarche* is thirteen years-old and that risky behaviors have less proportion when compared to risky sexual behaviors. Women living in urban areas are more potential in having risky behaviors. There is no significant relationship between the age of *menarche* and risky sexual behaviors, respectively. Young

adult women living in urban areas tend to do more risky premarital sexual behaviors than adolescent girls living in rural areas.

Acknowledgments

I would like to thank to Indonesia Endowment Fund for Education (LPDP) Ministry of Finance Republic Indonesia for gorgeously supporting author by scholarship. My parents, brothers and sister thanks for your pray. The last all my friends in Yogyakarta and Sulawesi for being together, your support and encouragement was worth more than I can express on paper.

References

- [1] Blum, R. W., Astone, N. M., Decker, M. R., & Mouli, V. C. (2014). A Conceptual Framework for Early Adolescence : A Platform for Research. *International Journal Adolescence Medical Health*, 26(3), 321–331. doi:10.1515/ijamh-2013-0327
- [2] Brooks-Gunn J, F. F. J. (1989). Adolescent Sexual Behavior. *The American Psychology*, 44(2), 249–257.
- [3] Dearthoff, J., Gonzales, N. A., Christopher, F. S., Roosa, M. W., Millsap, R. E., & Objective, A. (2005). Early Puberty and Adolescent Pregnancy : The Influence of Alcohol Use. *Pediatrics*, 116(6). doi:10.1542/peds.2005-0542
- [4] Islam, S., Hussain, A., Islam, S., Mahumud, R. A., Biswas, T., Mohammed, S., & Islam, S. (2017). Age at Menarche and Its Socioeconomic Determinants among Female Students in an Urban Area in Bangladesh. *Sexual & Reproductive Healthcare*. doi:10.1016/j.srhc.2017.03.008
- [5] Mary, J., & Carol, V. (2003). *Women's Reproductive Health, from Menarche to Menopause*. United States of America: Michigan, Inc Printed.
- [6] Pinandari, A. (2015). Pendidikan Kesehatan Reproduksi sebagai Pencegah Perilaku Hubungan Seksual Pranikah Remaja dan Dewasa Muda di Indonesia (Analisis Data SDKI 2012).
- [7] Schwartz, I. M., & Schwartz, I. M. (2010). Comparison Affective Reactions of American and Swedish Women to Their First Premarital Coitus: a Cross-cultural Comparison, (February 2015), 37–41. doi:10.1080/00224499309551674
- [8] Smith, A., Agius, P., Dyson, S., & Mitchell, A. (n.d.). *Health 2002*.
- [9] Soejoeti, S. Z. (2001). Perilaku Seks di Kalangan Remaja dan Permasalahannya. *Media Litbang Kesehatan*, 11, 30–35.
- [10] Suryansyah, A. (2013). Puberty Stages of Primary School Students. In *International Journal of Pediatric Endocrinology* (Vol. 2013, p. P82). BioMed Central Ltd. doi:10.1186/1687-9856-2013-S1-P82
- [11] Yermachenko, A., & Dvornyk, V. (2014). Nongenetic Determinants of Age at Menarche: a Systematic Review. *Biomed Research International*, 2014, 1–15.

Effect of Scaffolding Instructional Strategy on Low Achieving Pupils Achievement in Mathematics

Philip Olaoluwa Olota

Abstract

The observed and reported inability of pupils to perform foundational numeracy skills of addition and subtraction in Uyo Education Authority, Akwa Ibom State Nigeria served as motivation for this study. Two research questions and hypotheses were answered and tested. The study investigated the effect of scaffolding instructional strategy on low achieving Pupils achievement in Mathematics. The quasi-experimental, nonequivalent, pre-test post-test design was adopted. Involved in the study which spanned five weeks were 43 low achievers in Mathematics (20 males and 23 females) in four elementary schools in Uyo Education Authority. The Classificatory Mathematics Aptitude Test (CMAT) and Mathematics Achievement Test (I & II) were used for the purpose of data collection. Mean, Standard Deviation and Analysis of Covariance (ANCOVA) were used for analysis. It was found that pupils in the experimental group performed significantly better than those taught with the conventional method of instruction. Gender had a significant effect on the mean achievement scores of low achieving pupils in the treatment groups. In conclusion, scaffolding instructional strategy helped to boost the mathematics achievement of low achieving pupils thus it was recommended that it should be an integral part of a balanced numeracy development program in primary schools.

Keywords: Scaffolding instructional strategy, Low Achievers, Mathematics, Pupils, Uyo

Introduction

Mathematics which is the bedrock of primary education is defined as a mental activity concerned with logical thinking, spotting patterns, and carrying out those mental activities which are inductive and effective (Snapper, 1979). Mathematics involves the study of the properties of numbers and their relationships, geometry, inductive and deductive thinking and the formulation of generalizations which is born out of the creation of the human mind which primarily becomes a way of thinking thus facilitating problem solving (Steen, 1997). Basic numeracy skills consist of counting, addition, subtraction, multiplication and division. The terms numeracy and mathematics have been used interchangeably used throughout the literature. The term numeracy was first used in the United Kingdom to include secondary school students' ability to reason and solve quantitative problems, to understand the scientific method, and to communicate about quantitative matters in everyday life (National Numeracy Network, 2009)

A Mathematically literate person can estimate; interpret data, solve day-to-day problems, reason in numerical, graphical and geometric situations and communicate using Mathematics. Mathematical literacy is as important as proficiency in reading and writing. Mathematics is so entwined with today's way of life that we cannot fully comprehend the information that surrounds us without a basic understanding of Mathematical ideas. Confidence and competence in Mathematics lead to productive participation in today's complex information society and open the door to opportunity (Steen, 2001). Low achievers in mathematics are those students who persistently perform below the stipulated academic benchmarks in a learning task despite average or above abilities in most other areas (Mark, Fleming, Long & McMillan, 2000). Pupils who are low achievers in mathematics often exhibit difficulties in retrieving basic arithmetic facts from long term memory, difficulties in reading and writing in mathematical language and delays in learning mathematics procedures which could not be attributed to intelligence. (Karsenty, 2010).

Low numeracy distorts risk perception towards health decisions (Raghavan, Sartoris & Glaser, 2009) and may negatively affect economic choices. Despite the fact that the importance of Mathematics to diverse learners cannot be over emphasized, the performance of pupils in Mathematics in promotional or terminal examinations has been of great concern to stakeholders in the educational system (Maliki, Ngban & Ibu, 2009). This is coupled with the abysmal performance in both Junior and Senior Secondary School Certificate Examinations which are pointers to the fact that foundational Mathematics skills are not developed.

According to Ramari (2004), performance in Mathematics has been generally poor. For example, information from the West African Examination Council (WAEC) and National Examination Council (NECO) results revealed that between 2004 and 2008 only 8.2 percent of students 50% in Mathematics. The same trend has been noted in Kisumu East District in Kenya over the last three years as depicted in the KCSE results of 2006 with a mean score of 3.2282, and in 2007 it had a mean score of 3.3691 and in 2008, it had a mean score of 4.0660, showing some slight improvement though still below average (District Education Office, Kisumu East District, 2009).

Given the persistent poor performance, it was important to establish the factors contributing to this. Ojeleye and Bojuwoye (2000) revealed that researchers have identified the factors responsible for high rates of failure; these include negative attitude to the subject, lack of qualified teachers, inadequacy of teachers, lack of appropriate teaching strategies, specialized language for the subject and inadequate and unsuitable textbooks. Many researchers, prominent among them, Muodomogu (2005) blame the use of traditional method of instruction on failure among pupils. He showed that in many classes where the conventional method of teaching is dominant, there always exist a gap between what the students ought to learn and how the teacher imparts it. The traditional method of teaching mostly used in the school puts a child at a disadvantaged position since it is not child centered but teacher centered. In view of this, traditional or conventional method refers to long established customs of teaching that are found in schools to which society has traditionally deemed appropriate; it is a more holistic approach that does not focus on individual student's needs and self-expression. Traditional teacher-centered methods focused on rote learning and memorization rather than on child-centered and task-based approaches to learning.

Many educational researchers who are concerned by the trend of performance in Mathematics among students apparently occasioned by failure of the conventional method of instruction have carried out studies on how the scaffolding instructional strategy includes all support given to a learner to take him/her from what he knows to what he ought to know (Casem and Olivia, 2013).

Scaffolds are temporary structures that physically support workers while they complete jobs that would otherwise be impossible. Scaffolds provide workers with both a place to work and the means to reach work areas that they could not access on their own (Larkin, 2002). Scaffolding instructional strategy is a teaching strategy that was cleverly named for the practical resemblance it bears to the physical scaffolds used on construction sites. Scaffolding instructional strategy consists of teaching new skills by engaging pupils collaboratively in tasks that would be too difficult for them to complete independently. The instructor initially provides extensive instructional support, such as worked examples, cues, organizers to continually assist the pupils in building their understanding of new content and process. Once the pupils internalize the content and/or process, they assume full responsibility for controlling the progress of a given task. The scaffolds provided by the instructor is removed to reveal the impressive permanent structure of pupils' understanding (Hartman, 2002).

Scaffolding instructional strategy involves three major levels. The content, task and material scaffolding. At the content level, the teacher breaks instructional plans to lead the pupils from what they already know to a deeper understanding of what they do not know (Turnbull, Shank & Leal, 1999). The second level of instructional scaffolding is task scaffolding where the instructor provides support to the learners at every step of the learning process (Turnbull *et al.*, 1999). At the beginning of the process, the instructor models the task in its entirety. Having observed their instructor's model, the pupils begin guided practice by performing parts of the task independently. The instructor assists his or her learners with their early practice and continuously assesses their learning. As the pupils gain experience with an understanding of new information or tasks, the instructor increases the complexity of guided practice activities and gradually reduces his or her support. By the end of a well-executed scaffolding plan, the pupils perform the entire task with little or no support from their instructor (Turnbull *et al.*, 1999). The third level is material scaffolding which involves the use of manipulatives, verbal or physical prompts and cues to help the learner perform a required task. This may take the form of cue or guided examples that list the steps necessary to perform a task. They can use these examples to reduce confusion and frustration.

The benefits of scaffolding instructional strategy allow pupils to reach levels of understanding and task mastery that would have been unattainable without it. Just as scaffolds help workers to complete difficult jobs, scaffolding instructional strategy helps pupils to build solid understanding of challenging academic topics (Nzewi & Ibeneme, 2011).

A study was carried out by Casem and Oliva (2013) on the "Effectiveness of the use of scaffolding and traditional strategies in teaching selected topics in Mathematics III". Three research questions and hypotheses were formulated for the purpose of the study. The study made use of the true experimental design, specifically the Pretest-Posttest,

descriptive and correlational research designs. Two sections of the 3rd year high school students in City of San Fernando, La Union, Philippines were the participants of the study. There were 12 participants for each group with first and second grading averages ranging from 78 – 90. The experimental group was exposed to scaffolding strategy, and they were handled one hour from Monday to Friday (11:00

– 12:00PM). Combinations of several techniques such as modeling, offering explanations, clarifying students' responses, use of scaffolding questions, use of visual organizers, cooperative learning (think pair-share technique), guided practice, and computer technology integration were employed to the experimental group. The control group was exposed to traditional strategy which utilized board work, worksheets, lecture method, and the like, with an hour of lecture from Monday to Friday (12:00 — 1:00PM). Both groups completed the selected topics in Mathematics III which were Classifying Quadrilaterals, Properties of Parallelograms, Proving Quadrilaterals as Parallelograms, Special Parallelograms, Trapezoids and Kites, and Congruent Quadrilaterals. The 45-item Pretest-Posttest was the instrument used to gather data. Mean, T-test and Pearson was used to analyze data from the experimental and control groups. The study revealed significant difference with mean performance of the experimental group higher than the control group. The scaffolding strategy was found to be effective in improving the performance. The study was related to the current study with respect to the intervention strategy, design and methodology.

In a related study carried out in Virginia by Hu (2006) entitled "The Effect of Scaffolding on the Performance of Students in Computer—Based Concept Linking and Retention of Comprehension," the purpose of this study was to examine two scaffolding methods on the performance of students in computer-based concept linking and retention of comprehension. Four research questions and hypothesis were formulated as guide for the study. Pre-treatment survey, concept mapping tutorial were used as instruments for data collection. After training and practice in concept mapping and CMAP Tools – a computer-based concept mapping program,

116 undergraduate students were randomly assigned to one of four treatment groups to work on a computer-based concept mapping task. Students in the no scaffolding (NS) group did not receive any scaffolding. Students in the linking phrase scaffolding (PS) group received linking words or phrases as scaffolding. Students in the articulation hint scaffolding (AS) group received a hint question as scaffolding, which asked them to elaborate on relationships between concepts in full sentences. Students in the linking phrase and articulation hint scaffolding (PAS) group received both scaffolding while working on the computer-based concept mapping task. One week after the treatment, students took a concept linking posttest, in which they constructed a concept map in CMAP Tools based on a web-based instruction on the human heart. After another week, they took another posttest on retention of comprehension about the heart. Two 2 X 2 factorial Analysis of Variance (ANOVA) were conducted to examine the main effects of linking phrase scaffolding and articulation hint scaffolding and any interaction effect between them on the performance of students in computer-based concept linking and retention of comprehension. The results showed that there was a positive correlation between students' performance in computer-based concept linking and retention of comprehension as occasioned by the significant difference in the performance of the scaffold and non-scaffold group. This study is related to the main work with respect to the intervention strategy and design.

Also, Nzewi and Ibeneme (2011) carried out a study in Onitsha Metropolis entitled "The Effect of Cueing Questions as Instructional Scaffolding on Different Categories of Students' Achievement in Biology". A quasi-experimental design, specifically the pre-test - posttest non-equivalent control group design was used for the study. Three research questions and null hypothesis were formulated for the purpose of the study. The sample consisted of 368 Senior Secondary Class Two (SSII) biology students located in two schools. Learning approach questionnaire (LAQ) and Biology Achievement Test (BAT) were used as instrument for data collection. The treatment group was taught selected biology concepts using cueing questions as instructional scaffolding while the control group was taught without the cueing questions. The study lasted 6 weeks. Data were analyzed using mean and Analysis of Covariance (ANCOVA). The findings indicated that in all categories of students cueing questions used as scaffolds led to improved achievement in biology. This study is related to the current study with respect to intervention strategy and design.

Yu, Tsai and Wu (2013) carried out a study entitled The Effects of Online Procedural Scaffolds (in the form of generic question-stems with context-specific examples) and the timing of scaffolding provision (immediate versus delayed) on supporting the online student question-generation learning process in a science class. A quasi-experimental design, specifically the Pretest-Posttest control group design was used for the study. Three research questions and hypotheses were formulated to guide the study. A total of 78 fifth-grade Taiwanese students participated in eight online question-generation sessions. An online learning system equipped with a customizable

scaffolding design in terms of content and timing of access was used. Learning satisfaction scale (LSS) and Learning anxiety scale (LAS) were used as instrument for data collection. The results of ANOVAs on the students' week-by-week question-generation performance showed that procedural scaffolds group did not statistically distinguish themselves from the no-scaffolds group in any of the eight question-generation performances, which indicate a non-significant effect of scaffolding on the treatment group. This study is related to the current study in terms of intervention strategy and design.

Furthermore, Safadi and Rababah (2012) carried out a study in Jordan entitled "The Effect of Scaffolding Instruction on Reading Comprehension Skills". The study adopted a pretest posttest research design. Six research questions and hypothesis were formulated to guide the study. A scaffolding instruction program, which lasted for 9 weeks, was implemented to find out its impact on 11th grade Jordanian EFL learners' reading comprehension skills. 107 female pupils were selected (52 control and 55 experimental) Using scaffolding instruction, the experimental group was taught three units selected from the participants' English textbook, while the control group was taught the same units with no scaffolding. Pre- and Post-test procedure was used to measure the impact of the scaffolding program on the students' achievement one-way analysis of covariance (ANCOVA) was used to measure any statistically significant differences in the mean scores of both groups. Multivariate analysis of covariance (MANCOVA) was also used to find any significant differences in their posttest mean scores. Results of the study show that there are significant differences in the subjects' achievement in reading comprehension skills, in favor of the experimental group. The study is related to the present study in terms of intervention strategy, gender and design.

Likewise, Monica & Olatunbosun (2013) conducted a study on the effects of using scaffolding strategy on the academic achievement of students in Integrated Science in the Junior

Secondary School (JSS). Two research questions and hypotheses were formulated to guide the study. The study adopted a quasi-experimental research design. Four hundred and fifty (450) students in JSS 2 were randomly selected from four Junior Secondary Schools in two Local Government Areas of Ekiti State, respectively. The sample was divided into two groups, two schools serving as a group. The first group was taught using scaffolding strategy (SCS), while the second group was taught using the traditional (chalk and talk) method (TRM). Integrated Science achievement test (ISAT) was used as instrument for data collection and the data collected were tested using t-test analysis. Results showed that students exposed to scaffolding strategy performed significantly better than their counterparts who were exposed to traditional method. This study is similar to the present study with respect to methodology. It is evident from most of the empirical works reviewed that the scaffolding learning strategy had proved to be far more effective in pupils academic achievement than the conventional or traditional method of instruction. Similarly, this study is related to current study with respect to intervention program and design.

Another issue of concern in this study is gender. The influence of gender is used in this study as a moderating variable in determining the effectiveness of scaffolding instructional strategy. Gender is used to describe the differences between male and females with regards to the societal accepted role of each. Gender has been shown to be a potent factor in the academic achievement of pupils in Mathematics (Forgasz, Leder & Vale, 2000).

To ascertain the effect of instructional scaffolding on the achievement of boys and girls, Azih and Nwosu (2011) carried out a study on "Effects of Instructional Scaffolding on the Achievement of Male and Female Students in Financial Accounting in Secondary Schools in Abakaliki Urban of Ebonyi State, Nigeria". Three research questions and hypotheses were formulated for the purpose of the study. The study was carried out to investigate the effects of instructional scaffolding on the achievement of male and female students in financial accounting in Abakaliki Urban of Ebonyi State, Nigeria. A Pretest, Posttest, control group, non-randomized quasi experimental design was used in this study. The population of the study comprised all SS II students in all the secondary schools in Abakaliki Urban offering financial accounting. Four secondary schools were selected out of the fourteen secondary schools in Abakaliki offering financial accounting. Two schools were assigned to the treatment group while the other two were

assigned to the control group. A total of one hundred and sixty-three (163) students offering financial accounting were used for the study.

Two instructional packages were developed, one for the treatment group and the other was subjected to the conventional method of teaching financial accounting. The financial accounting achievement test was used for data collection. The data were analyzed using mean and standard deviation while the analysis of co-variance was used to test the hypothesis. Summary of result revealed that instructional scaffolding method was superior to the conventional method in improving the achievement of male and female students in financial accounting. The

test of interaction showed that gender had no significant interaction with teaching approach on students mean achievement. It was concluded that instructional scaffolding is a good teaching method for teaching financial accounting and the researcher recommended that financial accounting lessons should be scaffolded irrespective of the gender of the students. The study is related to the present study with regards to the major construct and methodology.

Also, Raes, Schellens, Wever and Vanderhaven (2011) carried out a study in Belgium on Scaffolding Information Problem Solving In Web-Based Collaborative Enquiry Learning With Consideration of Gender and Prior Learning. Three research questions and hypotheses were formulated to guide the study. 347 students were selected from 18 secondary schools as participants in the study, three experimental condition (Teachers enhanced scaffolding, Technology enhanced scaffolding and both) were compared in a control condition in a two by two factorial quasi-experimental design. Science achievement test was used to gather data. Mean score and ANCOVA were used to analyze the data generated and it was found that girls outperform boys in knowledge domain. This finding is contrary to the result of earlier research finding. This study is related to the present one with regards to the moderating variable of gender.

Samuelsson (2008) also carried out a study entitled 'The Impact of Teaching Approaches on Students' Mathematical Proficiency in Sweden'. The study examined the effect of two differently structured methods, traditional and problem-solving, of teaching children Mathematics the first five years in school as well as differences between boys' and girls' achievement depending on teaching approaches. Two research questions and hypotheses were formulated to guide the study. A total of 105 pupils were selected as sample for the study. The progress made by these students was presented by the five component measures of their

Mathematical proficiency; productive disposition, conceptual understanding, procedural fluency, strategic competence and adaptive reasoning. The tests (test in pre-school and national test in school year five) were employed as instruments in this study and it was developed by an expert group contracted by the National Council of Education in Sweden. Differences between School A and School B, and boys and girls, on Mathematical skills at 11 years of age were examined using t-tests for independent samples. The t-test was performed on raw scores across the entire sample. The results show that there are no significant differences between teaching methods when assessing procedural fluency. Students' progress in conceptual understanding, strategic competence and adaptive reasoning is significantly better when teachers teach with a problem-based curriculum. In order to develop aspects of self-efficacy, the results show that pupils would better benefit from a traditional curriculum. Boys and girls who have been taught with similar methods perform equivalent in both the traditional and the problem-solving group. The study is related to the present study in terms of moderating variable of gender.

Likewise, Ferg, Zhang and Chen (2008) conducted a study entitled 'Use of Scaffold Strategies to Enhance Cross-regional Online Collaborative Learning: Experiences from China'. The purpose of this study was to design and use scaffold strategies to conduct a cross-regional collaborative learning activity among secondary schools in China. Three research questions and hypothesis were formulated to guide the study. The three thematic learning activities — "Olympics in my eyes", "Athletic sport and culture in my hometown" and "Regional athletic sport & culture website" — under the theme of Athletic Sport & Culture, were designed for online collaborative learning. The 45 specific scaffold strategies within an eight-stage system of scaffolding were designed to encourage effective online collaborative experiences for all participants. The eight-stage system of scaffolding consisted of: purpose clarification, content, group tasks, collaboration skills, data collection, data processing, outcome presentations, and evaluation. Thirty-six secondary schools, which ranged across the most educationally developed to the least educationally-developed areas in China, were selected and participated in the study. After completing the study, the effectiveness of the 45 scaffold strategies within the eight stages was evaluated by participating teachers in the 36 schools. Questionnaire and interviews were used as instrument for data collection, data collected were analyzed. Mean and standard deviation were used to answer the research questions while Analysis of covariance (ANCOVA) was used to test the hypothesis. The study found out that there was no significant difference in the performance of boys and girls as systematic scaffold strategies were essential for a variety of students to have effective cross-regional online collaborative learning experiences. A major finding of the study was that there is no significant difference in the achievement of boys and girls exposed to instructional scaffolding. The study is similar to this study with respect to moderating variable and design.

Method

Design of the Study

This research is a quasi-experimental study. Specifically, the design was the pretest- posttest non-equivalent control group design. Quasi-experimental design is a design in which random assignment of subject to treatment and control groups is not possible. A quasi- experimental design was chosen because intact classes were used. Hence, there were no random assignment of research subjects into experimental and control groups. The design is diagrammatically represented as follows. (Figure 1 near here)

Participant

The participants were in grade 2 and average of 5years of age. As this is a grade and age when foundational mathematics skills of counting, addition, subtraction and arithmetic ought to have been acquired.

The participant has been in the same class and taught by the grade mathematics teacher since the resumption of the class. This was to control for teachers effect and objective assessments by the teachers.

The participants were low achievers in mathematics alone but at average intelligence or above average with class mates in other subjects. This was evident from the school report card.

The participants did not possess any known physical disabilities to have impede learning.

They had equal level of exposure to the curriculum contents as they were in private schools where teachers' quality, and adequate monitoring could be guaranteed.

The difference among all the participants were not so much as observed from their cumulative average in mathematics.

They all had a score of less than 10marks out of the total scores of 20marks in the Classificatory Mathematics Aptitude Test. 50% is the benchmark for a pass grade in the study area.

They were in an intact class as it was not possible for the researcher to randomly sample and assign the subjects into groups without disrupting the school academic program.

Sampling Techniques

The sample consisted of 43 low achievers in Mathematics in Basic Two, 20 males and 23 females from four private schools purposively sampled from Uyo Education Zone.

Instrument of Data Collection

The data for the study was collected using the following instruments. Classificatory Mathematics Aptitude Test (CMAT).

Mathematics Achievement Test I&II (M.A.T.).

The CMAT was a confirmatory test for selection of low achievers, it is based on the age appropriate numeracy skills that ought to have been acquired by the pupils. It has ten (10) questions which test pupils' ability on knowledge and operation of basic Mathematics skills of counting, addition and subtraction. Each question in the test was scored 2 marks and a pupil with a score of less than 10 marks out of a total of 20 marks is confirmed as a low achiever in mathematics.

The M.A.T.1 was used for the pretest while the M.A.T (II) was used for the posttest. Ten questions were drawn for each of the test which took into cognizance the children's' intellectual, chronological age and language. Each question in each of the test was scored 2 marks.

To ensure content validity of CMAT and MAT I&II, table of specifications was prepared for the test items based on the mathematics curriculum for basic two and the face validity was done by three specialists who checked the items for correctness, logical arrangement, identify ambiguous statement, make necessary suggestions and ensure the age appropriateness of the test instruments. Their comments and suggestions were utilized to improve the instruments.

The reliability of the CMAT and MAT I&II were determined by administering the instruments on a trial group of 15 low achievers in mathematics which were not part of the main study but uses the same curriculum with the sampled

schools. Kuder Richardson 20 was used to establish the internal consistency of the CMAT and M AT I &II and reliability indices of 0.85,0.90 and 0.92 respectively was obtained.

Experimental Procedure

On the first day of the actual experiment, two schools each in urban and rural were randomly assigned to treatment and control groups through simple balloting. On that first day,

the CMAT was administered to the pupils in each of the sampled schools as diagnostic and confirmatory test to select low achievers in Mathematics. Thereafter M.A.T I (Pretest) was administered on all the pupils in basic two in the four schools (Two experimental and control groups). Worthy to note is that the scripts of all the low achievers are tagged for identification. To ensure uniformity of instruction and control extraneous variables, the actual experiment was conducted by the regular Mathematics teachers of the sampled schools who were guided with the lesson plan on the objectives of the study, instructional techniques, and materials. To ensure the test integrity, the intervention was supervised by the researcher and the scripts were jointly marked by both the researcher and the regular classroom teachers of the sampled schools. The experiment spanned for five weeks. In each of the schools, four periods of thirty minutes each was allotted to Mathematics. Two different lesson plans were drawn for the experimental and control groups. The behavioral objectives and questions at the end of the lesson periods were the same, but the teaching strategies were different. The experimental group was taught using the Scaffolding instructional strategies using cueing questions, modelling, guided practice and advanced organizers whereas the control group was taught using the conventional method of demonstration and discussion methods. At the end of the treatment, the M.A.T II (posttest) was administered to the research subjects. Again, both experimental and control groups participated in the posttest. The researcher prepared three marking schemes for the CMAT, MAT I &II.

The scores obtained for this study was analyzed using means and analysis of Covariance (ANCOVA). The mean gain of each group was computed to determine the effect of scaffolding instructional strategy on low achieving pupils achievement in mathematics. The ANCOVA was employed to test the null hypotheses at 0.05 level of significance. The use of ANCOVA was to control the errors of initial non-equivalence arising from the use of intact classes as subject of the study.

Results

Research Question 1:

What are the differences in mean achievement scores of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy and those taught with conventional method of instruction?

Table 1: Pretest and posttest mean achievement scores of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy and those taught with conventional method of instruction (**Table 1 near here**)

The result presented in Table 1 shows that the pretest mean achievement scores of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy(SIS) (experimental group) was 4.96 with a standard deviation of 2.12 and a posttest mean of 12.00 with a standard deviation of 4.71. The difference between the pretest and posttest mean for achievement of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy SIS (experimental group) was 7.04. The conventional method of instruction CMI (control group) had a pretest means 4.30 with a standard deviation of 2.25 and a posttest mean 5.70 with a standard deviation of 2.31. The difference between the pretest and posttest mean for conventional method of instruction CMI (control group) is 1.40. For SIS (experimental group) and CMI (control group), the posttest means were greater than the pretest mean with SIS having higher mean gain. This is indicative of the fact that SIS approach improved pupils' achievement in Mathematics.

Hypothesis 1

H01: There is no significant difference in the mean Achievement scores of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy and those taught with conventional method of instruction.

Table 2: Analysis of Covariance (ANCOVA) of the difference in the Achievement scores of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy and those taught with conventional method of instruction. (Table 2 near here)

The result in Table 2 shows that an F-ratio of 60.20 with associated probability value of 0.000 was obtained with regards to the difference in the mean achievement scores of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy SIS and those taught with conventional method of instruction CMI. Since the associated probability (0.00) was less than 0.05, the null hypothesis (**H01**) was rejected. Thus, the null hypothesis (**H01**) which states that there is no significant difference in the mean achievement scores of basic two low achieving pupils taught Mathematics using scaffolding instructional strategy SIS and those taught with conventional method of instruction CMI was rejected. This implies that there was a significant difference in the mean achievement scores of basic two low achieving pupils taught

Mathematics using scaffolding instructional strategy SIS and those taught with conventional method of instruction CMI in favor of SIS group.

Research Question 2:

What is the difference in the mean achievement scores of basic two low achieving male and female pupils taught Mathematics using scaffolding instructional strategy SIS?

Table 3: Mean and Standard deviation of pretest and posttest scores of the difference in the mean achievement scores of male and female pupils taught Mathematics using scaffolding instructional strategy SIS (Table 3 near here)

Result in Table 3 showed that the male pupils under SIS had a pretest mean of 4.46 with a standard deviation of 2.40 and a posttest mean of 10.90 with a standard deviation of 4.90. The difference between the pretest and posttest mean was 5.54. The female pupils under SIS had a pretest mean of 5.60 with a standard deviation of 1.58 and a posttest mean of 14.60 with a standard deviation of 2.99. The difference between the pretest and posttest mean for the female group was 9.00. For male and female group in SIS, the posttest means were greater than the pretest mean with female having higher mean gain. This is indicative that SIS appears to improved female pupils' achievement in Mathematics than their male counterpart.

Hypothesis 2

H02: There is no significant difference in the mean achievement scores of basic two low achieving male and female pupils in Mathematics exposed to scaffolding instructional strategy. The result in Table 2 shows that an F-ratio of 7.27 with associated probability value of 0.01 was obtained with regards to the difference in the mean achievement scores of male and female pupils in Mathematics exposed to SIS. Since the associated probability (0.01) was less than 0.05, the null hypothesis (**H02**) was rejected. Thus, the null hypothesis (**H02**) which states that there is no significant difference in the mean achievement scores of basic two low achieving male and female pupils in Mathematics exposed to scaffolding instructional strategy SIS was rejected. This implies that there was a significant difference in the mean achievement scores of male and female pupils in Mathematics exposed to scaffolding instructional strategy SIS in favor of females.

Discussions

The result of the study reveals that the use of scaffolding instructional strategy had a significant effect on the achievement of low achievers in Mathematics. The pupils exposed to scaffolding instructional strategy performed significantly better than those in the control group who were taught using the conventional method of instruction.

The findings of the study was consistent with several research findings which showed that pupils exposed to scaffolding instructional strategy performed significantly better than those taught using the conventional method of instruction. Studies carried out by Casem and Olivia (2013), Monica and Olatunbosun (2013), Nzewi and Ibeneme (2008) and Hu (2006) agree with the findings of the study that the scaffolding instructional strategy is far more effective as a method of instruction than the conventional method of instruction. However, the finding by Yu, Tsai and Wu (2013), did not find significant difference in achievement in Mathematics of low achieving pupils who were exposed to scaffolding instructional strategy and those taught using the conventional method of instruction, this they attributed to the nature of the scaffolds adopted.

It is evident from the findings of this study and other research findings that pupils who were taught using scaffolding instructional strategy performed significantly better than those taught using the conventional method of instruction in contrast to the findings of Yu, Tsai and Wu (2013). They found out that pupils in the control group performed better than those in the experimental group.

Scaffolding instructional strategy was much more effective than conventional method of instruction because pupils taught with scaffolding instructional strategy performed better than those taught using the conventional method of instruction. This is due to the fact that scaffolding pays adequate attention to the child's felt needs unlike the conventional method which in which little or no emphasis is directed to the individual child's need which often makes Mathematics teaching and learning boring and uninteresting.

The result in respect of hypothesis 2 indicated that the achievement in Mathematics of male and female pupils who are low achievers differ significantly, though the result shows that both male and female low achievers benefitted from the treatment but female pupils have a higher gain from the treatment than the male pupils.

The findings of this study is consistent with the findings of Azih & Nwosu (2011) who discovered a significant difference in achievement as a result of gender of pupil exposed to instructional scaffolding. On the contrary, Feng, Zhang & Chen (2008) and Samuelsson (2008) found no significant effect of gender on the achievement of pupils taught with scaffolding instructional strategy, as they found out that the treatment is not affected by gender. It was discovered that girls more often than boys pay adequate attention to the intervention program of scaffolding instructional strategy when taught Mathematics, this may be the reason why though both are affected by the treatment, girls respond better than boys to the treatment.

In conclusion, scaffolding instructional strategy helped to boost the Mathematics achievement of low achieving pupils as there was a significant difference in Mathematics mean achievement scores of the treatment and control groups. The results were in favour of the treatment group that scored significantly higher than the control group. Also, gender had a significant influence on the mean achievement scores of low achieving pupils in Mathematics when exposed to scaffolding instructional strategy.

Recommendations

On the basis of the findings, the researcher made the following recommendations:

Teachers should integrate scaffolding instructional strategy into Mathematics lessons so as to help the pupils to develop competencies in solving Mathematics problems and consequently overcoming challenges they might encounter in learning Mathematics.

Teachers' Training Institutes should incorporate the use of scaffolding instructional strategy into their Mathematics curriculum in order to equip the pre- service teachers with the competencies needed in the use of this teaching method.

State ministries of education, Universal Basic Education Boards and relevant professional associations interested in improving the numeracy problems of the younger generations should organize workshops for in-service teachers to make them conversant with the proper and regular use of scaffolding instructional strategy in Mathematics; and Mathematics intervention classes should be inaugurated in schools, where low achievers could be helped by providing topic-appropriate materials and activities which serve as support base to boost their performance in Mathematics.

References

- [1] Azih, N. & Nwosu, B. O. (2011). Effect of instructional scaffolding on the achievement of male and female students in financial accounting in secondary schools in Abakaliki Urban State, Nigeria. *Journal of Social Sciences* 3(2),66-70.
- [2] Casem, R. Q., & Oliva, A. F. (2013). Scaffolding strategy in teaching Mathematics: Its effects on students performance and attitudes. *Journal of Educational Research*, 1(1), 9-19.
- [3] District Education Office (2009). Statistics department.kisumu.
- [4] Federal Republic of Nigeria (2014). National policy on education. Lagos: NERDC.
- [5] Ferg, X., Zhang, W., & Chen, L. (2008). Applications of scaffolding education strategy to distance inter-university collaboration learning. *Journal of Beijing Radio and Television University*, (1), 20 -30.
- [6] Forgasz, H. J., Leder, G. C., & Vale, C. (2000). Gender and Mathematics: Changing perspectives. In K. Owens, & J. A. Mousley (Eds.), *Research in Mathematics Educati in Australia*, 1996-1999 (Sydney: MERGA).
- [7] Hartman, H. (2002). *Scaffolding and cooperative learning: Human learning instruction*. New York: College of City University Press.
- [8] Hu, D. (2006). *The effect of scaffolding of the performance of students in computer based conceptLink and retention of comprehension*. Unpublished doctoral thesis University of Blacksburg, Virginia.

- [9] Karsenty, R. (2010). Non-professional Mathematics tutoring low achieving students in secondary schools: A case study. *Educational studies in Mathematics*, 74, 1 – 12.
- [10] Larkin, M. (2002). Using scaffolded instruction to optimize learning: Clearing house on disabilities and gifted education. 301-474. Arlington, Va: Eric. Retrieved from (state the website where it was retrieved from)
- [11] Maliki, A. E., Ngban, A. N., & Ibu, J. E., (2009). Analysis of students' performance: Junior secondary school Mathematics examination in Bayelsa State of Nigeria. *Student Communication Science*, 3(2), 131-134.
- [12] Marks, G. N. Fleming, N., Long, M. & Macmillan, J. (2000). Pattern of participation in year 12 and higher education in Australia: Trend and issues. Research Report, 17.
- [13] Australia Council for Educational Research: Camber well.
- [14] Monica, E. & Olatunbosun, O. (2013). Effects of scaffolding strategy in learner's academic achievement in Integrated Science and the junior secondary school level. *European Scientific Journal*, 9(19).
- [15] Muodumogu, C. A. (2005). A comparison of the effects of individual and Co-operative learning methods on students' close performance. *Journal of World Council for and Instruction (W.C.C.I)*, Nigeria Chapter Forum, 2(5), 25-35.
- [16] National Numeracy Network. (2009). What is numeracy/QL/QR? Retrieved April 19, 2012, from <http://serc.carleton.edu/nnn/resources/index.html>.
- [17] Nzewi, U. & Ibeneme, N. A. (2011). The effect of cueing questions as instructional scaffolding on students' achievement in Biology. *Journal of Science Teachers Association of Nigeria*, 5, 12-15.
- [18] Ojeleye, S & Bojuwoye, J. (2000ab). Factor analytical approach to students performance in mathematical problem solving and intellectual abilities in secondary school. *The Nigeria Teach Today (NTT)* 8, (1&2), 85-101.
- [19] Raes, A, Schellens, T., Wever B. & Vanderhove, E. (2011). Multiple modes of scaffolding to enhance information problem solving in Web-based Inquiry. *European Association for Research of Learning and Instructions*. 4, 272-279.
- [20] Raghavan, K., Sartoris, M. L. & Glaser, R. (2009). The impact of model centered instruction on student learning: The area and volume units. *Journal of Computers in Mathematics and Science Teaching*, 16(2), 363-404.
- [21] Ramari, K. (2004). Fifty thousand score varsity entry marks. East Africa Standard, March.
- [22] Safadi, E. & Rababah, G. (2012). Effect of scaffolding instruction on reading comprehension skills. *International Journal of Language Studies*, 6(2), 1-38.
- [23] Samuelsson, I (2008). The playing learning child: Towards a pedagogy of early childhood, Scandinavian. *Journal of Educational Research*, 52(6), 623-641.
- [24] Snapper, E (1979). The three crises in mathematics: Logicism, Intuitionism and Formalism.
- [25] *Mathematics Magazine*, 52(4), 207-16
- [26] Steen, L. A. (Ed.). (1997). Why numbers count: Quantitative literacy for tomorrow's America.
- [27] New York: College Entrance Examination Board.
- [28] Steen, L. A. (2001). Mathematics and democracy: The case for quantitative literacy. Princeton, NY: Woodrow Wilson National Fellowship Foundation.
- [29] Turnbull, A. P., Turnbull, H. R., Shank, M., & Lead, P. (1999). Exceptional lives: Special education in today's schools (2nd Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- [30] Yu, F. Y., Tsai, H. C., & Wu, H. L. (2013). Effects of online procedural scaffolds and the timing of scaffolding provision elementary Taiwanese students' question generation in a science class. *Australian Journal of Educational Technology*, 29(3), 4 16-433

Appendix A1

CLASSIFICATORY MATHEMATICS APTITUDE TEST (CMAAT)

Class: Date:

Pupil's Name: _____ Gender: male/female

Duration: 1 hour

Instructions:

Read all the questions carefully and follow the instructions. You are required to answer all the questions.

348 can be read as __? . 2marks

Complete this sequence: 2 _____, _____, 8, 10, _____, _____. 2marks

A number is said to be odd number if it ends with _____, _____, _____ or _____. 2marks

There are _____ days in a year. 2marks

$10 + \square = 15$ The missing number is ____? 2marks

Place the value of the underlined numbers

- a) 284 _____
- b) 54 _____

Half of 8 is _____?

From 18 take away 6. _____

Write T in all the rectangle and S in all the squares



10. Fill in the blank spaces

_____, 6, _____, 12, _____, 18, _____, 24.

Appendix A2

CLASSIFICATORY MATHEMATICS APTITUDE TEST (CMAAT)

Marking Scheme

348 can be read as Three hundred and forty eight. 2marks

Complete this sequence: 2, 4, 6, 8, 10, 12, 14. 2marks

A number is said to be odd number if it ends with 3, 5, 7 or 9. 2marks

There are 365 days in a year. 2marks

$10 + \square = 15$. The missing number is 5. 2marks

Place the value of the numbers underlined:

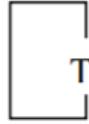
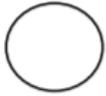
- a) 284 Tens
- b) 54 units

Half of 8 is 4

From 18 take away 6. = 12

Write T in all the rectangle and S in all the squares

1. Write T in all the rectangle and S in all the squares



10. Fill in the blank spaces

_____ 3 _____, 6, _____ 9 _____, 12, _____ 15 _____, 18, _____ 21 _____, 24.

Appendix B1

Mathematics Achievement Test for Primary Two

(Pre-Test)

Sex: Male/Female

Answer all questions (show your workings clearly).

1. Add 6 to 14
2. Subtract 7 from 53
3. Take away 96 to 853
4. Add 26 to 204
5. Add 248 to 264
6. Subtract 124 from 824
7. Add 147 to 423
8. Subtract 33 from 699
9. Add 205 and 500
10. Take away 202 from 560

Appendix B2

Mathematics Achievement Test for Primary Two

(Post Test)

Sex: Male/Female

Answer all questions (show your workings clearly).

1. Add 6 to 24
2. Subtract 9 from 35
3. Add 26 to 420
4. Subtract 69 from 583
5. Add 264 to 428
6. Subtract 412 from 824
7. Subtract 333 from 999
8. Add 147 to 234
9. Add together 600 and 250
10. Take away 220 from 560

Appendix B3

Answer to Mathematics Achievement Test for Primary Two

(Pre-Test)

1. 30
2. 46
3. 757
4. 230
5. 512
6. 700
7. 570
8. 666
9. 295
10. 358

Appendix B4

Answer to Mathematics Achievement Test for Primary Two

Post test

1. 30
2. 26
3. 394
4. 514
5. 692
6. 412
7. 666
8. 381
9. 850
10. 340

Learning from the Patient - the Cooperative Endeavor of Analytic Psychotherapy

Donna L. Roberts

Embry-Riddle Aeronautical University

Abstract

Communication involves intimate human interaction that creates shared realities and forges connections. Nowhere is this more apparent and more necessary than in the therapeutic relationship, where the communication is, essentially, the curative agent. By following the patient's lead, the many nuances of the various levels of communication are harnessed to promote insight and understanding. In this way, that analytic space becomes grounds for new restorative experiences and healing.

Keywords: Learning, Patient, Cooperative, Endeavor, Analytic, Psychotherapy

Introduction

"Psychotherapy is the systematic use of a human relationship for therapeutic purposes"

Hans Strupp, Vanderbilt University Psychologist

Psychoanalysis and its related therapeutic process can be conceptualized as both a science and an art. As a science, it seeks to forge an understanding of the human mind. As an art, it may be considered the endeavor by which an individual, in close relationship with an analyst, may become acquainted with his/her unconscious feelings and release imprisoned emotions, giving up illusions that were once useful, but have become exaggerated, redundant or outmoded and thus cause pain and dysfunction. Methods of psychoanalytic therapy, "provide for a situation in which a systematic exploration is undertaken of the patient's automatic, unconscious, defensive solutions to conflict, based on the fact that since childhood he or she has perceived certain wishes, fantasies, emotions and impulses as too dangerous to manage at a conscious level" (Moore & Fine, 1990, p.16). The major aim of such exploration is to help the patient achieve increasingly mature, conscious or preconscious solutions to his or her conflicts.

Often referred to as the "talking cure", psychotherapy relies heavily on the interaction and relationship between therapist and patient, which develops through extensive communications. However, communication in a therapeutic environment, occurs on many levels and is not limited to the direct and explicit verbalizations that ensue in a session. On the contrary, the very nature of analysis determines that the majority of communication which addresses the underlying issues relevant to therapy is not of a direct and obvious nature. It is the derivative communication, "the indirect communication of thoughts or feelings unconsciously associated to or derived from whatever has primarily provoked them" (Casement, 1992, p. 14), and the subsequent response of the therapist to this communication, that often serves to direct therapy in a forward motion toward the exploration of the patient's unconscious conflicts. It can be argued that in the context of therapy everything that occurs is a communication of some type. Greater attention to the content and process of interactive communication in the therapy session, while suspending premature theory-based interpretations, can facilitate the development of the trusting relationship and the progress toward more effective insight and subsequent change.

Elements of the Psychoanalytic Process - How One Learns from the Patient

Symptom Formation

Sigmund Freud hypothesized that symptoms of psychopathology arise when conflicting emotions produce unmanageable psychic distress. Mirroring scientific notions regarding the conservation of energy, he theorized that psychic conflict creates an energy imbalance in the psychiatric apparatus that manifests itself in the subjective experience of anxiety, which, in turn, induces the psyche to relieve the distress by transferring awareness of the conflict into the unconscious. This process of psychic repression, however, is typically incomplete and elements of awareness leak into consciousness, again causing anxiety. In response, the psychic apparatus further attempts to relieve the anxiety by transforming it into a neurotic

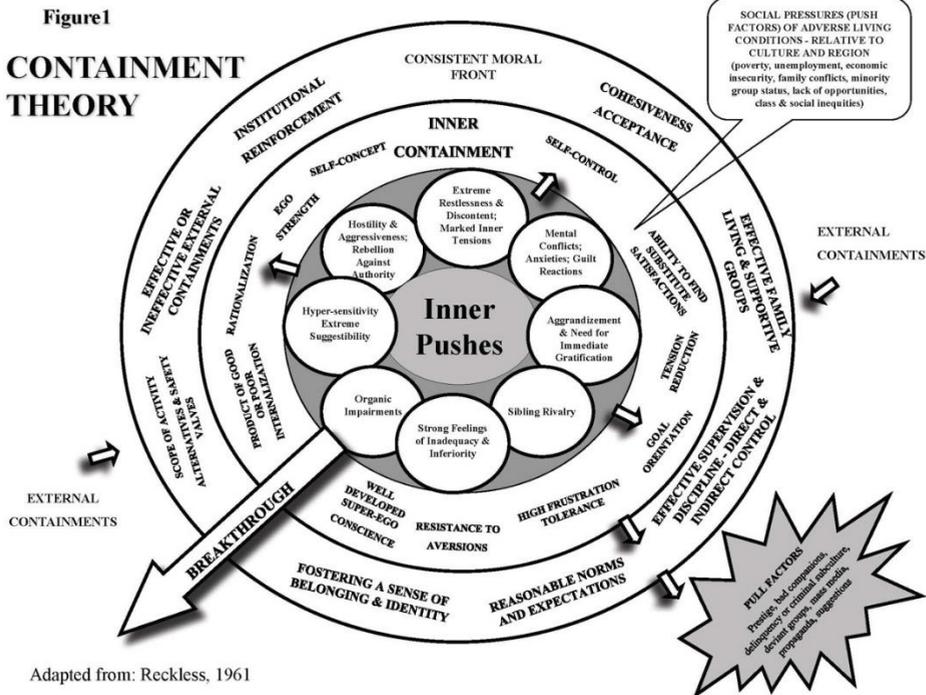
symptom. In essence, Freud posited psychic defenses against intrapsychic conflict and anxiety and considered symptom formation largely as a consequence of the failure of the psychic defense mechanisms (Goldman, 2011).

(See Table 1)

Table 1: Psychic Defense Mechanisms Goldman, H. H. (2011). <i>Review of general psychiatry, 10e</i> . New York, NY: McGraw-Hill.	
Denial	The unconscious literally deletes from awareness an unpleasant or anxiety-provoking reality.
Sublimation	The redirection of an unacceptable impulse into an acceptable form of behavior.
Reaction Formation	The redirection of an unacceptable impulse into its opposite.
Displacement	An impulse toward a given person or situation is redirected toward a "safer" less distressing object.
Projection	An unacceptable or anxiety-provoking impulse or affect is transplanted to another individual or situation.
Rationalization	An acceptable explanation for a feeling or behavior is used to camouflage the unacceptable underlying motive or impulse.
Intellectualization	The avoidance of "feeling" by taking refuge in "thinking".
Repression	Disturbing psychological material is secondarily removed from consciousness or primarily prevented from becoming conscious.
Isolation of Affect	The removal of disturbing affect from an idea or event, with the dispassionate details or description remaining.
Suppression	Intentional repression of unpleasant conscious material.
Humor	A conscious and unconscious defense that allows material that stirs unpleasant affects to be better tolerated in consciousness.

Correspondingly, Walter C. Reckless proposed the Containment Theory which posited dysfunctional behavior (or alternatively functional behavior) as the product of interplay between various forms of stressors, known as pushes or pulls, and internal and external controls, known as containments. While originally formulated as a sociological premise, Containment Theory is extrapolated to a representation of intrapsychic functioning and conflict, encompassing the unconscious structure of both adaptive and maladaptive responses. It assumes that for every individual there exists, in varying levels of strength and functionality, containing external structures as well as protective internal structures. The relative integrity and stability of these entities determines one's predisposition toward either health or dysfunction (Reckless et al., 1956; Reckless, 1961, 1967). Therapy then, would seek to make conscious and fortify these psychic structures.

(See Figure 1)



Transference and Countertransference

The psychoanalytic orientation to psychotherapy specifically emphasizes the processes of transference and countertransference in the progression of the therapeutic relationship. Transference refers to “the largely unconscious displacement of patterns of feelings, thoughts and behavior, originally experienced in relation to significant figures during childhood, onto the therapist or other significant figure” (Moore & Fine, 1990, p. 196). As therapy progresses transference concentrates more pointedly on the analyst and increases in intensity as it serves to replicate the childhood neurosis. Patients strive to elicit in an analyst a duplication of their basic life struggles, and analysts must interpret that transference while regressively experiencing and containing their own countertransference. In this way the analyst’s personal anonymity and neutrality creates a frame within which the transference issues can be worked through and resolved.

According to Freud, (1910; 1963) the concept of transference constitutes a one-person, intrapsychic construct reflecting the patient’s psyche. From this perspective, pathology is viewed as a manifestation of the manner and processes in which the individual’s instinctual drives are developed and defended against. Subsequently, healing occurs when these drives are made conscious in a therapeutic environment through the development of a transference neurosis whereby a patient experiences regression and the drives are displaced from their original objects onto the analyst. In this context, the analyst represents a neutral “blank screen” and therefore does not contribute to the nature of the transference, but rather merely receives the patient’s projections. The analyst “is presented as a vessel for transference, a potential space within which the patient can live infantile life anew” and furthermore, “. . . is assumed to approach becoming a perfect observing instrument, transcending his or her idiosyncrasy through submission to the powerful analytic process” (Bollas, 2017, p.200). This strategy is designed to maximize conscious scrutiny of a patient’s previously unconscious mental life. Furthermore, this orientation contends that for an analyst to explicitly state his or her own view of reality constitutes a personal disclosure on the part of the analyst that tends to foreclose a patient’s exploration of his or her own view.

Conversely, Moreno (1937) espouses an interpersonal alternative to the intrapsychic perspective, stating that, “Transference does not take place toward a generalized person or a vague Gestalt, but toward a role which the therapist represents to the patient. The therapist, in turn, can be caught in experiencing the patient in complimentary roles” (p.8). Thus, Moreno implies that transference is the product of the engagement of two persons in commendatory roles, which, in

terms of the therapeutic context, occurs as the reciprocal influence of therapist and patient represented by the processes of transference and countertransference. From this interactional viewpoint, the therapist is not viewed as a blank screen but rather as an active participant and the therapeutic transference is the product of both the patient's inner world and the therapist's behavior. Moreover, Yalom (2005) asserts that increasing therapist transparency would actually decrease transference because the process evolves not through projection but rather through engagement and complementarity.

From either orientation transference can be characterized as "a form of memory in which repetition in action replaces recollection of events" (Corsini & Wedding, 2013, p. 39). It represents the patient's unconscious communication regarding the inner conflicts and motivations for defenses which constitute the integral issues of therapy. Through analysis and interpretation of the transference neurosis, insights can be gained, repressed memories recalled, issues re-worked in the safe therapeutic environment, and ultimately, substitute sublimated interests developed for effective functioning in the world at large.

Correspondingly, the analyst develops countertransference reactions to the patient that may encompass a form of negative feelings and/or disproportionately positive, idealizing or even eroticized reactions. Countertransference refers to "the displacement onto the patient of attitudes and feelings derived from earlier situations in the analyst's own life in response to the patient's behavior toward the analyst or a more specific reaction to the patient's transference" (Blum & Goodman, 1999, p.121). Countertransference may exist in relation to a particular individual, to a type of patient, to an aspect of psychopathology, to significant objects and figures in the patient's life, to tangential and adventitious aspects of the patient's current life situation or to his/her history or personality attributes. Additionally, countertransferences are generally a blend of the therapists' own displacements from the past and their reactions to the issues of the patient's transferences. Through this process of interpersonal collaboration therapists often adopt roles in reaction to subtle transference interactional pressures from their patients. Such induced roles indicate to therapists how the patient experiences the therapeutic relationship and provide a glimpse into the kinds of relatedness in the patient's earlier life.

While unanalyzed countertransference reactions are considered negative and even an impediment to effective therapy, conscientious scrutiny of this phenomena can facilitate discernment of the meaning of the patient's feelings, thoughts and behaviors as well as the dynamics of their interpersonal interactions. In many cases, when used appropriately, the process of countertransference makes transference a more efficient and effective agent for change. If, even more than being a blank screen, an analyst can be a detached, safe acknowledgment of the typical way a patient is experienced by others, then this representation can assist in the process of moving the patient beyond the underlying conflict fueling those repetitive reaction patterns. According to Freud, who first noted the existence of this interplay in the therapeutic context, "Countertransference is a major source of the trials and tribulations of the analytic encounter, with the potential for both destructive regression and constructive progress in understanding" (Freud, 1910, p. 151).

This powerful energy flow of transference and countertransference between analyst and patient constitutes the driving force of psychoanalytic work. Commenting on this complex interaction, Bollas (2017) writes, ". . . for differing reasons and in various ways, analysts re-create their infantile life in the transference in such a determined and unconsciously accomplished way that the analyst is compelled to re-live elements of this infantile history through his countertransference, his internal responses to the analysand" (p.200).

Effective management of the processes of transference and countertransference is essential in understanding the unconscious communication of the patient and ultimately in facilitating progressive insight and change. It is the therapist's role to step back from the subjective experience of these processes as they occur in the therapeutic session and to consider the various cognitive and affective aspects in the context of the patient's life history and problems. In this way, these issues, which characteristically represent recurring patterns of maladaptive and dysfunctional behavior, can be viewed in a new light and used to encourage new, more adaptive and functional responses. Casement (1992, p. ix) refers to this aspect of the therapist's role as the development of internal supervision whereby "analysts monitor the interaction between themselves and their patients, and their impact upon the analytic process."

Interpretation and Containment

Within the context of the evolving therapeutic relationship and the dynamic interplay of transference and countertransference previously described, the analyst offers both progressively insightful explanations and emotional support as the patient explores unconscious material. Interpretation refers to the central activity of the analyst during treatment whereby, "the analyst expresses an understanding of the patient's mental life, based on the patient's description of memories, fantasies, wishes, fears and other elements of psychic conflict that were formerly unconscious or known to the patient only in incomplete, inaccurate or otherwise distorted form, as well as on the way a patient distorts the relationship

with the analyst to meet unconscious needs and to relive old experiences" (Moore & Fine, 1990, p.103). This process of interpretation requires the contribution of both therapist and patient and involves modification as new material emerges. Interpretation allows patients to understand their past and present inner life in a new, less distorted and more complete way, and thus lays the groundwork for the possibility of changes in feelings, attitudes and behavior. In a sense, interpretation represents the overt communication by the analyst based on the cumulative conscious and unconscious communications of the patient and is intended to offer patients explanation and extended knowledge about themselves and the previously unacknowledged aspects of their suppressed unconscious conflicts.

Containment occurs when an individual "projects a part of his or her psyche, especially the uncontrolled emotions, to be held or incorporated by another in a supportive relationship, who absorbs them and translates them into specific meanings, and acts upon them thoughtfully, the whole transaction resulting in a transformation of the projective identifications into meaningful and unthreatening thought" (Moore & Fine, 1990, p.32). Using the vehicle of the transference-countertransference experience patients purposefully communicate their need for the therapist to experience, understand and successfully manage those feelings which the patient has heretofore experienced as unmanageable. Typically, patients bring with them a history of past experiences whereby previous attempts at finding containment in the context of other relationships has failed. In this way, the patients' desperate need to further suppress the emotions has been reinforced and strengthened. Therefore, unconsciously and/or consciously they expect and seek to induce the same reaction from the therapist. Through the process of analytic holding, the therapist's ability to endure these emotions and interpret them in such a way that the patient feels truly understood allows patients to develop their own capacity to manage difficult feelings without resorting to the standard defenses of suppression, repression and avoidance (Casement, 1992, 2013).

In order to move the analysis forward toward useful insight, the therapist must, within the context of the ongoing therapeutic processes of transference and countertransference, provide an adequate balance of interpretation and containment. Interpretation without containment establishes a protective and defensive distance from the emotions a patient is communicating, reinforcing the notion that they are dangerously unmanageable and must remain repressed. Containment alone keeps a patient stuck in a dependency state with the therapist in relation to the quagmire of emotions which the patient experiences as unmanageable and bewildering. Through a balance of interpretation and containment the therapist communicates both a willingness and an ability to comprehend, connect with and tolerate those feelings which the patient experiences as overwhelming.

Analytic Space and Analytic Process

The analytic space, unlike the mental and emotional space in any other interpersonal interaction, exists for the purpose of allowing a unique type of relating, involving transference and subsequent working through the patient's resistance which will bring about significant and lasting change. While there is an exchange of ideas, the space exists for, and is focused on, the needs of the patient and is protected from internal and external influences which distract from the primary purpose. In order to be therapeutic, the analytic space must be free from the intrusive pressures of influence, expectation and judgment which exist in the space of most relationships. The therapeutic space allows the patients to spontaneously be, think, feel and express whatever is reflective of their experience of an autonomous self in that moment. It is from these natural projective expressions that the patient will consciously and unconsciously communicate their issues and lead the therapist toward accurate interpretation of their unresolved conflicts. Within the analytic space the analyst provides a reflective viewpoint and monitors his/her countertransference interactions in order to maintain a level of security that allows the patients to risk examination of heretofore repressed internal conflict and feeling states. It is the maintenance of the analytic space and a willingness to respond to the direction indicated by the unconscious communication of the patient which allows for progress in the analytic process.

As part of the analytic process some individuals may benefit greatly from a period of dependency on or idealization of the therapist (Kohut, 2009; Winnicott, 2014). Ultimately, however, for the patient to grow, this mode of relatedness must be worked through. As Kellerman (1985) states, "Learning to see who the therapist really is is one of the unavoidable steps in acquiring a greater capacity for reality testing and for achieving autonomy. The distortion of reality inherent in idealization leaves the patient a child, unable to grow up. And sooner or later patients will realize that they were cheated by a leader who did not challenge their flattering idealizations" (pp. 91-92).

Not-Knowing - the Uncomfortable Realm of the Unknown

Casement asserts that in "any unfamiliar situation elements that can be regarded as familiar are responded to as signs" (1992, p. 9). In this way, therapists as well as patients can sacrifice a true understanding of the uniqueness of a situation

for the sake of the comfortable security of moving beyond the not-knowing and into the knowing. For therapists, theory-based expectations of typical behavior or a typical course of therapy can hamper progress by too quickly veering the analyst off course and not leaving room for discovery. Casement further asserts, "If too much weight is given to what is already known, then the unknown remains elusive and our attempts at understanding introduce their own distortions to what is being studied" (p. 190).

Conclusion

Communication has been referred to as "the process of constructing shared realities through human interaction" (Shockley-Zalabak, 2014, p.23). It can be argued that nowhere is it more imperative to establish a genuine understanding of a shared reality than within the context of a therapeutic relationship where the ideal, as first expressed by Freud, is "to replace the unconscious repression of impulses, wishes and attitudes with rational judgment, to give the patient the opportunity to make conscious decisions about his conflicts, to redirect the psychic energy into higher and more valuable social and cultural activities; in essence, to become the kind of individual he would have become had not the neurosis interrupted his development toward maturity" (Freud, 1963, p.68). From the first expressions of symptomatic behavior patients communicate their unconscious search for help and wholeness. Following their lead, the analyst must "be instrumental in generating a new experience of a different order and disconfirming the patient's pathogenic beliefs" (Ehrenberg, 1984, p.23)

References

- [1] Blum, H. P. & Goodman, W. H. (1999). Countertransference. In Moore, B. E. & Fine, B. D. (1999). *Psychoanalysis: The major concepts, Rev. Ed.* New Haven, CN: Yale University Press.
- [2] Bollas, C. (2017). *The shadow of the object: Psychoanalysis of the unthought known.* New York, NY: Routledge.
- [3] Casement, P. J. (1992). *Learning from the patient.* New York, NY: The Guilford Press.
- [4] Casement, P. J. (2013). *Further learning from the patient: The analytic space and process, 2e.* New York, NY: Routledge.
- [5] Corsini, R. J. & Wedding, D. (2013). *Current psychotherapies, 10e* Belmont, CA: Brooks/Cole.
- [6] Ehrenberg, D. (1984). Psychoanalytic engagement II: Affective considerations. *Contemporary Psychoanalysis*, 20:560-599.
- [7] Freud, S. (1910). The future prospects of psychoanalytic therapy. *Standard Edition*, 11:139-151.
- [8] Freud, S. (1963). *Works of Sigmund Freud: The neuroses.* New York: Monarch Notes - Simon
- [9] & Schuster, Inc.
- [10] Goldman, H. H. (2011). *Review of general psychiatry, 6e.* New York, NY: McGraw-Hill.
- [11] Kellerman, P. F. (1985). Charismatic leadership in psychotherapy. *Journal of Group Psychotherapy, Psychodrama & Sociometry* 38, 84-95.
- [12] Kohut, H. (2009). *The analysis of the self: A systematic approach to psychoanalytic treatment.* Chicago, IL: The University of Chicago Press.
- [13] Moore, B. E. & Fine, B. D. (1990). *Psychoanalytic terms & concepts, 3e.* New Haven, CN: The American Psychoanalytic Association.
- [14] Moreno, J. L. (1937). Interpersonal therapy and the psychopathology of interpersonal relations. *Sociometry*, 1, 9-76.
- [15] Reckless, W. C. (1961). A new theory of dysfunction. *Federal Probation*, 25, 42-46.
- [16] Reckless, W. C. (1967). *The crime problem.* New York: Appleton-Century Crofts.
- [17] Reckless, W. C., Dintz, S. & Murry, E. (1956). Self-concept as an insulator against dysfunction. *American Sociological Review*, 21, 744-56.
- [18] Shockley-Zalabak, P. S. (2014). *Fundamentals of communication, 9e.* New York, NY: Pearson.
- [19] Winnicott, D. W. (Ed). (2014). *Collected papers: Through paediatrics to psychoanalysis.* New York, NY: Routledge.
- [20] Yalom, I. D. (2005). *The theory and practice of group psychotherapy.* New York, NY: Basic Books.

Perceptions and Practices of Blended Learning in Foreign Language teaching at USIM

Suo Yan Ju

Faculty of Major Languages Studies, Islamic Science University of Malaysia (USIM)

Suo Yan Mei

Faculty of Languages and communication, Sultan Idris Education University, Malaysia (UPSI)

Abstract

Teaching foreign languages for communication purposes is considered to be the priority in updating high education in Islamic Science University of Malaysia. The ability to communicate in other languages is becoming an integral part of professional competence of any specialist. In the frame of the limited class hours new methodological teaching approaches serve the purpose of recognizing commitment to lifelong learning. The popular motto of higher education nowadays is "to learn how to learn". So, in this way, autonomy can be considered as a necessary condition, in which a student uses endless potential of a human brain and modern technologies, including information ones, to attain knowledge faster, with higher efficiency and less effort. Traditional teaching methodology is no more serves this purpose. Foreign Language educators should implement new methodology to fulfill the needs of learning in new technology era. The Blended Learning is a special organization of learning, which allows combining classroom face-to-face techniques and online interactive collaboration. Blended learning can help educators to achieve several pedagogical goals: prepare students to produce the constructive and algorithmic thinking skills, help to improve teaching qualities and implement social order. The study conducted the end of year 2017, data collected from the participants who are teaching foreign languages in the faculty of Major Language studies, Islamic Science University of Malaysia. Through Open- end questionnaire and Interview as research instrument, researcher will find out the perception of blended learning among UISM foreign Language lecturers, the types of blended learning models have been using by USIM foreign language lectures in their daily teaching activities. Suggestions are going to be given for whose language educators who wish to take challenge to implement the blended learning in the future.

Keywords: Foreign Language Teaching, Blended Learning, Blended learning models

Introduction

The field of foreign language education has heavily relied upon an instructor-oriented lectures or passive practices and drill activities in classrooms over the years. Recently, with the introduction of technology into education, many foreign language courses have started to deliver self-study formatted web pages, and yet those pages' contents offers few interactions between instructors and peer learners. With new technology plays more and more important role in current teaching and learning, one of the new approach blended learning has been practiced and implemented by many high institutions all over the world. The blended learning approach is expected to reduce the limitation of each instructional environment and increase learning effectiveness by mixing the advantages of face-to-face instruction and online learning, and by mixing self-study and collaborative activities with different instructional technologies. Therefore, it is encouraging to see many instructors and educational practitioners beginning to consider using the blended learning approach to make their teaching and learning more meaningful.

Use of technology in education has become necessary, of its positive effects on the teaching and learning process. There is much attention paid to encourage students as well as lecturers engage in blended learning environment. Nowadays a lot of high educational institutions and companies use such technology. Through this method: student gets the opportunity to learn in a group (classroom) with a lecturer and additionally at home at a convenient time; student herself/himself sets the optimal speed and intensity of the learning process, this method helps student to discipline herself/himself and learn to work independently. Islamic Science University of Malaysia (USIM) has developed a learning system management for academic use and to be utilised as the main medium of online communications between lecturers and students which is known as GOALS. University provides appropriate training sessions every semester for lecturers in how to use GOALS

and apply all tools and activities in their daily teaching. Blended learning which is optional for faculty members at USIM. At this level, 30% of the course content is delivered online through GOALS. Due to the poor facilities of Faculty and other reasons, the blended learning model is not widely used by many lecturers in faculty, there are many of lecturers are still struggling with GOALS due to lack of ICT skills or did not attend the blended learning training provided by the university. The current study tries look at the perceptions and practices of blended learning in foreign language teaching at faculty major language studies in USIM. This study tries to answer the following research questions:

What are the blended learning models are been using by foreign language instructors?

What is the foreign language instructors' perception of blended learning in teaching?

2. Literature Review

2.1 Blended Learning and its definition

Blended learning is not new approach for effective teaching has been in use for more than 20 years (Sharpe, Benfield, Roberts, & Francis 2006, cited in Sharma, 2010, p.456). As Claypole (2003) has argued that "blended learning is not a new matter; it is indeed the logical development of previous attempts involving the mixing of methods of teaching." It was first used in the corporate world as a strategy to allow employees to continue in the workplace and study at the same time (Sharma, 2010), but it also emerged in the educational context as a result of: a) the accessibility of computer technology in and outside the classroom, b) the expansion of the pedagogical potential of ICT for teaching and learning (Hong & Samimy, 2010), and c) the disillusionment generated in online learning with the stand-alone adoption of online media (McDonald, 2008).

Driscoll (2002) identified four different concepts denoted by the term of blended learning:

Combining or mixing web-based technology to accomplish an educational goal;

Combining pedagogical approaches (e.g. constructivism, behaviorism, cognitivism) to produce an optional learning outcome with or without instructional technology;

Combining any form of instructional technology with face-to-face instructor-led training;

Combining instructional technology with actual job tasks (Hartoyo, 2012: 103).

Generally speaking blended learning is the integration of digital tools, techniques and materials with the physical classroom. In a blended course, students may view lectures, access readings, ask questions, and complete assignments online in virtual learning environments (VLE) like Moodle and through online classrooms, freeing up in-person class periods for discussions, activities and traditional lectures. Other terms, such as mixed, hybrid, or integrative learning, all describe the same method of teaching. blended learning is any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace. Students do some of their learning via the Internet. It is a bigger instructional shift from a face-to-face teacher to web-based content and instruction.

Blended learning in foreign language teaching

There are many researches have been done on blended learning in foreign language teaching, researchers found out that the blended learning is not only benefit the learners in their language learning, but also language educators will benefit from it.

The advantages of blended learning for both educators as well as students are:

For educators blended learning offers access to global resources and materials that meet the students' level of knowledge and interest, help educators improved teaching conditions, it provides educators more opportunities for collaboration, meaningful professional development and of course to improve their time efficiency.

For students blended learning increases students' interest in their own learning process, enables students to learn at their own pace, and also prepare students for future because blended learning offers a multitude of real-world skills, that will help students directly translate their research skills, self-learning skills, self-engagement skills, sense of responsibility and of course computer literacy skills into life skills.

The most important aim of a blended learning design is thus to create a learning environment that combines the best of both models and that works as a whole and to find "the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives" (Neumeier, 2005.p. 165). Blended learning seeks to generate a coherent and harmonious balance between online access to knowledge and face-to-face human interaction by taking into account learners' and teachers' aptitudes and attitudes. Blended learning therefore remains an important concept in language teaching as "its overall focus is concerned with the attempt to identify the optimum mix of course delivery in order to provide the most effective language learning experience" (Sharma, 2010, p. 457).

Murday, Ushida and Chenoweth (2006, 2008) conducted a blended French language learning project at Carnegie Mellon University. Authors compared the effectiveness of the implemented blended learning format with that of traditional or conventional courses by examining students' learning outcomes as well as the level of satisfaction reported by instructors and learners through course evaluations, interviews, and focus groups. The authors found out that although the results suggest that the blended courses were successful and had an increasing level of satisfaction over time, however, there was not a significant statically difference between the scores learners obtained in the two courses; that is to say, students' learning in both contexts was similar.

The similar projects have been conducted by Banados (2006) at a university in Chile. Author explored the impact of implementation of a pilot an ESL blended program by looking learners' linguistic competence and their level of satisfaction. The study based on survey and end of term test found out that the students' oral competence improved significantly and there was also notable progress in all other skills as well.

Unlike other researchers, Comas-Quinn (2011) examined an introduction Spanish blended language learning course from language instructors' perspective at the Open University (UK). The study carried out through classroom observation, survey and an institutional report. The study found out that the unsatisfactory of language instructor of implementation of blended learning in language teaching.

Although there are many benefits of blended learning in language teaching and learning, however Sezen Tosun (2015) found something different in her study. Her study on " The effects of blended learning on EFL students' vocabulary enhancement" showed that although students were satisfied with the proposed blended learning strategy in teaching vocabulary but still prefer the traditional classroom based learning, they did not want to spend time studying new vocabulary items outside the classroom due to their lack of motivation. The students in this particular study do not have the self-discipline to make e-learning a powerful option which allows them to work independently at their own pace.

Methodology

3.1 participants

The study was carried out with a small scale 5 of Foreign Language instructors, who are currently teaching foreign languages in Faculty of Major Language Studies at Islamic Science University of Malaysia. There are 2 Japanese instructors, 2 Mandarin instructors and 1 French instructor participated in this study.

3.2. Data collection

In order to examine the participants' perception regarding blended teaching the questionnaires that adapted from Akkoyunlu & Soylu (2008) were used at the end of semester one 2017/2018 academic year. The questionnaires developed for the present study were slightly modified to fit the blended learning format of the institution and for the purpose of the study.

In order to find further in-depth analysis of participants' views, semi-structured interviews were conducted for instructors. Research questions were prepared in English.

The investigation was carried out in three stages. The first stage was completed before the actual delivery of the blended learning courses. The purpose of the first stage was to collect data about the instructors' general experience in the use of ICT and GOALS (Learning management system) in teaching processes. At this stage data was obtained using a short open-end questionnaire. The second and the third stages were completed after the delivery of the courses, interview was prepared for the second stage in order to investigate the perception towards blended teaching activities they implemented in their daily teaching; At the third stage the method of a loosely structured informal interview was applied for a more in-depth discussion of the language instructors' experience and opinion regard to the blended teaching. During the semester

break, all foreign language instructors were invited to have interviews regarding their views about the blended learning environment in the faculty.

Results and Discussion

4.1. R.Q1. What the blended learning models are been using by Foreign Language instructors?

Based on the questionnaire have been collected showed that foreign language instructors in USIM try to use multiple approaches to meet the needs of learners with different personality types and different learning styles. The top three blended learning models they currently using in their daily teaching are: **Blended face-to-face class**, **Blended online class** and **the flipped classroom**. A major benefit of multiple modalities as mentioned by Picciano (2009) "they allow students to experience learning in ways in which they are most comfortable while also challenging them to experience and learn in other ways as well" (p.16).

According the foreign language instructor's opinion mentioned the reasons of blended learning model have been chosen in their daily teaching are the beginner level students can find the video tasks, with the recordings of native language speaker, which is quite encouraging for their own communicative production. For the more advanced students, the blended learning present an opportunity to drill their communicative skills in forums and chats of the virtual environment of the courses. In the virtual environment, as highlighted by the instructors, communicative competence can be developed in the form of a written production in forums and in the form of an oral production in chats. The view supports Blake's (2008) study, who presents an overview of empirical research into online language learning, online and blended language learners show better results of written production and communication than their counterparts in traditional classrooms.

As for the practicality, an instructor has mentioned that:

"Our students can access the course with all its versatile materials like video recordings by native speakers, grammar and vocabulary banks at any time and place where he or she has access to a computer and the internet....."

"Students have a convenient access to a lecturer's consultation or a discussion of a difficult issue with their peer in a virtual forum in GOALS....."

As can be noticed, research on the implementation of blended models has yielded different results. Some researchers contend that language learning is enhanced through the exposure learners have to the blended learning model, while others indicate that there is not significant improvement in comparison with more conventional (F2F) means of instruction. In terms of levels of satisfaction, different opinions have also been reported. One of the most significant aspects noted in the studies, however, is the need instructors to learn to adapt to studying/teaching online. Although Blended learning implies the combination of both face-to-face and online instruction, the implementation of the online component is the one which seems to cause more difficulties for instructors in that it implies a change in roles and the acquisition of new skills and knowledge.

According to Comas-Quinn(2011) the success of any model lies especially in the hands of teachers, and in the case of blended learning, on how well they can make the transition from their role in the face-to-face classroom to the complex roles that online learning demands: "The success of any innovation in education, such as the introduction of online teaching and online technologies (what is commonly referred to as e-learning), is in great part due to how well teachers deal with the new ideas and implement them with their learners" (p.219). Teachers' understanding and use of ICT modes greatly impact students' acceptance of online learning as well as their perceptions of how useful online tools are.

4.2. R.Q2. What is the foreign language instructors' perception of blended learning in teaching?

The instructors indicated during the interviews that they were mostly happy with the idea of blended learning, and they also believe that blended learning has positive effect on students' learning.

Findings revealed both positive comments and criticism. The convenience of access, the learner-centered approach and the communicative practice that the blended courses generated were valued positively by foreign language instructors as learners were able to work consistently and independently. The following extracts from the interviews with instructors reflect their ideas related to their perception of blended learning.

As for the practicality, two instructors expressed their opinions about how blended instruction made learning easier for students as follows:

"It is a platform worth trying. It has more advantages than disadvantages. It allows teachers to monitor their students' progress more closely than traditional methods. This way of learning is also very practical, and students can assess it anytime and anywhere. (...) I think blended learning boosted my students' interest and engagement."

"I think technology always makes learning easy. Today with this practicality, one can learn a language in a very short time."

However, instructors also expressed the negative comments on blended learning in their daily teaching as following:

"Instructors cannot be moved away from face-to-face teaching to online teaching completely as there were students who always needed more assistance and guidance with their tasks."

" at beginning level, face-to-face teaching is more effective, because students only interact with their instructors in class time, if they need any assistance from the instructors regarding to their language learning rather than interact online....."

"Not everybody is expert in technology. Its depends on instructors convenience to choose what type of teaching model they would like to implement into the classroom, in order to make class more interesting and attractive instructor should to learn to use new approach of teaching. Blended learning could be one of the ways....."

Lack of motivation of students in participating in virtual forums and online learning is another negative comment given by the instructors.one of the instructor has mentioned in the interview:

"My students are not motivated in online forum and online chatting with their peers and instructors. Students are using internet more for leisure activities or social media rather than for study activities."

"Students are not interested in online learning or like to participate in online forum discussions....."

Based on the views from the instructors, study found that instructors valued those aspects of blended learning which were related to students' autonomous learning, while those aspects of blended learning which focused on the input of the instructor were regarded as questionable.

The findings showed that while acclaiming the factor of independence and autonomy in blended learning, the instructors still prefer the traditional face-to-face interaction for a teacher-learner contact. On the other hand, the instructors might feel [a] lack of competence and experience in e-communication and therefore be rather unsure about the usefulness of this form of contact with their students. Such comments of the instructors can be seen as reflecting the fact that the application of blended learning does not have a long tradition in language teaching/ learning and instructors might be not very experienced in involving their students in interesting and creative activities to attract students to control over their own learnings.

4.4. Suggestions for Improvement

Since the language is a variable value, it requires compulsory element of "live communication", therefore it is impossible replace language instructors in classroom teaching by ICT completely. Foreign language instructors who would like to take challenges in implementing the blended learning in their daily teaching should prepare the following tasks:

Prepare well-organized teaching material. Language instructors should be aware the suitable materials he/she needs to prepare for classroom teaching and online teaching. Plan the times they need to explain and work on the materials during face-to-face classroom teaching and for students' independent learning online to help different capabilities of students to develop various skills they need in future use .

Prepare the well-organized teaching method in the classroom activities and online education. Monitoring students' self-checking learning process.

Language instructors need to prepare motivated teaching and learning activities that can be maintained throughout the whole learning process. Instructors should stimulate self-control, encourage and develop various ways of productive cooperation with the students.

Language instructors should be motivated to self-education in the work with students. Instructors should not be afraid to do some changes from use only papers and out-of-date tape recordings, chalk and board to new digital technology that is new trend in modern education.

5. Conclusion

The present study showed that the foreign language instructors at Islamic Science University of Malaysia displayed a generally positive perception towards blended learning. Moreover, the instructors are appreciative with regard to different forms of blending ICT into foreign language classes as for instance classes in the multimedia language teaching, the introduction of interactive tests and online learning. Nevertheless, the instructors maintain that the improvement of their personal proficiency in computer skills and the application of ICT are necessary to guarantee the effectiveness and productiveness of blended teaching/ learning. The blended learning is still in development stage in faculty of major language studies in USIM, it needs more research and development that address types of BL from different aspects such as effective infrastructure and training of both instructors and learners with efficient skills in teaching and learning. It can also be related to the fact that the young generations of students embrace technological progress more naturally than most of the instructors. Instructors showed their willingness of eager participant the blended leaning training courses offered by the University to improve their general skills to benefits both instructors and students. Regard to the potentials of blended learning in the field of foreign language education, pedagogically innovative approaches and instructional designs for meaningful foreign language education are encouraged as a follow-up of this study.

References

- [1] Banados, E. (2006). A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. *CALICO Journal*, 23(3), p.533-550.
- [2] Claypole, M.(2003). 'Blended learning: new resources for teaching business English' in A. Pulverness (ed.).*IATEFL Brighton Conference Selections. Whitstable, UK:IATEFL*
- [3] Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course. *ReCALL*, 23(3), p.218-232.
- [4] Driscoll, M. (2002). Blended learning: Let's get beyond the hype. LTI Newline: Learning & Training Innovation. Retrieved January 6, 2018 from <http://elearningmag.com/ltimagazine/article/articleDetail.jsp?id=11755>
- [5] Hong, K., & Samimy, K., (2010). The influence of L2 teachers' use of CALL modes on language learners' reactions to blended learning. *CALICO Journal*, 27(2), p.328-348.
- [6] MacDonald, J. (2008). *Blended learning and online tutoring: A good practice guide*. Aldershot, UK: Gower.
- [7] Murday, K., Ushida, E., & Chenoweth, N. A. (2006). Student learning in hybrid French and Spanish courses: An overview of language online. *CALICO*, 24(1), p.115-145.
- [8] Neumeier, P.(2005). A closer look at blended learning: Parameters for designing a blended learning environment for language teaching and learning. *ReCALL* 17(2) p.163-178.
- [9] Picciano, A. (2009). Blending with purpose: The multimodal model. *Journal of Asynchronous Learning Networks*, 13(1), p7-18.
- [10] Sharma, P. (2010). Key Concepts in ELT. *ELT Journal Volume 64/4* p.456. *Oxford University Press*
- [11] Sezen T. (2015). The effects of blended learning on EFL students' vocabulary enhancement Social and Behavioral Sciences 199 P.641 – 647 *conference proceeding*.

Creative Accounting – Some Aspects of Knowledge and Implementation in Albania

Mirela UJKANI MITI

PhD., Lecture on Accounting Department, Faculty of Economics University of Tirana Albanian, Tirana, Albania

Elena MYFTARAJ (TOMORI)

Prof. Assoc. PhD., Lecture in Applied Statistics and Informatic Department, Faculty of Economy, University of Tirana, Tirana, Albania

Brisejda RAMAJ ZENUNI

Msc., PhD Candidate at the Department of Accounting, University of Tirana, Faculty of Economy, Lecture in Financial and Accounting Department, University of Vlora "Ismail Qemali", Faculty of Economy, Vlore, Albania

Abstract

This paper comes as a result of exploring the creative accounting level of recognition and its use by accounting professionals during the preparation of the financial statements of the entities (SMEs) in Albania. In our country the financial reporting is based on national accounting standards which are in accordance with international accounting standards (IFRS for SME). So, based on the literature review, we will give some definitions of creative accounting as well as aspects of its use in different countries. Starting from those practices, we will identify the main factors why managers and accounting professionals exercise creative accounting. Through an analysis based on questionnaire's data addressed to accounting professionals, we want to show if such practice is implemented in our country and how it is visualized by accounting professionals. In conclusion of this paper we will give some recommendations on the recognition and use of creative accounting by accountants in our country.

Keywords: accounting standards, creative accounting, financial reporting, management, accountant professional

Introduction

Creative accounting is often considered as art of accounting information, because the accounting information will be reflected in the financial statements in such a way as to show the positive aspects of the financial position and performance of the entity, thus avoiding the possible negative aspects of it. The current accounting principles and rules under IFRS and NAS allow managers to choose different methods to apply when preparing the financial statements, providing flexibility and thus allowing them to apply creative accounting. Frequent cases of occurrence of this practice in reality, such as cases where the entities do not recognize bad debts in the current year but defer them in the following years or when they reassessment of inventory stocks, delay over time of recognition of income, recognition and measurement of provisions, etc. These cases are also due to interpretations of both accounting standards and tax legislation and especially in cases where, there is basic and alternative treatment for an element or issue. In this context, creative accounting has its benefits, always if there is no abusive purpose. But in most cases, creative accounting is identified as a negative phenomenon. As soon as the word "Creative Accounting" is mentioned, what comes up in the mind is something dishonest, a form of manipulation or fraud of accounting information. But they differ from each other. Popescu L.M and Nişulescu I. (2014) in their study have clearly identified often does not reflect what is said to be "a true and fair view" for an entity - because we think it has there have been many cases when the entities have benefited greatly using creative accounting techniques and this has led them to continue their economic activities during these difficult times. Accounting and financial reporting standards, whether international or national, have been continuously improved, and among other reasons we may also mention the fact that they aim to reduce the implementation of accounting practices by accountant professionals including and applying the creative accounting practices.

Precisely these reasons led us to explore whether it is recognized creative accounting, whether it is used and whether it is perceived as a good/bad practice for entities or professional accountants in Albania.

Literature review

The concept of creative accounting has existed early. One of the early researchers Copeland (1968) defined the concept of manipulating the accounting. But its term has emerged in the Anglo-Saxon literature in 1970 as an accounting practice that can (or can not) follow the accounting principles or standards but deviates from what these principles or standards are intended to achieve, in order to show a desired image of the company to the interested parties. On the other hand, creative accounting is the transformation of financial accounting amounts (numbers) in order to "actually provide a financial reporting they wish to benefit from existing rules and (or) ignore some (or all) of them" Kamal Naser (1993).

Thus, through creative accounting, different "space / Absences" are used in the accounting principles or standards for the accounting treatment of various issues, in order to show the desired results for the interested parties. Jawad and Xia (2015) have highlighted new aspects of creative accounting in manners with accounting numbers (amounts) and argue that "Innovation is an essential part of the creative accounting in accounting practices. Naturally, they have been asked "creative accounting is good or bad practice?" Or is it "use or abuse?"

Answers to questions will certainly depend on the purpose for which the creative accounting itself is used, and based on accounting standards the responsibility for preparing the financial statements is management, then the fact of "abuse / bad" through creative accounting techniques, it will be management. This attitude also supports Bhasin, (2013) in his own study.¹

Arthur Levitt (Chairman, SEC) in 1998 drew attention to creative accounting practices, pointing out that accounting principles are not intended to be a "tight jacket", and therefore the degree of flexibility is needed for allowing financial reporting to keep pace with business innovations. The problem arises when companies use this flexibility to create illusions in their financial reports, illusions that are not the true and fair view of the entity (Mulford and Comiskey, 2002). According to Jones (2011) the definition of creative accounting is: "Using flexibility in accounting within the conceptual framework to manage the measurement and presentation of elements of financial statements / events, so that they give the private interests of the developer rather than the user." The authors Syed Zulfiqar Ali Shah, Safdar Butt and Yasir Bin Tariq (2011) in their work of creative accounting have considered it as a "tool" more than a "weapon".²

According to Michael Jameson (1988) "The accounting process consists of many issues related to conflict judgment and conflict between presentation of financial results and financial transactions. This flexibility provides opportunities for manipulation, fraud and distortion. These activities practiced by unscrupulous accounting people are known as creative accounting". And listening to the latest scandals Enroll etc., it is noticed that creative accounting has begun to be directed towards fraud, thus satisfying the interests of only the preparers of the financial statements and not of other interested parties. To get benefits from senior executives, managers are often tempted to show higher profits, which lead to adoption of creative accounting techniques (Vyas et al., 2015). There is no doubt that these accounting scandals have reduced the confidence of interest groups in financial reporting around the world.

By Peter A, Eddie M, (2008) changes facing accounting are:

The increasing sophistication of customers.

The development of a global economy where national frontiers become less important.

Rapid changes in technology.

The deregulation of domestic markets (For example, electricity, water, gas).

Increased pressure from owners (shareholders) for competitive economic returns.

The increasing volatility of financial markets.

Conflict of interest among different interest groups is the true cause of creative accounting (Diana, B., Victoria, B. and Alina, V 2009). In his study David Schiff, (1993) has mentioned six of the many ways companies can change their earnings:

¹ Bhasin, M.L.(2013), *Corporate governance and forensic accountant: an exploratory study*, *Journal of Accounting, Business and Management*, October, 20(2), 55-75.

² "Use or Abuse of Creative Accounting Technique" *International Journal of Trade, Economics and Finance*, Vol. 2, No. 6, December 2011

Capitalizing expenses instead of writing them off.

Receivables or inventories growing faster than sales.

Hiding pension liabilities.

Negative cash flow.

Consolidating owned subsidiary's income and net worth, with the impossibility of receiving the same.

Following seemingly conservative practice in a situation of reverse direction [e. g., if layers of lower priced LIFO (last-in, first-out) - cost inventory are "inflated" and sold at current prices, current earnings power is overstated.

In some countries (such as Greece) creative accounting is considerate to extend on the law (Baralexis S 2004), while in some states it is considered illegal (Healy and Wahlen, 1999). There are no normative acts for creative accounting in Albania. What we can say with certainty is that accountant professionals generally help companies operate more efficiently, keep accurate and up to date financial records, ensure that taxes are paid in time, analyze financial records and prepare financial statements. In this regard, the main group of accountants and accounting techniques used are exactly the accountants and as a result the focus of our work is based on this target group.

Methodology

The methodology of our work is based on the descriptive analysis of the national accounting standards (NAS) in Albania, with the aim of identifying the opportunities existing on the use of creative accounting by accountant professionals during the preparation of the financial statements. Based on the full set of NASs, we tried to present the spaces through which an accountant professional can use creative accounting techniques. But also through the statistical analysis of the data collected by the questionnaire addressed to the accountant professionals who according to Law no. 10091, dated 05.03.2009 "On Statutory audit and organization of professions of registered accounting expert and approved accountant", are responsible for the preparation of the financial statements, we tried to give an overview on the recognition and use of the creative accounting. The questionnaire were distributed to about 170 email accountant professionals and we received responses from 87 of them, more focused in the Tirana city, because this city is the main center of development both economically and professionally. Data processing was carried out with SPSS 20. In addition to the descriptive statistics extracted from the processing of questionnaires data, the independence test was applied to test for the independence of two variables.

In conclusion, based on the study of the literature and the findings of the study, besides giving a general overview of the recognition and use of creative accounting we will also give our opinion as recommendations to be followed by accountant professionals and other organizations involved in the correct implementation of this accounting.

Main factors of using creative accounting

The use of creative accounting, among other things, is also due to the high competition in the current conditions of economic development. This is because the entities are increasingly seeking to present to third parties with good financial results through financial statements. In such an environment, entities usually start using creative accounting practices, especially in an inappropriate situation with a view to increasing income / revenue, or manipulating assets and liabilities to report a financial position that is most better than the current situation. There are many factors that are considered as reasons for implementing creative accounting techniques; where some of them are presented below;¹

The highest share price

Increase the value of the company

Lower capital cost

Lower borrowing costs, or lower financial constraints and constraints (borrowing cost effects)

Efforts to evaluate performance by increasing profit-based rewards

Effects in avoiding high taxes / taxes.

¹ The financial number game by Charles W.Mulford &Eugene E.Comiskey, 2002 (J.Wiley &Sons)

As noted above, the reasons for using creative accounting imply concealing the essence of transactions, resulting in "distorted" financial statements and, at the same time, the failure of entities. But this phenomenon is due to the fact that accounting standards cannot cover all aspects or cases of transactions carried out by an entity, but there are many instances when it is left to management to decide on the application of accounting policies or methods accounting estimates, such as in the case of inventory valuation, amortization methods, or asset valuation methods (at historical cost or fair value methods), or estimate of the provisions; etc.

Consequently, the direction/top management of the entity "plays" within the legal framework, misusing the accounting policies, making it possible to submit to financial statements what they want to present. Numerous discussions come about the above reason, especially in the recognition of revenues. These discussions are among standard preparers, policy makers in the accounting or fiscal field, and accountant professionals in the role of standard implementers in the entities.

The moment when the revenue or expense should be recognized identifies many cases of entities factors that misuse the accounting standard for revenue and in their cases or realize delay in time of revenue or expense, or the contrary in depending if they wish to record a higher or lower profit. These reasons of timely deleveraging among the interested parties have led to constant variations in the accounting standards. This phenomenon is also known in Albania, for example, the recognition of revenues in the construction contracts where in the first set of national accounting standards, revenues in the construction contracts was not specifically identified, while with the changes made in 2015 in complete set of NAS they are clearly evidenced the case of construction contracts, but again the space exists for the judgment of the direction/top managements.

The change in accounting policies is another widely used phenomenon, because it is also possible to change the accounting policy accordingly, and as a result it can "play" with this "space" that allows standards.

The above mentioned cases of course have to be said to apply in Albania as well, because of the fact that their space or misinterpretation brings the use of "creation" over the applicability of accounting standards; where by studying the complete set of NASs we are presenting the following possible spaces as is following:

Table no 1 "Spaces to use creative accounting, according NAS"

No	NAS	Description
1	NAS 1 "Conceptual framework"	<i>Paragraph 9; allows direction to use its own judgment.</i> "If NAS 1 does not specifically address a transaction, event or circumstance, the management of an entity should use its judgment in developing and implementing an accounting policy ..."
2	NAS 4 "Inventory"	Paragraph 14; allows direction to determine not only the method but also the formulas. "However, for inventories of a different nature or use, the calculation of the cost may justify the use of formulas other than those mentioned above" Paragraph 19-22; allows the direction to allocate the overhead factory, based on different methods. "Production costs that have been incurred before this moment should be allocated to individual products on the basis of a reasonable and appropriate method ..." or ... "An entity may use techniques such as the standard cost method, the retail price method or the latest purchase price to measure the cost of inventories if the result from the use of these methods approximates the cost"
3	NAS 5 "Property, plant and equipment; and Intangible Assets"	Paragraphs 31-32; 36-37 identify the fact that an entity is allowed to choose the amortization method; but also of its change, if there is any necessary information ... "Factors such as a change in how an asset is used, premature consumption, technological progress, and changes in market prices may indicate that the value of the remaining or useful life of an asset has changed since the last reporting date. If such indicators are present, an entity will review its previous estimates and if expectations change, then the entity will change the residual value, amortization method or useful life <i>Paragraphs 85 to 88; impairment tests</i> - allows the entity to recognize impairment based on information sources.
4	NAS 6" Provisions, contingent liabilities and contingent assets"	The conditions and measurement methods in knowing of a provision, allow direction to use the necessary spaces for their recognition.
5	NAS 8 "The revenue"	Paragraphs 24-34; Recognition of such incomes/expenses at the right time, or delaying the timely may be; Paragraphs. 24-27 construction contract "Reliable assessment of the result requires reliable estimates of the completion phase, future costs and receivables of invoices" Paragraph 45. "Methods of recognition of interest income" is left to their choice.

Source; by authors based on NAS;¹

Based on these reasons and in Albania the complete set of NASs is in accordance with IFRS for SMEs, as well as the necessary spaces some of which were underwritten (See further on Annex), we decided to give on the basis of a questionnaire the knowledge of creative accounting and how much is the level of its implementation. One more reason is the fact that the implementation of standards in Albania has started from January 1, 2008, and now has been past nine years, enough time to apply the space for use of creative accounting.

Data Analysis of the aspects of knowledge and implementation of creative accounting in Albania

Initially understand the level of knowledge of creative accounting and then to test professionals on the knowledge and use of creative accounting techniques and tools, we developed a questionnaire. The questionnaire contained closed and open questions (in answer Yes / No / N/A) especially when they should be expressed on the financial reporting legislation in Albania and what opinions could yield on the continuous improvement. Likert level is also used to test the knowledge and use of accounting techniques. The questionnaires were distributed to 170 professionals in the field of accounting, mainly in the Tirana city.

The target group consisted of accountants, approved accountants and auditor because the three professionals according to Albanian law no. 10091, dated 05.03.2009 "On Statutory audit and organization of professions of registered accounting expert and approved accountant", they have obligation to prepare financial statements. The questionnaire was distributed via email and received an answer from 87 professionals. Knowing that the purpose of the questionnaire would be the level of recognition of creative accounting and if he used who would be the factors and arguments for its use, the questionnaire was prepared in the first section with closed questions to create a group knowledge respondents and its level, while the second section of the questionnaire was designed to respond to the implementation and the factors that led to it, or they think it will lead to the use of creative accounting during the preparation of the financial statements. This section was prepared using the Likert scale with five levels. For the above, the main questions of our research are; How well known the creative accounting; Are creative accounting techniques used; What are the factors that lead to the use of creative accounting; How ethical do they think its use?.

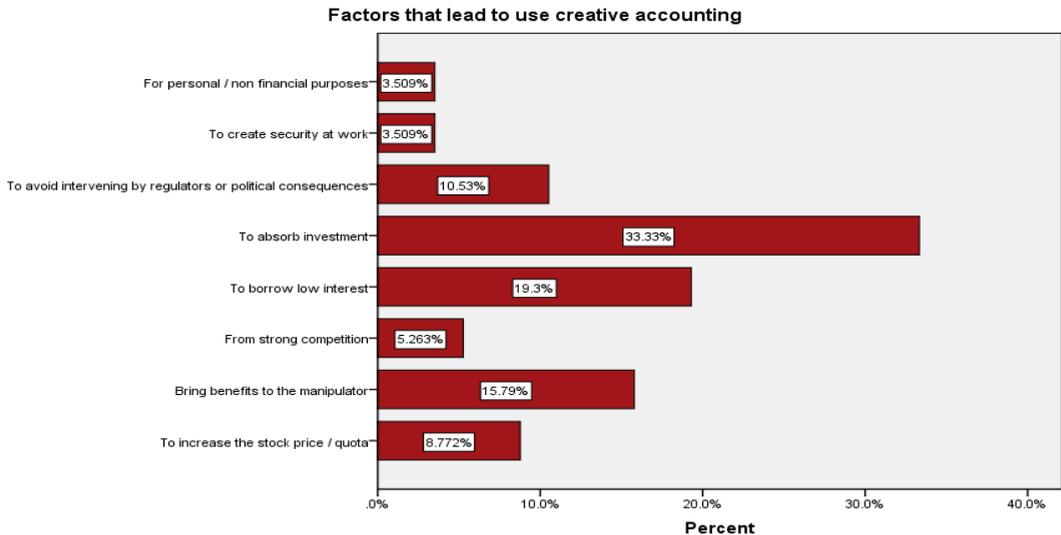
According to the data analysis collected, it was found that the target group consisted of 70.2% accountant professionals have a working experience of over 5 years in the field of financial statements preparation (Graph No 1 - Appendix II).

The level of knowledge of creative accounting resulted that 71.9% of respondents know creative accounting, while 28.2% of them did not know it. And then we went to the test to see how this knowledge level was, using the Likert scale with 5 levels (up to a lot) from where the average level of "3" know of this accounting resulted with about 43.9 % of respondents who answered that they know it and only 22.8% resulted in level 4 of knowledge. In this regard, we judge that the concept of creative accounting is known in our country, by the accountant professionals.

Regarding the use of this accounting data analysis technique, it was found that 45.6% of them had previously used the techniques and the concrete results (see Annex II-graphs 2 and 3) that the technique of cost capitalization was the technique the most used by most respondents (by about 42.1%), followed by the use of variation techniques in the use of different methods, when permitted by the standards of use of alternative methods or free judgement of direction allowed (31.6 %). While the techniques of revenue recognition or timely recognition of their costs or expenses were the least widely used techniques by professionals (about 12-15% of them, as shown in Chart 4). Regarding the factors that led to the use of data analysis techniques, it was found that the greatest weight was attributed to investment absorption (33.3%) or low-interest borrowing (by 19.3% see chart no. 1). Meanwhile, in realistically significant levels, there was also the behavior of benefits for those who wanted to manipulate by 15.8% and to avoid intervening by regulators or political consequences by 10.5%. This latter factor is related to the fact of using tax legislation in the preparation of financial statements for avoiding tax liabilities for not recording unknown costs for calculating the profit on the period. Graphically, these factors are expressed in graph 1 as follows;

¹ <http://www.kkk.gov.al/page.php?id=1&l2=136&gj=sh>

Graphic no 1 "The factors that lead to use creative accounting"



Source: The authors

Also a question addressed to professionals was the fact that who are more inclined to use creative accounting, managers, accountants, or stakeholders and interested third parties. Responses resulted that the stakeholders / owners and interested third parties were more likely to manipulate the financial statements through the use of creative accounting (by 78.9%), while managers and accountants were of equal weight in terms of the motive of using creative accounting with 10.5%. As a result, we asked their opinion on how reliable the financial statements would be when they thought that creative accounting techniques could be used. Responses were 80.7% in the moderately reliable range and only 1.8% thought they were completely reliable.

But our analysis of the data went further to test the existence of relation between the use of creative accounting with the legal form of the entity (as a limited liability company, shareholder, etc.) and constructed hypotheses:

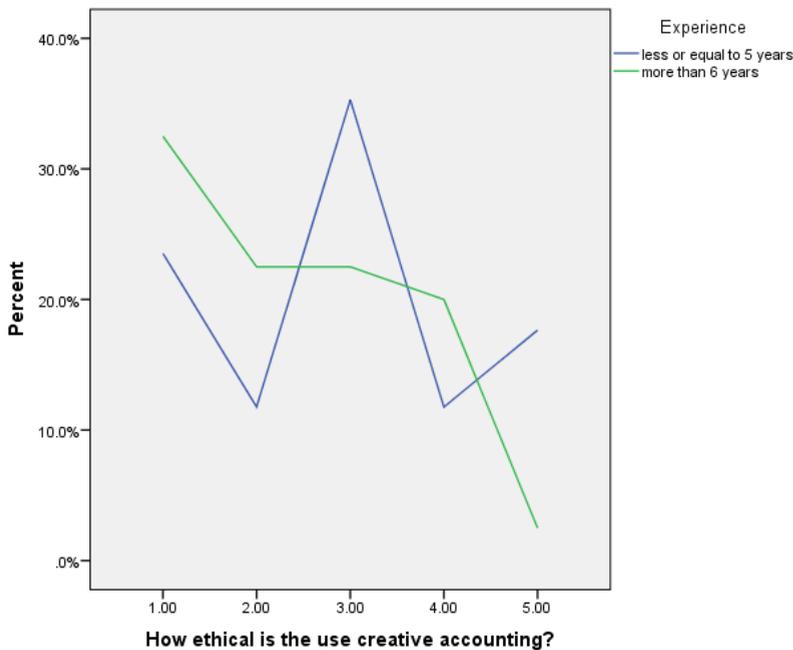
H0; There is no relation between the use of creative accounting technique and legal form of the entity.

H1; There is a relation between the use of creative accounting technique and legal form the entity.

The results of the statistical test test used indicated that the use of techniques was not dependent on the entity's legal form (p -value > 0.05) (see table no.1 -Appendix II).

The focus of the analysis could not remain beyond testing how ethical the use of creative accounting was, depending on the experience that they had in their work as an accountant professional, resulted that professionals over 6 years of experience considered the use of creative accounting more unethical (the value is 1-Likert scales) while professionals with less than 5 years of experience considered ethically(values 5 by Likert scale)) using creative accounting. See Chart No. 2.

Graphic no 2 "According to experience, how ethical it is considered creative Accounting"



Source: the authors

But open questions where accountant professionals could express themselves on using creative accounting, legal space and their impact on the preparation of financial statements found that most respondents felt themselves under the pressure of shareholders/owners while exercising their profession, to "satisfaction" shareholder benefits. And some of them thought that there was a need for even more enforcement of correctly applying accounting standards for the purpose of their fair use rather than abusive when available. This was because the space allowed the same event or transaction due to alternative treatments where the judgment of the management was used, bringing about the identification of this event in financial statements in different ways - especially in recognition of revenues or capitalization of expenditures. On the one hand, although in our country exists in the law for accountant professionals, the Ethic Code to apply and is in accordance with the IFAC Ethics Code, even this profession is also overseen by the relevant bodies such as the Public Supervision Board the accountant professionals said that using creative accounting techniques is an unethical phenomenon and professionals using these techniques are to maintain their workplace.

Conclusions and Recommendations

In conclusion we can say that creative accounting as we see in accordance with the literature we have considered that is a flexible method of exercising the accountant profession in the preparation of the financial statements, this always to give the true and fair view of the activities of the entity. The complete set of NASs created in our country in accordance with IFRS for SMEs requires correct implementation using professional judgment and this means recognition and proper application of accounting rules and principles but also of creative accounting techniques and not their abusive use, even if the argument of use. Also, the practice of a profession can not be understood without proper and ethical behavior in accordance with the relevant codes.

In Albania, the level of knowledge of creative accounting resulted medium and at the same time used techniques of this accounting, mainly capitalization of costs and the use of different methods in cases where the standard allows basic and alternative treatments for the identification of an event or transaction. At the same time, the main factors that led to their use were the absorption of investments and the receipt of low interest loans, ie the increase of unit financing resources and also because accountant professionals in the preparation of financial statements are more inclined to financial reporting tax purposes. Another conclusion of the study was the fact that the use of creative accounting techniques was more than

enough to satisfy the shareholder or owner's benefits and they were not dependent on the legal form of the entity. In this regard, most accountant professionals felt that this accounting was not ethical, and at the same time its use would count in the untrustworthy financial statements, since it itself related to the abusive and incorrect use of creative accounting.

In this regard, we believe that strengthening the role of the bodies on the correct implementation of their accounting standards and their flexibility needs to be further intensified, through the interaction of key stakeholders such as accountant professionals, professional associations and Public Supervisor Bord of the profession, tax authorities, etc. On the other hand, this would further strengthen the belief that the financial statements provide the reality of the entity's activity.

Although within the NAS set-up set, there are spaces that allow the use of creative accounting, we see creative accounting as a tool to increase the financial and economic position of the entity if used fairly, as opposed to a growth of today because of abuse, will be a future failure for it.

Literature and References

- [1] Dr. Sayed Zulfiqar Ali Shah, Dr. Safdar Butt and Yasir Bin Tariq, (2011) *Use or Abuse of Creative Accounting Techniques*, International Journal of Trade, Economics and Finance, Vol. 2, No. 6,
- [2] Firas Aziz M. Jawad, Xiping Xia (2015) *International Financial Reporting Standards and Moral Hazard of Creative Accounting on Hedging* International Journal of Finance and Accounting 2015, 4(1): 60-70
- [3] Bhasin, M.L.(2013), *Corporate governance and forensic accountant: an exploratory study*, Journal of Accounting, Business and Management, October, 20(2), 55-75.
- [4] Copeland, R.M. (1968), *Income Smoothing*, journal of accounting research, VVI, Supplement, 101-116
- [5] *Oriol Amat, John Blake and Jack Dowds, (1999) "The Ethics of Creative Accounting"*, Economic Working Papers 1999,
- [6] Naser, K. (1993) "Creative Financial Accounting: its nature and use" Prentice Hall, London.
- [7] Griffiths, I. (1986) "Creative accounting" Sidgwick & Jackson, London.
- [8] IFAC (International Federation of Accountant), (2011), [Online], Available: <http://www.ifac.org/>
- [9] Dr. Sayed Zulfiqar Ali Shah, Dr. Safdar Butt, *Creative Accounting: A Tool to Help Companies in a Crisis or a Practice to Land Them into Crises*, International Conference on Business and Economics Research, Singapore, 2011
- [10] Laura, M.P. and Ileana, A. (2013), "Detecting creative accounting practices and their impact on the quality of information presented in financial statements" journal of knowledge management, economics and information technology, vol, 3, issue 6, dec. pp.1
- [11] POPESCU Laura – Maria; NIȘULESCU Ileana (2014) "Creative Accounting Versus Fraud" SEA - Practical Application of Science Volume II, Issue 3 (5)
- [12] Baralexis Syros (2004) "creative accounting in small advancing countries; the Greek case"; Managerial auditing journal, Vol. 19, issue 3 pp 440-461
- [13] Law no. 10091, dated 05.03.2009 "On Statutory audit and organization of professions of registered accounting expert and approved accountant"
- [14] Complete set of improved NAS.

Websites

- [1] www.kkk.gov.al
- [2] www.ieka.al

Appendix I- "NAS Accounting Spaces, allowing the application of creative accounting"

NAS no 1

Paragraph 97 "... If NAS 1 does not specifically address a transaction, event or circumstance, the management of an entity shall use its judgment in the development and implementation of an accounting policy that results in information: (a) suitable for the needs of users' economic decision-making; and (b) Reliable, for the fact that the financial statements: (i) faithfully represent the financial position, financial performance and cash flows of the entity; (ii) represent the economic essence of transactions, events and other conditions, and not merely the legal form; (iii) are neutral, is free from prejudice; (iv) measured; and (v) complete in all material respects

NAS no 4

Paragraph 14 "... For those goods that are not interchangeable in ordinary markets or that are specific to specific projects, the cost shall be determined on the basis of the specific identification method. The cost-based method of specific identification is not suitable for homogeneous products such as raw materials used in production and purchased parts frequently and at different prices. To determine the cost of such an inventory, the weighted average or "first entry, exit" method (FIFO) should be used. To calculate the cost of inventories that have the same nature and use for the entity, the same formula should be used. However, for inventories of a different nature or use, the calculation of the cost may justify the use of formulas other than those mentioned above"

Paragraph 19 "... Those production costs that are made from the moment when these products become individually identifiable can be easily and directly linked to the product and can therefore be distributed directly to individual products. Production costs that have been made before this moment should be distributed through individual products on the basis of a reasonable and appropriate method. "

Paragraph 22"...An entity may use techniques such as the standard cost method, the retail price method or the latest purchase price to measure the cost of inventories if the outcome of using these methods approximates the cost.

NAS no 5

Paragraph 31; "an entity shall take into account all of the following factors in determining the useful life of an asset: (a) the expected use of the asset. The use is estimated by reference to expected assets or expected outputs. (b) Expected physical consumption, which depends on the factors of use, such as the number of tours during which the asset is used, repair and maintenance plans, as well as the care and maintenance of the asset when the asset is not in use. (c) Technical or commercial obsolescence arising from changes or improvements in production, or from a change in the requirements for the product or service provided by the asset. (d) Legal or similar restrictions on the use of assets, such as the expiration date of lease contracts.

Paragraph 32; the chosen amortization method should systematically reflect the way the entity will realize the future economic benefits of the long-term asset acquired during its useful life. The most common methods of amortization include the straight-line method, the residual value method and the use-based method such as the method of the units produced

Paragraph 36 -37 change of depreciation method, residual value or useful life (... Factors such as a change in how an asset is used, premature consumption, technological progress, and changes in prices the market may indicate that the residual value or useful life of an asset has changed since the last reporting date. If such indicators are present, an entity will review its previous estimates and if the expectations change, the entity will change the residual value, amortization method or useful life as a change in an accounting estimate in accordance with NAS 1 General Framework for the preparation of financial statements)

NAS no 6,

Conditions in the recognition of passive provisions / conditional assets

NAS no 8

Revenue-Recognition at the right time or delay in recognition of the income / expense that may arise may be;

Paragraphs 24-27; construction contract ... (A reliable outcome estimate requires reliable estimates of the completion phase, future costs and invoice receivables.

Paragraphs 24-27; construction contract ... (A reliable outcome estimate requires reliable estimates of the completion phase, future costs and invoice receivables.

Paragraphs 28 -34 provide guidance on the method of completion percentage. Methods of Phase of Completion ... (problems in recognizing the respective revenues and expenditures)

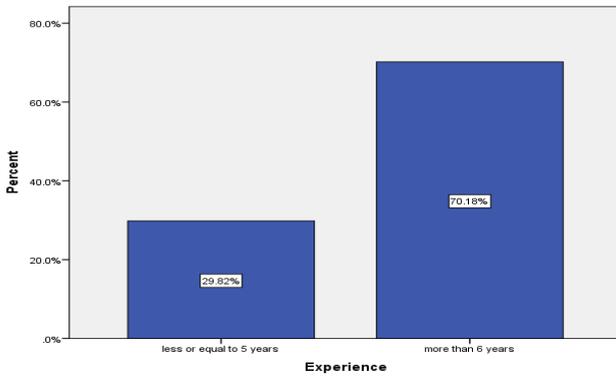
Paragraph 34"... If it is not possible to collect an amount already recognized as an income, the entity will recognize the uncollectable amount as an expense instead of adjusting the amount of contract revenue".

Paragraph 45 "Interest income is recognized on the basis of the straight-line method on the Internal Interest Rate (IRR) and effective interest rate"

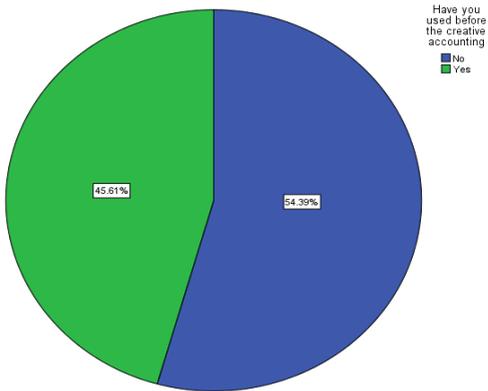
Appendix II- DATA ANALYSIS

Source: the Authors

Graphic no 1



Graphic no 2



Graphic no 3

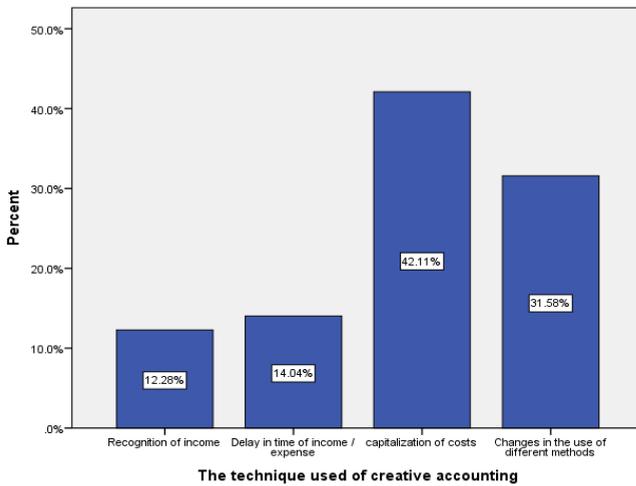


Table no 1 **Chi-Square Tests**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.521 ^a	1	.217		
Continuity Correction ^b	.935	1	.333		
Likelihood Ratio	1.530	1	.216		
Fisher's Exact Test				.289	.167
Linear-by-Linear Association	1.495	1	.222		
N of Valid Cases	87				

- [1] <http://www.who.int/mediacentre/factsheets/fs381/en/2016>.
- [2] Karel, M. J., Gatz, M., Smyer, M. (2012). Aging and mental health in the decade ahead: What psychologists need to know? *American Psychologist*. Vol. 67 (184-198).
- [3] World Health Organization (2001). *The World Health Report 2001. Mental Health: New Understanding, New Hope*. Geneva: WHO.
- [4] Goldberg, D. & Huxley, P. (1992). *Common Mental Disorders: A Biosocial Model*. London: Tavistock/Routledge.
- [5] American Psychiatric Association. (2013). DSM-5 diagnostic classification. In: Diagnostic and Statistical Manual of Mental Disorders DSM-5. 5th ed. Arlington, Va.: <http://www.psychiatryonline.org>. 2015.
- [6] World Health Organization (WHO). The ICD-10 Classification of Mental and Behavioral Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva: World Health Organization; 1992.
- [7] Royal College of Psychiatrists (2014). Depression in Older Adults. [online] Available at: <http://www.rcpsych.ac.uk/healthadvice/problemsdisorders/depressioninolderadults.aspx> [Accessed Aug. 2015].
- [8] Health and Social Care Information Centre, (2007). Health Survey for England, 2005: Health of Older People. [online] Available at: <http://www.hscic.gov.uk/pubs/hse05olderpeople> [Accessed 14 Sep. 2015].
- [9] Smyth, C. (2014). Depression in old age 'is the next big health crisis'. *The Times*. [online] Available at: <http://www.thetimes.co.uk/tto/health/news/article4057224.ece> [Accessed 15 Sep. 2015].
- [10] Inouye SK. (1999) Predisposing and precipitating factors for delirium in hospitalized older patients. *Dementia & Geriatric Cognitive Disorders*, 10, pp. 393–400.
- [11] Siddiqi N., House, A.O., Holmes J.D. (2006). Occurrence and outcome of delirium in medical in-patients: a systematic literature review. *Age Ageing*, 35(4), pp. 350-364.
- [12] Beaumont, J., Loft, H. (2013). *Measuring National Well-being: Health, 2013*. London: Office for National Statistics.
- [13] Prince M, Albanese E, Guerchet M, Prina M. (2014). *World Alzheimer's Report, Dementia and Risk Reduction - An analysis of protective and modifiable factors*. London, England: Alzheimer's Disease International.
- [14] Prince M, Albanese E, Guerchet M, Prina M. (2014). *World Alzheimer's Report, Dementia and Risk Reduction - An analysis of protective and modifiable factors*. London, England: Alzheimer's disease International.
- [15] Prince M, Knapp M, Guerchet M, McCrone P, Prina M, Comas-Herrera A, Wittenberg R, Adelaja B, Hu B, King D, Rehill A, Salimkumar D. (2014). *Dementia UK: The Second Edition*. London: Alzheimer's Society.
- [16] U.S. Department of Health and Human Services (1999). *Older Adults and Mental Health*. In: *Mental Health: A Report of the Surgeon General*. Available at: <http://www.surgeongeneral.gov/library/mentalhealth/chapter5/sec1.html> (accessed June 10, 2008).
- [17] Web-based Injury Statistics and Query Reporting System (WISQARS) (Online). National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (producer). Available at: <http://www.cdc.gov/ncipc/wisqars/> (accessed June 10, 2008).
- [18] Maria Carmen Viana; Laura Helena Andrade. Lifetime Prevalence, age and gender distribution and age-of-onset of psychiatric disorders in the São Paulo Metropolitan Area, Brazil: results from the São Paulo Megacity Mental Health survey. *Revista Brasileira de Psiquiatria*. vol. 34 no. 3 Oct. 2012. ISSN 1516-4446. <http://dx.doi.org/10.1016/j.rbp.2012.03.001>
- [19] www.who.int/healthinfo/global.../GHE_DALY_Global_2000_2012. Përlogaritjet Globale të Shëndetit (2014). Tabelat Përmbledhëse: DALY sipas shkakt, moshës dhe gjinisë, nga Rajoni i OBSH-së, 2000-2012.
- [20] Patel, V., Kirkwood, B. R., Pednekar, S., et al (2006). Gender disadvantage and reproductive health risk factors for common mental disorder in women: a community survey in India. *Archives of General Psychiatry*, 63, 404–413.
- [21] Hollingshead, A. B. & Redlich, F. C. (1958). *Social Class and Mental Illness: A Community Study*. New York: John Wiley.

Appendix II- QUESTIONNAIRE FORMAT

Q1	How many years of experience do you have? < 3; 3-5; 6-10; over 10 N/A	Capitalization of costs Changes in the use of different methods Other	Q10	Do you think creative accounting affects us definition of income in the performance statement in the statement of financial position	
Q2	You work in: Collective company command company limited liability company joint stock company banking institution N/A Other	Q7	How much do you think is uses Creative Accounting in Albania from 1 (not applicable) to 5 (very applicable) To increase share price / quota To bring benefits to the manipulator From strong competition to borrow low interest loans	Q11	How much legal do you think is creative 1 2 3 4 5
Q3	Do you know the concept of Creative Accounting? Yes No N/a	Q8	Which of the reasons would you appreciate more To increase the stock price / quota bring benefits to the manipulator from strong competition to borrow low interest to absorb investment to avoid intervening by regulators or political consequences to create security at work	Q12	Who do you think have the greatest motivation to manipulate financial statements managers Accountant Auditors owner / shareholder / interested party
Q4	Have you used creative accounting techniques before? Yes No N/A			Q13	How much do you think are FS credible when you think they can be used creative bookkeeping techniques 1 2 3 4 5
Q5	From one to five, how you appreciate your knowledge of creative accounting? 1 2 3 4 5			P14	How ethical is the use of creative accounting? Do you think that CA is a disturbing phenomenon? Do you think that CA is a good phenomenon? How much do you think you are abusing the use of creative technicians?
Q6	If you answered Yes, question 4, specify which techniques you have used? Recognition of income Delay in time of income / expense	Q9	How much do you think creative accounting is used in Off-balance financing Extreme events Changes in amortization methods Changes in the value of money		

Social Versus the Aggressive Behavior of the Students in the School Context: the Theoretical Approaches

Lulzim.R.Murtezani

University of Tetova, Macedonia

Abstract

The progressively higher cognitive criteria, which modern school starting from the yearly school years, imposes on students, demand greater individual engagement by the teachers in the affective component. In function of the right management of the education, the determined social climate in the class is a necessary pre-condition. The basic structural components of this climate are the interactions of the students themselves, which reflect mainly through two opposed tendencies: pro-social and aggressive behavior. In this article, we analyze these two components of the social climate from the aspect of the theoretical studies, i.e. their reflection in the school practice. Also, we pay attention to the strategies which have been proven to be efficient in the control of the aggressive behavior. We conclude by discussing key findings and identifying areas for further research to create a vital, open and democratic educational culture of tolerance and by arguing that the prevention of youth violence should be a national priority.

Keywords: pro-social behavior; motivational components, altruism, methods of reducing aggression.

Introduction

The actuality and importance of the studying of pro-sociality and aggression in children is characteristic in conditions when we have many cases of violent behavior, conflicts among the youth etc. in the society. Hence, the treatment of this issue is of extreme importance for the decrease of violence in the schools, and we need consolidation of the non-violence i.e. the pro-social behavior.

The modern educational psychology in this context, without doubt stresses the dynamic i.e. motivational elements of the wider psychological ambient in the classroom, but with its significance and influence, the elements of the affective sphere are also important position in this domain. The series of classical studies form the second half of the previous century promotes several important affective aspects of the functioning of the school formal groups, such as the attraction and repulsion of the members of the group (Baron, 1951; Hollander & Webb, 1955; Byrne, 1961; Aronson, Willerman & Floyd, 1966; Duck & Spencer, 1976; Scofield & Sagar, 1977; etc.), the altruism and pro-social behavior (Krebs, 1975; Knight & Kagan, 1977; Lamb, 1982; Ladd, Lange & Stremmel, 1983; Kaplan, 1984 etc.) and the aggressive and asocial behavior (Bandura, 1961, 1963, 1967, 1971; Baron, 1972, 1973, 1979; Turner, Layton & Simons, 1975; Cohen & Felson, 1979 etc.).

The greatest part of the mentioned studies confirm the important influence of the affective ambivalent factors of the school environment on the behavior of the individual. The agents of the early family socialization and the affective aspects of the functioning of the school groups, on the other hand, without doubt offer a wider range of opportunities for an analytical approach. Our choice in this article are the manifestations of the pro-social and aggressive behavior of the students, as well as the strategies which recommend building of pro-social behavior.

1. Pro-Social behavior

One of the most common characteristics of the pro-social behavior refers to its nature as a sum of conscious actions directed towards helping or creating, in favor of the interest of an individual or a group (Eisenberg and Mussen, 1989, according to Knickerbocker, 2003). In other words, they are acts of behavior, in which the categories of empathy, solidarity, collaboration, ethics and other constitute the dominant affective component which involves care, sharing and support of the interest of the others, when the need arises even giving priority to them in front of one's own interest (Rabotegic, 1995). The notion of pro-social behavior refers to the acts themselves or to be more exact the results i.e. the consequences of the same, rather than the motivation which lies in its background.

The pro-sociality as a general principle of behavior may be put into action through many close forms of manifestation such as helping, sharing, giving, consoling, giving support, collaboration etc. (Popovski, 2005 according to Surbanovska, 2009).

Ontogenetically, the forms of pro-sociality occur very early, in the early childhood, approximately in the second year of life. There are opinions that the signs of such behavior occur even in the pre-natal development of the child. Most often, the first acts of pro-social behavior are the presenting and sharing of toys to the parents, without obvious reward or other obvious benefit.

1.1. Motivational premises of the pro-social behavior

The motivation on which the pro-social behaviors are based may be quite various. Four categories of motives which are in the background are stressed in the literature (Surbanovska, 2009): a) monitoring the general human values such as humanism, trust in people, justice, equality, prosperity of the others etc.; b) affective factors, such as love, empathy, compassion, joy, but also the need to avoid disturbance and unpleasantness; c) conformism, in the sense that the destructive behavior is expected or demanded by the environment, i.e. that we are not resented, if we do not help, or simply because the others help as well; d) expecting some sort of personal benefit, regardless whether it is material or social – psychological. The mentioned four forms of motivation according to the degree of the altruism – selfishness may be graded in a sort of continuum, in which at one end we have the values such as the category least selfish, because they consider the well being of the other as most important, followed by the emotions, in whose content we may identify a certain degree of orientation towards oneself and one's own interest, then the conformism, which is even more full of one's interest, and at the other end we have the explicitly egoistic category of expecting personal benefit. In one of the more recent theories (Benabou & Tirole, 2005), the quality, frequency and the consistency of the pro-social behavior in the individual are treated as a dynamic product of the influence of three main categories of motives: altruism (inner motivation), selfishness (eccentric i.e. outer motivation) and the care for one's own reputation (self-respect).

Apart from the motivation, the pro - social behavior in different situations can be determined by a wide range of biological (gender, age) and social – cultural (education, personal experiences, tradition) factors, affective constants (general level of adaptation, satisfaction with one self) etc. Thereby, the mentioned determinants of the pro – sociality do not act independently from one another, yet, they are mutually interconnected and intertwined in complex combinations of different factors which sometimes also have a mutual contradictory influence, which may also result in conflict states.

2. Asocial and aggressive behavior

The asocial, aggressive and destructive behavior of the students in the school is an important social problem which significantly influences the social development of the children and is connected to a great number of subsequent serious problems in the area of the social pathology, starting from the deficits in the cognitive, affective and the social development of the individual, through the various shapes of delinquent behavior and social problems, all the way to problems with the mental health.

The theoretical concepts of the aggression can be divided into five groups (Žužul, 1989). The instinctivism theories consider aggression for natural, authentic human behavior and an integral part of the human nature. A typical instinctivism understanding of aggression is the theory of Freud, which explains the aggressive behavior through the working of the both basic instincts, one of life (Eros) and the other of death (Thanatos). The frustration theories come from the area of the neobehaviorist theoreticians such as Dollard, Miller, Maurer, Sears, Berkowitz and others (according to Žužul, 1989), and their basic platform is the treatment of aggression as gained, i.e. learned response (reaction) of frustrating situations, i.e. stimuli. Dollard says that aggression appears when the individual is stopped in a given planned action which has a specific goal, and the intensity of the aggression rises with the rise of the motivation (the expected reward) and with the degree of interruptions in the fulfillment of the goal. Berkowitz emphasizes that the frustration does not directly lead to an act of aggression, yet that between these two instances there is an emotion of anger, whose intensity depends on the characteristics of the external situation, and which may, but does not necessarily end in aggression. The social theory of aggression is connected to the name of the American theoretician Albert Bandura (Bandura, 1969). His basic platform for the nature of the aggression is also behaviorist, however, based on the standpoint that it may occur without any instinctive or frustration foundation, yet as an expression of the previously learned behavior. Most frequently it is about social learning based on the so called observational (vicarious) conditioning. In this sense, with the social theory of the aggression, one may explain the influence of the aggressive scenes in the movies and the violent video games as generators of real aggressive behavior in the children. Namely, children identify with the aggressive heroes and are accustomed to aggression, thus completely altering the value prism for aggression by not perceiving it as an undesirable and destructive behavior (according to Aronson, Wilson & Akert, 2002). The attribution theory considers that aggression has a cognitive

background, and that the possibility for the frustration to grow into an act of aggression depends on the assessment (attribution) of the intention of the instigator of the frustration. An aggressive act will not appear if there are sufficient relaxing, alleviating circumstances known at the moment of provocation. The biological – physiological theories place the possible reasons for aggression in three directions: genetics, sub - cortical sectors of the brain and endocrine system.

2.1. Strategies for controlling aggression

Taking into consideration the fact that scientists still do not sufficiently understand the mechanism for asocial behavior, the attempts for controlling it by using psychological and educational methods are yet to offer the desirable results (Kazdin, 1987). We will discuss some of these methods which are most renowned in this area.

2.1.1 Catharsis: The psychoanalytic theory explains the processes of catharsis in the function of controlling the aggression. Students, by watching a certain movie with examples of violent behavior or by doing programmed physical activity may release their aggressive energy (Feshbach & Singer, 1971).

2.1.2 Parent training: The goal is to train parents in dealing with the aggressive behavior of their children, whereby they are educated to not employ physical punishments yet to replace them with psychological remarks. On the other hand, they should reduce the negative remarks such as threats and commands, and instead to more frequently use oral approval for pro – social behavior (Kazdin, 1987; Horne&, Sayger, 1990).

2.1.3. Cognitive methods: The cognitive processes may contribute in reducing the aggression. These processes are different in the children which are known to be aggressive. Based on the significance of these factors, the so called programmes for increasing the empathy in the child have been built, whereby the children are taught to take into consideration the opinions and the feeling of the other children. In this way, good results have been achieved in the decrease of the aggression and in the reduction of the conflicts (Gibbs, 1987). Another technique is to enable the children (students) to apply techniques for problem solving called "let's think out loud". In this way they learn how to solve problems in a rational way without emotional outbursts. (Guerra & Slaby, 1988).

These techniques are recommended for use in both pre - school and school education. We believe that through their use, the aggressive behavior of the young will somewhat be reduced. Of course, an important precondition for this is the thoughtful and tolerant attitude of the teachers and the parents towards the children.

Resume

There is a network of factors which reflect on the general behavior of the students. We mostly chose the cognitive and affective determinants of the pro – social against the asocial behavior of the young. The pro – social behavior reflects in building mutual connection between the children, and its important motivational components are the humanistic values; the affective factors; the conformism and the social – psychological expectations.

The asocial behavior may result from a range of factors, of which the following are the most important: biological, the situation (frustration) and personal – social.

The following methods are efficient for the decrease of the aggressive behavior and are applicable for the students with uncontrolled behavior: Catharsis; education of the parents and the cognitive.

References

- [1] Aronson, E., Wilson, T.D. & Akert, R.M. (2002). *Social Psychology*. New York, Prentice Hall, Upper Saddle River.
- [2] Bénabou, R. & Tirole, J. (2005). Incentives and Prosocial Behavior. National Bureau of Economic Research, 1-7. Retrieved December 19th, 2011, from <http://www.nber.org/papers/w11535.pdf>
- [3] Fulgosi, A. (1981): *Psihologija ličnosti. Teorije i istraživanja*. Zagreb, Školska knjiga.
- [4] Gibbs, J. C.(1987). Social processes in delinquency: The need to facilitate empathy as well as sociomoral reasoning. In W.M. Kurtines&J.L. Gewirtz (Eds.), *Moral development through social interaction*. New York: Wiley
- [5] Hrnjica, S. (1988): *Opšta psihologija sa psihologijom ličnosti*. Beograd, Naučna knjiga.
- [6] Kazdin, A.E.(1987). *Conduct disorder in childhood and adolescence*. Newbury Park, CA:Sage.
- [7] Knickerbocker, R.L.(2003). *Prosocial behavior*. Center on Philanthropy at Indiana University. Retrieved January 12th 2012, from <http://learningtogive.org/papers/paper52.html>
- [8] Rabotegrić, Z. (1995). *Psihologija altruizma*. Zagreb, Alineja.

- [9] Žužul, M. (1989). Agresivno ponašanje. Psihologijska analiza. Zagreb, Radna zajednica Republičke konferencije Saveza socijalističke omladine Hrvatske.
- [10] David, M.(2003) Socialpsikologjia, Tiranë :Uegen
- [11] Elliot, N.S, Kratochvill, R.TH., Cooh, J.L., Travers, F.J.,(2000). Educational psychology: Effective teaching, efective learning. New York: McGRAW – HILL
- [12] Feldman, R.S. (1989) Essentials of understanding psychology. McGraw – Hill
- [13] Ross Vasta, Marshall M, Haith dhe Scott A. Miller(2007)Psikologjia e fëmijës, Shkenca moderne:Uegen, Tiranë
- [14] Feshbach, S.,&Singer, R.D.(1971)Television and aggression: An ekxperimental field study. San Francisco: Jossey- Bass.
- [15] Home, A. M.,Sayger,T.V.(1990). Treating conduct and oppositional defiant disorders in children.New York:Pergamon.
- [16] Guerra,N.G., &Slaby. R.G.(1988). Cognitiv mediators of aggression in adolesscent offenders:2. Intervention. Developmental psychology , 26, 269-277.
- [17] Bandura, A.(1969). Principles of behavior modification. New York: Holt, Rinehart&Winston.

Didactic Strategies to Improve the Competencies in Analytical Reading and Academical Writing of Future Teachers and Teachers in Service

José Jesús Alvarado Cabral

MA & MCyH

Olga Soto Soto

PhD in Education

Juan José Rodríguez Lares

PhD in Education

Abstract

In Mexico, as in other Latin American countries, since near of two decades ago, based on some guidelines made by the OECD, it has implemented an educational model based on the competencies approach. Despite this, they continue to prevail in the different school levels problems in the achievement of their students, in a particular way in the communicative competences: reading and writing. In higher-level schools to train future teachers or teachers in service, we have detected that this problem is also common in this type of students. They present little practice, poor disposition and deficiencies in analytical reading and writing exercises. For three years, a group of three professors-researchers have implemented a series of didactic actions to try to overcome such problems. We have worked with undergraduate and graduate students, some of them aspiring to be teachers and others who are already. In the paper here proposed, a research report of the didactic work done so far, we present the diagnostic process carried out with different groups, the design of the qualitative research, the conceptual framework of the research, in addition to the design, the development and implementation of a didactic intervention in different phases, and the results obtained so far. Part of these are a practical taxonomy of the written academic work of our students and parallel alternative solutions such as tests for concepts review and the didactic strategies of the debate and the dissertation, which strengthen scripture as well as analytical reading and oral argumentation.

Keywords: Analytical Reading; Academical Writing; Competencies Approach; Teacher Training & Update.

Introduction

For approximately two decades, the educational approach in competencies has been implemented in the Mexican educational system, with some theoretical or practical variations at certain times. This has been tried to adopt, by recommendations made by the OECD¹, in the different educational levels, although its implementation in Basic Education has been privileged. Among the main problems that have been mentioned within the Mexican Educational System and its reviewers so that this approach does not end up having favorable results in school performance is to have neglected the updating of teachers in service to have the tools to implement it. (González de la Torre, n.d.). One of the basic areas for the skills and knowledge of students are favored in their development are communicative skills (reading and writing), as these are a transversal and continuous requirement to achieve favor the other cluster of skills that are formulated in the exit profiles of the different educational levels.

As teachers of higher education in the area of teacher training and updating of teachers in service (with Postgraduate Programs) one of the main problems that we have detected in a common way is the lack of practice, the limited disposition and the deficiencies in the students' academical writing to reach the exit profile of students of such programs. Which naturally aggravates the situation that their own students face in the school. This problem has become a constant theme in the work meetings of us academics and collegiate teachers. The willingness to face the problem by teachers and

¹ Organisation for Economic Co-operation and Development.

managers is a lot, enthusiastic and strongly supported, but at times the attempts seem to be unsuccessful in a practice that is not learned or managed to develop until reaching a level of acceptable proficiency in the short or medium term, but is part of cognitive and cultural long-lived schemes to which it seems we have not been accustomed to access on a daily basis and egalitarian. The analysis of theoretical texts and academic writing today more than ever, in the Digitalized Societies that we are or pretend to be, would give the impression that it has become an exercise only of scholars or specialist writers.

This problematic is related or implied with others that it is necessary not to leave aside: at a general and social level, for example, it is important to point out that the lack of scriptural practice is proper not only of an academic, professional or private sector like the students described, but it is presented in a generalized manner in most social and even professional strata; besides this, being self-critical, it is a current problem, to a certain extent, of the same teachers who work at a higher level. This lack of practice, returning to the social and global implications, invariably is related to the strong deficiencies in reading habits and the low level of reading comprehension in countries like Mexico, derived directly from the deficiency in processes of readings that have as purpose the reflection and analysis.

Thus, the purpose of this paper –a Research Report– is in its first part, corresponding to the Diagnosis and Formulation of a Research Problem, showing how we managed to build a Practical Typology of the types of academic text that teachers build in service and students, besides exploring the importance of the writing and oral argumentative expression and the practice of this writing and expression, parts of the communicative competences, of our students; then the Review of Theoretical-Conceptual, State of the Art and Methodological Aspects is presented, with a description of the Research Subjects and the Instruments for obtaining empirical data used, to finally present the Results and a series of actions and Recommendations in search of the improvement of these competences, which could later lead the students of our educational programs to reach the level of Academic Essay Writing, exercise of intellectual maturity of people, institutions and societies.

Practical Typology of Academic Writing

In January 2015, a group of Teachers-Researchers were part of the design and application of a Diagnostic Process that made a Sub-System of Higher Education in Durango to their teachers in service. The purpose was framed in presenting a global institutional and individual view, by teacher, on the level of development of the competence in written expression and the needs of strengthening of this one.

The Diagnosis, proposed as an Institutional Academic Evaluation, had a close background to an 8-hour preparation Workshop on January 8 and 9 of this year, "Writing of argumentative texts", attended by approximately 600 teachers. The objective of this Evaluation was: *To identify the level of development of the competence of Written Argumentative Expression in Teachers of Higher Education.*

A central idea that guided the application of this Evaluation Process was that written competence forms an integral part of communicative competencies and alludes to one of the most relevant actions for the realization of tasks for academic purposes. The consolidation of this competence involves cognitive and metacognitive processes that range from the domain of the conventions of written code to the processes of composition. It implies greater challenges, since academic writing, due to its epistemological and reflective nature, demands a specific interest, because writing has the "potencialidad de ser una forma de estructuración del pensamiento"¹ (Carlino, 2010, p.27).

Today, writing is considered a competence because "representa una capacidad de movilizar varios recursos cognitivos para hacer frente a un tipo de situaciones"² (Perrenoud, 2004, p.8). In conclusion, the competency-based approach crosses the whole School Curriculum, as well as the academic trajectories of teachers, in such a way that writing becomes a fundamental tool to build knowledge, to animate learning situations, to analyze texts of structures complex, to make arguments with hypotheses and premises that shed light on relevant issues.

The Diagnosis was based on the application of a written expression test with a duration of 2.5 hours, which consisted in the preparation of an Argumentative Text based on the individual selection of one of three proposed topics, with a minimum of 800 words, under structure similar to the essay genre and with minimum formal and background requirements for the execution and specification of reflective-argumentative writings of an academic nature.

¹ ... potential to be a form of structuring of thought.

² ... it represents an ability to mobilize several cognitive resources to cope with a type of situation.

Participants

The 473 participants in this research were Teachers in Service of a Subsystem of Higher Education in the State of Durango who work in more than 30 Institutions distributed in the state geography. The professional formation of the teachers turned out to be very variable, as well as their years of teaching experience.

The call to present this diagnostic test was institutional, voluntary, low impact (no labor or professional impact for participants) and was extended to the total number of teachers in the Subsystem, approximately 800, with an acceptance close to 60 percent.

Process

In the written exam three skills involved in writing were assessed: *Linguistics* (Conventions of the language, Use and management of language), *Discursive* (Organization, Cohesion & Coherence) and *Sociolinguistics* (Adequacy to the purpose, Argumentation). To evaluate them, five criteria were established:

- a) **Use and Management of the Language (Appropriate to the Scriptural Purpose):** Clear and appropriate use of the language according to the theme and purpose of the writing (25%).
- b) **Organization:** Logical relationship between the main and secondary ideas (20%).
- c) **Argumentation:** Manifestation and defense of a position with arguments and examples (25%).
- d) **Cohesion & Coherence:** Distribution of the information according to the textual sequence and the type of text requested, and correct use of the connectors (20%).
- e) **Language Conventions:** Correct application of Orthographic, Syntactic, Grammatical and Punctuation rules (10%).

These five criteria were assessed in a differentiated way: greater weight was assigned to the Use and handling of language, and to Argumentation; the Organization, as well as the Cohesion & Coherence, had a lower valuation; the last formal aspect, Conventions of the language, was valued with 10% of the total percentage.

As well, four levels of performance were proposed: *Excellent*, when a performance between 91 and 100% is reached; *Good*, with performance between 76 and 90%; *Improvable*, when it is possible to overcome the minimum limit of performance required in the domain of the scriptural exercise, from 61 to 75%; and *Inadequate*, when the participant gets 60% or less. The performance levels in each of the five criteria are shown in Table 1.

Table 1. Levels of Performance in the Academic Writing Competence

Criteria	Excellent	Good	Improvable	Inadequate
1. Use and Management of the Language (Appropriate to the Scriptural Purpose)	23-25%	20-22%	16-19%	0-15%
2. Organization	19-20%	16-18%	13-15%	0-12%
3. Argumentation	23-25%	20-22%	16-19%	0-15%
4. Cohesion & Coherence	19-20%	16-18%	13-15%	0-12%
5. Language Conventions	10%	8-9%	7%	0-6%
Total	91-100%	76-90%	61-75%	0-60%

Diagnostic results

The results in the five criteria considered in the rubric are expressed in Table 2. The Organization of the paper, which refers to the logical relationship between the main ideas and the secondary ones, was noted as the main strength.

Table 2. Results of the Five Criteria of Academic Writing Competence

Criteria	Mean	Level
1. Use and Management of the Language (Appropriate to the Scriptural Purpose)	15	Inadequate

2. <i>Organization</i>	16	Good
3. <i>Argumentation</i>	16	Improvable
4. <i>Cohesion & Coherence</i>	15	Improvable
5. <i>Language Conventions</i>	3	Improvable
Total percentage in the exam	66	Improvable

The average of Spelling Errors per teacher evaluated was 28 (*Standard Deviation* = 19.7). Considering that a Written Test of 800 words was requested, on average a spelling error was made for every 29 written words (which is approximately equivalent to two lines written in a computer document).

In the overall assessment of the writing test, the following results were presented: with an *Excellent* level there were 19 professors (4.0%); in level *Good* 70 teachers (14.8%); in level of *Improvable*, 232 teachers (49.0%); and in *Inadequate* 152 teachers were located (32.1%).

Of the three topics to be selected by teachers to develop their writing (*1. Main Challenge of Higher Secondary Education today in the Economic, Social and Political Context of the Globalized World; 2. Role of the Teacher in the Face of the Problems of Today's Society and of the Young People; 3. Institutional, Social and Teacher Implications of the Constitutional Requirement that all Young People Attend Higher Education*), most had a predilection for the first two, only a few worked with the third theme.

When dealing with the first two topics, the teachers focused on the problems experienced at the level and subsystem where they work, addressing regularly to the figure of the teacher as the main actor of his writing, opposed or ally to the figure of the student. Teachers tend to speak from their own perspective, based on the responsibility they feel when facing, with their students, the most immediate problems.

Most of the teachers who address these first two topics reached only one level of expository / descriptive writing; they made a contextualization and initial considerations about the situation that was presented at that time at the level of Higher Education, then wrote specifically about their subsystem and in some cases to the particular example of their own schools. After that, they listed the most frequent problems, either from the point of view of the teacher or the school in general: Student Sesertion, Use of Technologies and Social Networks, Early Pregnancy, Economic Situation (with Lack of Job Opportunities), Inattention of Parents, Lack of Teacher Preparation to face the Competency Approach, the Violence of Organized Crime (named common and not so pejorative as *Narco*) and the interrelationships between these problems.

The level of analysis of the problems addressed was low; most of the professors were limited to superficial exposure of these problems with some examples recovered, in the best of cases, from their own experience, although they regularly come from the collective imaginary (the preconceived ideas that are held, at a social level and in the teaching profession, about adolescents, the characteristics of the globalized world in which young people are strongly influenced, most of times in a perverse way). The writings that remained at this low level of analysis present affirmations and positions that are not supported, they lack the minimum Critical Apparatus.

The argumentative writing that managed to elaborate only a limited number of teachers raises not only a structure and organization of successful ideas (*Introduction, Development and Conclusion*), but also used argumentative resources as a tool to support their affirmations and positions. In addition to the Normative Theory, they used the Scientific Citation, recovering ideas from canonical authors of the various educational themes, emblematic authors of the Approach by Competences and others that were pertinent to their expositions. Another resource they used effectively was the statistical data, which also strengthened their ideas and theoretical positions. With the combination of these elements they achieved the levels of excellence expected in the academic writing competition.

Although some teachers tried to use the resources of the Scientific Citation or the Statistical Data as reinforcement to sustain their theoretical positions, they did not incorporate information pertinent to the topic or the ideas presented; a few remained in non-academic writing, making use of colloquial, prejudiced or manichean expressions to speak or describe professional partners or laboral situations.

This information allowed us to propose, with examples coming from the reality that our teachers live, who often become the students of our Postgraduate Programs, a practical typology of the academic texts they write.

Thus, although in educational contexts it is usual to speak of the "Academic Writing", in reality there are few texts that define it broadly and describe in detail the characteristics that it should contain. In a more or less recent effort, Fernández and Bressia (2009) issued a document entitled *Definiciones y características de los principales tipos de texto*, where they described what academic writing should be in the University. They described Academic Writing as:

aquella que se produce en el ámbito universitario y científico. Comprende tanto los trabajos producidos por los alumnos universitarios (exámenes y textos de diversos géneros ya sea que funcionen como trabajos prácticos, evaluaciones, etcétera), así como también aquellos textos elaborados en la academia para la difusión del conocimiento científico. De este modo, el género académico se conforma de textos especializados que circulan en el ámbito científico y que, por lo tanto, guardan ciertas características comunes¹. (2009, p. 1).

As it can be noticed, the main characteristic of Academic Writing is its origin, the University one, but its definition becomes circular when delimiting that it is a text produced from the scope and the scientific perspective; definition that tells us in appearance a lot but when clarifying, it really does not provide more information.

The authors continue their article and mention three more specific characteristics: They speak of the *Pretension of Objectivity* that the Academic Writing must contain, of the *Argumentative Structure* and the *Intertextuality*, referring to it as the "presencia, relaciones y entramados que se tejen entre los textos"² (2009, p.3).

Other attempts to specify the characteristics of this type of writing were not more successful. This, as mentioned, led us to construct the following typology of the writings that are elaborated in the educational field by Teachers in Service:

Not Academic Writing: It does not make use of the verbal, conceptual and/or semantic resources that are typical of the communication codes of a Professional Association (Educational, for example), but it makes use mostly of everyday expressions and ambiguous or not well definable concepts. Example (*text originally written in Spanish*):

"... enseñaba valores que aún usted y yo disfrutamos por cumplir esas enseñanzas y que nos trae felicidad y nos hace ser mejores en nuestras vidas estos, esto es ser un maestro, quien posee todos los atributos que un ser humano puede tener, tal como humildad, paciencia, fe, esperanza, servicio, amor, caridad, diligencia, tenacidad, constancia y usted puede llegar a ser y es una oportunidad formar parte de ésta sociedad, de estos jóvenes que a gritos piden ayuda, usted puede. ¡Cambie es su tiempo!" (*sic*).

Professor M.A.

Academic Writing:

Expositive / Descriptive Writing: It makes a recount of situations, scenarios and subjects that only remain in an exhibition or description of these. Example:

"En un principio las personas que enseñaban, no tenían ningún título, pero sí eran personas letradas empíricamente o las que podrían alcanzar algún grado de estudio eran las que capacitaban a jóvenes o todo tipo de personas que quisieran tener un aprendizaje sobre algún tema en especial o del tema que dominara la persona letrada. La problemática de la sociedad siempre ha existido y siempre existirá; la pobreza, la ignorancia, etc. Esta problemática se ha tratado de eliminar mas sin en cambio no se ha logrado; es por eso que una persona estudiada hara que la sociedad donde se desenvuelve salga adelante y supere todas las adversidades del mundo actual. Es por eso que los docentes son una parte muy importante de la educación de los jóvenes" (*sic*).

Professor V.

Reflexive Writing: In addition to exposing or describing situations, it has signs of reflecting on the situations that occur, intertwining them with possible meanings in the academic or social field of such events:

¹ ... that which occurs in the university and scientific field. It includes both works produced by university students (exams and texts of different genres, whether they work as practical works, evaluations, etc.), as well as those texts produced in the academy for the dissemination of scientific knowledge. In this way, the academic genre is made up of specialized texts that circulate in the scientific field and that, therefore, have certain common characteristics.

² ... presence, relationships and frameworks that are woven between the texts.

“Como dato histórico señalo el hecho de que los alumnos que obtienen mas bajo rendimiento escolar, corresponden a estas familias de clase social que se encuentran limitadas y marginadas económica y socialmente En este sentido, se puede percibir que la condición social esta relacionada con el rendimiento académico del alumno, condición en la cual el docente poco puede apostar” (sic).

Professor R.

Analytical Writing: Not only reflects on the situations and scenarios that are presented in their professional environment, but begins to analyze with some methodical consistency the meaning of these:

“Nuestro papel ante la situación actual de los jóvenes debe ser conciliador; es decir, trabajar en la tarea de asociar clara y llanamente los contenidos de la asignatura con el contexto inmediato del alumno, Digo ‘conciliador’ por la razón de que el alumno tiene un ‘pleito’ con las asignaturas y desde el inicio adopta una actitud de medición de fuerzas con el maestro. Entonces conciliar es provocar que el alumno y la asignatura vuelvan a relacionarse y aquél lo acepte por convicción propia.”

Professor M.A.

Argumentative Writing: There are analysis of situations and scenarios, contrasting this information with what the theory says about such phenomena and defining in a comprehensive and timely manner their concepts and constructs. In addition to making quote of the authors who have spoken about the phenomena that it deals with, it makes use of Empirical, Numerical and Statistical data, and triangulates them with the knowledge of their own personal and professional experience:

“El maestro es, por tanto, solo un apoyo en los procesos de construcción del conocimiento, en el desarrollo de la personalidad, en el ejercicio y desarrollo de las libertades, derechos y obligaciones que como ciudadanos en México y el mundo para con los demás. En este contexto, el profesor debe tener un profundo amor por su profesión y un profundo respeto por los estadios de desarrollo genético de las personas (Piaget, 1968) para asegurar una inserción plena de cada persona en el mundo contemporáneo. Es por tanto, necesario abandonar las posiciones extremas; el docente no es un mesías y por sí mismo no va a reorientar el rumbo del desarrollo de nuestra sociedad...” (sic).

Professor J.I.

Essay Writing: In addition to having the characteristics of Argumentative Writing and adhering to the general approach of its structure, it raises a hypothesis or personal theoretical position of the author, which comes not as the occurrence of a moment, but of a deep reflection on the phenomenon treated from a vision and preparation of a certain intellectual maturity that allows him to widely discuss concepts and ideas related to it:

“Ante los nuevos desafíos, el rol del docente se ha multiplicado para atender los grandes problemas sociales, por lo que, hoy ser un ejemplo como ser humano importa más que antes, ser modelo en la profesión cautivará a los alumnos, mostrar las competencias y dominarlas atraerá su atención y de esa manera pasar del verbo al sustantivo. Coincido con Vigotsky cuando señala que ‘el aprendizaje es una construcción social, nace en la palabra, potencia la zona de desarrollo próximo y se interioriza, para finalmente crear nuevo conocimiento’” (sic).

Professor R.

Writings that we commonly find: Expository / descriptive texts that mention ideas of certain authors or texts but do not discuss or interweave the ideas of the author or the empirical situations faced by the author:

“La educación básica, en sus tres niveles, plantea un trayecto formativo congruente para desarrollar competencias y que, al concluirla, los estudiantes sean capaces de resolver eficaz y creativamente los problemas cotidianos que enfrenten, por lo que promueve una diversidad de oportunidades de aprendizaje que se articulan y distribuyen a lo largo del preescolar, la primaria y la secundaria, y que se reflejan en el mapa curricular.” Plan de estudios p. 44

El mapa curricular de la educación básica establecido en el 2011 se encuentra dividido en 4 campos de formación que nos ofrecen la oportunidad de visualizar la articulación en la que se encuentra fundamentada su creación.

Mi tema de investigación pertenece al campo de formación Lenguaje y Comunicación el cual abarca lo relativo al Campo Formativo del mismo nombre...” (sic).

Professor C.

Contextual Description for the Didactical Intervention

Since 2004 and 2006, several Educational, Undergraduate and Postgraduate Programs were started at the Centro de Actualización del Magisterio. These programs are aimed at Teachers in Training and Teachers in Service, they focus on expanding and deepening knowledge and skills related to reflective practice and effective teaching intervention, based on Diagnostic Research that leads to the design, application and evaluation of Teaching Strategies oriented to the improvement of the learning of their students.

As mentioned, one of the main shortcomings faced by students in Postgraduate Programs is the weak ability to perform Reflexive-Analytical Readings and the scarce scriptural practice that, in very few cases, as we have seen, reaches the argumentative level or essay. In order to understand more clearly this situation, having as antecedent the Diagnosis with Teachers in Service, previously exposed, and having a basis for the design and application of a didactic intervention, we resorted to the information provided through an instrument applied to new students of a Postgraduate Program of this Institution during the 2016-2017 School Year. This was a questionnaire for two Reading Processes and a Rubric for the Evaluation of an Argumentative Academic Paper, and it was applied to 13 students. In the case of Reading, the processes were: for Continuous¹ and Discontinuous² texts. In the case of Writing, three basic aspects were evaluated: *Language, Argumentation & Cohesion*. Both instruments were designed by a faculty member made up of the same teachers who are in charge of School Subjects of the Postgraduate Programs, based on the points that PISA points out for the diagnosis of reading and writing skills.

For the Three Aspects (one of Writing and the two mentioned of Reading) a total average of 52.92 points out of a possible 100 was obtained. In the case of Reading, the final total average of the questionnaire was 14.04 points out of 36 possible for Continuous Texts, and 12.62 points out of 36 possible for Discontinuous Texts.

Facing this type of results has clearly represented a constant challenge for our group of teachers since the Reflexive-Analytical Reading and Writing are essential for the permanent tasks of the various activities of the subjects of educational programs for training, professionalization and teacher update, but above all, for the realization, in its various levels of advancement and concretion, of the didactic intervention proposals that are required to achieve the exit profile of each of these Educational Programs.

Conceptual Referents: Social and Academic Importance of Argumentation

As we progress through the process of problematization and reflect on our own practice, the authors of this Paper begin to review some Theoretical Concepts that will broaden the vision about possible causes and implications of the findings that were obtained. Thus, to conceptualize what is Argumentation we refer to what Tomás Miranda mentions in his book *El juego de la argumentación* (cited in SEP, 2012), is a game, a practice of language subject to rules that occur in a context communicative and through which individuals intend to give reason to others or to ourselves of some of our beliefs, opinions or actions. That is, it is the way we interact. In this sense, it can be said that arguing is the expression of a reasoning whose purpose is to influence the thinking and actions of other people, with the purpose of persuading, convincing or demonstrating some idea.

In everyday life, we are familiar with contact with a significant diversity of texts. The communicative function of these is Appellative or Persuasive. In this way, argumentation is understood as a discursive strategy that has as its purpose: "provocar o lograr adhesión por parte de un auditorio (en el caso de un discurso oral) o de los lectores (si el discurso se presenta de manera escrita) a la tesis, hipótesis o postura que se presenta"³ (Centro de Investigación y desarrollo de contenidos, medios y tecnología educativa, n.d., n.p.).

On the academic field, says Anthony Weston (2013), giving arguments means offering a series of reasons or evidence to support a conclusion or affirmation. In the Contemporary World where it is naturalized, due to the diversity and ease of accessing diverse sources of information, particularly electronic ones, it is necessary that at least in the Academic Area such tendencies should not be followed. The Scientific Method involves venturing, based on experience or theory, to test

¹ Texts that present the information in a sequenced and progressive way.

² Those in which the information is presented organized but not necessarily sequenced in a progressive way and that for its understanding requires the use of non-linear reading strategies that favor the search for interpretation of information in a more global and interrelated way (Sanz Moreno, 2005).

³ ... induce or achieve adhesion by an audience (in the case of an oral speech) or by readers (if the speech is presented in writing) to the thesis, hypothesis or position presented.

results and assess actions and interventions, only then will an idea or position of thought have enough importance. This way of building knowledge is the most effective in any area of study, even in Behavioral Sciences such as Education.

The amount of studies, research and essays that we find about the Argumentative Oral and Written Competences in Higher School Studies is considerable. In a detailed but not exhaustive, and of course, conclusive, tracking in the main search engines, we could find about fifty studies covering the last ten years in Latin America, of these approximately 20 percent are from Mexican Educational Institutions. But, when trying to locate this type of work in Teacher Training Schools, the number was reduced considerably, very few are the jobs -three- that focus on this subject. Within these studies the present deficiencies and some strategies, almost always coincident, are approached to improve these competences, although a constant variation is the lack of definition of what we would have to understand by *Essay Writing*; likewise, a Typology of the Writings is not clearly and coincidentally stated, in order to have reference or point of contrast with the one presented here, which the Theoretical-Practical texts produced in European and North American Universities do with regular consistency.

Methodology

The approach for the Didactic Intervention presented here was to base the information on the diagnosis already described, and in a second moment, to carry out an exercise based on reflective teaching practice, limited in the steps of Action Research. This can be considered as the Methodological Framework of Work for the Intervention, although some authors, such as McKernan (1999), evade the term method. He prefers to talk about Action Research as:

una ideología que nos enseña que los profesionales en ejercicio pueden ser tanto productores como consumidores de investigación del *curriculum*; es una práctica en la que no se hacen distinciones entre la práctica que se está investigando y el proceso de investigarla. Es decir, enseñar e investigar en la enseñanza no constituyen dos actividades distintas. El propósito último de la investigación es comprender; y comprender es la base de la acción para la mejora.¹ (1999, p. 23).

Thus, Action Research starts from a process of reflection by which a professional in practice carries out a study to clearly define the problem, to specify an Action Plan, which includes an examination of Hypotheses by the application of the action to the problem, an Evaluation is undertaken and the effectiveness of the action taken is established (McKernan, 1999).

From this first approach of framing the Didactic Intervention in an Action Research process, linked to the initial questions and to a first simple and extended register analysis exercise, carried out in the teaching practice of one of the authors of this research, the enunciation emerged of a Central Question, guide of the work to be done:

What Didactic Strategies can I apply to favor the competences for the Academic Writing of undergraduate and postgraduate students of an Educational Institution for Teachers in Training or in Service?

In the same way, a Central Objective was established:

Apply a series of Teaching Strategies that favor the Academic Writing skills of undergraduate and graduate students of an Educational Institution for Teachers in Training or in Service.

And, anticipating what kind of Didactic Strategies could fulfill the proposed in the general approach of the Didactic Intervention, the following hypothesis was stated:

The strategies of Debate and of Academic Writing Workshop, worked from the frame of the Didactic Sequences, help to strengthen the Academic Writing skills of Undergraduate and Postgraduate Students of an Educational Institution for Teachers in Training or in Service.

Design and Application of the Didactic Intervention Process

In addition to the information gathered from the instruments applied to new students to a Graduate Program and the results already described, and from the one provided by the Analysis of the own Teaching Practice (from 2 Audiovisual Recordings of class taught by one of the teachers authors of this paper, with their respective Transcriptions, Codifications and Data Analysis), worked with various instruments for the collection of empirical information described below.

¹ ... an ideology that teaches us that practicing professionals can be both producers and consumers of curriculum research; it is a practice in which no distinction is made between the practice being investigated and the process of investigating it. That is, teaching and researching in education do not constitute two distinct activities. The ultimate purpose of the investigation is to understand; and understanding is the basis of action for improvement.

The students with which the Observation of the Practice and the Didactic Intervention was carried out, with application of previous and subsequent tests, were 11 students (of the 13 who participated in the diagnosis already described) through the first and second semester of a Postgraduate Program in the 2016-2017 School Year; approximately 50% of them with Teacher Training and between 25 and 54 years old.

As Test Prior to the Didactic Intervention (Pre-Test), the students' Academic Writings prepared during class were reviewed; the same Rubric already detailed in the Diagnostic Process was applied in five aspects of Academic Writing, which was already exposed in the first part of this work and which:

- ***Use and Management of Language (Appropriate to the Scriptural Purpose).***
- ***Organization.***
- ***Argumentation.***
- ***Cohesion & Coherence.***
- ***Language Conventions.***

The results obtained in the Test Prior to the Didactic Intervention are presented in the following table:

Table 3. Results of the Five Criteria in the Pre-Intervention Test for Academic Writings

Criteria	Mean	Level
1. <i>Use and Management of Language (Appropriate to the Scriptural Purpose)</i>	20 (de 25)	Good
2. <i>Organization</i>	16 (de 20)	Good
3. <i>Argumentation</i>	16 (de 25)	Improvable
4. <i>Cohesion & Coherence</i>	15 (de 20)	Improvable
5. <i>Language Conventions</i>	3 (de 10)	Inadequate
Total Percentage	70	Improvable

Regarding the review of the Teaching Practice, as already mentioned, two recordings were made, one with the Group Object of Intervention and another one with a Group at the Undergraduate Level, as a Complement and Contrast Group, of which Transcription, Coding and Segmentation were carried out, where six types of Oral Interventions of the Teacher were detected:

- a) Indication about the development of Didactic Activities;
- b) Verbal Indication of the Teacher to the Students, subdivided into: 1. Invitation to participate; 2. Questioning the Students; 3. Agreement on an idea, summary or conclusion about what was exposed in class; 4. Clarification about an idea or concept; and,
- c) Teacher's Oral Presentation: a Complementary Comment about the exposed or the activity that is being carried out.

The one that presented the most frequency was b) Verbal Indication of the Teacher to the Student, Category 4. Clarification about an idea or concept, and secondly the same type of indication, b), but in category 2: Questioning the Students.

In the same way, there were eight types of Oral Intervention categories for Students' Oral Participation:

- a) Student's Oral Presentation, subdivided into: 1. General Exhibition; 2. Affirmation or Clarification of an idea; 3. Doubt or Question;
- b) Student's Oral Presentation: a Complementary Comment about the exposed or the activity that is being carried out;
- c) Conceptual Theoretical Elaboration of the Student based on what was discussed or exposed in the classroom; and,
- d) Oral Presentation of the Student to argue an idea, subdivided by Types of Argumentation: 1. From Own or Close Experience; 2. From Statistical or Numerical Data; 3. Scientific Quote.

The most frequent, by far, was a) Student Oral Presentation, category 1: General Exhibition derived from a read text. As for the Oral Presentation to Argue Ideas were only two the number of interventions, without being precisely a Scientific Quote or use of Data, but Exemplifications from Own Experience.

Didactic Intervention

Based on these results, a Didactic Intervention was designed and implemented through October 2016 and February 2017, during 8 sessions on four weekends (Saturdays from 8:00 a.m. to 3:00 p.m. and Sundays from 8:00 a.m. to 1:30 p.m.), which correspond to a regular class of the Graduate Program. From what was analyzed in the Audiovisual Recordings of the own Teaching Practice, it was found that it is extremely important to strengthen Written Argumentation from the same practice of Oral Argumentation and Analytical Reading, since the Reading-Writing relationship turns out to be irreducible; thus, the authors of this Paper decided to work during the Didactic Intervention based on these aspects. For the Written Argumentation, a self-construction strategy called "Academic Writing Workshop" was developed, in conjunction with the ideas of Doris María Parra Pineda (2003), and for the Oral Argumentation the "Debate Strategy" based on the *Estrategias de enseñanza-aprendizaje. Docencia universitaria basada en competencias*¹, from Pimienta (2012), as well as a Practical Guide for the Analysis of Academic Texts of own construction.

Analysis and Discussion of Results

There were three Debates that were also recorded in Audiovisual Recordings, with prepared activities guided by the teacher, which included Exercises of Analytical Reading of Theoretical Texts related to the proposed topics. Of the Oral Participation of the Teacher, there were clear improvements in the aspect a) Indication about the development of Didactic Activities; in b) Verbal Indication of the Teacher to the Students there were minor improvements in categories 1. Invitation to participate; 2. Questioning the Students; 4. Clarification about an idea or concept. In the aspect c) Teacher's Oral Presentation: a Complementary Comment about the exposed or the activity that is being carried out, there was no improvement, the behavior was similar to that seen in the Audiovisual Recording Exercises prior to the Didactic Intervention.

In the categories corresponding to the aspect a) Student's Oral Participation, visible improvements were presented in the following: In the categories 2. Affirmation or Clarification of an idea, and 3. Doubt or Question; of this same aspect, in category 1. General Exhibition, there was also a considerable improvement in student participation, although this would be entirely attributable to the nature of the Didactic Strategy used. The aspect b) Student's Oral Presentation: a Complementary Comment about the exposed or the activity that is being carried out, as for the teacher, had similar behavior in the students than in the previous results. In the two aspects where there was greater improvement was in those that are essential for the intervention undertaken, the first of these was the c) Conceptual Theoretical Elaboration of the Student based on what was discussed or exposed in the classroom, where the students had moments when they began to build not only from the Theoretical or Empirical Referents involved, but also in the same discussion that was held with the Pro and Con Positions. The other aspect with a high degree of improvement was d) Oral Presentation of the Student to argue an idea, where there were advances in two categories according to the type of argumentation: 1. From Own or Close Experience, and 3. Scientific Quote; subcategory 2. From Statistical or Numerical Data, behaved almost similar to that presented in the previous results.

Regarding Academic Writing, Argumentative Papers were made for the students at the end of the 8 sessions, specifying that they should aim to achieve the Structure of an Essay Writing (ten pages on average with a common theme related to the purposes of the class in which the process of Didactic Intervention was carried out) and the same Rubric previously described was used. The Academic Writing Workshop consisted in seeing writing as a process of constant Reading and Analysis of Academic Texts, and gradual writing in the process of constant Advancement-Revision. At the beginning of the class the premises and characteristics of the Essay Paper were raised and each session at least one student presented individual advances with group reading and comments by its partners and the teacher.

The results in the Five Criteria considered in this rubric are shown in table 4. There is a percentage improvement in the five criteria.

¹ Strategies of Teaching-Learning. University Teaching Based on Competencies

Table 4. Results of the Five Criteria to evaluate Final Papers

Criteria	Mean	Level
1. Use and Management of Language (Appropriate to the Scriptural Purpose)	22 (de 25)	Good
2. Organization	19 (de 20)	Good
3. Argumentation	18 (de 25)	Improvable
4. Cohesion & Coherence	16 (de 20)	Improvable
5. Language Conventions	5 (de 10)	Inadequate
Total Percentage	70	Good

The first criterion rose on the mean of 20 to 22, two percentage points that even in such a small group could be considered representative of improvement. The second criterion, *Organization*, went from 16 to 19 percentage points. *Argumentation* increased equal two percentage points from 16 to 18. *Cohesion & Coherence* rose only one percentage point from 15 to 16 and, finally, the criterion number five, *Language Conventions*, went from 3 to 5 percentage points.

Conclusion

Professors of Training Teachers or Teachers in Service Schools, we have tried to take graduate students from those first levels of Expository / Descriptive Writing to the Essay Writing without worrying about passing them through the intermediate levels of scriptural scope, being essential to put particular attention to the Argumentative Character that the writings would have to reach, since this is the one that undoubtedly would grant a desirable Analytical Level so that a writing can be considered as Academic, that is to say: that writing that can reach the sufficient merits to engage in serious discussions about any area of knowledge, with valid proposals for Improvement and Innovation.

The point in which we consider is necessary to influence, is to work on *How to achieve that students can reach acceptable levels in their Analytical Reading, Oral Expression and Academic Writing*: that is, move from the Descriptive / Expository to the Argumentative. The Strategies used to strengthen the Oral and Written Arguments (it was clear to us that the first of these has to be worked on in order to make the second more viable), the Analytical Reading, the Debate Strategy and the Academic Writing Workshop, presented favorable results for the improvement of Communicative Competences, in particular the one that was the object of the research: the Argumentative Academic Scriptural, based on Analytical Reading. The Academic Writing Workshop was adequate in its dynamics for what the Methodology of Action Research requires, since we consider them as constant cycles of Didactic Intervention, with adjustments to the Strategy between one session and another.

References

- [1] Álvarez Morán, S.; Pérez Collera, A. y Suárez Álvarez, M. L. (2008). Hacia un enfoque en educación por competencias. Chapter II: "El trabajo en competencias desde el currículo". Asturias, Spain.
- [2] Capomagi, D. (2013). La escritura académica en el aula universitaria. *Revista de Educación y Desarrollo*, 25. April-June 2013. Recovered August 15 2017, from: http://www.cucs.udg.mx/revistas/edu_desarrollo/antiores/25/025_Capomagi.pdf
- [3] Carlino, P. (2010). Escribir, leer y aprender en la universidad. Una introducción a la alfabetización académica. Buenos Aires, FCE.
- [4] Centro de Investigación y Desarrollo de Contenidos, Medios y Tecnología Educativa. (s.f.). Estructura del texto argumentativo. Universidad de La Punta. Recovered August 15 2017, from: http://contenidosdigitales.ulp.edu.ar/exe/lengua2/estructura_del_texto_argumentativo.html
- [5] Fernández Fastuca, L. y Bressia, R. (s.f.). Definiciones y características de los principales tipos de texto. Facultad de Psicología y Educación. Departamento de Educación, Universidad Católica Argentina. Recovered August 15 2017, from: http://www.uca.edu.ar/uca/common/grupo95/files/escritura-academica-definicion_generos_discursivos_abril_2009.pdf
- [6] Fierro, C., Fortoul, B. y Rosas, L. (2006). Transformando la práctica docente. Una propuesta basada en la investigación acción. Mexico, Paidós.

- [7] González de la Torre, Grisell de la C. (s.f.). Educación por competencias en la formación docente. Recovered August 15 2017, from: http://www.facultadeduccion.ucr.ac.cr/documentos/doc_download/45-ponencia-la-educacion-por-competencias
- [8] Jiménez, T. (s.f.) "Los talleres literarios en México". Recovered August 15 2017, from: <http://revistas.ucm.es/index.php/ALHI/article/viewFile/ALHI9595110251A/23319>
- [9] Latorre, A. (2003). La investigación–acción. Conocer y cambiar la práctica educativa. Mexico, Grao Editions.
- [10] Moyano, E. (2010). Escritura académica a lo largo de la carrera: Un programa institucional. *Signos*, 43(74), 465-488. Recovered August 15 2017, from: http://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-09342010000500004
- [11] Pimienta Prieto, J. H. (2012). Estrategias de enseñanza-aprendizaje. Docencia universitaria basada en competencias. Mexico, Pearson Education
- [12] Sanz Moreno, Á. (2005). La lectura en el proyecto PISA. *Revista de Educación*, núm. extraordinario, 95-120. Recovered August 15 2017, from: http://dpto.educacion.navarra.es/planlectura/documentosdeinteres_files/lectura_proyecto_pisa_sanz_1.pdf
- [13] s. a. (s.f.). "La historia de los talleres literarios". Recovered August 15 2017, from: <https://www.escritores.org/index.php/recursos-para-escritores/articulos-de-interes/11299-la-historia-de-los-talleres-literarios>
- [14] Tobón Tobón, S., Pimienta Prieto, J. H. & García Fraile J. A. (2010). *Secuencias didácticas: aprendizaje y evaluación por competencias*. Mexico, Pearson Education.

Strengthening the Services in Early Childhood Development in the Roma Communities

Alma Tasevska

Ph.D. Associate Professor, Ss. Cyril and Methodius University, Faculty of Philosophy, Institute of Pedagogy - Skopje

Abstract:

The realistic state of the education of the Roma community illustrates the need for serious investments in resources of a human and material kind. Although the recent decade proved to be a decade of educational needs of the Roma, analyses still show the necessity for sustaining the continuity in advancing the developments of everything connected to early childhood development, as a basic sub-system in education. The research that was done had the aim of exploring the needs for strengthening the competencies and the sensibilities of work in environments with social, language and cultural specificities. The research was conducted in several stages, with focus groups as well: a questionnaire for kindergarten educators was conducted; research with a focus group of kindergarten educators was conducted; research with a focus group of parents whose children attend the kindergarten was conducted; research with a focus group of NGO representatives was conducted. The methods and techniques applied are the method of analysis, the inductive, descriptive and the method of generalization, as well as techniques of analysis of pedagogical documentation, observation, and surveying. It can be concluded that: kindergarten educators show a need towards professional development and training related to early childhood development and learning; kindergarten educators show a need towards cooperation with the community; parents showed their dissatisfaction with the difficult adaptation of children in the kindergarten; NGO representatives stated the need for infrastructural investments, as well as investments in joint project activities between the children, educators, and parents.

Keywords: early childhood development, needs, Roma community, services, development

1. Introduction

Education is a fundamental human right. It gives children, the youth and adults the power to think critically, make choices and improve their lives. It breaks the closed circle of poverty and it is a key element of economic and social development.

"The modern educational process demonstrates even more the need for inclusion of play in the early school period. Play is actually the first activity that children come in touch with, and through which they learn many things. It affects children's development in general, as well as the development of their physical health and motor skills, their socio-emotional development, the development of learning approaches, language development, literacy and communication and cognitive development" (Child 2004: 97).

All children, regardless of sex, ethnicity, socio-economic differences, as well as various health and special needs, should be allowed entrance into the educational system.

2. What are the goals and directions of education in the children's friendly area?

* Objectives of the children's friendly area:

- To offer children opportunities to develop, learn, play and build/strengthen their endurance after an urgent situation or crisis, or during a long-lasting emergency. To identify and find ways to respond to certain threats for every child or certain groups of children, such as those with special weaknesses, in the event of an emergency/crisis, or during a tried and tested emergency. In addition, our goal was at least for a moment to take away their attention and thoughts, through games and songs, so that they would not dwell on the paths that they had been treading, and also the traumas that that endured.

- The purpose of the children's friendly space is to provide the children with:

A protected environment in which they can participate in organized activities (not organized, semi-structured or structured) to play, socialize, learn and to express themselves while they are recovering from their lives. A space where children can

reduce the various disturbing effects of the crisis. However, children's friendly spaces are not a solution to the problems of all children. A place where children can continue their cognitive development and give them the opportunity to learn at different levels.

"Principles of the children's friendly space: A coordinated, inter-agency, and multi-sectoral approach; community mobilization; inclusion; security and a safe space; stimulating, participation and support of the environment" (Weinberger, Pickstone& Hannon 2005: 104).

3.Methodology of the Research

Subject of this research was focus on the research and analysis of the needs of educators, child care workers, parents and a team of mediators as direct helpers in the early childhood development in the Roma environment. The research has the character of an empirical research.

3.1.Research Hypotheses

3.1.1.General Hypothesis

There is a need to strengthen the early childhood development service in the Roma environment by organizing trainings, workshops and quality control processes for educators, child care workers and parents.

3.1.2. Separate Hypotheses

1. Educators and child care workers need professional support in their work.
2. Parents need to strengthen the early childhood development service in the Roma community.
3. The team of mediators has expressed positive experiences in their work so far.

3.2.Research Methods, Techniques and Instruments

The methods of theoretical analysis, such as the comparative and descriptive method, have been used in this research, and the following techniques have also been applied: content analysis, monitoring, surveying.

Research and analysis of the needs of the educators and child care workers in the April 8th Kindergarten was done in several phases:

- In the first phase, a questionnaire was conducted for educators and child care workers from the kindergarten.
- In the second phase, a focus group was formed with educators and child care workers from the kindergarten.
- In the third phase, a focus group was formed with parents whose children were attending that kindergarten.
- In the fourth phase, a focus group was formed with the team of mediators.

3.4.Analysis of the Results

Analysis of data obtained from the focus group with educators and child care workers in the public municipal institution (the April 8th Kindergarten):

Within the framework of the focus groups, 7 educators and 5 child care workers attended, and they showed great interest in expressing their past experiences, good practices and the needs for improving their work.

With the educators and the child care workers we discussed the issues that were part of the semi-structured interview, but during the conversation, other issues that came directly from their needs came up as well.

The survey was carried out on the basis of the following questions:

1. What are your experiences up to now from working in the kindergarten?
2. What specificities are you facing in the course of your work?
3. What content and what topic do you feel the need for more training and professional development?
4. What is your experience and what specificities will you highlight as being special in the process of adaptation of children to the kindergarten?

5. Do you know and respect the developmental characteristics of children in the pre-school period?
6. What is the day-to-day organization in your kindergarten?
7. What is the cooperation between educators and child care workers in your kindergarten?
8. What issues do you face?
9. How much do you know about the Roma culture, tradition and way of life?
10. What is the interest and involvement of parents in the work of your kindergarten?
11. What are your recommendations for educational work and the work of the kindergarten in general?

- Educators have paid great attention to the issue related to the planning, organization, and realization of the educational process. They think that there is a great need for support in the direction of planning and implementation of national documents in the practical realization of the educational process. Educators have detected weaknesses in relation to the realization of domains in cognitive development (in the area of knowledge acquisition) and language and communication (especially in the realization of the content of poems and songs).

- The respondents emphasized that the specificity of the groups consisting of children of mixed ages additionally complicates the planning and realization of the educational activities.

- The respondents also pointed out to the lack of didactic materials and funds in support of the realization of the educational work, but they were also thinking about the ways and possibilities for creating the necessary didactic materials.

- In that sense, they expressed the need for respecting the developmental characteristics of children and connecting them with the realistic situation in kindergartens where the calendar and developmental age of children do not always correspond. In addition, the respondents showed the need for support connected to the period of adaptation to kindergarten for the children, which they said lasted a month to two, but sometimes even up to June. For this point, we have detected that they must first strengthen their professional competencies, and also develop a plan for working with parents.

- The next question that was discussed within the focus group was the daily organization, for which I did not see any greater cooperation and integration between the activities of educators and child care workers. It is a matter of strictly divided work, without close cooperation and planning out the children's day and their stay in the kindergarten. In this section, the internal organization of the kindergarten, and perhaps the need for restructuring the team was also discussed (e.g. an educator from the Roma population and a Macedonian child care worker, or vice versa).

- The respondents mentioned the problems regarding the child's sleep pattern and the way one should think about this issue, which I believe that during the training a successful strategy and plan need to be developed in the direction of keeping the children in the institution until the end of the work day. The possibility of creating a room for sleep and a room for quiet activities was an idea.

- There are no optional activities in the kindergarten, which are usually done in the second part of the day (after sleep). It is a question that has to be thought through with the staff during the trainings.

- The cooperation with parents was discussed in terms of the need for more intensive cooperation in various forms, as well as involving the parents in the process of realization of certain activities, organization of joint workshops, and the education of the parents.

- Some of the respondents felt that the Roma culture is respected, but some of them said it was not sufficiently respected in the kindergarten's work and that this issue meant much more than songs and dancing.

- At the very end, we interviewed the respondents about children's attendance and the need to stimulate parents to bring their children to kindergarten in a timely manner and regularly.

Analysis of the data obtained from the focus group with parents whose children go to April 8th Kindergarten:

7 parents took part in the realization of the focus group, thus showing great interest in expressing their past experience, as well as the need for improving the work of their children's kindergarten.

We talked with the parents about the questions that were part of the semi-structured interview, but during the conversation, other issues emerged, arising directly from their needs.

1. What are your past experiences in the kindergarten?
2. What specificities do you face during your child's stay in the kindergarten?
3. What is your experience and what specificities will you highlight as special in the process of your child's adaptation in the kindergarten?
4. What is the day-to-day organization in your child's kindergarten?
5. Does your child spend the whole day in the kindergarten?
6. Does your child attend the kindergarten every day during the year?
7. How satisfied are you with the cooperation with the educators and child care workers in your child's kindergarten?
8. What problems do you face?
9. How well do you feel the Roma culture, traditions, and way of life are respected in the kindergarten?
10. How often do you get involved in kindergarten work and for what needs?
11. What are your recommendations for the educational work and for the kindergarten work in general?

- The parents have greatly shared their previous experiences, and I can gladly state that they are significant because several children from their family had attended that kindergarten and had had experience with most of the staff working in the kindergarten.

- There were different perceptions and attitudes regarding the work of the kindergarten, but what can be noted is that parents notice the benefits that their children receive from their stay in the kindergarten, and how they reflect the knowledge on their success (for which they voice their positive attitudes) in primary school.

- Parents noted that their children started going to kindergarten at the age of 4, and very rarely at a younger age of 2.5 years.

- They are satisfied that children learn songs, colors, and numbers in kindergarten.

- They particularly emphasized the importance of the study of the Macedonian language.

- Parents have shown interest in attending more meetings and workshops in the organization of the kindergarten.

- One of the parents shared a positive example where during a workshop, they were supposed to put themselves into the place of the educators, and that experience helped them while working with their children at home. We agreed that this is a good example to be applied by other parents.

- But parents have shown great dissatisfaction with several aspects: children's difficulty in adapting, (due to the educators and child care workers not trying hard enough to keep the children in the institution). Additionally, the children's sleeping problem was emphasized because according to parents, educators and child care workers insisted on taking the children home if they do not want to sleep. Parents react to this because they have job responsibilities.

- However, the parents' sincerity prevailed, saying that they themselves are late when they bring their children to kindergarten in the mornings. After these statements, we came to the conclusion that they must bring their children to kindergarten on time in order to respect the work of the educators and child care workers, so that they can later demand respect for their time at work and the children could stay in kindergarten although they do not want to sleep.

Analysis of the data obtained from the focus group with the team of mediators

Within the framework of the focus group realization, 4 representatives from the team of mediators and 2 representatives of the Abrela team were present, showing great interest in expressing their past experience, as well as the needs for improving the kindergarten's work.

With the teams, we discussed the issues that were part of the semi-structured interview, but during the conversation, there were other issues coming directly from their needs.

1. What are your past experiences from work in the kindergarten?
2. What specificities do you face during your work?
3. What is your experience, and what specificities would you highlight as special in the children's process of adapting to the kindergarten?
4. Do you think that the developmental characteristics of children in the pre-school period are recognized and respected?
5. What is the day-to-day organization of the kindergarten?
6. What is the cooperation between kindergarten educators and child care workers?
7. What problems can you detect as a priority in the kindergarten?
8. What do you think: how much is the Roma culture, tradition and way of life respected in the work of the kindergarten?
9. What is the interest and involvement of parents in the work of your kindergarten?
10. What are your recommendations for the educational work and the work of the kindergarten in general?

The mediators focus group was attended by 4 representatives, who had a different role, but each contributed in their own way to strengthening the capacities of the kindergarten for inclusion of children, stimulating parents to regularly bring their children to the kindergarten, forming lists, forming groups of children, and other necessary aspects for the work and logistics of the kindergarten.

- A particularly important moment was that two representatives from the team of mediators live in the surrounding area, in that community, therefore, they stressed out that they know the residents very well and their children, so they know what is best for them and what their needs are.

- The team of mediators and the team of Abrela highlighted their experiences in the direction of involving as much of the children of pre-school age as possible in the April 8th Kindergarten. They pointed out that so far 180 children were involved in the work of the kindergarten, which we believe is a solid figure and there is a wide range of children in pre-school education and education.

- The kindergarten has been declared a safe place for children.

- They pointed out that so far there have been quite a lot of investments in the kindergarten (changing roofs, windows, etc.), but there are still several aspects for investing (e.g. heating, floor, etc.) in order for it to be a more comfortable place for children.

- Regarding the work of the kindergarten, both teams think that although there have been various forms of professional development for educators and child care workers, there is still much work to be done on this topic.

- They stressed the need to work on the type and timing of the work responsibilities of educators and child care workers, which we concluded were: the internal house rules, internal organization and time for work – as they were not respected in the kindergarten. This problem was also pointed out by the parents, and that's why it will need to be taken into account when designing the training content.

- The teams pointed out the need for greater sensitivity of the kindergarten staff and their approach to the process of the reception of children and at the same time their relationship with their parents. It is necessary to find a professional mechanism for the appropriate morning reception of the child, especially during the adaptation period.

- As a common conclusion, we found the need for informal training for educators and child care workers, especially in the area of soft skills development in their work, the need of team-building activities, the need to introduce a system of self-evaluation of employees, but also the whole kindergarten in general, establishing a system for measuring the quality of work and establishing a remuneration system.

- These elements will be taken into consideration as much as possible and incorporated in the final design of the training.

4. Concluding remarks

From the obtained data, we can conclude that educators and child care workers need to strengthen the early childhood development service from the professional aspect, and to incorporate this system in almost all aspects covered by the questionnaire. It points to the fact that they need training for their professional development, which will increase the quality of the services they offer in the kindergarten in which they work. These views should be taken into consideration when

designing training, workshops and other activities. On the other hand, parents said they needed support from educators and child care workers in the development of their children. They feel the necessity of systemic support because of the specificity of the environment in which they are surrounded. The team of mediators pointed out the need for greater support from the government sector as well as from the non-governmental sector in supporting future activities related to this issue.

References:

- [1] Adamceska, S. (1996). *Aktivna nastava*. Skopje: Legis.
- [2] Brady, L. (1992). *Curriculum Development*. Sydney: Prentice Hall.
- [3] Child, D. (2004). *Psychology and the Teacher*. London: Continuum.
- [4] *Curriculum Guidance for the Foundation Stage - Investing in our Future*. (2000). London: Department for Education and Employment & QCA.
- [5] Edwards-Carol, Linda. (2006). *The Creative Arts - A Process Approach for Teachers and Children*. New Jersey: Pearson.
- [6] Epstein, A. S. (2007). *The Intentional Teacher*. Washington, DC: National Association for the Education of Young Children.
- [7] Joyce, B., Calhoun, E., & Hopkins, D. (2002). *Models of Learning - Tools for Teaching*. Philadelphia: Open University Press.
- [8] Marsh, J. C. (1994). *Kurikulum - temeljnipoimovi*. Zagreb: Educa.
- [9] Porter, L. (2003). *Young Children's Behaviour*. London: Paul Chapman Publishing.
- [10] Posner, J. G. (2004). *Analyzing the Curriculum*. New York: McGraw-Hill.
- [11] Riley, J. (2005). *Learning in the Early Years*. London: Paul Chapman Publishing.
- [12] Thompson, I. (2005). *Teaching & Learning Early Numbers*. New York: Open University Press.
- [13] Weinberger, J., Pickstone, C., & Hannon, P. (2005). *Learning from Sure Start*. London: Open University Press.
- [14] Wenham, M. (2006). *Understanding Primary Science - Ideas, Concepts & Explanations*. London: Paul Chapman Publishing.
- [15] Whitehead, M. (2003). *Supporting Language and Literacy Development in the Early Years*. Philadelphia: Open University Press.
- [16] Wood, E., & Attfield, J. (2006). *Play, Learning, and the Early Childhood Curriculum*. London: Paul Chapman Publishing
- [17] www.see-educoop.net
- [18] www.education-freedom.org
- [19] www.unicef.org
- [20] <http://www.piaget.org/>

Literary Chronicles of the Qajars' Epoch

Gulnar Aqiq Jafarzade

National Museum of Azerbaijan Literature named after Nizami Ganjavi of ANAS, candidate doctorate of Philology

Abstract

Following a historical appraisal and the progress of literature and poetry during the Qajar era, this article focuses on the specific literary environment in nineteenth century. As literature has effect in all areas such as cultural, social and other affairs, it is important to remember that Qajars' rulers Fathali Shah and Nasiraddin Shah had an influential role in the comprehensive evolution of the literary environment in this period. Literary chronicles covered the works written during Qajar dynasty can be considered the most important sources for researching literary processes. Circle of poets inside and outside of the court led the new founded literary movement "bazgasht" ("Return"), turning to the their predecessors for the inspiration in this period. The most important and wealthy genre of literature were tazkiras (biographical books of anthology), based on the original source materials in Arabian, Persian, and sometimes in Turkish, especially written about poets and poetry.

Keywords: the Qajar dynasty, literature, poetry, literary chronicles

Introduction

The nineteenth century was one of the most complicated periods in the history of Iran and Azerbaijan. For the majority of Iranian and Azerbaijani people this period was the division of Azerbaijan into two parts, in consequence of the war (1804-13 and 1818-28) between Iran and Russia Empires. This political change had influenced on the cultural life of the North Azerbaijan, by the leading the superiority of European culture. In addition, the major cultural improvements in the South Azerbaijan had taken place during the reign of Fathali Shah (1797-1834), the second ruler of Qajar dynasty. Furthermore, the Western civilization and European culture was introduced to Iran, including Azerbaijan during the Safavids reign (1501-1736), had a dominant role in the Qajar period. [2; p.270] The monarchs of Qajar dynasty focused their attention on European culture by opening European-style schools in Tehran and Tabriz, translating and publishing of books and newspapers. With the establishment of the Qajar dynasty, the kings showed the great interest in the recording their literary works in the historical-chronological books named " tazkire".

The names and creations of the immortal representatives of the ancient and mysterious Eastern poetry have come to the present day in the form of tazkiras and collected works, literary chronicles and selections as far as they have been for centuries. In the study of classical Oriental poetry tazkiras are considered as the most reliable source of research and a description of the poetic environment. While looking through the authors' life and their creativity, we witness the fact that each of them was a scientist, a man of sense and most of them were also poets. Tazkire originated from the Arabic word "ziker" which means "remembrance", "memoir". Tazkires are works that provide information about the biographies and creativity of famous writers and poets and had mainly been written in Arabic, Persian and Azeri-Turkish languages and the information about birth and death dates of poets, the important moments of their life, the short stories and small samples of their works were given in those books. Having encyclopedic character oriental tazkires can be considered as the oldest forms of modern history of literature. [5; pp. 38, 39, 70]

Discussion

The starting date of tazkire- writing is unknown. There is no indication about the existence of pre-Islamic tazkires in literature history. The book "Yetimet addakhr", written by the Arabic historian Saalabi in the 5th century, is considered the first source about poets from Hijaz, Sham, Diyarbakir, Iraq, Rey, Isfahan, Kerman, Gorgan, Astarabad, Kharazm, Khorasan and Azerbaijan and their works . The information about the poets can be found after the spreading of Islamic religion, along some of the books written by Arabic historians (Mesudi, Tabari, Ibn al-Azhari and etc.). Researchers believe that Nizami Aruzi's "Chahar maghale" (Four article) written in 12th century is still the oldest tazkire in Persian. The history of Azerbaijani tazkires begins with "Tohfeyi-Sami" which was written by Sam Mirza (1517-1567) the son of Shah Ismayil I. He wrote this

work in Persian and gave information about 714 poets living in the second half of the 15th and the first half of the 16th centuries. Ahdi Baghdadi's "Gulsheni-Shuara" (16th century) is considered the first tazkire written in Azerbaijani Turkish.

The studies indicate that even if the tradition of the literary chronicles in the East originated in the Middle Ages, they were thriven so far during the Safavids' period and from the 16th century, samples of famous poets' works were collected and written by the palace secretaries. Among the popular tazkires which play an important role in studying the classical Eastern literature, including the Azerbaijani literature, we can mention the name of the following books: Dowlatshakh Samarkandi's "Tazkiratush-shuara", Mohammed Owfi's "Lubabul-albab", Sam Mirza's "Tohfeyi-Sami", Ahdi Baghdadi's "Gulsheni-Shuara" Alisher Navai's "Majalisul-nafayis", Lutfali Bey Azer's "Ateshkadeye-Azer", Rzaqulu Khan Hidayat's "Majmaul-Fusaha", Sadiq bey Afshar's "Majmaul-khawas", Aziz Dowlatabadi's "Sokhvanvarani-Azerbaijan", Mir Mohsun Navvab's "Tazkireyi-Navvab", Mahammadali Tarbiyat's "Danışmandani-Azerbaijan" and other works are considered as important sources for the study of the Eastern literary environment.

The tadhkiras are sometimes general, sometimes regional in content, now and then again confined to contemporary poets; the arrangement is either chronological, alphabetical, geographical, according to class or otherwise. [10; 316] Investigations of the history of tazkires show that up to fifty works had been written by Azerbaijani authors so far, the writing date of about half of them belong to the years of the Qajars dynasty. If we look through the literary environment of the 19th century, we can realize an important revival and a significant leap in the art of poetry. Thus, the stages of development of poetry have found their refinement in the tazkires. Two powerful rulers of the Qajar dynasty - Fatali Shah and later Nasiraddin Shah Qajar's care and supporting was a cause of regeneration of the poetic art traditions in the palace. Iranian literary critic Ahmed Gulchin Maani, having researches around the history of Persian tazkires, mentioned the names of 22 tazkires in his book "The history of the Persian tazkires", which had been compiled by Azerbaijani authors in the 19th century. The majority of these writers were princes of the Qajar dynasty.

There are a long series of tazkiras, collections of biographies and anthologies of poems written by court secretaries and princes of Qajar dynasty. Abdurrazzak bey Dunbuli, Mohammad Fazil Khan Gorusi, Bahman Mirza Qajar, Hulaku Mirza Qajar, Khudaverdi Khan Qajar, Mohammad Baghir Khan Qajar, Mahammad Hasan Khan Etimadussaltane, Mahmud Mirza Qajar, Heydargulu Mirza, Seyfüddoule Sultan Mohammed Taghi and others enriched the history of Persian literature with their valuable works. "Tazkireyi-Golshani-Mahmud" and "Safinat al-Mahmud" written by the Prince Mahmud Mirza Qajar, "Tazkireyi-salatin" written by the Prince Mohammad Mirza Seyfaddowle, "Tazkireyi-Anjumani-Nasiri" by the Prince Bahman Mirza Qajar were the worthwhile works and played a significantly role in studying literary process in this period. [1; p.193] As the scope of this article is scant, we only have to list some of these works.

Abdurrazag Bey Dunbuli Azerbaijani (1762-1827) was born in the city of Khoy of Southern Azerbaijan and grew up under the patronage of scientists and educated men since early ages and acquired a high level with his knowledge and talent. For a while he had been working at the service of Prince Abbas Mirza, who was Fatali Shah Qajar's successor. Possessing deep intelligence and mighty pen Abdurrazzak Bey also wrote poems by literary pseudonym "Maftun". There are three tazkiras written by him:

1. "Nigaristani-Dara" (The place of meeting beatiues of Dara)
2. "Tacrubatul-ahrar va tasliyatul-abrar"
3. "Hadayiqul-udaba" (The garden of litterateurs)

Abdurrazzak wrote the book "Nigaristani-Dara" in 1825, when he was in Tabriz, because of the order of Prince Abbas Mirza. This book consists of four nigarKhanas (chapters) which were dedicated to Fatali Shah Qajar, the princes of the Qajars, masters of poetry close to the palace and poets from different provinces. [3; p.42]

Another court secretary during the reigns of Fathali Shah Qajar was Mohammed Fazil Khan Garrusi (1783-1837), who was author of the valuable inscription named "Tazkire-yi Anjumani-Khaqan". His family belonged to the Turkish Bayandur tribe and he was born in Garrus district of Hamedan province. After the death of his father, Fazil Khan left Garrus to pursue his education. In Tehran his talent and especially, his retentive memory attracted the attention of Saba Kashani, who was the court poet laureate (malik ash-shuara). He was presented to the palace by Saba Kashani, and he was appointed the official reciter of panegyrics written by him and others. The story about his meeting with Alexander Pushkin, the great Russian poet is interesting. In summer 1829 Fazil Khan was sent in the entourage of Prince Kosrow Qajar's mission to Russia for the purpose of offering official apologies for the murder of Alexander Griboyedov (1829), Russian ambassador at Tehran. During this trip he met Alexander Pushkin, who accompanied the Russian army under general Paskevich in the Caucasus on its way to war with the Ottomans. Pushkin, who had requested to meet the Persian poet, recorded in his travelogue the account of his encounter with Fazil Khan and composed a poem in the memory of their meeting. [1; pp.54-55]

Fazil Khan Garrusi was a poet, writer and litterateur, and his style in prose was distinguished in his period and had a lot of admirers. His extant works include the collection of his letters and "Tazkireyi-Anjumani-Khaqan". This literary chronicle written in 1818-19 and compiled in five months. The work consists of introduction, four anjumans (chapters) and final part. The book of essays is about the same named poetic assembly organized by Fatali Shah Qajar in Isfahan palace and about the poets gathering here. As stated in the preface of the book, Mohammed Fazil Khan was continued the earlier and unfinished version of the book "Ancumanara", written by Ahmed bey Akhtar and his brother Mohammad bey Bagir Nishati, because of the death of the authors. The first chapter covers the history of the Qajar's tribe, Fatali Shah's coming to the throne, his country governance and the examples selected from his poetic heritage. The second chapter is about the princes and dignitaries of the Qajar's dynasty. The third chapter is dedicated to the masters of poetry related to the palace and the fourth chapter is about the provincial poets. The khateme (final part) is about the author's own life and creativity. This work is considered a valuable source for studying the dynamics of development of poetry outside and inside of the palace during the reign of Fatali Shah Qajar. [4; p.17]

Likewise, Mahmud Mirza Qajar (1799-1858), fifteenth son of Fathali Shah, was the poet and court chronicler as known for his valuable works like "Tarikhi-Sahibqirani" (The history of royalty), "Tazkireyi-Golshani-Mahmud" and "Safinat al-Mahmud", were about poets living during reign of Fathali Shah and Mohammad Sah Qajar. [11; p. 101]

Rzaqulu Khan Hidayat (1800-1871), a prominent intellectual and scientist of that period, was an outstanding statesman, poet, writer and historian of the Qajars period. He was born in Mazandaran province and after the completion of his education he entered the service of Prince Hosseynali Mirza, son of Fathali Shah Qajar and governor of Shiraz. He was given the title of "Amir-ash-shuara" in 1830, when Fathali shah visited Shiraz. In 1838 he came back to Tehran and worked in various positions during his lifetime, including as a rector of Tehran Darulfunun, the first European-type high school. His literary heritage consists of fifty thousand couplets of poetry, including "Gulistani-Iram" and six other masnavies (poems), three compiled books and several historical chronicles. The tazkires written by Rzaqulu Khan are the following:

1. "Riyazul-arifin" ("The garden of Mystics")
2. "Rovzatus-safayi-Nasiri" ("The lecture of pleasure of Nasiri")
3. "Majmaul-fusaha" ("The collection of eloquents")

His work "Majmaul-fusaha" is written in Nasiraddin Shah Qajar's epoch and is the last perfect tazkire about of poets who wrote in Persian. In the early period of his creative activity Rzaqulu Khan, wrote poems under the pseudonym "Chakar" as a master of high talent and became the Chief court poet of Fatali Shah Qajar's palace. [7; p. 49] "Majmaul-Fusaha", the product of Rzagulu Khan Hidayat's thirty-year' work, also is of great importance in the study of the creativity of Persian-speaking Azerbaijani poets.

Conclusion:

The most important result of this research is the great attention and supporting in the culture, especially in the poetry of the Qajar's dynasty, which ruled Iran from 1794 to 1925. Fathali Shah Qajar (1769-1834), the second ruler of the Qajar throne, in contrast to the austerity of his uncle Agha Mohammed Shah Qajar, was accustomed to legendary and honorable palaces. Early in his reign, Fathali Shah Qajar established a court known by its writers and poets. He wrote poems himself, under the pen-name "Khaqan" had Divan (collected poems). The first facility of this progress was honoring the ancient traditions from classical Persian literature. The literary movement of this period led by poets, who were known for reviving the style of classical masters of poetry such as Motamaddowle Nishat Isfahani, Saba Kashani, Mijmar Isfahani, Vusal Shirazi and others. The patronage of Fathali Shah Qajar had a great influence in the cultural life of the court and beyond the court. The assembly of poets ("Anjumani-Khaqan") established in the court was the main factor of the cultural development. The favourable cultural environment during the reign of Qajars had caused creation of heterogenous literature in this period. Abdurrazzaq Bey Dunbuli, Mohammed Fazil Khan Garrusi, Mahmud Mirza Qajar, Rzaqulu Khan Hidayat and others were the court chroniclers, which were famous for their valuable works named tazkiras. The reign of Fathali Shah should be considered as the golden ages of Persian poetry and it is crucial importance for today to research on the foundation history of this literary movement.

References:

- [1] Aryanpur, Yahya. From Saba to Nima (150 years history of the Persian literature). Publication of Zavvar, Tehran, 1993. Vol. 1.
- [2] Browne, E. G. A Literary history of Persiya. Publication of T. Fisher Unwin, London, 1902. Vol. 4.
- [3] Dunbuli, Abdurrazzaq. Tajribat al-ahrar vat-tasliyat al-abrar. Publishing company of the University of Tabriz, 1970.
- [4] Garrusi, Fazil Khan. Tazkireyi-Enjuman-i-Khaqan. Edited by Sobhani, T. Publication of Rowzaneh, Tehran 1997.
- [5] Golchin Maani, Ahmed. The history of Persian tazkiras. Publishing Company of Sanai library, Tehran, 1984.
- [6] Golmohammadi, Hasan. The research about the life and literary heritage of Fathali Shah Qajar. Publication of Atlas, Tehran, 1991.
- [7] Hidayat, Rzaqulu Khan. Majmaul-fusaha. Publication of Amir Kabir, Tehran, 1961.
- [8] Musavi, B. The Great Islamic Encyclopedia. Publication of Great Islamic Encyclopedia Center. Tehran. 2002.
- [9] Nafisi, S. The social and political history of Iran in contemporary period. Publication of Bonyad, Tehran, 1988. Vol. 1.
- [10] Rypka, Yan. History of Iranian literature. D. Reidel Publishing Company, Dordrecht, Holland, 1968.
- [11] Saffari, Ibrahim. The literary movement of Iran in the period of Qajars. Publication of Ibn Sina, Tehran.
- [12] Shamim, A. Iran during the Qajar dynasty (the second half of eighteenth century and nineteenth century). Publication of Zaryab, Tehran, 2000

Power, Empowerment and Social Participation- the Building of a Conceptual Model

Irene Corrêa Cavalieri

Master in Social Intervention, Innovation and Entrepreneurship Faculty of Psychology and Education Sciences and
Faculty of Economy, University of Coimbra

Helena Neves Almeida

Professor and Researcher, Faculty of Psychology and Education Sciences, University of Coimbra

Abstract

Social intervention integrates multidisciplinary and participative concepts and practices that, in different areas, contribute to social processes of empowerment, one of the intervention paradigms in contemporary society. The use of the term empowerment has been recurrent in the fields of psychological and social intervention and its definition implies the contribution of various knowledge. This requires the operational contextualization of its definition. Based on a review of the literature, this article intends to conceptualize and contextualize empowerment as a strategic process of intervention. It is structured around three topics that present the relations of power in contemporary society, as well as the conceptual process of empowerment and social participation. It produces a reflexive work combining various theoretical approaches of empowerment in order to define different analytical dimensions of the concept, and to produce a conceptual model that can be later operationalized in empirical research.

Keywords: Power, empowerment, social participation, social intervention, social work

Introduction

The term *empowerment* has been used recurrently in the fields of social intervention, and its definition entails its extension across various spheres of knowledge, thus requiring a contextualization of its meaning. It proposes the creation of responsible communities in which those individuals who constitute the body assume greater control over their lives and participate democratically in daily life, bearing in mind the different collective arrangements and their context (Horochofski, 2006).

The concept of empowerment is complex, and one that in recent decades has shown increasing academic and social relevance in diverse fields of knowledge, having been incorporated into a wide range of areas, in particular, administration, economics, public health, psychology, social work, and political sociology. It also enters the political agenda of many actors and institutions such as governments, businesses and organizations of civil society, international agencies and development banks (ibidem, 2006).

A concept which has its roots in the civil rights struggles, the feminist movement, and the ideology of social action present in developed countries in the second half of the 20th century in the 1970s, it was shaped as well by the self-help movement, and in the 1980s, by community psychology. In the 1990s, influence came from those movements which sought to affirm citizens' rights in specific spheres of social life and society (Almeida, 2001; Carvalho, 2004).

As with the majority of emergent themes, empowerment was gradually transformed, elevated to an intellectual mode and present in the discourse of actors from political

orientations and cultural identities that were at times on unequal footing. Thus, it may be said that a polysemic and indiscriminate treatment of the concept occurred, one in which the meaning was left up to the user and depending on any given intention or position on the political-ideological spectrum (Horochofski, 2006).

The understanding of the object of study, in addition to its value for the production of knowledge, seeks to contribute to social transformation since a more profound grasp of the concept can represent an attempt to deal with the inherent complexity of empowerment in social contexts. Empowerment, more than a self-legitimized buzzword, may well

be considered an operational tool for monitoring social interventions and the resulting transformation, thus contributing to the effectiveness of practices and the underpinnings of an actual theory of social change. (Albuquerque, Santos & Almeida, 2016).

The present article is structured in two parts. The first part takes up the relationships of power in societies, and the second provides a theoretical contextualization for empowerment as a strategic process of social intervention.

This study shows that the processes of empowerment are both complex and interdependent and that participatory methodologies are essential for intervention processes which propose the redistribution of power in societies.

1 - Power in societies

"Power is a key concept for an understanding of processes of empowerment".

(Sadan, 2004)

Within the realm of social relationships, what is present are self-perceptions, identities, and the meanings given to the world and to things in and of themselves. In the same way, power is also inter-subjective, which always implies an interaction and an interdependence amongst those individuals who are more or less powerful (Bourdieu, 2001 apud Pinto, 2011). This conception of power plays a decisive role in terms of social intervention as it is from this perspective that the less powerful are not deprived of power and are indeed invested with power, which must in turn be mobilized. It is also from the perspective of reducing vulnerability and increasing power – meaning individuals and groups can make decisions for themselves and promote actions and stress the achievement of results – that we address the concepts and the relationships of power in societies, cognizant that in order to empower (or give power to) people and/or groups it is particularly vital that the uneven distribution of power in society be recognized.

The English word 'empowerment' is derived from the root notion of 'power' and when we use this word, (obtaining, expanding or consolidating power) the concept in play is indeed the conceptual instrument of power (Pinto, 2011).

The definition of 'power' according to the Portuguese *Dicionário Aurélio* also refers to the synonyms of "possibility" and "ability". Physical force, strength of body or soul; empire, sovereignty, force or influence; possession, jurisdiction, domain, attribution; state government; importance, consideration; large quantities, abundance; military force; efficiency, effect, virtue; capacity to do something; mandate, proxy; means, resources; being able to do something; being subject to something; having physical strength to do something; have reasons to do something; capacity to do something (dicionariodoaurelio.com, 2017) with these being some of the many definitions of a simple word, a simple construct, and a polysemic concept of interest to many fields of knowledge.

Norberto Bobbio, a philosopher dedicated to the theme, comments in his book "Estado, Poder e Sociedade" ("State, Power and Society") (1985) that in political philosophy, the problem of power is presented as having three aspects, on the basis of which three fundamental theories can be distinguished: the substantialist, the subjectivist, and the relational (Bobbio, 2007).

According to **substantialist** theories, power is seen as a "thing" which can be possessed and used the same as any other type of property, be it a natural talent (such as strength and intelligence, for example) or something acquired (as in wealth), and which can be employed to achieve whatever may represent the object of one's desire (Bobbio, 2007). For Hobbes (1651 apud Bobbio, 2007), "the power of a man (...) is his present means to obtain some future apparent good" [1651, trad. it. p. 82]. Akin to this is Bertrand Russell's definition (1938, apud Bobbio, 2007) according to which power consists of "the production of intended effects" which may assume three forms: physical and constrictive power (military power); psychological power (through threats of punishment or promises of rewards which consist mainly of the economic domain); mental power (exercised through persuasion or dissuasion, and which has its elementary form present in all societies in education.)

For Bobbio, the typical **subjectivist** interpretation of power is represented by Locke [1694, II, XXI] who maintains that power does not lie in one being the holder of a "thing" that aids in achieving a certain goal but rather an individual's competence in obtaining results. From this comes Locke's reference to "the power that fire has to melt lead" and the power that a sovereign has to make laws, and in so doing exercises control over the conduct of his subjects.

In contemporary political discourse, according to the same author, the most accepted interpretation concerns the **relational** concept of power, which puts forth that power should be understood as a relationship between two subjects in which the first party secures from the second a behavior that in "normal" circumstances [the absence of power]

would not be obtained. The most well-known and also the most synthetic of definitions of the relational concept belongs to Robert Dahl: "Influence [a broader concept in which power is included] is a relationship among actors in which one actor induces other actors to act in some way that they would not otherwise act." (1963, trad, it. p. 68, apud Bobbio, 2007). "Marking a relation between two subjects, power thus defined is closely tied to the concept of freedom; the two concepts can be defined as a negation of the other: 'The power held by Person A implies the lack of freedom for Person B', or 'The freedom of Person A implies the non-power of Person B'" (Bobbio, 2007, p.78)

The writings of Michel Foucault (1979, 1980, 1996) amplify the discussion on the concept of power, broadening it to include other fields of the social and human sciences (Sadan, 2004). Foucault underscores a set of methodological rules which allow for establishing hypotheses that configure an approach and the objective of research much more than a complete theory (Albuquerque, 1995).

Relationships of power depend on one's culture, location and time (Sadan, 2004). Foucault expands on the discourse on power in contemporary western society, explaining its characteristics in the following way:

- a) power is not a commodity, nor is it a position, an award or a conspiracy. It is the activation of political technologies which act in specific spheres of social life as well as
- b) in everyday life. Power occurs in locations of all types and sizes, including the smallest and most intimate, such as the human body;
- c) relationships of power are unstable, non-egalitarian, and asymmetrical. We should not expect to find immutable logic in power nor the possibility of equilibrium in this domain;
- d) stepping off from the idea that power is not a thing, nor the control over a set of institutions, nor is it or does it have a hidden historical pattern, the objective of the researcher studying power is to discover how it acts. Therefore it becomes necessary to isolate, identify, and analyze the network of relationships which creates political technologies. It is important to research the level of micro-practices from which it can be learned how power acts in a social institution on the most common level of ordinary daily routine;
- e) as power is not limited to political institutions, it plays a direct and creative role in social life. It is multidirectional, acting from top to bottom and from bottom to top. Although power is at its peak when situated within specific institutions, caution should be applied when identifying technologies of power in certain institutions given that power is neither a superstructure nor a quality of an institution;
- f) domination is not the essence of power. Domination exists, but power also acts on governing bodies and not just the governed;
- g) in relationships of power there is intention but no subject. Only on the micro level and the tactical level does power have intentions. On the strategic level, which includes the complex of relationships of power, no subject exists. (Sadan, 2004 p.57-59).

However, **relationships of power are balanced**. Power is integrated into a complex social practice in which human agency¹ has structural qualities, with the social structure being part of the human activity which creates and assures its own continuity. This model of duality of structure view social structure and human agency as two factors that construct and activate social relationships, with power being an important central component for both (Giddens, 1984 apud Sadan, 2004). It is human agency which creates social structure, establishing it, consolidating it, and also transforming it when it acts. Yet according to Foucault, who did not believe in resistance because it negates the centrality of an autonomous subject when it has the capacity to influence and change social relationships, it is power and not human agency that is the central factor that motivates all other relationships. He did not accept that social change could arise from local efforts; in other words, he did not believe in the human capacity to effect social change, a belief central to the theory of empowerment (Sadan, 2004).

Thus, according to this author, we can simultaneously explain power in terms of human action and in terms of structure: power is a basic component of human agency, the absolute lack of power means no longer being a human agent, and power

¹ Agency is defined as the ability possessed by an actor or group of actors to make decisions, meaning that the actor is able to predict and purposely choose options. In terms of the extent or action to increase empowerment, a person or the agency of a group can be broadly envisaged by the number of social, political, and economic resources available to the actors for them to be productive and shielded from shocks (Alsop, Bertelsen & Holland, 2006).

is the human ability to intervene in events and make a difference. Power is an inseparable part of social interaction, being an integral feature of social life; it is always part of relationships and its signs can be understood even at the micro levels of interaction. Moreover, power is an individual's capacity to act in a guided and voluntary way to bring about change.

There are systems of domination and domain, with their respective rules and resources². To summarize, **power is a process in which human agency participates** in each person's inherent capacity to influence the world around him, **alongside social structure** (that appears in the form of structures of domination that determine the degree to which a person may influence the world). These relationships existing between human agency and social structure are dynamic and procedural.

In the words of Zygmunt Bauman (2003) "power consists in decision-making and it resides with those who make the decisions" (p.40).

Nanette Page and Cheryl Czuba (1999 apud Hur, 2006) affirm that the concept of empowerment is conceived as an idea of power as it is intimately related to the change of power – gaining it, using it, diminishing it, and losing it. Recently, power has been examined as something that is shared as it can afford additional strength when shared with others (Kreisberg, 1992 apud Hur, 2006). Shared power is defined as a process that occurs in relations and one that enables empowerment. It is understood as "**a multidimensional social process that helps people to gain control over their lives**" (Page & Czuba, 1999: 25 apud Hur, 2006).

The struggle for individual rights and their propagation have resulted in intense community-building (Bauman, 2003), such that "the only strategy available for achieving the premise of a 'just society' is the elimination of impediments to the equitable distribution of opportunities, removing them one by one and as they are brought to the attention of the public thanks to the articulation, manifestation, and effort of successive demands for recognition" (Bauman, 2003: 73).

It is in this direction that the processes of empowerment, and their respective levels and categories, will be presented in order to move along to the examination of observed practice.

2 - Definitions of empowerment

"The violence of the oppressors, which also makes them dehumanized, establishes no other vocation than that of being less. As a distortion of being more, being less leads the oppressed, sooner or later, to rise up against those who made them less. And this struggle only makes sense when the oppressed, in striving to recover their humanity, which is a way of creating it, do not feel themselves idealistically as oppressors and when they do not in fact become oppressors of the oppressors, rather the restorers of the humanity of both."

(Freire, 1987)

By the term empowerment what is understood is **an intentional and continuous process, centered on the local community**, including mutual respect, critical reflection, attentiveness and participation through which those people who are lacking in certain resources can assume greater access to and control over them, or **a process through which people gain control over their lives, participate democratically in the life of the community, and display critical understanding of their environment** (Perkins & Zimmerman, 1995). Empowerment entails the construction of responsible communities, ones in which the individuals that comprise them take on greater control of their lives and contribute in an egalitarian way to daily life, taking into account the various collective arrangements in place and their context (Horochovski, 2006).

² These are the psychological, informational, organizational, material, social, financial, and human resources that people call upon in their daily lives (World Bank Institute, 2007).

According to Elisheba Sadan (2004) and Carla Pinto (2011), it was Barbara Simon, one of the first authors to relate systematically with the concept of empowerment, who fundamentally influenced the development of its use. This author emphasizes the important connection between individuals and the community, encouraging an ecological contextual approach in order to deal with social situations. Solomon (1976, 1985) also stressed empowerment as a method for social work with African-Americans who suffer as victims of oppression, in which the **dynamic process** is underscored in that clients receive assistance as they develop skills that enable them to improve their life conditions and social position.

Carla Pinto (2011:48-51), in her doctoral thesis, dealt with the concept of empowerment as a process for intervention in which:

- There is an increase in personal, interpersonal, and political power such that individuals can act toward the goal of improving their lives;
- There is an increase in control through which individuals, groups, and/or communities become more able to control their own life circumstances and to achieve objectives in a way that shows mutual cooperation and help, and which maximizes quality of life – the multidimensional social process;
- The aim is participation with critical learning and transformation of feelings, thoughts, and individual actions, as well as the organization of society by equitably sharing power and resources;
- The aim is access to resources that are valued and redistributed by society, given that access to resources is dependent upon the power exercised by the subjects;
- There is recognition, creation, and utilization of resources and instruments by the individuals, groups, and communities themselves and in the setting where they live, which translates into an increase in power (psychological, sociocultural, political and economic) which allows for increased and more efficient exercise of citizens' rights;
- It is transformation – transformation of the relationships of power, which drives the overcoming of obstacles and the development of potentialities and which celebrates life by building and working together for change in social structures;
- It is the manifestation of social power on individual, organizational and community levels, being both process and result.

Empowerment is therefore an active process. Its form is determined by circumstances and events, and its essence is human activity that directed toward the change from a passive state to an active state. The process is one that integrates self-acceptance and self-

confidence, social and political understanding, and a personal capacity to assume a significant role in decision-making and in the control over resources in one's environment. The sense of personal capacity is linked to that of civic commitment (Zimmerman & Rappaport, 1988).

2.1– Categories of empowerment

Four categories of empowerment may be identified (Rich, Edelstein, Hallman and Wandersman, 1995 apud Ornelas, 1997):

1. **intrapersonal empowerment** which refers to a person's capacities in a given situation; some degree of this type of empowerment seems to be an essential condition for the process of participation in the context of community and may determine the degree of individual trust for participation in future actions;
2. **instrumental empowerment** which refers to the individual capacity to participate and influence a decision-making process, which may be observed when there is interaction between factors such as the presentation of knowledge that is relevant to the question under debate, the material resources presented, the capacity for argumentation and persuasion, and the legitimacy in the participation;
3. **formal empowerment** which emerges when institutions present mechanisms that influence public decisions that concern citizens and their social institutions, creating new opportunities for citizens to participate in decision-making processes;
4. **substantive empowerment** which refers to the capacity to make decisions and produce the desired results.

Thus, **hereditariness** and the conditions for growth and care are not only fundamental for a person's upbringing but they also represent opportunities and experiences provided by context which significantly corroborate for the structuring of an individual's personality. Of essential importance is a person's capacity to act and to make decisions to achieve goals, as this ability, or the lack of it, is responsible for molding a person's character and influences the degree to which a person is the leading player in his/her life (Pinderhughes, 1983 apud Sadan, 2004).

Let us speak now of *intrapersonal empowerment*: when people have power over their own lives, or when they have control over their lives and are able to influence others and bring about change. Although this begins with "me" (self-empowerment), it cannot be considered as apart from politics or from power; in other words, becoming empowered signifies allowing other people to feel better but this does not mean that they will be free from oppression (Adams, 2008 apud Sadan, 2004).

Empowerment is still a process of internal change (a person's sense or belief in his/her own capacity to make decisions and resolve his/her own problems) and **external change** (finding expression in the capacity to act and to implement practical knowledge, information, skills, capabilities and other new resources acquired during the process). It is an **interactive** process that involves the individual and his/her environment. The result of instrumental empowerment is capacities based on insights and abilities whose essential features are critical political awareness, competences namely with respect to others, and the capacity to cope with frustrations and struggle for greater influence over the environment (Kieffer, 1984 and Parsons, 1988 apud Sadan, 2004).

The approach to comprehending the concept enjoys little consensus albeit some agreement exists in terms of internal change, also called **psychological empowerment**, and external change, **political empowerment**. Upholding this distinction, the former takes place on the level of the person's awareness and feelings whereas the latter occurs when the change is real and allows the person to participate in decision-making that affects his/her life. To achieve psychological empowerment, an individual only needs inner strength, but political empowerment requires environmental conditions, mainly of an organizational nature, which allow the person to exercise new capabilities. (Gruber & Trickett, 1987 apud Sadan, 2004), requiring that both be integrated since the events occurring in one's private life is also an expression of one's social situation (Lengermann & Niebrugge-Brentley, 1988 apud Sadan, 2004).

The process of empowerment requires personal resources, such as the capacity for relationships – empathy, sensitivity, and openness to communication in terms of expectations, sharing the desires and interests of others; the capacity to construct and maintain bonds of friendship, trust and respect in relation to others, the capacity to accept criticism and to face and solve conflicts; self-acceptance and personal conviction – the feeling of self-worth, belief in validity of goals and personal life values; inner conviction of control – understanding of the historical nature of one's surrounding and life condition; belief in one's own capacity for intervention, taking an active position when dealing with problems – facing any surrounding challenges and seeking out solutions while maintaining objective within reach; flexibility and adaptation to disruptive life events – the capacity to integrate unexpected change into one's more broad-ranging life plan; openness – the capacity and disposition to signal to others one's need for help in situations of crisis and requesting social support (Herriger, 2006b apud Kleba & Wendausen, 2009).

The development of critical awareness is the process through which people gain ever greater understanding of the sociocultural conditions which have molded their lives and the extent of their capacity to change or overcome these conditions. A person lives not only in the present but also in a historical context. A person is capable of not only interpreting but also of interpreting others' interpretations and thus critical awareness provides the essence and the basis for all human learning (Freire 1987). Critical self-awareness includes the recognition of all individuals of their right to assign a name to their experiences, to learn to speak in their own language, and to give names to the elements in their world (Van Den Bergh & Cooper, 1986 apud Sadan, 2004).

The literature also emphasizes that **the development of critical awareness is an essential component in empowerment**, which in practice is considered the product of a dialectic between action and reflection and comprises three paths: 1) development of a collective awareness in which the individual is not the only person to have a problem; 2) development of social consciousness, that is to say, social and collective problems are influenced by social organization; 3) development of political consciousness within the mind-set that the solution to problems requires social change. In this respect, if we consider that empowerment is a process which aims to strengthen a group's capacity to make intentional choices and to transform these choices into actions and produce the results desired by the individual, it then becomes necessary to examine not only the capacity to act but also the prospects for transforming the choices into results (Albuquerque, Santos & Almeida, 2016).

Working with the community builds the individual's capacity to act together with others and thus create a society. It teaches people to cooperate, to make group decisions and to resolve common problems and mobilize resources for the common good. Belief in active democracy, in participating to the utmost in the life of one's community, and in the exercise of an individual's right to influence the important decisions in his/her life, these represent the basis of thought on empowerment, and without a doubt, they stem from the values of community work. However, in this community work, as in whichever other professional field, the values may not always testify to what is common practice in reality. Empowerment of the community is thus attained via the active participation of these self-same members in the decision-making processes which affect the community, beginning with the goal-setting stage and continuing through to the assessment of the results of their efforts. The more strongly directed to local groups and organizations (and the less directed to formal and/or external services to the community) these actions are focused, the more power the community will have in this area of intervention (Sadan, 2004).

The process of empowerment also brings about a strengthening of the organization, both as a whole to achieve objectives and targets and as a system or unit. Offered here are experiences of leadership and shared decision-making, actions of communication and effective support, distribution of roles and responsibilities according to each person's abilities, the exchange of information and resources, appropriate management with respect to growth and organizational development (Silva & Martínez, 2004) "emancipatory forces, sources for change and social transformation" (Gohn, 2004, p. 24).

We should also identify the **empowering institutions as different from the empowered institutions**, with the former being those which favor and support their members in both personal and collective empowerment processes whereas the latter are those which develop a process of organizational empowerment shown in their engagement in issues of social and political interest (Silva & Martínez, 2004; Stark, 2006 apud Kleba & Wendausen, 2009). In other words, such an institution may choose to act only with the intent to expand and strengthen the resources and possibilities of its members without exerting political and social influence on the surrounding conditions, which results in a smaller impact on the development of their members' capacities.

Carmen Silva and María Loreto Martínez (2004) have identified four basic characteristics of **empowering organizations**, noting that they: 1) believe their members provide growth and in a state of trust; 2) permit shared leadership, which benefits individuals as much as the organization itself; 3) ensure that there are opportunities for taking on different roles; 4) offer social support. **Empowered organizations** are those which work in networks, influence policies, reach their goals, develop ways to increase their effectiveness, etc.

2.2 - Levels

According to the conceptual model developed by William Ninacs (2003), intervention is based on three levels of empowerment – **individual** (corresponding to the process of assimilation of power by a person or a group), **organizational** (referring to the appropriation of power by an organization in which a person, group or other organization is empowered) and **community** (corresponding to the appropriation of the community by the collective). It is his understanding that empowerment takes place via a succession of stages through which the individuals or groups appropriate the power and the ability to perform in an autonomous, free, informed, and clear way, thus transforming choices into decisions.

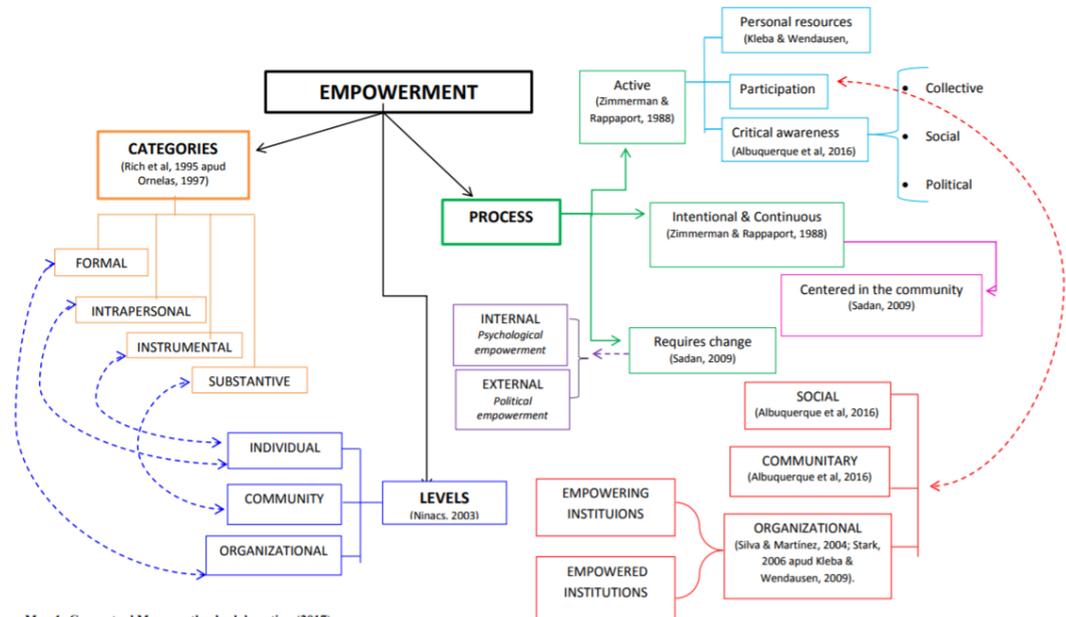
Based on this model, Carla Pinto (2011:67-68) defines:

- **Individual empowerment** is thus described by the interaction on four different planes: **self-esteem** (the search for the redefinition of identity and the feeling of self-accomplishment and self-confidence); **critical awareness** (formation of a collective, social and political consciousness requiring the capacity for reflection and social analysis); **competences** (capabilities that allow for the participation in and execution of actions, be they new skills or the redefinition of those already in the subject's possession); and **participation** (the transition from the lack of voice to the presence of an individual's ability to express him/herself; emphasis on increasing involvement in decision-making processes and in taking responsibility for the consequences of participation). For its part, community empowerment involves: **communication** (positive interaction, the expression of different points of view, the circulation of relevant information, transparency in terms of decision-making processes); **capital in the community** (feeling of belonging and awareness of the issues of citizenship implicit to both self-help and collective action); **competences** (identification and recognition of community strengths – creating and maintaining synergies, using resources, cooperation; and **participation** (bonds that allow members of the community to participate effectively in the community and in its systems and resources).
- **Organizational empowerment**, considered to be the intermediary, the context, or the means through which individuals or communities enter the empowerment process, also operates on four planes: **recognition** (legitimacy of the organization, which depends upon the way its members perceive it and how its surrounding environment view and relates to it); **critical awareness** (the capacity to analyze the organization); **competences** (displayed by the community members, whether in decision-making positions or not); and **participation** (of the organization within the community or in terms of other organizations).

To summarize, the process of empowerment is a well-beaten path, both formally and informally, leading in the direction of greater participation on the part of citizens, organizations and community development, enabling them

all to enjoy a stronger voice, more influence and greater capacity to act and to make decisions on those issues which affect their lives in different instances (Horochovski, 2006; Ornelas, 1997).

The conceptual map (map 1) shows the inter-relationship amongst concepts, categories, and levels, which aids in understanding the complexity which underlies the processes of empowerment.



Map 1: Conceptual Map – author's elaboration (2017).

Map 1: Conceptual Map – author's elaboration (2017).

A reading and analysis of the synthesis provided here offers a conceptualization of empowerment as an **active process** that implies the mobilization of personal resources, participation (social, community, and organizational), and critical awareness (collective, social, and political) that is **intentional** and **continuous** (centered in the community), which **requires change** (internal – psychological empowerment; and external – political empowerment) and is divided into four categories – **intrapersonal**, **instrumental**, **formal**, and **substantive** – which can respectively be associated with three different and interdependent levels – **individual**, **organizational**, and **community**.

3 - Empowerment and participatory methodologies

Social intervention directed toward underprivileged populations is guided by an ethical policy project to assure social and citizenship rights, greater justice and social equity, stronger commitment to quality of services, and the defense of liberty and human dignity. However, the result is often a social construction in which the inventors, theories, practices, and contexts significantly influence the choices which are on offer. The concepts, the personal characteristics, the skills and personal experiences, the intervening party's maturity, the organizational culture, the characteristics of the territory and the public policies relative to the users of the services offered and the citizens claiming their due rights – these are the intrinsic elements of this construction. As there is no set guidebook for an intervention that respects the aforementioned ethical policy project, participatory methodologies, relative to the creation of collaborative action networks, have been enjoying increasing regard and attention (Almeida, 2017). This author considers participation a recurrent theme in all the approaches and models for social intervention in contemporary societies, attaining a 'quasi fashionable' status in several contexts.

Nevertheless, as was stated earlier, for the process of empowerment to occur, and for there to be a transformation within the person as a result, and for this change to be projected to the community where the person lives, which could then in turn influence the person and automatically influence the community, there must be a social openness which invites the people to participate. Community participation and empowerment are the main ingredients for the

innovative social intervention programs which are structured to take place within a community context with the active collaboration of the target- group(s) (Ornelas, 1997).

One of the main objectives of participation is to **increase the power** of individuals and communities in order to make individual and collective decisions. The concept is structured on two interdependent levels: the **micro**, or individual level – the process of individualization represents a path to self-identification and the feeling of belonging to a group or community denoting processes of co-construction, as much in terms of social alternatives as in structures for opportunity on the **meso** (community) and **macro** (political) levels for the construction of a course which defends the sharing of power and the affirmation of differences, and adopts a "policy of intervention guided by ethical principles which defend freedom, equality, and social justice" (Vieira, 2015, p.127 apud Almeida & Serra, 2016).

To make it possible for an increase in power at these different levels to occur, something must occur to trigger individual participation in all those contexts that require decision- making on issues dealing with the individual and/or the collective. Participation can be allowed, stimulated, guaranteed, maintained, and manifest at different levels (Pretty, 1995). Experiences which involve participation relate to the participants' degree of mastery and understanding of the process they find themselves in. Aware participation is one in which the individuals involved possess both clarity and understanding of the process that they are experiencing, for without an appreciation of the reasons and consequences of their actions, the participation is restricted and seemingly established for the sake of some form of domination. For the same reason, participation cannot be imposed, donated or awarded. Its legitimacy is found in the awareness of its importance, in the negotiation of spaces for its exercise and for the constitution of rules that will endeavor to democratically delimit its practice. Therefore, participation must be considered as a great instrument for enjoying the fullest rights of citizenship. In its broadest scope, full citizenship can only be reinforced in the presence of a notion of participation that is understood as a collective action and a conscious exercise that is voluntary and earned (Tenório & Rosemberg, 1997).

According to Helena Almeida (2017), partnership³¹ and interventions in networks constitute mastery where participatory methodologies operate given that they presuppose mutual acceptance of various social, political, and economic organizations along with diverse professional actors with competences adequate for the intervention in complex and diversified contexts. Active and aware participation that brings together the participants' degree of mastery and understanding of the process they are involved in (and in different contexts) will produce results that are emancipating.

The capacity for acting and the possibility to transform choices into results are directly related to participatory methodologies in which the individual is the agent who is active in the processes of occupational performance and social participation where, more than results, the experiences had by the members will serve to promote and concretize the empowerment.

In the establishment of processes intended for social transformation, the multiple concepts for building and the various ways to participate offer a new window of opportunity which inspire the reconstruction of models and paradigms. Structuring a common understanding – a type of grammar for intervention – is essential, one which in theory supports the construction of the architecture of participation, or in other words, a conceptual network that establishes the parameters for assessing participation (Almeida & Serra, 2016).

Conclusion

Participation is the redistribution of power. The capacity to act and to exercise power, that is to say, the development and the struggle against inequality, are simultaneously a condition and a product of empowerment (Albuquerque *et al.*, 2016). This is a strategy through which individuals, not presently participating, can promote significant social reform that will allow them to share benefits that involve society to a greater extent (Arnstein, 2002).

³ Partnership invites actors to intervene, working together in an innovative way which goes beyond the simple articulation of competences. It is a relationship of structured and formalized sharing amongst social, economic, political, cultural, and community actors involved in a common action from the planning stage to the realization of the intervention and ending with the assessment of its activities and services. It is a way to manage relationships of power (Denis Bourque, 2008 apud Almeida, 2017).

Participation is beneficial in project management given that it **favors the sustainability of actions** (it diversifies resources and matches them to the target-publics and the characteristics of the community and the territory), it **strengthens the bonds of closeness to the community** (through the sharing of the perspective, the knowledge of expectations, needs, potentials, and the limits of individuals, families, groups, and organizations), it **allows for innovation by affording professionals an opportunity for the development of propositional power** (networking favors interinstitutional relationships, the recognition of needs not covered by existing devices and projects, and based on this knowledge, the elaboration of jointly-made proposals), it **favors obtaining more wide-ranging results** (given the diversification of target-publics and organizational and professional inter-knowledge), it **strengthens the dissemination of best practices and the achievement of outcomes via partnerships** (which stem from the commitment to responsibilities and the division of tasks amongst the parties involved with the project), it **favors information sharing** (promoting moments of team-work and sharing), it **reinforces networking** (via the creation of interpersonal and interinstitutional connections on the professional and political level), and **mediation among counterparts** in the resolution of disagreements and conflicts. (Almeida, 2017).

Empowerment thus implies the development of participatory processes with respect to the construction of autonomy for the individuals and populations with which one works, and in so doing serves to produce those conditions that are conducive for decision-making and that create and develop the structures which enable opportunities to arise.

References

- [1] Albuquerque, José Augusto Guilhon (1995). Michel Foucault e a teoria do poder. *Tempo Social; Rev. Sociol. USP*, S. Paulo, 7(1-2) – outubro, pp. 105-110.
- [2] Albuquerque, Cristina; Santos, Clara, & Almeida, Helena (2016). Assessing “empowerment” as social development: Goal and process. *European Journal of Social Work, May*, pp.1-13.
- [3] Almeida, Helena (2001). *Conceptions et Pratiques de la Médiation Sociale. Les modèles de médiation dans le quotidien professionnel des assistants sociaux*. Coimbra, Fundação Bissaya-Barreto/Instituto Superior Bissaya-Barreto, 439 pag.
- [4] Almeida, Helena (2017) Participação como eixo estratégico renovado na intervenção social. *In press*. Universidade de Coimbra, Portugal.
- [5] Almeida, Helena & Serra, Pedro Vaz (2016). The architecture of participation in transformative social intervention processes. *The 4th International Virtual Conference on Advanced Scientific Results (SCIECONF-2016)*, June 6 - 10, 2016 (www.scieconf.com, Slovakia), pp. 119-122.
- [6] Alsop, Ruth; Bertelsen, Mette & Holland, Jeremy (2006). *Empowerment in Practice: From Analysis to Implementation. Directions in Development*. Washington, DC: World
- [7] Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/6980> License: CC BY 3.0 IGO.
- [8] Arnstein, Sherry (2002). Uma escada da participação cidadã. *Revista da Associação Brasileira para o Fortalecimento da Participação*.
- [9] Bauman, Zygmund (2003). *Comunidade: a busca por segurança no mundo atual*. Rio de Janeiro: Jorge Zahar Ed., 2003. 144 p.
- [10] Bobbio, Norberto (2007). *Estado, Governo e Sociedade: para um teoria geral da política*.
- [11] 14^{ed}. Editora Paz e Terra. Printed in Brazil.
- [12] Carvalho, Sérgio Resende (2004). Os múltiplos sentidos da categoria “empowerment” no projeto no projeto de Promoção à Saúde. *Cad. Saúde Pública* 20, n. 4 (jul-ago): 1088- 1095.
- [13] Dicionário Aurélio (2016). Published on: 2016-09-24, revised on: 2017-02-27. Available at: <https://dicionariodoaurelio.com/poder>. Accessed on: 04/05/2017.
- [14] Freire, Paulo (1987). *Pedagogia do oprimido*. 17^a edição, Rio de Janeiro. Paz e Terra.
- [15] Gohn, Maria da Glória (2004). Empoderamento e participação da comunidade em políticas sociais. *Saúde e Sociedade*, v.13, n.2, p.20-31, maio-ago.
- [16] Horochovski, Rodrigo Rossi (2006). Empoderamento: definições e aplicações. (Gt 18) –
- [17] *Poder político e controles democráticos*. Santa Catarina. Submitted for publication.
- [18] Hur, Mann Hyung (2006). Empowerment in terms of theoretical perspectives: exploring a typology of the process and components across disciplines. *Journal of Community Psychology*, 34(5), pp. 523–540. Published online in Wiley InterScience (www.interscience.wiley.com).
- [19] Kleba, Maria Elisabeth & Wendausen, Agueda (2009). Empoderamento: processo de fortalecimento dos sujeitos nos espaços de participação social e democratização política. *Saúde Soc.* São Paulo, 18(4), pp.733-743.

- [20] Ninacs, Willian, (2003). Empowerment: cadre conceptuel et outil d'évaluation de l'intervention sociale et communautaire. *et La Clé*. November.
- [21] Ornelas, José. (1997). Psicologia comunitária: Origens, fundamentos e áreas de intervenção. *Análise Psicológica*, 3(15) – setembro, pp. 375-388.
- [22] Perkins, Douglas D. & Zimmerman, Marc A. (1995). Empowerment theory, research, and application. *American Journal of Community Psychology*, 23(5) – October, pp. 569-579.
- [23] Pinto, Carla Cristina Graça (2011). Representações e práticas do *Empowerment* nos trabalhadores sociais. (Doctoral Thesis in the Social Sciences with specialization in Social Policy). Lisbon.
- [24] Pretty, Jules (1995). Participatory Learning for Sustainable Agriculture. *World Development*, 23(8), pp. 1247-1263.
- [25] Sadan, Elisheva (2004). *Empowerment and Community Planning: Theory and Practice of People-Focused Social Solutions*. (Translated from Hebrew by Richard Flantz). Tel Aviv: Hakibbutz Hameuchad Publishers [in Hebrew]. (Originalmente publicado em 1997).
- [26] Silva, Carmem & Martínez, María Loreto (2004). Empoderamiento: proceso, nivel y contexto. *Psykhe*, Santiago/Chile, 13(1) – May, pp. 29-39.
- [27] Tenório, Fernando Guilherme & Rozenberg, Jacob Eduardo (1997). Gestão Pública e Cidadania: Metodologias Participativas em Ação. *Cadernos Gestão Pública e Cidadania*, vol.7 - June.
- [28] World Bank Learning Module, (2007). *Empowerment in Practice: Analysis and Implementation*. May. 72 pages. Stock No. 37272. N.W. Washington, D.C. 20433, U.S.A.
- [29] Zimmerman, Marc & Rappaport Julian (1988). Citizen participation, perceived control, and psychological empowerment. *Am J Community Psychol*. Oct;16(5):725-50.

Employee Satisfaction vs. Employee Engagement vs. Employee NPS

Maya Yaneva

PhD student, Institutional affiliation: VUZF, University of Finance, Business and Entrepreneurship, Sofia, Bulgaria

Abstract

Human Resources are key for the success of business organizations. The science is focusing on Human Resources Management in times when technical resources are rapidly developing and significantly changing the working environment. The requirements toward the human resources are evolving as well. At the same time, the expectations of the candidates toward the employers are getting more demanding in terms of working conditions and appreciation. Employee profiles and change management are key aspects of HR management while the companies are striving to adjust their learning and development programs, working environment and structures in order to retain and develop their associates. Companies start to measure their employees' satisfaction, than converting to employee engagement and nowadays more and more organizations are focusing on employee NPS (net promoter score)¹, which is not only promoting the products or services of the company they are engaged in, but also the company as an employer. This paper is focusing on employee satisfaction, employee engagement and eNPS (employee net promoter score). It gives guidance what are the global trends with local impact, presenting results from several surveys on the Bulgarian market of global and local companies executed between 2012 and 2017. The primary focus of the research is to outline which channels and ways of communications are the most beneficial in the attempts of the business organizations to address their employees, boost their enjoyment and motivation and make them ambassadors of the product and services they produce, but also promote them as an employer. Presenting the outcome of the surveys is giving guidance on top drivers for employee satisfaction, engagement and loyalty. It is leading to conclusions that are enlightening the associates' interpretation of those drivers in the different contexts of business environment. The organizations are conducting internal surveys within their global structures, but also participating in researches on the local market in Bulgaria to cross check the findings and the trends. Local cultural differences are influencing the organizational culture and trends of the business. The paper analyses the results related to the Bulgarian market and provides further recommendations as to how to address the findings resulting from the survey.

Keywords: employee satisfaction, employee engagement, employee NPS, net promoter score, communication, human resources, employee retention

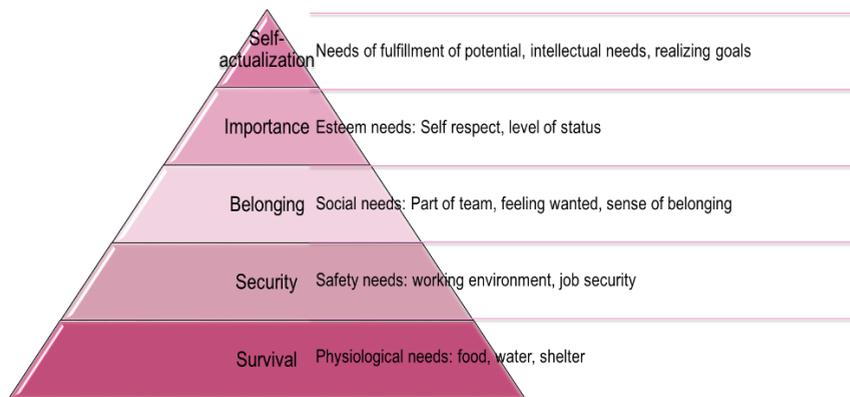
Introduction

Every organization is striving for profitable and sustainable business; therefore, it is important to analyze the drivers that are supporting the achievement of its main goal. High utilization and efficiency of the employees, as one of the main resources in each organization, are the most complex and difficult to address in times of developing technology and digitalization. The human resources as one of the main resources of each organization remain an intriguing area for the science and practice in order to outline, which drivers enhance the efficiencies and human productivity. Human resources management as a field of the management science is focusing on employees and their interactions with the employers. Due to the constant and accelerating industrial development, the science is shifting from regulation of the basic needs of labor force in the beginning of the 20th century, through human resources management in mid of the century, and further to direction of human capital development in the recent years.

Similar to the Maslow's pyramid "Hierarchy of needs", employees' needs and expectations evolve, hence very often it is used to support and visualize the engagement levels of employees in the organizations.

¹ AON Hewitt, Engagement survey, 2015 and 2016

Figure 1. Maslow's pyramid "Hierarchy of needs" and employees' needs and expectations in the organization.



Whereas the attitude in working environment is being provoked by the engagement of the employees, different types of employee attitude-, satisfaction- and engagement surveys are being utilized in the organizations in order to ensure that the leadership gets detailed and full picture of employees feelings, perceptions and expectations. These tools are seeking the feedback from the employees about the actions and decisions of the management in terms of ensuring stable working environment, responding to the basic and safety needs of their associates and further providing opportunities for development. until the level of full utilization of the employees' potential.

The objective of this article is to present how the measurement of the employee satisfaction in a global company evolves to net promoter score survey and comparing the results with employee engagement survey in Bulgarian market that is being rolled out.

The company is a leading global business process outsourcing (BPO) provider of customer care and complementary back-office processes its clients are many of the largest and well-known brands in the world. These clients have selected and continue to partner with the BPO provider for one reason: The company delivers the results that are wanted and expected. With over than 30 years of industry experience, this BPO organization has twice been ranked as the top overall call center outsourcing provider in Datamonitor's annual Black Book of Outsourcing survey. Nowadays its' more than 75,000 employees provide clients with predictable and measurable return on their customer investment by building customer loyalty, increasing sales and improving efficiency. With locations span of more than 120 sites in 25 countries across North America, South America, Europe, Africa, and Asia Pacific, the key capital of the company are the employees. The associates are the ones who actually deliver the results expected by the clients. Moreover, to be a leader in the industry or preferred and trusted partner a business organization should even exceed the expectations. The success of the business is in the hands of the associates all over the world, therefore the focus of the organization is to ensure that they retain satisfied and engaged employees that committed and contribute to the success of their employer and clients. This is a very complex task of the human resources partner management team in the company.

In 2009 the HR organization rolls out globally associates' satisfaction survey. Through massive internal communication campaign, the company announces the upcoming survey as a vital tool to provide the organization and its leadership with associates' views and opinions on issues that directly affect them.

The survey contents seven questions:

- What is your overall satisfaction with the company?
- Did you receive the tools to execute your job properly?
- Do you receive praise and recognition for your job and results?
- Do you receive training that keeps you prepared for your tasks?
- Are you given the opportunity to learn and grow in the company?
- Do you think that your opinion counts and actions will be taken based on this survey?
- Do you feel that your management is keeping you informed about key issues?

Seven questions with field for free text answer are shared via web based anonymous survey that gives the opportunity to export and analyze the data. It provides breakdown per location, site, team, department, client supported and length of service with the company. The management of every location reviews the results, presents the outcome of the survey on global and local level and discuss proposal for action plan during open sessions with the employees. Afterwards action plans are shared and regularly updated about the progress of each action.

The results in terms of overall satisfaction of the office in question for the period from 2009 and 2014 vary from 74% to 92%. This office in Sofia exists since 2006 and following the global tendency of correlation between employee satisfaction and tenure in the company the first couple of years during significant growth of the business growth the associate satisfaction is in the range of 85% and above. In 2013 and 2014 after couple of years of stable employee population, the satisfaction decreases to 77% and 74%.

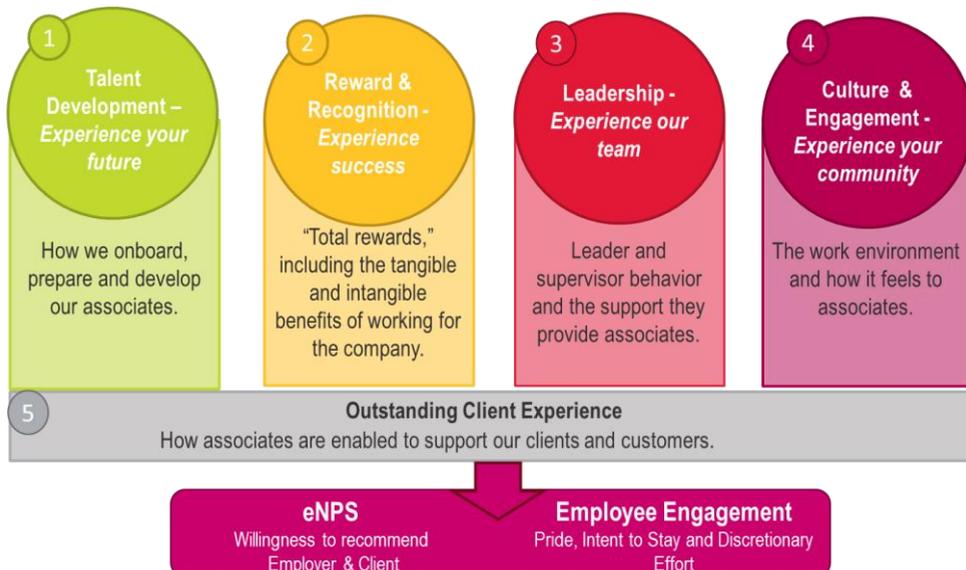
At the same time, the global HR management team is considering a change that aims to deliver better understanding of the employees' feelings toward the employer. They have launched a new brand and People-first strategy. They want to ensure their employee survey aligns to these priorities and is a useful business tool that predicts retention and performance. Thus, they made certain changes to the employee survey in 2015 to address these needs. The changes are meant to help clarifying the purpose of the survey to the associates and measure the success of their People-first strategy. Through dedicated informational campaign, the launch of the new survey describes what the changes are and why they are happening. New employee engagement category is replacing the satisfaction category. It is a more rigorous test of how employees think, feel and behave toward an organization. According to the HR management team the satisfaction is a passive measure and does not reflect company's goal to create passionate and engaged promoters of its employers brand. An overall engagement category score is replacing the overall satisfaction score. In order to ensure the survey meets industry standards, they have revised their Employee Net Promoter Score (eNPS) to only one item, that is the true parallel measure of Customer Net Promoter Score. It measures employee advocacy using an 11-point scale (0-10) and is based on the fundamental perspective that employees can be divided into three (3) categories: Promoters, Passives and Detractors. eNPS is the "ultimate" measure of success - engaged employees are much more likely to promote their organization.

According to the presented scoring system 10 9 8 7 6 5 4 3 2 1 0, where 10 is very likely and 0 is not likely at all, promoters score with 10 and 9, passives are 8 and 7 and detractors are from 6 to 0, inclusive.

The formula for eNPS calculation: %Promoters - % Detractors = eNPS

The survey items examine five important associate experiences that impacts eNPS and engagement. The new format of the survey includes the following categories:

Figure 2. Employee Net Promoter Score categories.



The definitions of the three categories below are introduced to high and middle management of the organization in order to ensure their understanding and support of the change in the process.

In the promoter category are the employees that are loyal enthusiasts, who are committed to their company and urge their friends to do the same. They can be the best advocate and can influence many other potential employees to come their way. They are more productive, more likely to stay with their company for at least a year, less likely to have accidents on the job, and less likely to steal from their company. These employees have most of their performance-related workplace needs met.

The passive employees are satisfied but less enthusiastic and can be easily wooed by the competition. They are company's greatest uncertainty, as they may be productive but they are not connected to their company. They are more likely to miss workdays and more likely to leave their company. These employees have some of their performance-related workplace needs met, but have many needs unmet.

Detractors are the employees that can be the company worst critic and can influence many other current and potential employees. They are typically unhappy employees trapped in a bad relationship by convenience, lack of alternatives, inertia, or other reasons. They are physically present but psychologically absent. They are unhappy with their work situation and insist on sharing that unhappiness with their colleagues. These employees have most of their performance-related workplace needs unmet.

The following table presents the breakdown of items per category and the results of the office in Sofia with 530 participants that have completed the survey.

Table 1. eNPS questionnaire in use and results for 2015 in Sofia.

Priorities	2015 Sit & Tell Items	Sofia (530)
eNPS	eNPS: recommend the company as a place to work	1%
	Promoter	36%
	Passive	28%
	Detractor	36%
	eNPS: recommend my client's products & services	-2%
	Promoter	34%
	Passive	29%
	Detractor	36%
Overall Engagement	I plan to stay at the company for a long time.	49%
	I am proud to work for the company.	48%
	At the company, people are willing to give extra to get the job done.	55%
Talent Development – Experience your future	I have been given opportunity to learn and grow at the company.	51%
	The training I receive prepares me to perform my job to ensure our client's success.	70%
	People are made to feel welcome here.	61%
	My direct supervisor encourages my development.	71%
Reward & Recognition - Experience success	People are rewarded according to their job performance	50%
	I receive praise and recognition for strong performance	62%
	People are encouraged to balance their work and their personal life	48%
	I am satisfied with my work schedule	70%
Leadership – Experience our team	The management team in this location acts in a way that demonstrates that people are a priority.	55%
	The management team in this location keeps me informed about key things.	63%
	My direct supervisor keeps me informed about key things.	79%
	My direct supervisor creates an environment of trust and support for our team.	78%
	My direct supervisor listens and shows understanding when I make an honest mistake.	85%
	My direct supervisor gives me ongoing feedback that helps me improve my performance	81%
Culture & Engagement - Experience your community	My direct supervisors delivers on commitments to me.	81%
	I enjoy coming to work.	60%
	I feel valued as a team member at the company.	65%
	I believe changes will be made as a result of this survey.	43%
	I have the tools, materials and equipment I need to do my job.	67%
Outstanding Client Experience	I feel good about the ways we contribute to the community.	49%
	I can see a clear link between my job and the actions the company is taking to be #1 for my client.	54%
	I understand how my work creates value for my client.	77%
	I have strong relationships and feel connected with my client.	56%
	I have the opportunity to provide customer feedback to my manager or client representative.	63%

Majority of the questions from the satisfaction survey exist in the new survey as well; however, the new one is significantly more detailed and structured in order to support better clarity.

Table 2 is presenting the employee net promoter score in Sofia for 2015, 2016 and 2017. There is big deviation of participants and eNPS. Based on the results presented could be concluded that the employees of this office are not promoters of the employer brand and wouldn't recommend it to a friend for work or to prospect client for partnership. The reality is contradicting such statement as the company doubled its size and the number of employees in 2017, whereas about 50% of the new hires are recommended by current employees. Conducting root cause analyses of the results per category and department it is visible that the score is also dependent on type of the work and client supported.

Table 2. Sofia office eNPS results for 2015, 2016 and 2017.

Sit & Tell Items	2015 Sofia (530)	2016 Sofia (280)	2017 Sofia (680)
eNPS: recommend the company as a place to work	1%	-11%	7%
Promoter	36%	33%	39%
Passive	28%	23%	30%
Detractor	36%	44%	32%

Through years the top drivers for employee satisfaction and eNPS for the company globally and in the office in Sofia are:

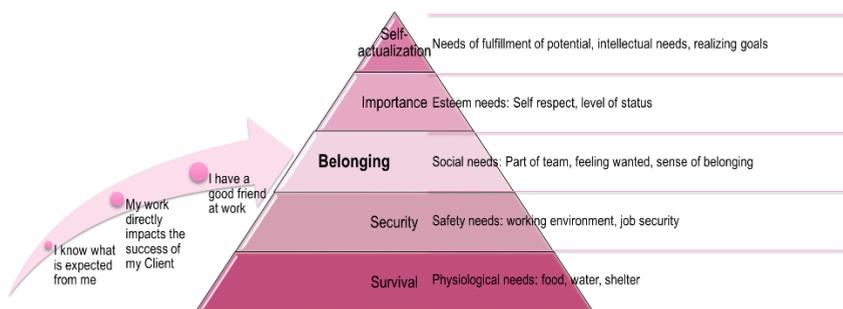
I know what is expected from me

My work directly impacts the success of my Client

I have a good friend at work

In order to execute the job properly to be efficient and successful every employee should be clear on the expectations toward the tasks execution. In the BPO industry as per nature the outsourced tasks are executed on the behalf of the company outsourcing the service, hence the clear understanding that, the employees of the BPO Company are directly affecting the success of the client that they are supporting. Having a friend at work gives the feeling of belonging, appreciation that is motivating the people to be valued part of a team or group.

Figure 2. Top three drivers for satisfaction corresponding to Maslow's pyramid of needs.



The three areas with least satisfaction again both globally and locally in Sofia are:

1. My opinions count
2. I feel that the management team in this location keeps me informed about key things
3. There have been positive changes since the last satisfaction survey

It is interesting fact that these questions have scoring with 60% and above. There is perception among the employees that nevertheless they provide their feedback and suggestions they are not implemented. When it comes to the communication and implementation of actions, it is clear that the associates are missing the transparency. There is big deviation of approximately 30% between top and bottom satisfaction drivers. The management of the company is striving to implement

actions and drive for changes in the internal organization in every location in order to bridge the gap between the both groups. This will help for better consistency in all aspects human resources management. In order to enhance further the engagement of the employees the employers has must ensure that the esteem needs are met. Appreciation, reward and recognition as areas of improvement in order to bring the relationship between employer and employee to the next level.

The third type of survey that is focusing to enhance the employer brand is Best Employer survey, organized and conducted by AON®. This is a survey that is conducted more than 11 years on the Bulgarian market and the company in focus participates in it. The reasons for this company to take part in one more survey is not only to compare the outcome of the different surveys and to benchmark on the local market among the competitors from the same, but also different industries; it is helping the company to leverage the findings and to make strategic decisions about HR policies. In the survey take part more than 50 companies, 13 000 employees from more than 10 industries. The methodology of the survey is focused on the main elements of engagement: mindset change, experience and willingness. Four areas are outlined in order to be best employer and greater performer.

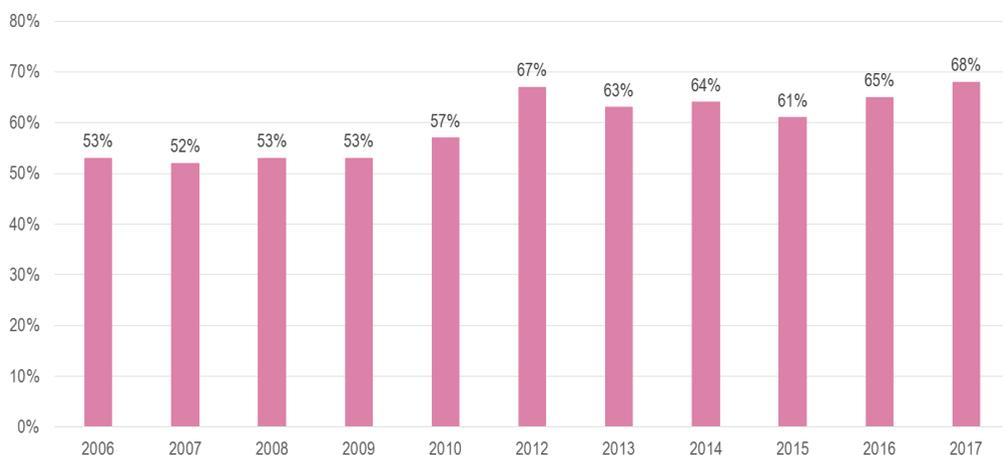
Engagement. Employees speak positively about their employer, they have emotional attachment to the organization and they feel motivated to exert the extra effort to meet the business goals.

Leadership. The top management team of the company can engage the employees with the future vision and the company toward business success. People focus is key ingredient of the management principles.

Performance culture. The employees are aware of the company goals and their personal contribution in the overall performance. People are motivated with different tools to achieve high level of performance and personal growth.

Employer brand. The company manages to attract the workforce that needs to realize the business goals. The company image on the product/service market is aligned with that of the labor market. Employees are offered a fair deal that is kept and respected.

Figure 3. Engagement trends on the Bulgarian Market.



Based on AON engagement survey outcome it is visible that the employee engagement is increasing. With the expansion of foreign investments and development of the local market the engagement among the employees in Bulgaria is developing. Interesting fact is that the companies with foreign participation in the management or ownership are having on average 6% higher employee engagement results compared to the local companies. Again, the companies with foreign experience are more matured in designing the HR policies, which are applied and adjusted to the local market. Employee engagement trends of the Best Employers are about 20% above the average for the country, whereas the BPO industry is at the level of 50%. The biggest drivers for high engagement in this industry is the work-life balance, followed by interactions with the colleagues and trust in the line management.

Comparing the results of the three types of surveys there is trend showing that the companies are striving to improve the working environment, enhance the relationship with the employees in order to be more transparent and responsive the associate's needs. The effect of the HR policies and initiatives is visible in the positive trend of the employees' satisfaction

and engagement. In the last years it is not any more that important an employee to be satisfied with the employer as this keeps the company at the average level, there is nothing special to engage the employee. It is more important to engage the employees, to make them feel that they contribute to the success of the business, to feel the respect and the appreciation, to praise them by giving them the opportunity for creativity.

No matter what type and how often surveys are rolled out in the company if the employees do not see any consequences after that the engagement will decrease in the organization. For the success of every company is crucial to check the pulse of the employees and to make sure that the proper communication, right policies and processes are in place to support that initiative in order to bring this relationship to the next level.

People are getting used to the new things very fast and tend to forget the improvements in the surrounding working environment and if they are not reminded about the efforts invested, or the costs associated in simple office space refurbishment they will take it as given. Hence, the management in the organization in partnership with HR team should systematically inform the employees of the investments done, which are directly or indirectly supporting working environment enhancements.

The surveys are helping to gather detailed feedback that is giving indication if the efforts of the leadership are in the right direction. These pulse checks are supporting the calibration on expectations between employees and employers. It may happen that a social benefit, which is introduced to employees, is with such bad quality that may cause very negative reactions instead of appreciation. It is possible that international companies are rolling out global initiatives, which do not match the local cultural specifics and may cause dissatisfaction among the associates in certain territory. The frequency of the surveys needs to be well planned. Having too often surveys is not giving sufficient time for analyses and auctioning, having irregular surveys might be interpreted by the people as lack of interest from the management side. No matter what is the selected approach it should be supported by proper communication campaign.

The employees are keen to see the outcome of the survey. They are waiting eagerly to see if their own opinion is shared broadly in the organization. Therefore precise timeline needs to be presented in the very beginning what are the dates for the different stages. Again this related to transparency and commitment of the employer. At the end, equally important to the investments and the survey, is that the management of the organization, in a frank and open manner declares what are the changes that are realistic to happen based on the feedback from the survey, and what cannot be actioned, but providing reasonable explanations for that.

Bibliography:

- [1] Maslow, A. H. (1943), *A Theory of Human Motivation*, Psychological Review, 50, 370-396., <http://psychclassics.yorku.ca/Maslow/motivation.htm>
- [2] Derek R. Allen, and Wilburn, M. (2002) *Linking Customer and Employee Satisfaction to the Bottom Line: A Comprehensive Guide to Establishing the Impact of Customer and Employee Satisfaction on Critical Business Outcomes*, Milwaukee, Wisconsin: ASQ Quality Press
- [3] Shopov, D. and Atanasova, M. (1998), *Human Resources Management*, Sofia: Trakia-M
- [4] Paunov, M. (2009), *Values of the Bulgarians. Contemporary Portrait on European Background*, Sofia: Stopanstvo
- [5] Paunov, M. (1999), *Organizational Behavior*, Sofia: Ciela
- [6] Drucker, P. (1988), *The coming of the new organizations*. Harvard business review
- [7] Drucker, P. (1994), *Business purpose and business mission. Tasks, responsibilities, practices*, New York: Harper and Row publishers
- [8] Kamenov, K., Asenov, A. and Hadjiev, K. (2000), *Human, Team, Leaders*, Sofia: Lyuren

Maya Yaneva has a Master in Human Resources Management since 2002 from UNWE, Sofia and was certified by Vienna Economic University for graduating courses of Interpersonal Relations in Management and Business Logistics in 2003.

Maya Yaneva has more than 10 years of experience in Business Process Outsourcing industry as part of global organization among the leaders in the industry. Through the years she has developed in the organizational ladder holding several management positions: starting as Operations Manager in 2008 for EMEA multilingual multichannel support for one of the world's leading mobile manufacturer companies. After 4 years she was promoted to the role of Senior Operations Manager and moved to support the opening new office in Belgrade. From May 2012 for 5 years she was the head of Sofia office, managing a site of approximately 800 employees supporting 13 global clients. Since October 2017 she was promoted

as Director Account Management, EMEA, being responsible for key global clients, developing and strengthening the cooperation with them.

Coming with strong business experience Maya Yaneva is interested in the fields of Intercultural management, human behavior, organizational behavior, organizational culture and communication in organization for optimizing the relations between management and employees, EU and international relations.

Rewords and recognition: 2014 National Golden Prize Award "Human Resources" from HR Magazine and Foundation "Human Resources in Bulgaria and EU Integration" for Employee Commitment

Practices of Including a Student in the School Space Based on the Example of Selected Visual Representations

Longina Strumska-Cylwik

Małgorzata Lewartowska-Zychowicz

Maria Szczepska-Pustkowska

University of Gdansk

Abstract

The main subject of this work is the school space considered from the perspective of including a student in it. A starting point of the analysis is the assumption taken from Erving Goffman and Anthony Giddens that the space defines the social situation at school and imposes the framework for interpreting the behavior and interactions that occur within it. In this perspective, the term "space" refers not only to physical space, but also to the psychological space of life. People strive to personally organize it by placing their own works/creations there so that they can give it their own meanings and symbolic senses, identify with it, and thereby transform the untamed/unknown space into their "own"/tame place. The main aim of the work is to determine how much of the school space is the space of the students and for the students, and to what extent it is transformed into place. In this context, the authors take into consideration the pedagogical practices that involve students in the school space. They are illustrated with selected visual representations, indicating both constructive practices aimed at actively involving students in the school space as well as feigned (and as a result exclusive) activities. The methodology of work is based on visual ethnography to recognize the visual image of the school, its culture, and on the use of photographs that refer to the anthropology of the picture (following R. Barthes, H. Belting, S. Sontag, P. Sztompka, J. Nowotniak).

Keywords: space, place, including, excluding, school

Introduction

Towards School as a Student's Place – Reggio Emilia Approach

The main assumption of our work is a belief taken from E. Goffman and A. Giddens that the school space is an important factor in the learning process (initiating, as well as blocking certain forms of student activity) which also defines social relations (by imposing rules of behavior and interaction patterns between people). The arrangement of school space, its colors and furnishings, are the carrier of meanings created by the dominant school culture. Thus, the analysis of the school space can provide important information on the tension between attempts to democratize it and the relationships of power and subordination, or on the rivalry of social actors for the definition of situations and phenomena (Janowski, 1995; Parsons, 1959; Durkheim, 1956). From this perspective, the importance of school space goes back to the processes of constructing human identities, because as A. Bańka points out, "architecture exists both in the form of physical space and in the intangible form of human behavior, in the psychological space of life" (Nowotniak, 2002, p. 69). In this context, what is revealed is the importance we attach to the student's participation in constructing the school space, to his inclusion in organization of his own place. We perceive this practice as something significant from the perspective of co-defining the

world, legitimate ways of satisfying needs, desirable ways of behavior or communicating with others and treating each other (Barker, 2005).

An interesting exemplification of this practice is found in Reggio Emilia system of (early childhood) education. This approach is valued as an important alternative to traditional education and an important source of inspiration for reforms in the space of educational institutions for pre-school and younger school-age children (Śliwerski, 1992, p. 9); however, due to its nature it can be shifted onto the education of older students as well.

The origins of this extremely interesting idea reach the constructivist idea of J. Piaget, L. Vygotski and J. Bruner which boils down to the belief that there is no permanent and unchanging idea of the school. Therefore, Reggio pedagogy is not a formal model of education (such as, for example, Waldorf education or Montessori schools in which there are well-defined methods, standards and certificates for teachers, or accreditation processes). It is also not a ready-to-use model, but it is subject to constant changes depending on the needs and for this reason it is sometimes referred to as pedagogy as a project (Malaguzzi, 1993; Gandini, 2012). The special mark of Reggio's pedagogy is a new image of a child as a full subject, endowed with the potential and ability to wonder; a strong, intelligent, competent, creative researcher-explorer, contributor and participant in the communication process. From birth, a child is considered to be strong, open to the world, capable of creativity and construction (of knowledge), and his competences in these areas find realization in interaction with others, in interpreting reality and the world, in giving them their own meanings, or creating their own art and theory (Malaguzzi, 1998). The child is therefore treated as the owner and co-creator of rules (Malaguzzi, 1993a).

Adopting such an image of a child requires an adult's absolute respect for his identity, individuality and otherness. That is why one of the most important features of Reggio's pedagogy is to maintain an intense and permanent dialogue between adults (teachers, parents) and children. This dialogue is rooted in their changing experiences (Rinaldi, 1998, p. 58). It is argued by the key assumption of Reggio Emilia that a child must have control over the direction in which his/her teaching/learning is heading (Rinaldi, 1998, pp. 51-52).

In this context, the environment (also the school environment) with which the child remains in a close relationship is particularly significant. Reggio Emilia thinks about space as a "container" that is conducive to children's social interactions, exploration (of the world), learning and creativity. The space conceived in such a way has an educational "content" – it contains an educational message and it is loaded with stimuli for mutual experience and constructive learning (Gandini, 2012, p. 320). Space is treated as a kind of a "third teacher" (after the teacher – a guide and parents). That is why Reggio pays close attention to what the environment "teaches a child".

Transferring this idea into the physical dimension of the school space, Reggio Emilia creates a space for students, in which their interests and creativity are constantly and naturally stimulated. The design of each institution is the result of a deep reflection and dialogue between teachers, parents and the architect. The central place in the building is usually occupied by an internal courtyard (piazza), available to all students in the school, and which includes areas for common play and working tables where students of all ages can work together. This place also serves school celebrations and meetings with parents. Smaller rooms located around the piazza are separated only by glass walls, which fosters a sense of community. Each classroom has studio spaces (in the form of a large, centrally located studio) and several smaller mini-ateliers (designed for group work). In each classroom, there is also a place for art classes, a special construction corner, a place for playing games, a place for resting, a library and letterboxes. Even the canteens and bathrooms are designed in such a way as to encourage children to searching and interactions (The Reggio Emilia Approach ... 2006).

Every wall plays an important role in Reggio Emilia schools. As Loris Malaguzzi (an initiator and creator of these schools) pointed out, the walls "speak and document". They are a place of permanent or temporary exhibitions (illustrating the educational process) that present not only various works of the students, but also the opinions of the teachers, descriptions and reports of photographs and projects carried out by the children. Thanks to them, one has a chance not only to admire

students' works, but also follow and reflect on the process of implementing the projects, which initiates everyday interaction and communication between the students, teachers and parents (Gandini, 2012, p. 41).

Carefully thought through and organized activities include the integration of each class with the rest of the school, and the school with the outside world¹. This huge importance attributed to (school) environment has its source in the belief that the children can all the better create the meanings of the surrounding world, the more the environment supports complexity, diversity, the more it sustains and transforms relationships between people, the more it takes into account children's imagination, a world of experiences, ideas and the multiplicity and diversity of expressing them (Malaguzzi, 1998). The attention of educators is therefore directed towards such organization of the school space that allows students to use it creatively and to arouse certain feelings (The Reggio Emilia Approach ... 2006). The school space is organized in such a way to be rich in possibilities and to encourage students to be creative, to explore the world and to solve problems (usually in small groups where cooperation and discussion intertwine). Children's art is present at every step – on the walls, windows, ceilings (hanging works) and tables. When visiting Reggio Emilia school, an observer has no doubts that these schools are a place of widely understood authentic students' creativity, and not a place of reproduction and transmission (of knowledge) (Bonar & Maj, 2015, p. 45).

All the elements of school environment constitute a space that is often subject to re-arrangements, and in the whole building, an effort to create opportunities conducive to children's interactions, learning and creation is visible (Bonar & Maj, 2015, pp. 45-46). After the visit in Reggio Emilia school, Jerome Bruner wrote: "What struck me in Reggio Emilia is the way imagination is cultivated there, while strengthening the children's sense of what is possible (...). This imagination is what saves us from the obvious and the banal, from ordinary aspects of life. Imagination turns facts into presumptions. Even a shadow cast on the floor is not just a shadow: it is a mystery. Try to draw it and you will understand" (Bruner, 2012, pp. XVII-XVIII).

Reggio Emilia Approach has become an inspiration for us to search in Polish state schools for traces of practices of including students in the organization of the school space.

Methodological Assumptions of the Research Project

The methodological layer of the work was based on anthropology of visual image and visual ethnography used to recognize the visual image of the school's culture from the perspective of practices involving students in shaping its space (Barthes, 2008; Belting, 2012; Sontag, 2017; Nowotniak, 2012; Sztompka, 2017). We follow the assumption of Susan Sontag and Hans Belting that photography, although it cannot explain anything itself, is a perfect basis and inspiration for deducing, speculating and reflecting on the world. Photography does not reflect reality as it is, but it is able to synchronize a human view of the world with the world itself, it allows the creation of internal images of the world, out of the horizons of the photographed place, object or situation. Each visual view of the world is connected with evoking of human imagination to transcend to human memories and images (Belting, 2012; Sontag, 2017; Barthes, 2008). In this context, collecting photographs can be considered to be the same as collecting the meanings of our world.

Our research project has been located in such a context and is focused on searching for visual traces of practices of involving students in the creation of school space. We perceive these practices as potentially significant from the

¹ Schools modeled on Reggio are bathed in natural light, full of diverse plants. All classrooms open to the inner courtyard, the glass walls in the kitchens provide a view of the nearest neighborhood. At the entrance to the building photographs are presented, children's works provided with transcriptions of projects and discussions they run. The same applies to classrooms in which project exhibitions are usually varied with a wide range of items and materials. Elements of documentation of children's works (drawings, sculptures, etc.), various "treasures" collected by children during walks are arranged in such a way as to attract attention and focus interest of both children and adults.

perspective of transforming the institutional space of the school – untamed and strange – into domesticated, tame and own place, thanks to its organization and management of students' own activities, their own works and products.

The heuristic database was a collection of several hundred photographs of spaces in Polish state schools which were analyzed from the perspective of their form, content and constructed meanings. The analysis allowed to distinguish three basic types of practices of including students in the creation of school space: an actual inclusion of the student in the creation of school space, a feigned inclusion and a mediated inclusion.

Practices That Actually Involve the Student in Creating a School Space

Practices that really involve the student in the creation of school space are usually limited to making accessible a small fragment of the school space (a table, some part of a wall), on which the products of their activity are temporarily displayed (Fig. 1, 2). The nature of this space is conducive to the makeshift nature of the products (blackboard paint which covers the walls enables easy wiping of the chalk; works on the board can be easily removed and replaced with new ones). This element of provisionality can, however, be seen as a way to protect the school authorities from the non-standard use of them by students. Sometimes, the use of the classroom space to make it available to the students is surprising with regard to its unconventionality (Fig. 3).

We perceive the presented practices as inclusive because the pupils can use this small space in their own way, which facilitates the activation of their creative potential. It is visible in products that become transgressive in relation to rigid frames typical of works created under the teacher's control. Students seem to go beyond the routine of school rules connected with performing certain tasks, and their products vary in accordance with the features and ideas of their creators (Fig. 4, 5, 6).

The space managed independently by the students also has the hallmarks of interactions between them, which is visible in the case of works of collage type (Fig. 7, 8). They illustrate the exchange of associations, ideas and meanings between students, which leads to the creation of a coherent work. We perceive this type of practice as particularly significant from the perspective of constructing identity of the student who, together with others, creates the common space. The process of its production, and more precisely its transformation into a place, requires not only an activation of an individual creative activity but also the discussion, negotiation, an effort to agree on the perception of the world, attitudes towards it and the meanings given to it. Skills of this kind are crucial for the student's social development, as they constitute training in determining their position in relation to other social actors.

Practices that really involve the students in creating the school space, despite their limited and incidental character, are treated as a significant leaning out of the school in the direction of recognizing the subjectivity of the student as a person being capable of self-determination on space intended for him by definition. They have a constructive nature in the pedagogical sense because they encourage students to independently create their own place, to express themselves, their feelings, emotions and thoughts, to create autonomous meanings that transcend school schematism. Places created by the students themselves show the productive dynamics, creativity and originality of their products. Therefore, they serve to activate the broadly understood potentials embedded in them.

Practices That Seemingly Involve the Student in Creating a School Space

The analysis of the empirical material revealed that in the culture of the Polish state school, the practices that only seemingly involve the student in creating a school space appear more often than the ones that really do it. However, they are of a very diverse nature: from discreet and implicit disciplining of the student's seemingly autonomous activity through insistent unification, to total mimicking of the students' participation in creating the school space. Each of these practices can be said to trigger a controlled, or at least externally controlled type of student activity, but it is still only seemingly involvement and presence of the student in transforming the institutional space of the school into a place of the student. This type of

space usually includes class newsletters, very often used by the teachers who make use of thematic works of students created for this purpose, or occasional installations placed in the corridor cabinets, made by the teacher with use of his own elements or produced by the students under his/her strict control (Fig. 9, 10).

The first type of space distinguished in this group is represented by rather unusual photographs of the side walls of the teacher's desk that was made available for the students to independently utilize it (Fig. 11, 12, 13). As it can be observed, the students actively used the space, filling it with various statements. Some of them are clearly critical, others are based on humor and paradox, others serve as a sign of presence, or they serve to express oneself.

The first photograph (Fig. 11) shows the part of the desk from the teacher's side, with the inscription "Headmaster", which seems to be a somewhat ironic indication of students' awareness of the relationship of power and subordination in which they participate. In the context of this photograph, it seems that the students, by exposing the superior position of the teacher, reveal ostensibility of the autonomy granted to them, and the disciplining and control practices concealed behind it.

Another photograph (Fig. 12) presents the side wall of the desk and the sentence "Do not write on the desk", which seems to have a humorous effect, achieved through the use of the paradox. However, it is complemented by another message: "Big sister is watching you" and there is a drawing of a big eye which again refers to the relations of power typical of the school's culture. The author of the message exposes the practice of constant observation that has occurred in the school for a long time (Foucault, 2009), and recently refined by school monitoring. In addition, the feminine gender used in the statement seems to point directly at the teacher who made the walls of the desk available to the students but – according to the author – she did not renounce to control the ways of its usage. This photograph seems to expose the seemingness of this practice of including a student in creating a school space.

Students' statements placed on the front wall of the desk, visible from the students' side, are the most cautious (Fig. 13). It is most often filled with the students' statements, but these are inscriptions of a "commemorative" nature ("Madzia" – as a shortening of a name "Magda"); impersonal references to subcultures ("Punk"), or some types of worldview declarations ("I am free"). They lack a reference to the culture of the school, criticism of its rules and rituals, there are no references to the interactions or interactive rituals. This seems to indicate the mechanism of self-control operating in the case of developing the most visible space, peculiar care for not exceeding the normative order of the school.

The next practice that seemingly involves the student in creating a school space, meaning class newsletters with students' works on it, is definitely more expressive and unambiguous (Fig. 14, 15, 16, 17). Its key feature is the student's complete lack of autonomy in the choice of content or form of the product, manifested in striking similarity and repetitiveness. They are completely devoid of individual characteristics of their creators, and this effect is achieved by using the same matrix, tracing paper. On the one hand, this model of student inclusion can be considered to facilitate learning and organizing the surrounding world, introducing the child to a specific community order and culture in which they live, or even as something therapeutic thanks to reference to the habits, similarities, rituals that make it easy to get accustomed to the world and express emotions (Loose, Zarbock, Graaf, 2017). However, dominating the student's activity by patterns, observed clearly in the school space, gives rise to the suspicion that the purpose of their common use is to channel human activity into the normative school order. This is supported both by the subject matter and the form of the works – the dominant aesthetics, expressed in the selection and sequence of the color and shape presented. A large number of almost identical works creates the impression of staticity, monotony, uniformity and schematicity. There is no place for unconventional perception of the world, for creating its images, and only completely unified works, one proper version of reality.

The spaces presented in the photographs indicate simulated practices that involve students in their creation¹. In fact, they are expositions of the aesthetically and semantically imposed order which reveals the relations of power and subordination typical of the school's culture. Students are treated in this context as unable to take responsibility for their own space, to co-create it, even dangerous for the dominant normative order. At the same time, however, the didactic process and the image of the school requires the creation and presentation of their works. Hence, there are clichéd, indistinguishable creations that speak more about the culture of the school than about their creators.

The Practice of the Student's Mediated Participation in Creating a School Space

The last practice is of a very special nature because it is based on a complete removal of a student from a direct participation in organizing his or her own place. This type of practice was mainly identified in school corridors (Fig. 18, 19). The characteristic feature of this practice is a strong concentration on shaping the image of the school through documentation of students' achievements (displaying the cups and diplomas). This presentation has a ritual nature (Goffman, 2000), and possible interpretations direct attention towards the rules of neoliberal culture, in which proper autopresentation is an important element of a local educational fair (Potulicka, 2014). What is striking in the way of presenting is the poverty of form and the symmetry which make the impression of scrupulousness and orderliness, vital from the perspective of building a school's brand (position). The display serves to create a conviction about the effectiveness of educational activities, documented through the cups and diplomas. However, it is completely devoid of any impact on the created space.

Conclusions

Our attempt to explore the space of Polish state schools in search of the practices of including students in its creation, ended with an almost complete failure. Among the analyzed visual representations, there is an overwhelming domination of those which indicate only seemingly participation of students in organizing the school space rather than their actual participation in it. Few examples point to attempts made by teachers to provide students with small fragments of space that they can develop in their own way. However, what is important is that these are spaces that allow only limited forms of activity/creativity; in addition, their nature most often allows only a temporary exposure, which is not without significance from the perspective of having control over it.

Reggio pedagogy, accepted as a model pedagogy, in this context is a practice completely unknown in Polish state schools which are based on different philosophical assumptions concerning the concept of childhood, human learning and, above all, are characterized by a deep distrust towards students. Hence the few fragments of space in which students' works appear, and they document rather exclusionary practices than including the student in creating his/her own place. Students' work is controlled so precisely that the products are simple, uncomplicated and extremely unified.

References

- [1] Barker Ch. (2005), *Studia kulturowe. Teoria i praktyka*, translated by: Agata Sadza, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków, pp.401-408.
- [2] Barthes H. (2008) *Światło obrazu. Uwagi o fotografii (La chambre Claire. Note sur la photographie)*, translated by: Jacek Trznadel, Wydawnictwo Aletheia, Warszawa.
- [3] Belting, H. (2012), *Antropologia obrazu. Szkice do nauki o obrazie (Bild-Anthropologie. Entwürfe für eine Bildwissenschaft)*, translated by: Mariusz Bryl, Wydawnictwo UNIVERSITAS, Kraków, pp. 258-262 and 279.
- [4] Bonar J., Maj A. (2015), *Przedszkola Reggio Emilia we Włoszech miejscem rozkwitu dziecięcego potencjału*, „Problemy Wczesnej Edukacji”, nr 4(31).

¹ Students' attempts to be included in the school space can be treated here as acts of aesthetic violence, visual pollution of public space, and even vandalism.

- [5] Bruner J., (2012), Preface: Reggio: A City of Courtesy, Curiosity, and Imagination, (in:) C. Edwards, G. Forman, L. Gandini (ed.), *The Hundred Languages of Children. The Reggio Emilia Experience in Transformation*, Praeger, Santa Barbara.
- [6] Durkheim E., (1956), *Education: its Nature and its Role* (in:) *Education and sociology*, The Free Press, Glencoe, Illinois.
- [7] Foucault M. (2009), *Nadzorować i karać. Narodziny więzienia (Surveiller et punir)*, translated by: Tadeusz Komendant, Aletheia, Warszawa.
- [8] Gandini L., (2012), *Connecting through Caring and Learning Spaces*, (in:) C. Edwards, G. Forman, L. Gandini (ed.), *The Hundred Languages of Children. The Reggio Emilia Experience in Transformation*, Praeger, Santa Barbara.
- [9] Giddens A., (2003), *Stanowienie społeczeństwa, (The Constitution of Society. Outline of the Theory of Structuration)*, translated by: Stefan Amsterdamski, Zyski i S-ka, Poznań.
- [10] Goffman E. (2000), *Człowiek w teatrze życia codziennego, (The Presentation of Self in Everyday Life)*, translated by: Helena Datner-Śpiewak&Paweł Śpiewak, Wydawnictwo KR, Warszawa, pp. 52-60.
- [11] Janowski A. (1995), *Uczeń w teatrze życia szkolnego*, WSiP, Warszawa.
- [12] Loose Ch., Zarbock G., Graaf P. (2017), *Terapia schematów dzieci i młodzieży (Schematherapie mit Kindern und Jugendlichen)*, translated by Joanna Arentewicz, Gdańskie Wydawnictwo Psychologiczne, Gdańsk.
- [13] Malaguzzi L., (1993), *A charter of rights, Reggio Emilia*.
- [14] Malaguzzi L., (1993a), *For an education based on relationships*, "Young Children" 199, nr 49 (1).
- [15] Malaguzzi L., (1998), *The Hundred Languages of Children*, Ablex Publishing, New York.
- [16] Nowotniak (2002), *Ukryty program szkolnej rzeczywistości*, Agencja Wydawnicza „KWADRA”, Szczecin, p.69.
- [17] Nowotniak J. (2012), *Etnografia wizualna w badaniach i praktyce pedagogicznej*, Wydawnictwo Impuls, Kraków.
- [18] Parsons T., (1959), *The School Class as a Social System: Some of its Functions in American Society*, "Harvard Educational Review", No 4, Copyright by the President and Fellows of Harvard College, pp. 29-297 and 318.
- [19] Potulicka E. (2014), *Rynkowy model wczesnej edukacji a stanowisko profesjonalistów - perspektywa globalna, „Problemy Wczesnej Edukacji” nr 26*.
- [20] Rinaldi C., (1998), *Projected Curriculum and Documentation*, (in:) C. Edwards, L. Gandini, G. Forman (ed.), *The Hundred Languages of Children: The Reggio Emilia Approach – Advanced Reflections*, CT, Ablex Publishing, Norwich.
- [21] Sontag S. (2017), *O fotografii (On Photography)*, translated by: Sławomir Magala, Wydawnictwo Karakter, Kraków.
- [22] Sztompka P. (2017), *Socjologia wizualna. Fotografia jako metoda badawcza*, Wydawnictwo Naukowe PWN, Warszawa.
- [23] Śliwerski B. (1992), *Edukacja alternatywna dylematy teorii i praktyki, (w:) Edukacja alternatywna dylematy teorii i praktyki, B. Śliwerski (red.), Oficyna Wydawnicza „IMPULS”, Kraków*.
- [24] *The Reggio Emilia Approach to Early Years Education, Learning and Teaching Scotland, (2006)*.

Other sources

- [1] *The authors of the photographs: Joanna Gibczyńska, Maria Jusko, Mariola Krupa, Longina Strumska-Cylwik, Jerzy Cylwik, Hanna Partyka*.

Figures



Fig. 1



Fig. 2



Fig. 3

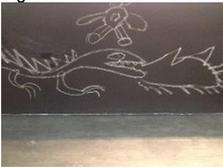


Fig. 4



Fig. 5



Fig. 6



Fig. 7



Fig. 8



Fig. 9



Fig. 10



Fig. 11



Fig. 12



Fig. 13



Fig. 14



Fig. 15



Fig. 16



Fig. 17



Fig. 18



Fig. 19

The Sharing Economy at Tourist Tours and Its Impact on the Tourist Business (Travel Agencies) in Bulgaria

Assoc. Prof. Dr. Mariana Ianeva

Ph. D. Student Ralitsa Georgieva, University of World and National Economy, Department "Economics of tourism", Sofia, Bulgaria

Abstract

This paper examines the sharing economy and the application of its manifestations in the field of business as a whole and in particular- at the tourism sector in Bulgaria. Identified are theories, regarding the technology of the sharing economy, that are also being studied by foreign researchers in order to differentiate its specificity and to illustrate its impact on diverse aspects of business. The development of the collaborative consumption also determines a restructuring of the tourist market and imposes changes in the demand for tourist product. A result of the opportunities it offers is the emergence of unpredictability at the consumer's behavior- tourists are looking for a new type of product to be created for their individual needs. Improving the link between the client and the others, involved at the creation of a tourist package, as well as offering new and diverse tourist products are presented as a way to respond to the current demand changes. Outlined are trends in the formation of a new tourist product, adapted to the contemporary consumer's needs. The paper analyzes the impact of the sharing economy on indicators, measuring changes of the attitude of tourists, connected to the preferred ways of travelling. Relatively to the examined subject, it is also researched the behavior of the Bulgarian tour operators, aimed at preserving and expanding their market positions. It is proved the need to adapt the product policy of the travel agencies to the outlined economic situation, in order to achieve sustainable development and competitiveness.

Keywords: sharing economy, tourist business, travels

JEL: L83, M21.

Introduction

The development of the shared consumption also determines the restructuring of the tourist market and imposes changes in the demand for tourist products. Result of the opportunities it provides is the emergence of unpredictability of the consumer's behavior - tourists are looking for a new type of product to be matched to their individual needs. Opportunities to improve the relationship between the end-user and others, involved in creating the travel package, as well as offering new and diverse tourist products, are presented as a way to respond to current demand changes. New trends in touristic behavior and expectations, related to the digital economy lead to digital marketing and promotion, but also are an environment for capacity building and product development.

The main **goal** of this article is to explore the application of the shared consumption on the modern tourist market, clarifying the essence and the prerequisites for its use, as well as its influence on the development of the tourist business in Bulgaria and in particular on the outgoing Bulgarian tour operators. In the present study **the thesis** is based on the concept that the product of the tour operator, which according to the respective user's preference includes element of sharing in the travel program- most often a property or transport selected by the respective client, can innovate the product range and contribute for sustainable activity of tour operators operating in the modern network environment. The **subject** of the current research are the specific trends of the tourist market, connected to the supply and demand in tourism in the network economy and more over of the tour operator's products that are adaptable in the new economy in order to ensure the sustainability of the business. The subject is the tour operator's business in Bulgaria. The tasks set out in this paper prove the thesis and relate to the network economy and shared consumption in tourism, the reasons for the restructuring of the tourist market and the impact of shared consumption on tour operators and the competitive advantages of new products.

Exposure

Network economy and shared consumption in tourism

The fast progress of the Internet-based technologies and the resulting abundance of economic activity on the Internet accelerate the establishment and development of a separate network economy. It can be described as a multitude of networking, software applications and human capital that makes networks and applications work together for online businesses and agents (corporations and individuals) who are engaged in buying and selling goods and services on a direct or indirect way. The network economy has three key parameters: information, knowledge, speed. These three Internet-based factors define new ways of doing business through mutually beneficial relationships with business partners, knowing and fulfilling customer wishes. It is defined as an environment in which any enterprise, company or individual located at any point in the economic system can contact easily and at extremely low cost with any other enterprise, company or individual to collaborate work, trade, exchange of ideas or mutual enjoyment.

The network economy can also be described as a qualitatively new form of economic order characterized by the development and spread of Internet technologies, formation of a critical mass of economic agents, reorganization of forms of joint enterprise activity. It is characterized by the modernization of the infrastructure in the economy and the establishment of network institutional structures. It is also characterized by low fixed costs, unlimited marginal costs and rapid product distribution. Characteristically for today's economic environment is the constant creation of better and better versions of online communication. The value of the e-services increases in proportion to their multiplication, generating an increasing need of them.

Business priorities are already changing as they are driven by maximizing their own internal revenues to maximizing their infrastructure as a whole. The companies' business activity becomes less perfect and adaptable to the established market, but more flexible and decentralized. Continuous self-renewal and creation of a flexible network of new organizations and new forms of organizations are being carried out. In the authors' view, a shared economy arises and can function in the context of a **networked internet economy**, an integral part of which is.

These processes also lead to a change of the corporate behavior and organization of the business. Tsonev (2014) found that marketing as part of the business process is not isolated from these new transformations. Marketing is no longer limited at improving the use of traditional channels, but also involves the continuous deployment and use of creative solutions that will maximize the return on investments (Tsonev & Zlatanova, 2014). Creativity is crucial in distinguishing the message and attracting the targeted audience and effectively reaching the various audiences, including those involved in **shared travelling**, as a new form of tourist product.

Collaborative economy or participative economy, sharing economy, are concepts that indicate the increased applicability of a business model that provides services or the right to use a resource on an equal basis access (peer-to-peer-P2P) without acquiring ownership. The term "sharing economy" enters the Oxford Dictionary in 2015 as "an economic system in which assets or services are shared between private individuals, both free of charge and with payment, typically via the Internet" (Heo, 2016, p.16).

Existing informational resources in the area of shared consumption highlight three main areas of research: *first*, joint consumption as a business model and its influences; *secondly*, the nature of shared consumption and *third*, sustainable development and the economy of shared consumption. (Cheng, 2016, p.70)

Experts identify as the most important **stimulating factors of shared consumption** – the *economic factors*, based on existing problems and the need for resource efficiency. *The technological factors* - mobile applications, social media and the Internet as well as *social and cultural factors* are also significant.

As far as barriers to shared consumption are concerned, the picture is radically different. The most significant are the cultural and social dimensions. Government policies and business behavior are also significant retention factors for shared consumption. (Ivanova, 2017)

1.1. Advantages and disadvantages of the sharing economy

Advantages of the sharing economy

The current paper examines 5 basic ways for the sharing economy to bring positive impact of the society:

More efficient use of resources

The sharing economy is a real alternative to the traditional consumer's model where consumers buy more and more new products that they soon throw away or abandon somewhere in anticipation of the latest market developments. Unlike this model, in the sharing economy, a person can buy an object or real estate that can then be used by many. In this way, the owner regains some of the money spent on the purchase, and those who hire him save a considerable amount because they do not have to buy it either. The benefit is for all participants in the process as well as for nature as a whole.

Rise of the micro entrepreneurship

The new sharing platforms allow every person to become a micro entrepreneur who can make the most of what he/she has - available space, cars, tools, equipment or specific skills. In recent years, dozens of new sharing sites have emerged, which in fact allow an internet user to share almost everything - even fitness equipment, boats, tents and what not. In this way, everyone can be with many new sources of income that he has not even suspected

Strong emphasis on trust

The sharing economy places trust in the focus of the relationship. The new platforms, which are part of it, invest a lot of resources in building trust through various online tools for evaluating participants, allowing unscrupulous consumers to drop out naturally. This effect may be important at a time when companies, institutions and authorities of all kinds experience a lack of confidence.

Optimizing of the urban infrastructure

At a time when more than half of the planet's population lives in cities, and megacities with more than 10 million inhabitants are already 34, municipal authorities and infrastructure companies are panting and often fail to deliver the expected quality of life for everyone. Under these conditions, a sharing economy can bring significant opportunities for optimization, contributing greatly to a better life for all residents. Sites and mobile applications for shared travel or shared use of garages and parking places can allow for more efficient use of resources, which will relieve even heavy traffic in large settlements.

Opportunity to earn from the spare time

Time has always been the main resource that people can share in exchange of money, and that is the very nature of job hiring. With new online platforms like iamfree.pro, however, sharing time is greatly facilitated and is being rolled out to another level. Consumers now have the freedom to earn money at any point in which they want to free their own time whenever they need to. They can, for example, take up a huge number of tasks today and free the next few days to travel. They can earn money from both qualified labor and services that do not require special skills, such as walking dogs or make shopping purchases for someone else. This makes time much more convertible and allows participants in the sharing economy to earn even from their free fifteen minutes instead of having to work for 8 hours for 5 days a week to earn their salary at the end of the month.

Disadvantages of the sharing economy

Tax and tax regulation

On the one hand, traditional regulatory frameworks rarely fit these new patterns of market relations. On the other hand, cash flows between countries, income and profit are difficult to detect, verify and prove by the tax authorities. And often the parties themselves deliberately avoid paying taxes or are simply unaware that they owe them.

Undercutting market prices

The argument against the shared travel sites is that they are actually being used by carriers operating in the "gray" sector and accordingly undercutting the prices of licensed carriers.

Risk of lowering certain standards

The sharing economy provides prerequisites for unfair competition, avoids taxing and can pose a threat to safety and health if services do not meet certain standards.

Insecurity

Insecurity in a sharing economy is something that can be managed but still exists. It can be expressed in different spheres and in different ways: uncertainty about personal data, uncertainty about one's own health and well-being, uncertainty about fraud or lies, and many others. Uncertainty may occur both in the service provider or the material resource and in the host country.

The concept of the shared consumption covers three systems based on: the redistribution markets, shared lifestyle and product. Regarding the sector breakdown, the main sectors of the shared economy are: Shared Financing (LendingClub, Prosper), sharing services, skills, work (TaskRabbit, Fiverr, Gigwalk), property leasing (Airbnb, HommeAway), automobile (Uber, Lift, RalayRides), streaming music and video (Spotify).

On the other hand, depending on the bidder-user relationship, the scope of the concept of shared consumption is addressed in four areas of the sharing economy: *first*, customer to customer relationships (C2C); *secondly*, between two consumers, but through a business (C2B- consumer to business); *thirdly*, between business and consumer (B2C), and *fourth*, business to business (B2B).

In the tourism sector, and in particular in the tour operator's business, we review the concept of sharing consumption in terms of areas related to second, third and fourth group relationships.

2. Reasons for restructuring the tourism market

The reasons for the restructuring of the tourism market are multifaceted. Globally, there are several trends in the development of the tourism market.

An increasingly pronounced trend is that economic conditions reduce the purchasing power of a wide range of consumers of travel goods and services. Thus, price becomes an important criterion for making a travel decision. In parallel, it is observed that income-generating groups seek not only high-quality, but also low-quality tourist products. This leads to the purchase of a large number of expensive and cheap tours abroad. The result is the appearance of a tourist with unpredictable consumer behavior. At the same time, the tourist does not want to be part of the general tourist group without name and personality. He desires and requires individual service. Gaining experience for a short time determines the usefulness of the supply. This means a demand for ever-better quality services in a shorter time without place restrictions, i.e. all over the world, as well as different variations of assembling the package tour. (Ianeva, 2011, p. 17-18) In this way, travel agencies appear to serve the interests of tourists looking for a shared journey. This segment is interesting to be researched, as it will allow the diversification of their products.

Under the current conditions, the solvency, the type and volume of tourism demand by social groups are not a one-way dimension, a factor that plays a major role in decision-making on tourism supply. Reducing the retirement age and working week hours and increasing the leisure time leads to an increasing number of potential tourists that dispose with limited but sufficient resources for travelling. At the same time, well-qualified individuals increase their working hours and reduce their free time. Hence the result - an increasing number of low-paid tourists spend more and more money on and during their trip, while the middle class of society buys cheaper tours. This is also due to the increase in sales of trips abroad on the principle of shared travel package and by tour operator on individual request.

Responding to the changes of the tourist demand, most of the tourism supply focuses on preserving and expanding its presence in the market by offering new and diverse tourism products, by improving end-user connectivity through new networking technologies, by improving the internal interaction between the different participants in the formation of the overall tourist product. There is a growing supply of goods and services on international markets, incl. and tourist, which emphasize the personal preferences of tourists. The personal preferences are also a basis of building the products of tour operators associated with the sharing economy.

Individualisation of travel, on one hand, and the diversification of tourism supply, on the other hand, imposes a new way of communication between seller and customer - this leads to an increase at the direct sales. The era of the informational technologies defines the emergence and development of the global distribution systems. The computer "tourist guide" plays the role of travel agent and directly sales a complex of tourist products. New informational technologies, besides information, booking and sales, also provide payment options in a non-cash way.

The fact that the tourist chooses an individual travel module with limited solvency brings to the fore the alternative combination of acceptable price and product quality as well as components selected by both the customer and the tour operator. Aggressive pricing is becoming a very important tool for the market behavior of the touristic enterprises. This also leads to the emergence

of the elements of a shared travelling and an organized travel tour by a tour operator. Thus the tourist saves on the cost of the trip without affecting the quality of the product offered.

Both these trends and a number of other factors determine the structural changes and the demand for the tour operator product.

3. Impact of the shared consumption on tour operators and competitive advantages of shared-component products created by tour operator and client

The impact of the sharing consumption on tour operators on the Bulgarian market and their product can be explained in several aspects. The use of online platforms¹ offering sharing consumption of items part of the touristic package allows the client to choose a different- low cost trip. But in our opinion, not only the low price of this kind of tours determines the guidelines for this type of new tourism demand. Significant is also the transformation of the supply and demand in the global Internet environment and its capabilities to **experiment with tourists**.

The researches of various authors focus on the relationship between users and service providers, which enables the creation of joint value. Subsequently, other authors (Shaw, Bailey, & Williams, 2011, p.207) view SDL as a research paradigm in the tourism management and a key feature of the economy of experience. According to Ivanova (2017) the quality of social interconnections is an important factor for the satisfaction of tourists in this type of service.

Based on these three components - the creation of joint value (between the tour operator and the user); the new tourism management and the quality of social interconnections, a system for assessing the tour operator's activity based on the shared economy in package tours can be built.

Unlike the typical activity of tour operators related to planning, organizing and creating tourist packages with a total price, according to preliminary tour operator's surveys without request and individual wishes for specific users, in the creation of its products related to the sharing economy there is a declared wish of a particular user, who already has an idea of what part of the package he/she wants to share and what part the tour operator expects to pack him/her according to his/her professional judgment and the selection of tourism providers.

Factors supporting the creation and the sale of tours by the tour operators involving components of shared travels are explored to refine the needs of such products, as well as their competitive advantages over the possibility for the user to create own product by themselves. International tourism is one of the most dynamic areas of global trade in services. According to the World Tourism Organization, the growth of the tourism industry will be irreversible in the coming years. Europe is the largest regional travel market in the world by volume. Traditional packages (pre-completed deals, including a number of elements such as travelling and accommodation) account for 40% of the total travel market, while the proportion of dynamic packages amounts to 33% and other travel deals to 25% of the market.

At present, the majority of EU citizens (56% of vacationers across the EU) prefer to organize their own holiday instead of buying fixed touristic packages. An increasing number of reservations are made by users who make their own packages (dynamic packages) where passengers group two or more services themselves- for example flight and hotel, from a single supplier or from commercially-related suppliers or websites offering package services along with other partner websites. For example, the user can book a flight by the Internet and then be redirected to a partner site offering hotel accommodation or car rental.

It is important to note that the individual bookings where the user buys different items from different suppliers/ websites that are not interconnected or are not under the same trademark are generally not covered by the review. These "Independent Passenger Agreements" are not considered as part of the travel package's sector.

¹Travelling: Lift, Uber, Sidecar, Carpooling, BlaBlaCar, Zimride, RelayRides, Getaround, Flightcar.
Accommodation: Airbnb, Homeaway, Vrbo, Flipkey, Roomorama, Wimdu, 9flats, Onefinestay, Housetrip, Homestay, Couchsurfing, HomeExchange, Lovehomeswap, Guestoguest.
Eat: Eatwith, Feastly, Cookening, Cookisto, Kithensurfing, VizEat, EatWith, BonAppetour.
Entertainment: Vayble, TouristByLocals, Sidetour, Incredible, Getyourgide, Boatbound, Getmyboat, Dopios.

The number of users who book "dynamic packages" is growing at a rapid pace. In recent years, 23% of EU citizens have used dynamic packages, but this figure exceeds 40% in countries like Ireland (46%) or Sweden (44%), and is also very high in countries like Slovenia (42%) and Italy (36%).

The competitive advantages of the products created by the tour operators, including those components of sharing, have a number of advantages for the users. It is a matter of protecting them according to the different regulations in Europe. Many dynamic packages are currently not covered by the EU's package protection policy. As a result, an increasing number of users booking touristic package holidays are out of the scope of the Directive. The magnitude of the change can be illustrated by comparing the data for 1997 when 98% of travelers leaving the United Kingdom with holiday flights were protected by the EU Package Travelling Directive, with the 2005 data when this share was below 50%. At present, this share is also high for tourists from all European countries.

It is also clear that consumers do not realize that they have different legal protection depending on how the packages are purchased, even if the elements of the package travel are the same. 67% of users, who participated in surveys and used a "dynamic package" that did not fall under the scope of the Package Travel Users Directive, erroneously believed they were protected. In the case of dynamic packet problems, consumer losses amounted to an average of nearly EUR 600. Over 50% of consumers believe that when buying dynamic packages or signing independent travel agreements, they are protected in the event of airline bankruptcy. Currently, in many cases, this is not the case. (Ianeva, 2014, p.7-20)

In recent years, more Bulgarians can afford travelling. This is also stated from the data, provided by the National Statistical Institute (NSI), which shows that in the third quarter of 2017 1,316 million people have travelled in total. This is 12% more than in the same period last year. The bulk of Bulgarians - 74% - have traveled only in the country, while the remaining 26% traveled abroad.

Bulgaria maintains an average level in the world of sharing economy. Bulgarians are ready to provide and use taxi services such as Uber, to exchange books, clothes and other items through exchange markets and Internet, and increasingly share rooms, entire apartments and houses as an alternative to hotels. The country ranks seventh in the world on the propensity of the population to share their possessions - free of charge or for a fee. Sharing housing in Bulgaria shows an impressive development. The classic idea of a lodge or hotel is shifted from the alternative of shared use of a room or apartment, which may be free of charge (for example, via the Couchsurfing.com platform) or paid (Airbnb.com). Two years ago, Airbnb surpassed all its hotels in Sofia, with more than 300 users registered in the capital. Similar are the values for Plovdiv, Bourgas and Varna, and during the active summer season the offers on the Black Sea coast rise sharply.

Tour operators manage the relationship with users and suppliers of tourist services, employees and local community in destinations to increase their economic results. As the main market counterparts of the travel agencies, service providers from the receptive markets that offer the individual components of organized travel can be identified. Consumers who buy a tourist product and single tourist services are also the main contractor of the tour operators, as the recipients, but especially the emirate markets. They, through their specifics, including trends in changing consumer's demand, have an impact on the tour operator's activities, regarding the economic aspects of organized package travels. For this reason, it can be assumed that travel agencies generally manage the interrelations between employees and suppliers in destinations as well as consumers. Tour operators and tourist agencies, in the role of producers and intermediaries in tourism, have an opportunity to influence the consumer's choices and behavior in the decision-making process, the purchase of a tourist package and its consumption. (Ianeva, 2017, p.63-67)

Conclusion

This paper examines the theory and characteristics of the sharing economy and its impact on diverse aspects of business, as well as on the costumers and their buying behavior on the tourism market. The changes, appeared are linked to the need of a new supply policy of the travel agents- tourists are looking for a different type of product to be created for their individual needs. The paper analyzes indicators, connected to changes of the attitude of tourists and their preferred ways of travelling- by involving more often shared elements at the holiday package. In respond to the outlined trend, it is also researched the behavior of the Bulgarian tour operators and the opportunities they face, by adapting their product policy in order to preserve and expand their market positions in long-term period.

References

- [1] Cheng, M., *Sharing economy: A review and agenda for future research*. International Journal of Hospitality Management, 2016, p.57
- [2] Heo, C. Y., *Sharing economy and prospects in tourism*. Annals of Tourism Research, 58, 2016, p.16
- [3] Ianeva, M. et al., *Harmonizing the product quality of tourist agencies in Bulgaria with European good practices*, Avangard Prima, Sofia, 2011, p. 17-18
- [4] Ianeva, M., *Importance of tourism for the development of economies.*, article, Journal: "Science & Research", vol. 1(7), 2014, p.7-20
- [5] Ivanova, P., *A contemporary overview of the application of collaborative consumption in tourism*, Business Management, 2/2017.Retrieved from: <http://bm.uni-svishtov.bg/title.asp?lang=en&title=932>
- [6] Shaw, G., Bailey, A., & Williams, A., *Aspects of service dominant logic and its implications for tourism management: Examples from the hotel industry*. Tourism Management,2(2), p.207
- [7] Tsonev, N., *Marketing in Tourism*, Publishing House "Publishing complex-UNWE", Sofia, 2014
- [8] Tsonev, N., Zlatanova, Z., XXV Symposium „Quality, Competitiveness, Sustainable Development", Collection: „The Challenges of the new Technology Transformation", "*Network Economics and Internet Technologies*", 28 November 2017
- [9] 09.01.2018, European Commission, *Package Travel Trips: Key facts and numbers*, Retrieved on 15.01.2018, from [http://europa.eu/rapid/press-release MEMO-09-524_bg.htm](http://europa.eu/rapid/press-release_MEMO-09-524_bg.htm)

The Impact of Carbon Tax Application on the Economy and Environment of Indonesia

Putri Ayu

Master of Science in Economics, Faculty of Economics and Business, Universitas Gadjah Mada, Indonesia

Abstract

As the most efficient market with a mitigation instrument basis, carbon tax is highly recommended by economists and international organizations. This paper examines the impact of implementing carbon tax policy on value of change in GDP, GDP Quantity Index, Government Household Demand, Private Household Demand, and CO₂ emission effects in Indonesia by using the dynamic energy Computable General Equilibrium (CGE) model. This study used GTAP-E that was part of GTAP 9 in 2011. GTAP-E consists of 140 countries and 57 sectors aggregated into eleven regions and eight sectors. There were three scenarios of carbon tax used in this paper that were China, Singapore, and India. The result shows that both GDP and GDP index have a negative impact due to the carbon tax of US \$20/tCO₂, US\$ 10/tCO₂, and US \$1.60/t CO₂. The greater the application of the carbon tax is, the greater the decrease of values of GDP, Government Household Demand, Private Household Demand towards carbon tax policies in Indonesia are. The negative impact of carbon tax is greater for the Private Household Demand that is indicated by all commodities except crude oil has decreasing demand from baseline scenario (no tax). While in the Government Household Demand, agriculture sector, crude oil, refined oil product, and other industries, carbon tax has a positive impact. In the environmental facet, if the carbon tax in Indonesia is implemented in accordance with the above simulation, then it appears that carbon tax can reduce emissions of CO₂.

Keywords: Carbon Tax, GDP, Government Household Demand, Private Household Demand, CO₂ Emissions, GTAP-E

Introductions

Global warming is now an interesting issue because of the many disasters having recently occurred (Yusuf *et al.*, 2015). The total of anthropogenic GHG emissions had continued to increase in 1970 to 2010 with larger absolute decadal increases towards the end of this period. Despite a growing number of climate change mitigation policies, the annual GHG emissions grow on average by 1.0 gigatonne carbon dioxide equivalent (GtCO₂eq) or 2.2% per year from 2000 to 2010 if compared to 0.4 GtCO₂eq (1.3%) per year from 1970 to 2000 (IPCC, 2014). IPCC (2014) suggest that it can make significant and dangerous global climate changes.

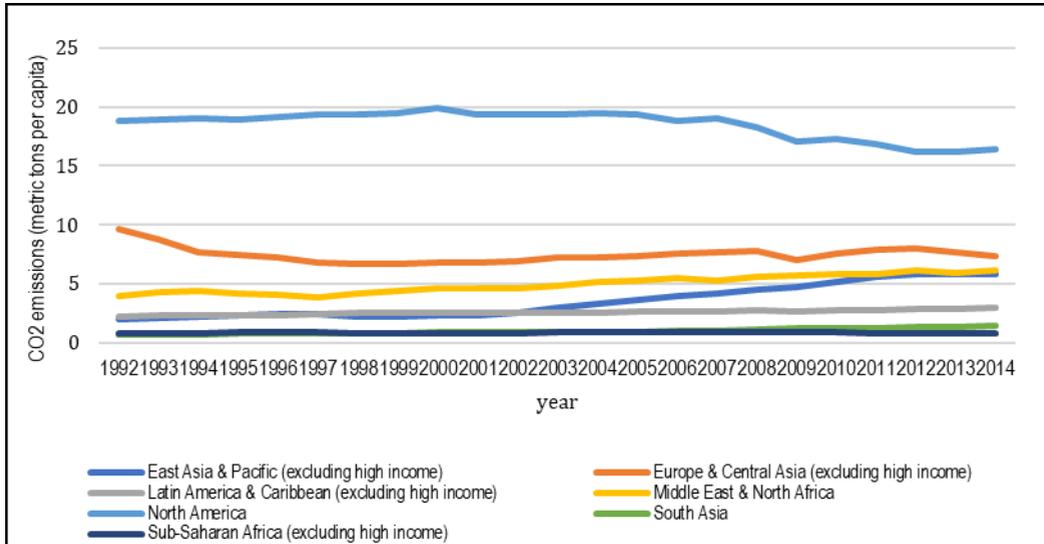
The Kyoto Protocol and the United National Framework Convention on Climate Change are two of climates policies in the world (Wesseh *et al.*, 2017). The climates policies still have a debate about procedures of greenhouse gas (GHG) abatement. Controversy still hangs over a specific abatement mechanism. Perman (2003) reveals that institutional approaches to facilitate internationalization of externalities and command, control instruments, and economic incentive (market-based) instruments are the instruments available for pollution control. Furthermore, Wei (2014) suggest that the price-based, quantity-based, and command-and-control mechanisms are three popular procedures of abatement.

Nordhaus (2014) recommends that the government should use the price-based and quantity-based mechanisms as a tool to reduce GHG. Perman (2003) suggests that command and control provide advantages enabling polluters to be flexible in reducing pollution, but it may not always be feasible or desirable on other grounds for establishing regulations in such ways. Quantity-based mechanism is a mechanism to reduce highly redundant costs. Polluters will buy permits in that the total emissions will be equal to the total emissions generated so that only the lowest cost reductions will be made (Perman, 2003 and Wei, 2014). The most attractive mechanism is the price-based mechanism, i.e. taxes such as the carbon tax where the payments are made per unit of CO₂ emissions produced (Wei, 2014; Calderón *et al.*, 2016; Lin & Li, 2011; Wesseh *et al.*, 2017). A carbon tax means that controlling carbon price can directly decrease the level of emissions.

Nordhaus (2014) and Pizer (2002) reveal that price and quantity controls have different treatments and will lead to different welfare consequences caused by uncertainty of compliance costs. Pizer (2002) argues that price controls are more efficient. Simulations based on a stochastic computable general equilibrium model indicate that the expected welfare gained from

an optimal price policy (carbon tax) is five times higher than the expected gain from the optimal quantity policy (permits). Although carbon tax is more efficient but there is still a literary debate over the most efficient mechanism (Wesseh *et al.*, 2017).

Figure 1. The Value of CO₂ Emissions of Seven Continents in 1992-2014

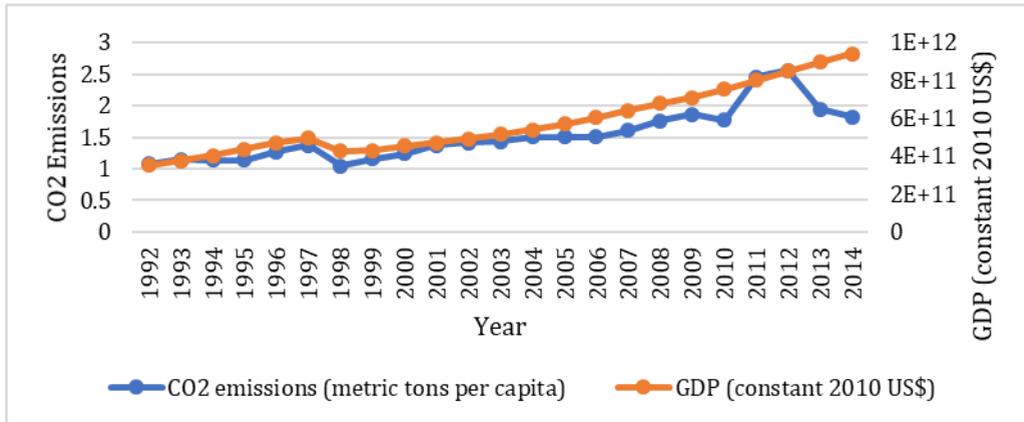


Sources: World Bank Data (2017)

Figure 1 illustrates the value of CO₂ emissions of seven continents in 1992-2014. North America is the world's largest emitter of CO₂, followed by Europe and Central Asia, Middle East and North Africa, East Asia and Pacific, Latin America and Caribbean, South Asia, and Sub-Saharan Africa. Although North America's carbon emissions are the highest in the world but in 2004-2014 CO₂ they decreased. Europe and Central Asia have increasing carbon emissions but they are not as high as the increasing of carbon emissions in the Middle East and North Africa continents. The interesting thing here is that from 1992-2014 the continents of East Asia and Pacific have continuously increased the CO₂ emissions, even in 2011-2014 carbon emissions had plunged into the continents of Middle East and North Africa. This means that there should be special attention to the continents of East Asia and Pacific including Indonesia as one of the states from this continent.

Indonesia had the fourth largest population in the world that is 3.43% of the world population in 2016 that was very potential in causing global climate changes. Hasudungan *et al.* (2016) reveals that in 2000, Indonesia ranked as the fourth country with the largest total emissions as a result of land use and non-CO₂ gases and ranked as the 21th country when only CO₂ emissions from fossil fuels were counted. Without these aspects, Indonesia was ranked as the fifteenth country among other top 25 countries as the largest GHG emitters in 2000. In addition, Figure 2 shows the value of CO₂ emissions and GDP in 1992-2014. It can be seen that the increase of GDP from year to year is also accompanied by the increases of CO₂ emissions although two years ago they had an inverse relationship.

Figure 2. The CO₂ Emissions and GDP of Indonesia in 1992-2014



Source: World Bank data (2017)

At the 21st Conference of Parties (COP) of the United National Framework Convention on Climate Change (UNFCCC) in Paris on November 30th to December 13th, 2015, the President of Indonesia announced to raise its greenhouse gas emission reduction targets from 26-29% with an unconditional or no-action (Business as Usual) capability in 2030. In addition, with international supports (conditional) Indonesia is targeting to reduce emissions as much as 41% (Cabinet Secretariat of Indonesia, 2015). Indonesia makes its greatest contribution to global warming. So, it is important for both Indonesia and the world to understand the distributional impact of climate policy in Indonesia (Hasudungan *et al.*, 2016).

Reducing carbon emissions can be done by increasing the payment cost of “carbon tax”. Carbon taxes have been widely adopted by countries in the world, such as the United States, China, India, Singapore, European Union, and Colombia (Abdullah & Morley, 2014; Li & Su, 2017; Pizer, 2002; Wesseh *et al.*, 2017; Zhou, Shi, Li, & Yuan, 2016; Calderón *et al.*, 2016). Meanwhile, Indonesia still has not implemented this policy because it still considers the impact and profit that will occur if applied.

Based on the above background, a carbon tax is considered to be more efficient than other policies. The CO₂ emissions from the East Asia and Pacific continents increase every year including Indonesia as the fifteenth emitter in the world. Hence, this study aims to examine the impact of GDP, government household demand, private household demand, and CO₂ emission reductions in Indonesia if carbon tax is applied in Indonesia. Research related to these aspects in Indonesia has been conducted by Yusuf *et al.* (2015) and Hasudungan *et al.* (2016). The difference of this research with the previous research are that this research uses GTAP and has different simulations. In session two, the researcher explains the framework of the theory and empirical studies related to this research. The session three discusses the methodology and data used, the session four shows results and discussions, and the last session is the conclusion.

Theoretical Framework and Empirical Studies

Theoretical Framework

Perman (2003) explains that pollution tends to be an externality to the market process and as a result it is not adequately reflected in private market decisions. Considering pollution abatement, the control level that maximizes net benefits to firms is different from the level that maximizes social net benefits. Economists often recommend an economic efficiency criterion as pollution targets in a firm. This can be thought of as selecting pollution targets to maximize social net benefits. However, the economic efficiency is not only a relevant criterion for pollution target setting. Certain criteria are important to policy makers and tend to reflect their policy objectives and the constraints where they are operated (Perman, 2003).

Perman (2003) believes that to achieve the target of pollution, instruments are needed to reduce pollution. Before knowing the instruments, we must know criteria for selection of pollution control instruments. Perman (2003) suggests there are nine criteria for selection of pollution control instruments in the certainty that are cost effectiveness, long run effects, dynamic efficiency, ancillary benefits, equity, dependability, flexibility, cost of use under uncertainty, and information requirements.

But in uncertainty, criteria for selection of pollution control instruments are dependability, flexibility, cost of use under uncertainty, and information requirements.

There are three instruments of pollution control that are (Perman, 2003):

Institutional approaches to facilitate internalization of externalities: facilitation of bargaining, specification of liability, and development of social responsibility

Command and control instruments: input controls over quantity and/or mix of inputs, technology controls, output quotas or prohibitions, emissions licenses, and location controls (zoning, planning controls, relocation)

Economic incentive (market-based) instruments: emissions charges/taxes, user charges/fees/natural, resource taxes, product charges/taxes, emissions abatement and resource management subsidies, marketable (transferable marketable) emissions permits, deposit-refund systems, non-compliance fees, performance bonds, and liability payments.

In many instruments control pollution, the economic incentive (market-based) instruments are more effective in cost than command and control instruments but not all (Perman, 2003).

Figure 3. Target Setting under Perfect Information

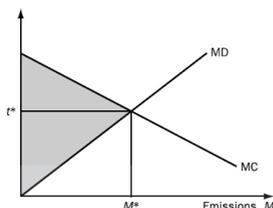
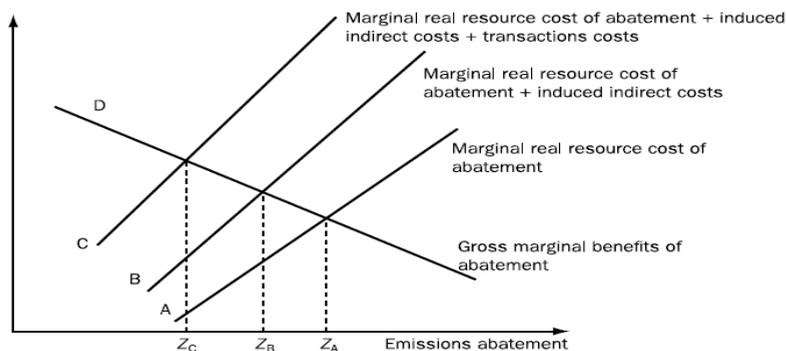


Figure 3 displays that the efficient target (M^*) is the level of emissions that equates the marginal cost of emissions abatement (MC) and the marginal damage of emissions (MD). The total net social benefit represented by the shaded area in Figure 3. This is the maximum net benefit available. The emissions are at any level other than M^* that means the efficiency losses and thus attained net benefits fall short of their maximum level (Perman, 2003).

The equilibrium if there are transaction cost and environmental regulation can be seen in Figure 4 (Perman, 2003).

Figure 4. The Benefit Regulations



Source: Perman (2003)

Curve D represents the marginal gross benefits of pollution abatement (the damages are avoided). The marginal, real resource costs of pollution abatement correctly are represented by the curve labelled as D. If there are no other costs, an efficient outcome will require Z_A units of abatement. Indirect costs including impacts on unemployment and trade competitiveness may also be induced. Adding these to the resource abatement costs, the composite cost curve B is obtained with a correspondingly lower efficient abatement level, Z_B . If the induced effects are beneficial rather than harmful,

the curve B will lead to the right (rather than to the left) of curve A. Finally, the curve C adds in transactions costs to the previous two categories of costs. The efficient abatement level, taking all relevant items of information into consideration is Z. One of cost abatement is by tax or permit.

This does provide a useful way of thinking about instrument selection. The preferred instrument is the one that has a lower total cost of achieving a particular target. Even if one instrument is superior in terms of real resource cost of abatement, it does not need to be superior anymore when induced effects and transactions costs are also considered.

Literature Review

Wei (2014) suggests that the price-based mechanism, quantity-based mechanism and command-and-control mechanism are three popular procedures of abatement. Nordhaus (2014) recommends that the government should use the price-based mechanism and the quantity-based mechanism as tools to reduce GHG.

Pizer (2002) argues that price controls are more efficient. Simulations based on a stochastic computable general equilibrium model indicate that the expected welfare gained from the optimal price policy (carbon tax) is five times higher than the expected gain from the optimal quantity policy (permits).

If ignoring the environmental benefits, the developing countries' carbon taxes must be lower than the developed countries' (Wesseh *et al.*, 2017). His research uses GTAP version 8 by aggregating the data into six regions and ten sectors. By using some optimum stimulations of carbon taxes and testing their effects, the results introducing carbon taxes leads to both welfare and environmental gains in all regions except low-income countries especially when accrued environmental benefits. This makes carbon taxes very important for these countries. However, carbon taxes bring welfare reduction for low-income countries but at the same time reduce environmental damages in these countries as well. This result points to insights that economic growth will contribute more to welfare for low-income countries than to environmental improvements.

In line with Wesseh *et al.* (2017), Farzin & Tahvonen (1996) investigated how efficient environmental externalities are. The authors point out the results that imposing a carbon tax is indeed an optimal strategy of abatement. However, marginal abatement cost changes as well as changes of fossil fuel demand are very sensitive towards the marginal abatement cost changes as well as changes in the demand for fossil fuels because of the tax carbon implementation.

Besides, Zhou *et al.* (2011) conducted an analysis of impacts of CO₂ mitigation because of carbon tax policies by using a dynamic energy environment economy CGE model. This research results that there is a negative impact on GDP from carbon tax. Carbon tax will have adverse impacts on energy production, energy intensive sectors, and household income if the carbon tax increased makes energy demand limited by increasing price signal and decreasing the CO₂ emission.

The assumption that carbon and energy taxes will decrease the CO₂ emissions to a proposed target is supported by Nakata & Lamont (2001). This paper states that carbon taxes cause a shift in resources used, from coal to gas. In line with Nakata & Lamont (2001), using a different method (DID) to estimate the real mitigation effect of the five northern European countries, Lin & Li (2011) suggest that the carbon tax in Finland also has had a significant and negative impact on per capita of CO₂ emission growth. Meanwhile, the impact of carbon taxes in Denmark, Sweden, and the Netherlands is negative but insignificant.

Li & Su (2017) analyzed the impact of different uses of carbon and BCA using the Input-output tables in Singapore and found that carbon taxes were more effective than BCA since carbon taxes reduced emissions of energy, manufacture and land transport sectors. In Indonesia, Yusuf & Resosudarmo (2015) also estimated how the carbon tax impacted by using SAM with the ORANI-G model and concluded that carbon tax had impacts on either urban or rural household income.

Based on the previous research, the researcher wanted to analyze what impacts if the carbon tax applied in Indonesia were. The difference of this research is in the tool that is GTAP E and use different scenario.

Methodology and Data

Methodology

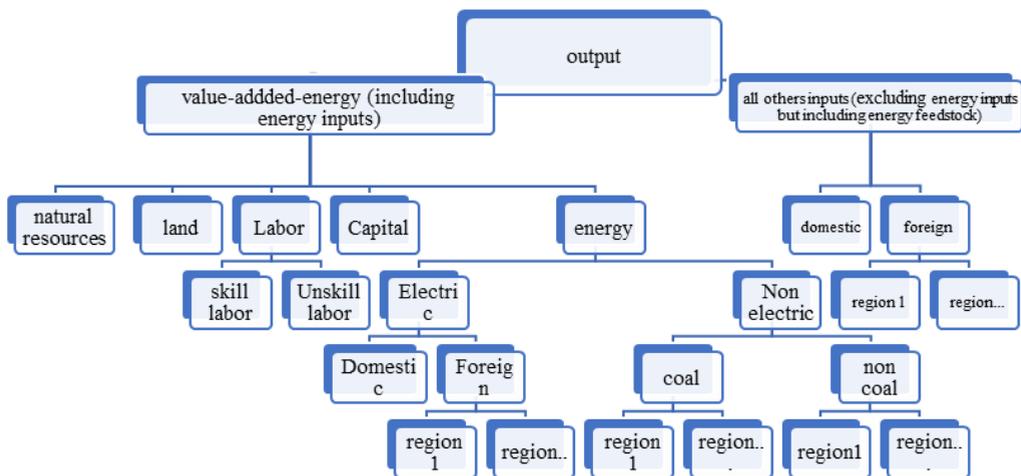
A multiregional CGE model with focus on how variables like quotas, subsidies, and taxes interact and the dynamics through which these policy variables are connected to other indicators such as employment, income, and trade are named as the Global Trade Analysis Project or GTAP model. Nevertheless, previous studies have used GTAP for modelling the energy-economy-environment-trade relations that is one of the important goals of the implementation of economic policy. However,

the modelling of this linkage in GTAP is not yet complete. This is because the energy substitution, a key factor in this linkage chain, does not exist in the standard model specification.

Burniaux & Truong (2002) used GTAP-E to evaluate energy policy. Burniaux & Truong (2002) remedied this deficiency by incorporating energy substitution into the standard GTAP model. It was begun by reviewing some existing approaches of this problem in the contemporary CGE models. It then suggested an approach of GTAP that incorporated some of these desirable energy substitution features. The approach was implemented as an extended version of GTAP model called GTAP-E. In addition, GTAP-E incorporates carbon emissions from the combustion of fossil fuels as well as a mechanism to internationally trade these emissions.

Following the structure by Burniaux & Truong (2002), the basic model was built. Observing the production side, energy must be taken out of the intermediate input 'nest' to be incorporated into the 'value-added' nest. The incorporation of energy into the value-added nest was conducted in two steps. Energy commodities were firstly separated into 'electricity' and 'non-electricity' groups (Figure 5). Some degrees of substitution were allowed within the non-electricity group as well as between the electricity and the non-electricity groups.

Figure 5. Structure of Production Module in the Dynamic CGE Model



Source: accumulated by authors (according to Burniaux & Truong, 2002)

Data

Based on Burniaux & Truong (2002), this study used GTAP-E, a part of GTAP 9 in 2011. GTAP-E consists of 140 countries and 57 sectors aggregated into eleven regions and eight sectors. The aggregated region comprises Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, Vietnam, Ocean, East Asia, South East Asia, North America, Latin America, Eu_25, MENA, SSA, and the rest of the world. The eight aggregated sectors of the 57 sectors are 1. Primary Agriculture, Forestry, and Fishing; 2. Coal Mining; 3. Crude Oil; 4. Natural Gas Extraction; 5. Refined Oil Products; 6. Electricity; 7. Energy Intensive Industries; and 8. Other Industries.

Scenario

To analyze the impact of the carbon tax on a country's economy, it is necessary to adopt a carbon tax scenario that will be applied in a country. Application of scenarios based on the policies taken by the government, predictions, or rules applied (Zhou *et al.*, 2011). Zhou *et al.* (2011) applied a simulation based on the authors' predictions by only referring to previous research. Likewise, Li & Su (2017) applied their scenarios based on the analysis and the existing phenomenon.

There are still many debates about the imposition of carbon tax. The researcher states this will harm consumers and producers but it will reduce carbon emissions. The debate is due to the fact that not all countries will be ready to implement this policy. Based on this, this study would like to see what impacts of national carbon tax if implemented in Indonesia are. The simulation used in this research were:

- Scenario one (SIM 1): Carbon tax of US \$20 per ton for CO₂
- Scenario two (SIM 2): Carbon tax of S \$10 (US \$7,478) per ton of CO₂
- Scenario three (SIM 3): Carbon tax of 100 rupees (US \$1.06) per ton of CO₂

Scenario one was based on the use of Chinese carbon tax (ministry of China). Since China is the world's largest of population and the first country to apply the carbon tax in Asia, the authors assumed that this might be applicable in Indonesia because of the similarity of features. The second scenario followed the tax implications that Singapore's state (SU \$10/tCO₂) applies. This simulation was used because Singapore is the only ASEAN country that implements carbon tax. Indonesia applies the same amount of assumptions as neighboring countries whose aim is to reduce emissions. Finally, India implements a carbon tax of 100 rupees (US \$1.06) per ton of CO₂. This simulation was used by considering the facts that Indonesia and India are in the top five countries with the largest population and that they both are developing countries.

The author would see the effect change in values of GDP, GDP Quantity Index, Government and Private Household Demands for Commodity in Indonesia and CO₂ emission because of carbon tax in different scenarios.

Result and Discussions

Result

Table 1. Impacts of Carbon Tax on Changes of Values of GDP in Nineteen Regions

No.	Change of Value of GDP	SIM 1	SIM 2	SIM 3	No.	Change of Value of GDP	SIM 1	SIM 2	SIM 3
1	Brunei Darussalam	-0.05	-0.02	0	11	East Asia	0.02	0.01	0
2	Cambodia	0.02	0.01	0	12	Other SE Asia	0.01	0.01	0
3	Indonesia	-0.07	-0.02	-0.001	13	South Asia	0.02	0.01	0
4	Laos	0.01	0	0	14	North America	0.02	0.01	0
5	Malaysia	0	0	0	15	Latin America	0.01	0.01	0
6	Philippines	0.02	0.01	0	16	EU_25	0.02	0.01	0
7	Singapore	0	0	0	17	MENA	-0.01	0	0
8	Thailand	0.01	0.01	0	18	SSA	0	0	0
9	Vietnam	-0.01	0	0	19	Rest of World	0	0	0
10	Oceania	-0.01	-0.01	0					

Table 1 shows the impact of using the Indonesian carbon tax scenario on the change of value of GDP in the aggregated nineteen regions by observing how the percentage changes from the baseline to the new shock/equilibrium. It is observed that Indonesia itself has the greatest impact due to the implementation of carbon tax. When applying a carbon tax of US \$ 20/tCO₂ (SIM1), the change of value of GDP to the baseline is -0.07 meaning that the decline of GDP value is 0.07%. In the second scenario, there is a decrease in GDP by 0.02% but not as big as the implementation of the carbon tax in the scenario one. In contrast, the use of carbon taxes of US \$ 1.06 (100 rupee)/tCO₂ GDP makes all regions not change the GDP. In the scenario one, the impact of Indonesia's carbon tax on scenario one and two brings advantages on the GDP values of Cambodia, Laos, Philippines, Thailand, East Asia, other SE Asia, South America, North America, Latin America, Eu_25, and MENA; while Brunei Darussalam, Vietnam, and MENA have a decreased value of GDP. Other regions do not change.

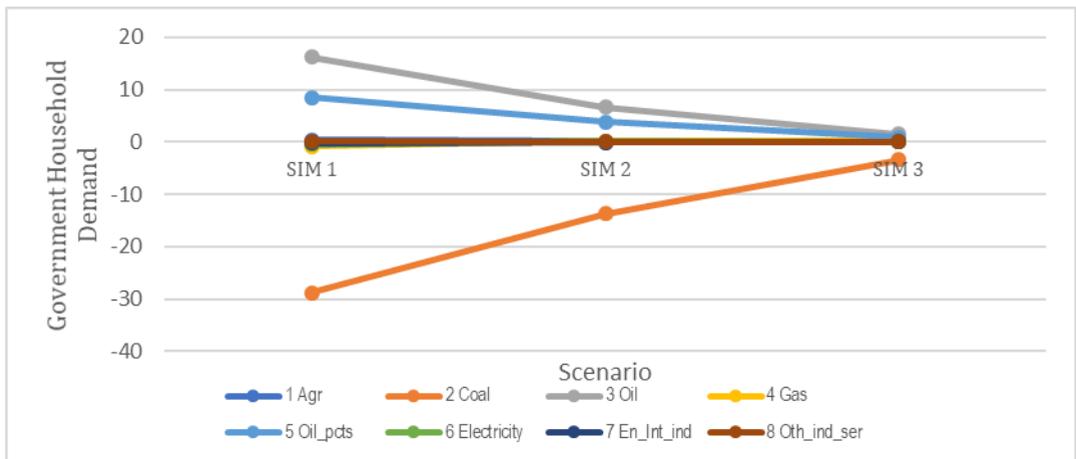
Table 2. Impacts of Carbon Tax on the GDP Quantity Index in Nineteen Regions

qgdp (GDP Quantity Index)	Pre SIM	qgdp (% Change)					
		Post SIM 1	Post SIM 2	Post SIM 3	SIM 1	SIM 2	SIM 3
Brunei Darussalam	16691.42	16691.313	16691.375	16691.408	-0.001	0	0
Cambodia	12829.56	12829.833	12829.663	12829.58	0.002	0.001	0
Indonesia	845924.6	84597.063	845834.25	845915.063	-0.051	-0.011	-0.001
Laos	8254.104	8254.124	8254.112	8254.106	0	0	0
Malaysia	289259.6	289260.188	289259.719	289259.594	0	0	0

Philippines	224095.3	224096.078	224095.578	224095.328	0	0	0
Singapore	274064.7	274064.688	274064.719	274064.719	0	0	0
Thailand	345669.8	345679.438	345673.625	345670.656	0.003	0.001	0
Vietnam	135539.9	135537.219	135538.875	135539.688	-0.002	-0.001	0
Oceania	1595230	1595229.875	1595229.75	1595230.25	0	0	0
East Asia	15203581	15203768	15203654	15203597	0.001	0	0
Other SE Asia	56480.4	56480.414	56480.402	56480.402	0	0	0
South Asia	2305595	2305698.25	2305635	2305603.5	0.004	0.002	0
North America	18490694	18490752	18490716	18490698	0	0	0
Latin America	4770430	4770457.5	4770440.5	4770432.5	0.001	0	0
EU_25	17368588	17368812	17368674	17368606	0.001	0	0
MENA	3988132	3988123.5	3988128.5	3988130.75	0	0	0
SSA	1460651	1460648	1460649.75	1460650.5	0	0	0
Rest of the world	4085433	4085339.5	4085392.25	4085423.5	-0.002	-0.001	0

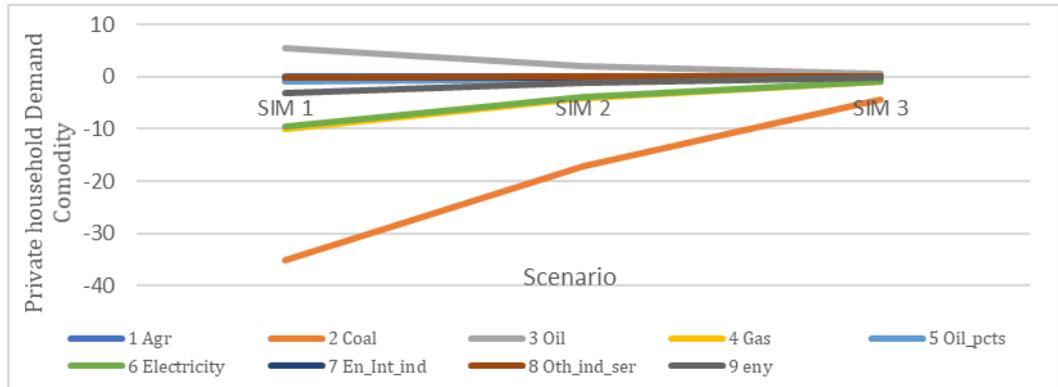
Table 2 illustrates the impact of carbon tax on the GDP Quantity Index in nineteen regions. It appears that the change of GDP Quantity index of Indonesia has the greatest decline. The higher the tax simulation is, the greater the decrease changes. Brunei Darussalam, Vietnam and, the rest of the world have negative impacts on Indonesia's carbon tax; while Cambodia, Thailand, East Asia, South Asia, Latin America, and Eu_25 have positive impacts for scenario one. In scenario three, the impact of carbon tax of US \$1.06/tCO₂ on the GDP Quantity Index will only affect Indonesia with the value of -0.001%.

Figure 6. Government Household Demand of Commodity in Indonesia



In Figure 6, it appears that the implementation of the carbon tax at US\$20/tCO₂ will lead to a decrease in demand of Government Household for coal, gas, electricity, energy, and intensive industries commodities. The agriculture sector, crude oil, refined oil product, and other industries have a positive impact. However, when the carbon tax is lowered (SIM 2 and 3), the government household demand only occurs in the sectors of coal and energy intensive industries that are visible from the point where the curve is still below the zero point.

Figure 7. Private Household Demand of Commodity in Indonesia



In contrast to the Household Demand Government, the impact of carbon taxes on scenarios one, two, and three of all commodities except oil is a decrease in private household demand that is marked by a value below the zero line.

Table 3. CO₂ Emission in Different Carbon Tax Scenarios Compared with the Baseline Scenario in Nineteen Regions

No.	gco2tb	SIM 1	SIM 2	SIM 3	No.	gco2tb	SIM 1	SIM 2	SIM 3
1	Brunei Darussalam	0.02	0.01	0	10	Oceania	0.02	0.01	0
2	Cambodia	0.03	0.01	0	11	East Asia	-0.04	-0.02	0
3	Indonesia	-9.6	-4.2	-1	12	Other SE Asia	0.01	0	0
4	Laos	0.02	0.01	0	13	South Asia	-0.11	-0.04	-0.01
5	Malaysia	0.08	0.03	0.01	14	North America	0.01	0	0
6	Philippines	0.07	0.03	0.01	15	Latin America	0.01	0	0
7	Singapore	-0.02	-0.01	0	16	EU_25	0.01	0.01	0
8	Thailand	0.07	0.03	0.01	17	MENA	0.01	0.01	0
9	Vietnam	0.03	0.01	0	18	SSA	0.02	0.01	0
					19	Rest of World	0.01	0	0

In Table 3, the total of CO₂ emissions reaches -9.6%, -4.2%, and -1% under scenarios of SIM 1, SIM 2, and SIM 3, respectively in Indonesia. This indicates that the carbon tax will reduce CO₂ emissions in Indonesia. CO₂ emission reductions also affect Singapore (SIM 1 and 2), East Asia (SIM 1 and 2), and South Asia (SIM 1 to SIM 3); while other regions have a positive impact (addition of CO₂ emission). Even when using the scenario three, many regions do not have impact of carbon taxes that are marked by zero values in CO₂ emissions.

Table 4. CO₂ Emission in Different Carbon Tax Scenarios by Commodity in Indonesia

No.	gco2[Indonesia*]	SIM 1	SIM 2	SIM 3
1	coal	-23.65	-10.96	-2.65
2	oil	-9.28	-4.01	-0.92
3	gas	-8.22	-3.34	-0.74
4	oil pcts	-2.61	-0.98	-0.21

From the perspective of Indonesia's commodity side (Table 4), the biggest reduction of CO₂ emissions is coal with the values of -23.65%, -10.96, -2.65%, respectively at SIM 1, 2, and 3. Furthermore, the highest impact of carbon tax is on coal products followed by oil and gas products, respectively; while the lowest impact of carbon tax is on refined oil products (dampak pajak karbon tertinggi adalah pada coal produk yang kemudian diikuti oleh oil and gas products, sedangkan dampak pajak karbon terendah adalah pada refined oil products). Higher carbon tax will reduce CO₂ emissions in Indonesia.

Discussion

Table 1 and 2 show that the impact of a carbon tax in Indonesia will reduce GDP of the country itself and may also affect other countries. This study is equivalent to research conducted by Zhou *et al.* (2011) using GTAP 6 indicating that the use of carbon tax in China will reduce the value of GDP. Similar results are also obtained by Calderón *et al.* (2016) arguing that CO₂ mitigation policy will reduce GDP and the domestic consumption. The decline of GDP is due to the amount of tax paid by producers that will increase the price of commodities. The increase of prices will lead to low purchasing power that will adversely affect the economy.

Figure 6 and 7 show the demands of government and private households are against carbon tax policies in Indonesia. It turns out that the negative impact of carbon tax more affects the private household that is indicated by all commodities except crude oil that has decreasing demand from the baseline scenario (no tax). While in the government household, the agriculture sector, crude oil, refined oil product, and other industries have a positive impact. This is caused by the amount of income received by the government will be allocated to agriculture and other sectors as an effort to handle emission reduction. One of the efforts that can be done is the search of new renewable natural resources. It will boost the demand of this sector. A decrease in the demand of private side is also shown by the research of Zhou *et al.* (2011).

From the environmental side, if the carbon tax in Indonesia is implemented in accordance with the above simulation, then it appears that carbon emissions can reduce emissions of CO₂. A carbon tax of 20USD/tCO₂ will be able to reduce CO₂ emissions by -9.6% meaning that when government policies want to reduce emissions to 29%, higher carbon taxes are required. However, that carbon taxes will also lower demand and GDP should also be noted. Moreover, if viewed from the commodity side, the coal commodity with the use of the carbon tax scenario one is nearing the ideals of Indonesia in the CO₂ emissions BAU. The carbon emission decreasing because of carbon tax is also indicated by the research of Calderón *et al.*, (2016); Li & Su, (2017); Lin & Li, (2011); Nakata & Lamont, (2001); Yusuf & Resosudarmo, (2015); and Zhou *et al.*, (2011).

Conclusion

As one of the CO₂ mitigation methods, carbon tax can reduce energy use, improve energy efficiency, and simultaneously promote the development of renewable energy. Of course, carbon tax also has its defects. For example, it would slow down the economic growth, decrease social welfares, damage the competitiveness of related industries, and lead to carbon leakage. Therefore, scientific and rational carbon taxation is crucial for countries that implement carbon tax.

Motivated by the controversial issue of real mitigation effect of carbon taxed and CO₂ emissions of East Asia and Pacific continents including Indonesia that increase every year (Indonesia is the 15th largest emitter in the world), the researcher analyzed the impact of GDP, government household demand, private household demand, and CO₂ emission reductions in Indonesia if carbon tax is applied in Indonesia under different carbon tax policies by using a dynamic energy environment economy CGE model with GTAP-E.

Both GDP and GDP index have a negative impact due to the carbon tax of US \$ 20/tCO₂, US \$ 10/tCO₂, and \$ 1.60/tCO₂. The greater the application of the carbon tax is, the greater the decrease of the value of GDP.

The demand of governments and private household is against carbon tax policies in Indonesia. It turns out that the negative impact of carbon tax affects private households more that is indicated by all commodities except crude oil that has decreasing demand of baseline scenario (no tax). In the government household, agriculture sector, crude oil, refined oil product, and other industries have a positive impact.

From the environmental side, if the carbon tax in Indonesia is implemented in accordance with the above simulation, then it appears that carbon tax can reduce emissions of CO₂.

Acknowledgments

I would like to thank to Indonesia Endowment Fund for Education of (LPDP) Ministry of Finance of the Republic of Indonesia for supporting the author by scholarship. I am so grateful as well to Prof. Tri Widodo, M.Ec.Dev., Ph.D for giving and always encouraging the author to accomplish this project. My best gratitude for my parents, Darmizal and Ermayetty; my grandmother; my brothers, thanks for your praying; and the last but not least, all my friends, Devi, Alia, Ade, Jum, Rini, and Ramlah for being together during working on and finishing this paper.

References

- [1] Abdullah, S., & Morley, B. (2014). Environmental taxes and economic growth: Evidence from panel causality tests. *Energy Economics*, 42, 27–33.
- [2] Burniaux, J.-M., & Truong, T. P. (2002). GTAP-E: an energy-environmental version of the GTAP model. *GTAP Technical Papers*, (16), 1–61. 3
- [3] Calderón, S., Alvarez, A. C., Loboguerrero, A. M., Arango, S., Calvin, K., Kober, T., ... Fisher-Vanden, K. (2016). Achieving CO 2 reductions in Colombia: Effects of carbon taxes and abatement targets. *Energy Economics*, 56, 575–586.
- [4] Farzin, Y. H., & Tahvonen, O. (1996). Global carbon cycle and optimal time path for the carbon tax. *Oxford Economic Papers*, 48(4), 513–536.
- [5] Hasudungan, V. W. H. (2016). The Impact of Implementing Carbon Tax and Feed-in Tariff: A CGE Analysis of the Indonesian Cas.
- [6] Li, Y., & Su, B. (2017). The impacts of carbon pricing on coastal megacities: A CGE analysis of Singapore. *Journal of Cleaner Production*, 165, 1239–1248.
- [7] Lin, B., & Li, X. (2011). The effect of carbon tax on per capita CO2 emissions. *Energy Policy*, 39(9), 5137–5146.
- [8] Nakata, T., & Lamont, A. (2001). Analysis of the impacts of carbon taxes on energy systems in Japan. *Energy Policy*, 29(2), 159–166.
- [9] Nordhaus, W. D. (2014). After Kyoto : Alternative Mechanisms to Control Global Warming. *The American Economic Review*, 96(2), 31–34.
- [10] Perman, R., Ma, Y., McGilvray, J., Common, M. (2003). *Natural Resource and Environmental Economics* 3editionth. Pearson, London
- [11] Pizer, W. A. (2002). Combining price and quantity controls to mitigate global climate change. *Journal of Public Economics*, 85(3), 409–434.
- [12] Resosudarmo, B. P. (2003). Computable General Equilibrium Model on Air Pollution Abatement Policies with Indonesia as a Case Study. *Economic Record*, 79(SpecialIssue), S63–S73.
- [13] Wei, Y. (2014). Ceep-Bit Working Paper Series Climate policy modeling : An online SCI-E and SSCI based literature review Zhimin Huang Beijing Institute of Technology.
- [14] Wesseh, P. K., Lin, B., & Atsagli, P. (2017). Carbon taxes, industrial production, welfare and the environment. *Energy*, 123, 305–313.
- [15] Yusuf, A. A., & Resosudarmo, B. P. (2015). On the distributional impact of a carbon tax in developing countries: the case of Indonesia. *Environmental Economics and Policy Studies*, 17(1), 131–156.
- [16] Zhou, S., Shi, M., Li, N., & Yuan, Y. (2011). Impacts of Carbon Tax Policy on CO2 Mitigation and Economic Growth in China. *Advances in Climate Change Research*, 2(3), 124–133.

Intercultural Business Management Development and Education Programs in Business Schools

José G. Vargas-Hernández, M.B.A. PhD.

University Center for economic and Managerial Sciences. University of Guadalajara, Periférico, Norte 799 Edif. G201-7.
Núcleo Universitario Los Belenes, Zapopan, Jalisco, 45100, México

Dr. Alfonso Cervantes-Maldonado

National School of Higher Studies, León Unit, National, Autonomous University of Mexico, Blvd.UNAM 2011, Comunidad de los Tepetates, León, Guanajuato, 37684 México

Abstract

This paper aims to reflect on the management of organizational intercultural relations under the analysis of trends in the evolutionary development of organizations. It is questioned whether business schools are doing the right approach to teach, research, train and consulting on multiculturalism to harmonize the principles of cultural diversity that are more than an ethnocentric orientation, monocultural or multiculturalism with universal ethical principles. The method used to analyze the phenomenon of organizational multiculturalism is based on the understanding of the interrelationships in the cultural diversity of individuals interacting in concert to achieve common goals. The work also underpins some analysis principles of the creation, development and management of organizational intercultural capital, and they are characterized to raise some assumptions of organizational multiculturalism. Finally, the emergence of a model of strategic management of organizational interculturalism focused on learning and training for proper operationalization and implementation is proposed, and some challenges and proposals are formulated.

Keywords: Intercultural organizational, strategic, cultural, organizational intercultural capital.

JEL: B490, B590, L290

Introduction

In recent years, the institutional and organizational evolution as a result of the processes of economic globalization, complexity and high levels of uncertainty in the context of which contribute to the formation and development of organizations, these are more diverse and multicultural (Cox 1991, 1993, 2001). The internationalization of enterprises to improve their ability to compete in an environment of market globalization (Gardenswartz and Rowe, 1998 cit. Susaeta and Navas, 2005) has necessitated a greater focus on organizational multiculturalism, with a higher sensitivity to cultural diversity.

People in organizations that are perceived as belonging to two groups can develop intercultural sensitivity if they perceive that it is not unfair be identified in the two cultures. The development of organizational intercultural sensitivity designed to experience the cultural differences provides an understanding of how people construct and live. Intercultural sensitivity in organizations is a relevant competition to complement the development of the mindset and the set of required skills.

Among the topics of global economic integration there are religious and immigration issues and how evolves the firm responses to the challenges of organizational multiculturalism to offer new prospects for development in society. Corporations seeking to operate in global markets assume that should work in intercultural environments with their employees, customers, consumers, suppliers, governments, etc., to whom corporations have to meet their needs, desires and fears in very different ways in where each of the agents try to accommodate to others.

Integrating intercultural organizations establishes processes of different cultural systems that co-inhabit an organization through the use of contacts balances and individual interactions linking the various cultural components and processes connectivity between economic, social, political and cultural contexts of organizations with the same internal processes.

The rise of electronic media has become to be easier, faster and economic contacts and cultural interactions in organizations. Individuals in organizations establish contacts, meetings and cultural interactions, facilitated by organizational mechanisms not only of groups and teams, but as in other gatherings, joint projects, negotiations, etc. Interactions in social structures are defined by values such as justice, freedom, equality, mutuality, diversity, respect, understanding, acceptance, peace building, etc.

Intercultural interactions contrast with other types from each other by differences and intercultural interactions, which are a source of confusion and misunderstanding. One of the most widely used frameworks to analyze the cultural differences of values in organizations that relate to the group's tendency to assign approval to abstract concepts of certain ways of being of a people. Some of these cultural values are analyzed in terms of individualism / collectivism, tolerance for ambiguity, social roles, time orientation, etc.

The cultural differences between people of different cultural backgrounds working in the same team or project are an opportunity for synergy. Each of these individuals has a responsibility to adapt and get to model behaviors that are competitive across cultures creating a third culture throughout the organization.

Contacts and cultural interactions in organizations take place on the job, social and educational institutions contexts, regardless of the interests of individuals from different cultures to meet other people with different cultural backgrounds (Allwood, Lindström, Börjesson, Edebäck, Myhre, Voionmaa 2007, p.18). In intercultural interactions of organizations there are comprehensive mutuality, reciprocity and equality.

Intercultural contact is as much a condition as a result of the functionality of intercultural relations in organizations that support and strengthen environments where members maintain equitable cooperation relations socially accepted with rejection to negative stereotypes (Aneas, 2015). In intercultural organizational business objectives and universality of ideas intersect leaving room for further cooperation between organizations in the private and public sectors.

The role of Business schools in intercultural business management

Global business and economic activities are increasingly impacted by intercultural business management competences of managers and businessmen and women, which may be broadened by intercultural business education and development programs taught at business schools. The study of intercultural business management as a global relationship process model has an impact on the global market, the influence of national and organizational culture and intercultural communications decision process. To participate and promote business with a global marketplace perspective is require training in intercultural motivation, communication and leadership skills. An intercultural leadership transforms the increasing international environment of a multicultural organization.

The main objective of intercultural business education and development programs is to provide an intercultural background awareness and competences development based on the understanding of foreign cultures. Intercultural competences become more sophisticated for cross-cultural management. Intercultural competence in international business is defined by Johnson, Lenartowicz and Apud (2006) as "an individual's effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad".

To internalize the concept of intercultural business management is required to have assignments designed as the outcome of mixing theory with practice. Intercultural business management is a hybrid concept that requires the study of sociocultural, business and management subjects. The essence of intercultural business management is the intercultural communication competence. Intercultural communication competence has been defined by Hall (1990) as a unique manner possessed by an individual who wants to realize his character, goals, and expectations in a specific environment. Several models dealing with intercultural business communication have value-orientations to comprehend the impact on intercultural business management.

Intercultural communication competence includes affective competence, cognitive competence, and behavior competence (Gudykunst and Kim, 1997). Until now, intercultural communication in international business relies on the theoretical model based on the five dimensions of Hofstede and used as a soft skill to explain intercultural relationships, and to conduct negotiations.

Business management professionals and students need to improve their cultural awareness and cultural adaptations to international and global exchanges. Intercultural business management is concerned with learning and appreciating reciprocal business values between the involved persons to understand each other's culture and values. Intercultural

management of organizations is defined by Burggraaf (2017) as the combination of knowledge, insights and skills which are necessary for adequately dealing with national and regional cultures and differences between cultures, at the several management levels within and between organizations.

Global business management is critical competence that requires intercultural learning and training (Bi, 2014). Intercultural management in organizations deals with different models at national, business and ethnic diversity levels to recognize some similarities and differences. People meet in intercultural settings with a specific situations and environments to make decisions and solve problems.

The intercultural perspective of business management curriculum to be taught at business schools must be student-focused. Individuals involved in organizations, business and institutions in international situations and environments tend to acquire and perform more intercultural sensitivity and capabilities. Intercultural management practices both within and among cultures benefit the reliability and the trustworthiness of the organization, processes of cooperation where the interests of economic factors play a relevant role as a result of human actions. Intercultural management by projecting morals gives form to relationships between cultures and organizations.

Intercultural business management requires adequate study and research programs to promote intercultural awareness and to improve culture learning at the core of instructional and linking with business practices. Intercultural business management learning and teaching theories with practical implications in global business and economic activities must be aimed to improve professionals and student's capabilities. The learning activities are placing emphasis on intercultural business management at the organizational level (Cao 2012).

However, some scholars argue that these skills, such as intercultural communication cannot be learned from a course and from a body of knowledge, but only from communicating across cultures. To achieve these goals, business students are encouraged to have overseas living, studying and working experiences to have opportunities on interactions in intercultural business management.

Cultural diversity

The intercultural organization is located in two-way interactions between the reality of society and organizations. It is in this space where the roots of cultural diversity are. The intercultural organization is a resource that consists of cultural diversity in terms of racial and ethnic heritage, gender and sexual orientation, age, physical ability, sexual orientation, professional group, etc.

The background and cultural features that shape the identities of the organizations, behaviors, values, attitudes, perceptions, etc., influence the development of organizations. The cultural capital is defined as the stock of values upon which the structure of each society is characterized it as different from others (Throsby, 2005). Among the main values that are considered practices are integrity, power levels, the purely cultural aspects and respect (Himmelstern, 2007).

The diversity of cultures can be explained from perspectives such as philosophy, emerging systems of complex interactions between cultures and human habitat and in terms of intercultural contacts. Cultural diversity is viewed as dynamic interactions between ethnic-racial, social, religious and cultural differences, etc., they are essential to the promotion of intercultural organizations. Religious expression is an important component of intercultural organization is pushed as an issue for firms and organizations for several demographic trends and public sector.

Intercultural organizations ensure the mix of individuals with diverse ethnic and racial origin, gender, religion, beliefs, values, etc., with ability to influence its internal work environment in accordance with the society in which it is immersed. Organizations with a wider range of the population are more sensitive to understand from the nature of intercultural organizational needs, desires and fears of prospects and customers and therefore provide satisfactions, services and products of superior quality (Adler, 1983; Griggs, 1991; Gasorek, 1998; Gardenswartz and Rowe, 1998, 1994; Susaeta and Navas, 2005).

In this atmosphere of cultural diversity, the meetings of individuals to implement policies and corporate and business strategies, develop new satisfactions, implement joint projects and solve problems that require long periods of time, also require resources and technical expertise, resources and intercultural competencies that provide the interaction of different national cultures.

Multiculturalism

Multiculturalism as a dynamic and dialectical process recognizes the existence and convergence of various cultures as a space between the local and global processes that intersects social and cultural networks articulating personal and collective identities (Hall, 1973). In organizational multiculturalism are allowed and included a diversity of individuals in cultural groups with equal status but remain one's side by side of others, many times isolated from each other.

Tolerance is valued and differences are celebrated in cultural expressions but the differentials of power untreated and exchange among the different groups are not allowed, only focuses on the representation, i.e. it is required only a superficial and friendly social interaction (The United Church of Canada (2011).

Intercultural organization concept

The intercultural organization is defined in this analysis as a set of contacts and interactions that often occur among the various members of an organization having different backgrounds and cultural identities, in terms of a common understanding of the meanings of language, values, attitudes, thoughts, emotions, actions, etc., defining the ways of being, thinking and acting, and understanding of different lifestyles.

To understand the notion of intercultural organization is essential to understand the concept of subjective culture rather than objective culture. Subjective culture is understood as a pattern of beliefs, behaviors and values that are maintained by groups of people interacting. This subjective culture allows analyzing the interactions between the expressions of differences existing between the complexity in epistemological diversity of the local and international culture beyond the historical, economic and political environment (Bennett, 2001a).

Intercultural interactions in organizations are mutually reciprocal between and within cultures.

Intercultural organization move in a different direction that the modernization process aimed at homogenization and standardization on the imposition of behaviors, attitudes, ways of being, and to assess resulting prejudicial stereotypes and mental structures, etc. This is exactly the opposite of intercultural organization.

Creation, organizational development and management of intercultural capital

The intercultural capital consists of the stock of forms and types of symbolic capital to represent the thoughts, emotions, values, experiences, skills and competencies, etc., in ways of being, acting, thinking, etc. Intercultural experiences from the action of the skills are internalized in individuals with common meanings to generate organizational synergy and empathy influencing performance of intercultural groups. Organizational diversity and intercultural organization have an impact on competitiveness and organizational performance (Cox and Blake 1991; Cox 1991, 2001; Milliken and Martins 1996; Thomas and Ely 1996; Williams and O'Reilly 1998; Pelled et al 1999; Kochan Bezrukova, Ely, Jackson, Joshi and Jehn et al. 2003; Jackson, Joshi & Erhardt 2003; Joshi and Roh 2009).

Intercultural and cultural diversity in organizational settings influence the dynamics of the groups and the organization of work (Milliken and Martins 1996; Williams and O'Reilly 1998, Ely and Thomas 2001; van Knippenberg and Schippers 2007). Intercultural capacities of organizations compounded by international experiences increase levels of intercultural organization capital and cultural levels of cosmopolitanism, both at the individuals and the organizations themselves.

The development of intercultural competences is the result of complex processes that require time and abundant resources. Organizations and corporations that will dominate the 21st century global market are those who are able to realize their full potential of intercultural capital in human resources and group teams. The development of intercultural competencies has implications for people and organizations that have to work in intercultural environments and global contexts

Distefano and Maznevski (2000) typify the intercultural teams as leveling where members were successfully integrated to meet the objectives without necessarily generating the added value resulting from the synergy of a team that has cultural homogeneity. The ethnocentric approach contrasts with the acquisition of intercultural organizational capital because it is based on prejudices and stereotypes rather than cultural generalizations based on serious research on culture.

The processes of creation, capture, development, integration, retention and administration of this intercultural capital that go across the geographical frontiers. It is in this sense that for -Alcázar, Romero Fernandez, Sanchez & Gardey, (2012) diversity of human capital is a concept formed by demographic attributes such as age, gender, nationality, education, type of training, status in employment, and functional expertise. Aswell human capital attributes include knowledge, experiences, cognitive styles and values

The policy-oriented companies by intercultural organization provide intercultural training programs and human resource development to strengthen this area through a process of integration of diversity and inclusion in their daily activities.

Method of analysis of organizational intercultural

The analysis of the intercultural organization phenomenon is based on the understanding of the interrelationships in the cultural diversity of individuals interacting in concert to achieve common goals. Intercultural relationships in organizations start with the first contacts and intercultural encounters with people who have a variety of ethnic and racial attributes of gender, religion, etc. The analysis of intercultural organization meant when offers tools for strategic management of ethnic-racial, religious, gender and sexual, differences of individuals who are members of organizations.

Intercultural organization strengthens when reference frameworks of most universal cultures under trans disciplinary approaches of sociological research, communication, anthropological, economic, etc. are analyzed, because they provide knowledge and methodological tools for analyzing cultural differences and contrasts. The analysis of the behavior of people with intercultural relationships between local management processes with multiple considerations of global organizations simplifies the processes of intercultural management.

Moreover, the complexity of the analysis of cultural differences in cultural diversity is a limiting factor for intercultural management organizational groups and teams without having the tools that the precise situations call for specific cases.

The analysis of cultural interactions are erroneously supported on generalizations that do not always have specific applications to culture groups, such as cognitive style that can be concrete or abstract, communication style that can be high and low context, the use of language in the rituals of verbal greetings, nonverbal behaviors in visual contact, etc.

The multidimensional construct metacognitive CQ (Earley and Ang, 2003) is defined as the ability of consciousness and alertness that individuals have for intercultural interactions through mental, motivational and behavioral components. Therefore, intercultural organization reflects the mental capacities of the individual members to acquire and understand culturally diverse situations through the processes of knowledge and control over individual thinking (Flavell 1979).

Monoculturalism and little intercultural organization are phenomena coupled with prejudice made by the method of analysis that can lead to a variety of dysfunctions and organizational deficiencies. All organizations, including companies, to reach the level of intercultural organization require moving from an exclusionary monocultural organization of minorities to a intercultural organization inclusive of all groups and minorities around values-centered in the diversity and intercultural relationships between members.

The various dimensions and components of the national culture are factors that influence decisively in the interactions, relationships and behaviors among individuals and organizations. These relational factors affecting strategy and management (Trompenaars, 1993), and therefore organizational performance, can become more important than the technical factors (Whiple and Frankle, 2000).

Differences of culture in organizations have an influence on the contacts and interactions of intercultural organization (Hamada, 1989; Garsten, 1993). Organizations seeking to reach diverse consumers and markets (Gomez-Mejia, Balkin and Cardy, 2001) require the creation and development of an organizational culture focused on diversity and plurality that is based on the promotion of values, behaviors, attitudes, activities, ceremonies and rituals that encourage intercultural organizational processes. The organizational culture, or corporate culture is rooted in the values of the founders converted into common practices and rules for members of the organization, where differences are understood values (Hofstede, 1999, p. 19).

Characterization of intercultural organization

The intercultural organization is characterized in that the organization offers conditions of support and help to its members to adapt socially, culturally integrate and improve their psychological health and their professional competence involve in high level of acceptance. The intercultural organization facilitates creating inclusive work environments, to respect and promote its vision, cultural values and sustainability of local communities where they operate, to establish more effective cooperation relations with investors and suppliers, to promote investment social programs, to meet and satisfy the needs, desires and specific fears of the different segments of prospects and customers, etc.

The intercultural organizational characteristics has as mainstreaming, individual subjectivity, tasks and labor relations, contextual influence, learning processes, data analysis and complex decision-making and the integration of cognitive,

emotional, attitudinal and behavioral components. However, in the intercultural organizational processes are common that cognitive and emotional elements overlap. Intercultural processes all benefit from the changes through interaction with others (The United Church of Canada (2011).

The sociocultural characteristics of the members of an organization are crucial to the diversity of relationships and interactions of intercultural organization, which can identify differences in membership and group memberships that are significantly different in their culture, their characteristics and personal attributes (Cox, 1994; Harrison, Price and Bell, 1998; Milliken and Martins, 1996). The interactions between people of different cultural groups learn and grow together, develop interactions, share knowledge and experiences with each other, they are transformed and molded shape.

Assumptions of intercultural organizational model

The assumptions of intercultural organization are interdisciplinary informed by paradigms or ways of thinking that emphasize cultural diversity or differences, the interpretive approach that emphasizes the context in which manifest the interactions and critical theory approach that analyzes the interactions under historical contexts if power. Considering the assumption that cultures develop their own structures of thought, therefore develop an "unconscious cultural" showing the deep cultural codes and ways of thinking, establishing the differences between one culture and another (Rapaille, 2006).

The intercultural organization is reflected in the diversity of the cultures represented in the dynamics of organizations that include the cultural background of individuals to their ethnic, racial, and religious belief structures, gender, age, perceptions, expectations, assumptions and priorities, processing information (Cox and Blake, 1991; Ely and Thomas 2001; Maznevski 1994; Tsui and O'Reilly 1989).

The intercultural organization is expressed in contacts and interactions between people with different cultural backgrounds. The use of intercultural empathy generates an appropriate temporal behavior to the cultural objective. Intercultural empathy is related to the change of frameworks which involves temporarily removing their own assumptions about global views and temporarily replaces them with a different set of values and beliefs. These intercultural organizational capabilities that emphasize intercultural interactions and exchanges of information among team members working from different cultures, allow questioning the cultural assumptions and make adjustments in mental models (Nelson 1996) with a high impact on organizational performance.

Intercultural organizational paradigm (García Alvarado, 1999) in an environment of economic globalization processes raises the need for cultural integration that is in contradiction with the model of intercultural organization based on the diversity of cultures and not of multiculturalism. Intercultural interactions of organizations deepen more than multicultural and cross-cultural models. Cross-cultural connections express in complex processes of interaction between multiple identities that are potentially powerful facilitators of intercultural. The organizational model of intercultural is inclusive of all cultures and are not segregated as multiculturalism intended as exclusive model of cultural integration.

The method of the Intercultural Development Inventory supports the conceptual, theoretical and methodological framework of Development Model of Intercultural Sensitivity to evaluate the intercultural sensitivity of people in organizations. Intercultural organizations occur because the structures and behaviors that facilitates their members to act without prejudice or cultural bias (Dubrin, 2003).

Managing organizational diversity and multiculturalism

Organizational management of intercultural is manifested in the very nature of intercultural relations in organizations operating in environments of globalization processes and seek to reach the stage of globalization. This evolutionary process of managing intercultural organization is expressed in developing adaptation sensitivities of a global culture of organizational behaviors, processes, products and services in tune with the communities they seek to serve.

Organizational management is an imperative of intercultural organizations, especially companies that are the ones at the forefront of dealing with global intercultural issues have already begun work on intercultural management and potential experience in tools to try to get common goals, growing economies and to work in a global environment in organizational cultural construction.

The entrepreneurial attitude can an attribute of the intercultural organizational management.

Entrepreneurial collaboration targeted deliberately encourages intercultural organizational foundations for peace.

The psychological, social, cultural and economic welfare of the members of an organization are ends of the management system diversity and intercultural. Stephan, Stephan and Gudykunst (1999: 62) developed the theory of threat that treats of the psychological-emotional processes of intercultural and distinguishes consciously perceived real threats to economic, social and political system symbolic or different perceptions of moral, religious and other values derived from the interpersonal and intergroup relations and negative stereotypes. In managing organizational intercultural relations, psychological health harmoniously integrates cognitive, emotional and behavioral components (Cattails Alvarez, 2015).

The role of intercultural management that play businesses in the economy by encouraging intercultural organizational position from below the line to understand and share the values of identity and purpose with stakeholders. Firms and other organizations have initiatives to promote intercultural organization through business.

There are numerous initiatives to promote intercultural organizations best practices that are dealing with different aspects of the business environment. Business organizations have a very important role in promoting intercultural organizational environment to emerge from the operating levels of the organizational pyramid base and connect to the management level for achieving the objectives. Intercultural organizational exchange can be promoted by business organizations in broader communities through investments in social programs, philanthropic support, etc.

The management of intercultural organization has to use available resources to develop the capacities to promote behaviors, attitudes, skills and abilities to facilitate the interrelations between individuals beyond their personal differences of gender, race, religion, lifestyles and social attitudes (Dubrin A., 2003). These social programs are aimed at the intercultural organization through managing the impact of their business sensitivity to local cultures and defend their strategic and political decisions that encourage social relationships in intercultural organization.

The management of intercultural organization can be oriented instrumentally to create a competitive advantage, but its scope would be very limited because of its pragmatism. Managing intercultural diversity in organizations can benefit by offering advantages in marketing, cost reduction by reducing staff turnover and absenteeism and increased job satisfaction. Thus, in this way it is achieved greater cultural diversity with the participation of workers from minority groups (Cox and Blake, 1991 Orlando, 2000) is achieved.

Therefore, intercultural management organizational moves away from standardization processes of organizational behavior to develop the knowledge of individuals to be full integration with the rationale of the organization. It is in the connection between the different levels of the organizational structure that processes intercultural organizations have an important role because they eliminate discrimination and stereotypes, demystify privileges through intercultural dialogue processes to build confidence and a sense of common purpose

Strategic management of intercultural organization

Few business organizations take the intercultural organization approach as strategic vision of sustainability and philanthropy to support the development of their communities by addressing their critical needs, make social investments that encourage sustainability working in partnership with government and civil society. Organizations, especially business firms that have greater clarity in their view, have an interest in supporting the efforts of communities to promote the principles of intercultural, cooperative relations, sustainability, tolerance, etc.

It is in this sense that the promotion of the principles and values of intercultural as part of the organizational approach to sustainability is reflected in its programs to promote sustainable business practices such as human rights, rights in the workplace, business peace, diversity, etc. This can be checked with the innovative actions that firms made to achieve intercultural which can be identified more as diversity issues in the workplace, in the marketplace and in the communities.

The intercultural organization is the source of all creativity and innovation. Among the findings of research conducted in intercultural organization it has been found that the most creative and innovative organizations have diversified groups and teams and greater results in reducing racism, classism and sexism (Kanter, 1983).

The intercultural organization is assumed through knowledge management and experience of unity and oneness of humanity recognizing its cultural diversity based on respect. These capabilities of mental consciousness experiences and standards for cross-cultural interactions include planning processes, monitoring and review of mental models

Under this assumption, intercultural organization is an organizational philosophy that influences the contacts and interactions of individuals in organizations, societies and cultures. In intercultural organizations diversity and plurality of individuals and groups contribute to comply with the organizational mission under the support of an organizational

philosophy. The organizational values of equal opportunities, open communication, gender equality, fraternity group, labor justice, etc., have their sustenance not only in organizational philosophy but in individual conviction that engenders an atmosphere of diverse intercultural. An organizational environment where these values are always present, results in rampant non barriers.

Inclusive policies and citizen participation guarantee social cohesion of civil society. The intercultural organization powers participation of the various actors and stakeholders' involvement in the organizational structures with behaviors and attitudes that create an organizational climate and a favorable working environment for carrying out the processes of strategic management, production, distribution and consumption of goods and services. In addition, intercultural organization ensures integration of organizational structures so that all members have the same opportunities of access to the benefits offered by various positions without any benefits due to religious, ethnic, racial, gender, etc., (Foster, Jackson, Cross, Jackson, Hardiman, 1991).

The strategic management of organizations is facing challenges related to the formulation and implementation of policies and practices of intercultural organizations. The strategic management of intercultural organization is a challenge for the integration of individuals in organizations considering the individuality of people that have their own paradigms rooted on values, norms, beliefs, attitudes, emotions, feelings, etc. This diversity of deeply held individual paradigms difficult organizational integration processes where collective contribution is more important.

The intercultural organizational environments affect strategic management due to the different ways of running induced by different cultures. Conflicts caused by dysfunctional management of diversity and intercultural organization generate high levels of stress that lead to attitudes of intolerance, aggression and understanding of others in the organization. In the processes of intra and inter intercultural conflicts arising from cultural differences and diversity are common, constantly threatening the local and global organizations (Bendick & Egan, 2008). Organizational diversity and intercultural has an impact on the management of intra- and inter-organizational conflicts (Pelled, Eisenhardt & Xin, 1999).

Innovative business practices promote intercultural relations of cooperation in conflict or post-conflict situations. Risky investments in conflict situations can provide an interface for contacts and interactions between the communities involved, as a result of business activities by profits.

Organizational Learning and intercultural training

Intercultural organizations systems have as characteristics that are learned transmitted and facilitated through the development of social skills that focus their action on communication patterns to members of different cultures. The most advanced stage of intercultural organization communication is developing the inter-linkages and establishing permanent ties in a solid organizational reputation. The media and intercultural organizational communication processes are essential in identifying the collective identities for both the institutional and organizational changes

The phenomenon of intercultural organizational communication is complex because it involves many individuals who have cultural background not very homogeneous and is likely to be very different. In intercultural communication, language and symbols and representations as not discursive they are affected if they do not have common codes for representing thought forms, emotions, feelings, ideas, values, etc., and which are common to a community, village or nation.

There is an increasing need for organizations to manage processes to lead intercultural learning value differences in a diverse world but globally connected and form the inclusive mindsets and attitudes among investors, suppliers, employees, customers, prospects, levels of government and other stakeholders in local communities in general. For contacts and inter relationships between cultures to be more effective are required recognition of cultural differences under the conditions of having an intercultural mentality, intercultural sensitivity and intercultural skills (Hammer, Bennett, & Wiseman 2003: Bennett, 2001^a, 2001b, 2001c; Bennett, 1993).

The discussion on intercultural competition has developed for some time now. In recent years the field of organizational multiculturalism is starting with the development of a theoretical framework and some methods of intercultural competence that help global leaders to learn how to learn in intercultural situations. It is in the cultural interfaces where intercultural organizational processes are developed and results in the generation of intercultural skills such as mediation empathic abilities and distinctions from strong cultures and underlying cultures.

The intercultural organization is geared more to the creative development of competencies rather than to consider the limitations of traditional academic programs. Intercultural organizational mentality has to be established before the skills and competencies acquired by individuals.

The intercultural organization is a valuable skill in organizations that is the result of integrating exercise of intercultural competence, which according to Aneas (2009) emerges when symmetry conditions are presented in intercultural relations, psychological, social and cultural integration of all members working in legal, fair, equitable and cooperative status in achieving common goals form.

The intercultural organization encourages development of administrators in their mentality and their skill set for the development of intercultural skills to adapt to situations that require intercultural competence. The leader with intercultural organizational mentality recognizes global corporations that gave origin and administer third cultures that become dominant cultures in the working lives of those organizations (Bennett, 2001a).

The intercultural organization for intercultural competence is integrated in the development of cognitive, emotional, attitudinal and behavioral components of all members of the organization and the design of structures, processes and technologies, culture and organizational strategies that interact with the environment and that despite an increasingly complex and uncertain environment, facilitate the fulfillment of their duties through intercultural relationships.

The development of intercultural competences is essential for the development of intercultural dialogue in organizations. These skills are defined as the complex skills necessary for effective and appropriate performance when interacting with those who are linguistically and culturally different (Fantini, 2007). These skills are added to the curriculum of learning organizations to learn continuously in global environments to think globally and act locally. For example, racial and cultural imbalances of power are treated in such a way that people learn from each other and change.

Organizations promoting intercultural structures focus on building contacts and relationships between people, deep contacts, and interactions with mutual benefits, respect and learning from each other. Managers of organizations recognize the crucial role that education programs supported by governments and academics for organizational learning and intercultural training. The BMW Group, for example, annually awards the prize rewards the intercultural learning for new ideas and projects that are exemplary and deal with issues that make innovative contributions to the global intercultural and to international understanding.

Intercultural organizational learning is an element of social activities. It has been understood the importance of learning and training in intercultural organization not only in relations between people of different ethnic groups that depend on the ability to handle differences in a positive way for both individuals and for organizations. Learning processes of intercultural organizational enable the capacity of awareness contact and interaction between individuals and their internal and external reality to create ways of thinking through the experiences, values training, emotions, attitudes, behaviors, etc.

The intercultural organization is an ethical imperative for respect for the dignity, respect and tolerance for cultural diversity. The formation and maintenance of organizational values is central to the philosophy of the organization, which serves as a guide to ethical behavior and pluralistic conduct, which influence the formulation and implementation of strategies and policies that govern the action. Experience and positive attitudes of people who exercise an intercultural ethics contribute to the development of intercultural mediator activities in organizations.

As a strategy, intercultural organization requires committed leadership with the formation of behaviors and structures centered on the assessment of organizational culture focused on prioritizing the plurality resulting from diversity. The organizations involved in the exchange of training programs to create organizational intercultural knowledge, build the necessary structures and develop the competencies and skills.

The intercultural organization has been considered as part of the intercultural problematic by Steizel, Dumas & As (2006) when organizations consciously focus expatriation policies of executives and employees of long duration in situations where people come together from different national cultures. Employees, who are expatriates to work in international projects in a subsidiary of the same corporation in a host country with a different culture and diversity, need to adapt to the new culture through support programs of training, including intercultural organizational diversity management and provide them with the plurality of actions in structured experiences (Rubio, 1999).

Operationalization and implementation of organizational programs multiculturalism

The diversity in intercultural organization can materialize into a competitive advantage for organizations (Dubrin, 2003) with the implementation of strategies and organizational structures that facilitate behavioral processes, communication and attitudinal change among members. The implementation of core competencies of firms to promote intercultural organizational processes through dialogue, practical and culturally sensitive activities, contributes to improved relations with all internal and external groups of the company stakeholders in the local community.

With the operationalization in scale and scope of intercultural organizational programs come geographical and cultural differences and challenges. HSBC, for example, promotes exchange programs in the context of intercultural organization where the core of the brand is the cultural heritage. This is essential in innovative marketing initiatives aimed at different customers, and culturally sensitive to the principles of sustainability with various suppliers' promotional programs.

Business organizations can play an important role in the promotion of intercultural organizational values in area such as corporate social responsibility and organizational sustainability to include intercultural issues such as human rights, labor rights, ethical principles business, love and business, tolerance, etc., responsible marketing approaches, support for community projects and tolerance in society. Tourism activities contribute to local economic growth and cooperation between countries, facilitating organizational intercultural cooperation for developing joint projects and joint marketing activities.

Representatives of international business organizations such as the Alliance of Civilizations of the United Nations and the Global Compact of the United Nations recommends the implementation of intercultural organization and intercultural understanding policies and intercultural dialogue in the global sustainability agenda to expand collaboration between business, governments and civil society. These driven by United Nations programs were inspired by the interests of the business communities' organizations and affinity with NGOs and civil society to provide a platform for discussion of concerns about aspects of intercultural organization.

The implementation of intercultural and diversity organization affects activities because it assumes the moral responsibility to eradicate labor discrimination and support equal opportunities for all members. The company BMW Group offers the LIFE program in theoretical and practical ideas and materials on multiculturalism. Furthermore, in collaboration with governments, BMW Group for example, manages the impact of its core business as sensitive to local cultures aimed at reducing the challenges that businesses face in society for cultural bias in collaboration

The implementation of strategies for the development of intercultural competences of individuals in organizations is based on the intercultural sensitivity to particular issues that need to be resolved. To achieve intercultural sensitivity in organizations, people require intercultural skills training to recognize and experience cultural differences so that they can adapt their organizations.

Intercultural sensitivity in organizations reaches greater sophistication if construction of cultural differences is more complex. Once that is achieved and experienced sensitivity to intercultural organization is acquired the competence to differentiate cultures against generalizations, so that it is maintained a general approach to cultural differences regardless of culture remains concerned. People who achieve the level of sensitivity of the intercultural organization is able to adapt in a dual perception to another culture without degrading itself.

Dysfunctional governance of organizational intercultural

Organizations that are diversified across cultures tend to facilitate the development of the potential of the individuals involved in the various activities and functions, without the cultural, social, ethnic, gender, religion, etc., differences represent serious obstacles that occur in conflicts and intra organizational dysfunctions. In part these dysfunctional organizational diversity and intercultural organization are due to the lack of a management system that relies on policies and strategies that support governance processes focusing on intercultural organization and organizational diversity.

The interactions and relationships between individuals within organizations have their support in the complexities of communications with their dysfunctions from the diversity of languages, technicalities, verbal language, idiosyncrasies, etc. which lends itself to misinterpretation, distortion of meanings, misunderstandings, etc. The oil company Shell has established a set of principles relating to cultural practices through diversity, leaving out those local considerations that are considered dysfunctional as corruption (Shell General Business Principles, Shell 2015).

It is questioned whether intercultural organization can harmonize the principles of cultural diversity that are more than an ethnocentric orientation with universal ethical principles. The firm Deloitte emphasizes its shared corporate values underlying the harmonization of both approaches from cultural diversity (Deloitte 2011, p. 12 and Sandyford and Molenkamp 2015).

Some of the barriers to achieving intercultural diversity in organizations (Triantis, 1994) as well as prejudice and individuals own assessments, so are the processes and intra-cultural and intercultural such as ethnocentrism or the consideration that the own culture is the best in the world. Other barriers are generated by disorientation, anxiety and tension when the interaction is intended in times of intercultural organization (Ramirez & León, 2008). Contacts and intercultural encounters

between individuals in organizations always involve cultural tensions depending on the value system and the context in which such organizational intercultural interactions occur.

Audits of organizational diversity

Make a correct diagnosis of the causes of organizational problems in the absence of intercultural organization is fundamental to identify associated variables. There are a number of methods and tools to perform these organizational diagnoses among which audits of organizational diversity that determines the main causes of the low presence of intercultural organization to intervene with techniques of organizational development to improve the situations. The intercultural organization is one of the roots of organizational development.

The identification of best practices to foster understanding and intercultural dialogue on organizational is necessary in order to share the progress with a wide range of organizations.

The positive assessment of intercultural relations benefits and maintains the permanence of diversity and intercultural contacts. Responsiveness, compliance and value of the results (Aneas, 2015) are components that promote a climate of contacts of intercultural relationships in organizations.

Challenges

The intercultural organization challenges today are present in the internationalization processes where staff employed have different cultural backgrounds, belief systems and values, languages, customs, etc. This diversity in the cultural background of the people is the cause of continuous clashes and conflicts with local markets from any of the cultural perspectives approached, either from the cultural universalism or at the other extreme cultural relativism (Donaldson 1996).

Among the challenges facing today's organizations to promote intercultural organizational platform supported by a diverse subcultures of members, can be discussed processes of cohesion and group integration that encourage development opportunities and meeting the needs of those involved.

The diversity and intercultural organizational challenges facing the emergence of intercultural conflicts arising from the absence of human rights practices in relations between different actors and stakeholders both within and outside organizations. This lack of exercise of human rights is manifested in actions of unequal access to resources, employment opportunities, promotions, incentives, etc., and expressions of attitudes of intolerance based on ethnic origin, gender, religion, age, functional ability, etc.

Concerns about the sustainability involve economic, social and environmental challenges. The vision of sustainable development is relevant to any form of organization that considers what is important and the role to help achieve the organizational challenge of intercultural. To meet these challenges, business organizations develop concrete and innovative responses that are intercultural organizational orientation to promote intercultural cooperation relations in the business environment. Organizations and companies take the discipline of intercultural organization as a management perspective of diversity, to respond to challenges and opportunities, business needs evolve and develop new practices and principles.

Diversity and intercultural in organizations tend to retain talented minorities (Thomas and Gabarro 1999). Pless and Maak (2004, p. 130) recommend that organizations embrace diversity and encourage mankind for attaining some of the organizational benefits of intercultural as reducing the rotation of talent from minority groups, inclusion and improving quality of life (das Neves & Scrum, 2013).

Intercultural business management development and education programs in business schools

The ultimate goal of cultural education is to cultivate intercultural communication and business management competences which should be emphasized in learning activities at business schools. University plans and programs of study at business schools must create and develop a curriculum in the intercultural business, management and culture to provide students with better understanding, skills and capabilities. Business management programs are to cultivate multi-talented students mastering economics, and management, and who possess high level of intercultural communication competence (Chen & Wang, 2009). Qualified intercultural business managerial talents are required to learn and practice intercultural communication and understanding in their contents.

The overall academic program in intercultural business management must promote intercultural awareness, leadership and communication skills. Understanding, gaining awareness and learning intercultural business management based on

relationships of cultural and social values exchanges can be achieved through the acknowledge of diversity, analyzing perceptions, organizing cultural and social values information and posing the challenges to behave in “other cultures”. To get cultural awareness of differences and acquire cultural understanding for intercultural business management is crucial capability to foster correct behaviors and attitudes will intercultural abilities and skills of well-rounded professionals.

Expertise in intercultural business management is gained through culture learning based on lectures and discussion of cases in such a way that students are involved with practices closely with doing global intercultural business management. Practices involving student and expatriate returns from their overseas assignments can give presentations on their intercultural experiences which will provide valuable insights to others. Business contacts within the global corporations can provide good intercultural business management experiences and expertise.

Learning materials must state clearly to the students the important functions of intercultural knowledge in business management as the core to improve intercultural education (Zhao, 2013). Intercultural relationships are the cause and the consequence of the need to learning and teaching techniques nowadays. The research findings on intercultural business management should be learned by professionals and students in the global business and economics environment.

Improvement of intercultural learning must develop knowledge and skills on cross-cultural business management in different cultural context, clearly stating the intercultural elements and theoretical and methodological frameworks. To set the goal with an emphasis in intercultural learning, business schools must be more specific on aspects of business management, such as how the development of intercultural skills improves the understanding between people of different cultural backgrounds.

Business schools must prioritize cultivating intercultural business management competences and skills through learning experiences to foster development of global and international businessmen and women, as well as global managers. Global management courses need to be taught in an intercultural method. Intercultural business management capability cannot be realized by taking courses but through the learning elements, methodology, teaching materials and activities of the entire program of intercultural studies and training. Training in intercultural awareness promote meeting of individuals with different backgrounds to practice their cultural traits and values followed by a discussion on the basis and principles of intercultural interaction. Also the techniques of role playing and script analysis can be employed to enhance practices on intercultural business management.

Proposals

Finally, some concrete proposals for implementing the strategy of intercultural management in organizations are suggested:

Organizations must create a climate of respect for diversity and intercultural that generates organizational conditions to attract and retain organizational intercultural capital.

The management of intercultural organization should be more oriented to achieve competitive advantage as a means of strategic nature rather than an end in itself.

The management of intercultural organization should use available resources to develop the capacities to promote behaviors, attitudes, skills and abilities to facilitate relationships between individuals.

Organizations should develop programs that promote intercultural organizational integration that celebrates diversity as a reflection, according to Triandis (2003) of variables of behaviors, attitudes, norms and social, cultural, demographics, etc. Organizations that compete in global environments need to invest in development intercultural competence programs of their staff

These training programs should create intercultural organization and developing values, attitudes and skills in communication processes, motivation and intercultural leadership that discourages violence and employment discrimination.

The leader of the global corporation should develop intercultural organizational skills to achieve better results with teams that are more multicultural teams than the monocultural to work considering that corporate values must be respected.

Organizational leadership should promote codes of intercultural communication and organizational motivation from the sensitivity of the values of a new, more universal and objective organizational culture, free of subjectivity and discrimination, able to strengthen the inter-open spaces for communication free of conflicts and cooperation between different people.

Therefore, authentic intercultural organizational processes must be based on humanistic and critical direction; policies and strategies focused on organizational core values of intercultural and also promote the creation of an environment of formation and development of all members of the intercultural diversity.

Aknowledgments

This work was supported by UNAM-PAPIIT for the PAPIME project PE306217. Thanks to the General Direction of Affairs of the Academic Staff (DGAPA) of the National Autonomous University of Mexico (UNAM) for support the project.

References

- [1] Adler, N. J. (1983). A Typology of Management Studies Involving Culture. *Journal of International Business Studies*, 14(2), 29-47.
- [2] Allwood, J., Lindström, N. B., Börjesson M., Edebäck C., Myhre R. Voionmaa K. et al. (2007). *European Intercultural Workplace: SVERIGE*, Projektpartnerskapet European Intercultural Workplace (EIW), Leonardo Da Vinci, Kollegium SSKKIL, Göteborg University, Sweden.
- [3] Aneas Álvarez, M. A. (2015). *Relaciones interculturales en la empresa: claves teóricas de los procesos y resultados interculturales*. Recuperado el 22 de octubre de 2015 de <http://diposit.ub.edu/dspace/handle/2445/65235>
- [4] Aneas Álvarez, M.A. (2009) Competencia intercultural: competencia clave en las organizaciones actuales. *Vivir entre culturas: una nueva sociedad*. Madrid, ES: La Muralla, 151-175.
- [5] Bennett, M. J. (2001a). Intercultural competence for global leadership. The intercultural Development Research Institute. www.idrinstitute.org
- [6] Bennett, M. J. (2001b). Developing Intercultural Competence for Global Managers in Reineke, Rolf-Dieter (Editor) (June, 2001) *Interkulturelles Management*. Wiesbaden: Gabler Verlag.
- [7] Bennett, M. J. (2001c). An Intercultural Mindset and Skillset for Global Leadership from *Conference Proceedings of Leadership Without Borders: Developing Global Leaders*. Adelphi, MD: National leadership Institute and the Center for Creative Leadership, University of Maryland University College, 2001.
- [8] Bennett, M. (1993) Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In M. Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth, Maine: Intercultural Press.
- [9] Bi, J. W. (2014). *Cross-Cultural Communication and Second Language Teaching* (p. 6). Beijing: Language and Culture University Press.
- [10] Burggraaf, W. (2017). Intercultural management. On cultures and the multicultural organisation. Delivered on the occasion of the assumption of duties as Professor of Intercultural Management at Nyenrode University, the Netherlands Business School on Thursday, June 11, 1998. Download from <http://www.nyenrode.nl/bio/Documents/Intercultural%20management%20On%20cultures%20and%20the%20multicultural%20organisation.pdf>
- [11] Business of Peace. (2000). The Prince of Wales Business Leaders Forum, International Alert, Council on Economic Priorities. Disponible en <http://www.international-alert.org/sites/default/files/publications/The%20Business%20of%20Peace.pdf>
- [12] Cao, D. C. (2012). A Theoretical Framework for China's Business English Based on International Business Communication. *Foreign Language in China*, 9(3), 10-15.
- [13] Chen, Z. M., & Wang, L. F. (2009). Developing National Curriculum for BA Programs in Business English in China. *Foreign Language in China*, 6(4), 4-11, 21.
- [14] Cox, T. (1991). The multicultural organization, *The executive*, Vol.5, No.2, pp.34-47.
- [15] Cox, T., Jr. 1991. The multicultural organization. *Academy of Management Executive*, 5(2): 34-47.
- [16] Cox, T., Jr. 1993. *Cultural diversity in organizations: Theory, research & practice*. San Francisco, CA: Berrett-Koehler.
- [17] Cox T. (1994). *Cultural Diversity in Organizations*, San Francisco. Berret-Koehler.

- [18] Cox, T., Jr. 2001. *Creating the multicultural organization: A strategy for capturing the power of diversity*. San Francisco, CA: Jossey-Bass.
- [19] Cox T.; Blake S. (1991). "Managing Cultural Diversity: Implications for Organizational Competitiveness". *Academy of Management Executive*. Vol. 5, No. 3.
- [20] das Neves, J. C., & Melé, D. (2013). Managing ethically cultural diversity: learning from Thomas Aquinas. *Journal of business ethics*, 116(4), 769-780.
- [21] Deloitte (2011). Consulting-assessment centre Guide. Obtenido en <https://www.wikijob.co.uk/forum/consultancy-consulting-firms/deloitte-2011-consulting-assessment-centre-guide>
- [22] DiStefano, J. J. and Maznevski, M. L. (2000). Creating Value with Diverse Teams in Global Management. *Organizational Dynamics*, Volume 29, Issue 1, 2000, pp. 45 – 63.
- [23] Donaldson, T. (1996). Values in tension: Ethics away from home. *Harvard Business Review*, September–October 1996 Issue. 48-62.
- [24] Dubrin, A. J. (2003). Poder, Política e Influencia, en *Fundamentos de Comportamiento Organizacional*. Thomson, México, Pp. 242-248.
- [25] Earley, P. C., and Ang, S. (2003). *Cultural Intelligence: Individual Interactions Across Cultures*. Palo Alto: Stanford University Press.
- [26] Egan, M. L., & Bendick, M. (2008). Combining multicultural management and diversity into one course on cultural competence. *Academy of Management Learning & Education*, 7(3), 387-393.
- [27] Ely, R. J. & Thomas, D. A. 2001. Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2): 229-273.
- [28] Fantini, A. 2007. *Exploring Intercultural Competence: Developing, Measuring, and Monitoring*. Research Report 07-01. St. Louis, Center for Social Development, Washington University. <http://csd.wustl.edu/Publications/Documents/RP07-01.pdf> and http://proposals.nafsa.org/Abstract_Uploads/118.61212.GS049.pdf
- [29] Flavell, J.H. (1979). 'Metacognition and Cognitive Monitoring: A New Area of Cognitive Inquiry.' *American Psychologist*, 34/10: 906-11.
- [30] Foster B., Jackson G., Cross W., Jackson B., Hardiman R. (1991), Workforce Diversity and Business. *Training and Development Journal* (1988, April). pp. 1-4.
- [31] García, R. A. E., & Alvarado, G. S. M. (1999). Hacia nuevos paradigmas organizacionales interculturales. *J. Flores S. Y F. Novelo (Comps.)*, *Innovación Tecnológica y Gestión de las Organizaciones*, 103-112. Memoria 12° Congreso Investigación, pp.103-112, Depto. Producción Económica, DCSH, UAM-X, México, 1999.
- [32] Gardenswartz, L., & Rowe, A. (1998). *Managing diversity: A complete desk reference & planning guide* (Rev. ed.). New York, NY: McGraw-Hill.
- [33] Gardenswartz, L., & Rowe, A. (1994). *Diverse teams at work: Capitalizing on the power of diversity*. Chicago: Irwin Professional Publishing.
- [34] Garsten, C. (1993). *Apple world: Core and periphery in a transnational organizational culture*. Stockham: Stockham Studies in Social Anthropology.
- [35] Gasorek, D. (1998). Inclusion opportunity: Leveraging diversity for bottom-line results in today's global marketplace: Don't ignore differences in the workplace. *Business Credit*, June, 70-71.
- [36] Gómez-Mejía, L.; Balkin, D.; Cardy, R. (2001) *Dirección y Gestión de Recursos Humanos*. Pearson, España.
- [37] Griggs, S. A. (1991). *Learning Styles Counseling*. ERIC Digest. ERIC Clearinghouse on Counseling and Personnel Services. Ann Arbor, MI: 3.
- [38] Gudykunst, W., & Kim, Y. (1997). *Communicating with Strangers: An Approach to Intercultural Communication* (3rd ed., pp. 83-104). New York City, New York: McGraw –Hill.

- [39] Hall, E. (1990). *The Hidden Dimension* (2nd ed., p. 13). New York, New York: Anchor. www.ccsenet.org/elt English Language Teaching Vol. 9, No. 2; 2016
- [40] Hall, S. (1973). *Encoding and Decoding in the Television Discourse*. Birmingham: Centre for Contemporary Cultural Studies.
- [41] Hamada, T. (1989). *American enterprise in Japan*. Albany, NY: State University of New York Press.
- [42] Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The Intercultural Development Inventory. In R. M. Paige (Guest Ed.). Special issue: Research on Intercultural Development. *International Journal of Intercultural Relations*, 27(4), 421–443.
- [43] Harrison, D.; Price, K.; Bell, M. (1998). Beyond relational demography: Time and the effects of surface-and deep-level diversity on work group cohesion. *Academy of Management Journal*, vol. 41, n° 1, 96-108.
- [44] Himmelstern, F. (2007). Today's Organizations are Multicultural. *Signo y Pensamiento*, (51), 68-79.
- [45] Hofstede, G. (1999). The Universal and the Specific in 21st-Century Global Management, *Organizational Dynamics*, Vol. 28 no. 1, Summer 1999, 34-43.
- [46] Jackson, S. E., Joshi, A., & Erhardt, N. L. 2003. Recent research on team and organizational diversity: SWOT analysis and implications. *Journal of Management*, 29: 801–830.
- [47] Johnson, J., Lenartowicz, T., & Apud, S. (2006). Cross-cultural competence in international business: Toward a definition and a model. *Journal of International Business Studies*, 2(37), 525-543-37, 525-543. <http://dx.doi.org/10.1057/palgrave.jibs.8400205>
- [48] Joshi, A., & Roh, H. (2009). The role of context in work team diversity research: A meta-analytic review. *Academy of Management Journal*, 52(3), 599-627.
- [49] Kanter R. M. (1983). *The Change Masters*. Editorial Simon and Schuster. NY, USA.
- [50] Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., et al. (2003). The effects of diversity on business performance: report of the diversity research network. *Human Resource Management*, 42(1), 3–21.
- [51] Martín Alcázar, F., Romero Fernández, P. M., & Sánchez Gardey, G. (2012). Transforming human resource management systems to cope with diversity?. *Journal of business ethics*, Vol 107(4): 511-531.
- [52] Maznevski, M. L. (1994), *Synergy and Performance in Multicultural Teams*, unpublished Ph.D. dissertation, The University of Western Ontario.
- [53] Milliken, F. y Martins, L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups- *Academy of Management Review*, vol. 21, 402-433.
- [54] Multinacional (2005). *XV Congreso de la Asociación Científica Economía y Dirección de la Empresa (ACEDE)*, Las Palmas de Gran Canaria, La Laguna, Septiembre, 2005.
- [55] Nelson, T.O. (1996). Consciousness and Metacognition. *American Psychologist*, 51/2: 102-116.
- [56] Orlando C. R. (2000). Racial Diversity, Business Strategy, and Firm Performance: A Resource- Based View. *Academy of Management Journal*. Abril del 2000, Págs. 164-177.
- [57] Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the black box: An analysis of work group diversity, conflict and performance. *Administrative Science Quarterly*, 44:1–28.
- [58] Pless, N. M., & Maak, T. (2004). Building an inclusive diversity culture: Principles, processes, and practices. *Journal of Business Ethics*, 54(2), 129–147.
- [59] Ramírez, L. M., & León, A. D. R. (2008). Gestión estratégica de la diversidad cultural en las organizaciones. *Ciencias Sociales Online*, 5(1), 53-70.
- [60] Rapaille, C. (2006). *The culture code An ingenious way to understand why people around the world live and buy as they do*. New York, New York: Random House.

- [61] Rubio, I. M. (1999). La formación intercultural en la gestión de expatriados. *La gestión de la diversidad: XIII Congreso Nacional, IX Congreso Hispano-Francés, Logroño (La Rioja), 16, 17 y 18 de junio, 1999*. Universidad de La Rioja, 879-886.
- [62] Sandford, N. and Mohlemkamp, M. (2015). Building world-class ethics and compliance programs: Making a good program great. Disponible en <http://www2.deloitte.com/us/en/pages/risk/articles/building-world-class-ethics-and-compliance-programs-making-a-good-program-great.html>
- [63] Shell (2015) *Shell general business principles*, available at: <http://www.shell.com/global/aboutshell/who-we-are/our-values/sqbp.html>
- [64] Shell General Business Principles (2015).
- [65] <http://www.shell.com/content/dam/shell-new/local/global-content-packages/corporate/sqbp-english-2014.pdf>
- [66] Steizel, S., Dumas, V., & As, V. P. B. (2006). El trabajo en equipos multiculturales: particularidades y mecanismos organizacionales para facilitarlos. *Asociación Argentina de Especialistas en Estudios del trabajo*, 2-31.
- [67] Stephan, W. G., Stephan, C. W., & Gudykunst, W. B. (1999). Anxiety in intergroup relations: A comparison of anxiety/uncertainty management theory and integrated threat theory. *International Journal of Intercultural Relations*, 23, 613-628.
- [68] Susaeta, L. y Navas J.E. (2005): "Diversidad Cultural y su Impacto en Resultados Empresariales desde la Teoría de Recursos y Capacidades: Una Aplicación a la Empresa.
- [69] The United Church of Canada (2011). Defining Multicultural, Cross-cultural, and Intercultural. © 2011 The United Church of Canada/L'Église Unie du Canada. Licensed under Creative Commons Attribution Non-commercial No Derivatives (by-nc-nd) Licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by-nc-nd/2.5/ca>.
- [70] Thomas, D. A. & Gabarro, J. (1999). *Breaking Through: How People of Color and the Companies They Work for Can Overcome Barriers*. Boston, MA: Harvard Business School Press.
- [71] Throsby, D. (1999). Cultural capital. *Journal of Cultural Economics* 23: 3–12, 1999. Kluwer Academic Publishers. Printed in the Netherlands
- [72] Triandis, H. C. (2003). The future of workforce diversity in international organizations: A commentary, *Applied psychology: An international review* (53:3), 2003, pp. 486-495.
- [73] Trompenaars, F. (1993). *Riding the waves of culture: understanding cultural diversity in business*. Economist Books, 1993 - Business & Economics.
- [74] Tsui, A., & O'Reilly, C. (1989). Beyond simple demographic effects: The importance of relational demography in superior-subordinate dyads. *Academy of Management Journal*, 32, 402–423.
- [75] van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58, 515–541.
- [76] Whipple, J. M. & Frankel, R. (2000). Strategic alliance success factors. *The Journal of Supply Chain Management*, LEV-PART art 007 pp. 1-13.
- [77] Williams, K., O'Reilly, C., 1998. Forty years of diversity research: A review [in:] Staw, B.M., Cummings, L.L., (Eds.), *Research in organizational behavior*. CT: JAI Press, Greenwich.
- [78] Zhao, X. L. (2013). The Study of Business English Intercultural Education from the Perspective of Intercultural Communication. *Journal of Langfang Normal College*, 29(1), 111-114.

Efficient Management of Municipal Enterprises

Dr. Davit Narmania

Prof. of Tbilisi State University, former mayor of Tbilisi City

Abstract

Municipal enterprises, as the local service providers, require a specific management approach. On the one hand, the municipal enterprises are organizations based on a certain commercial basis like LTD, Joint Stock Company and etc. and on the other hand, they have a different style of governance (e.g. municipal supervisory board). Additionally, the sources of budget formation are also different. They can have municipal funding as well as tariffs and commercial revenues. Planning, organizing, motivating and controlling management tools are used in municipal enterprises, like in commercial organizations. However, the implementation tools and functional subsystems are different (HR, communication, marketing, financial and operational management). Municipal enterprises are often required transparency, accountability and more corporate social responsibility than the private ones. This is caused by the fact that the municipal services are directly used by the citizens and in some cases, they are financed by civilians' taxes. Nowadays there are debates if public or private enterprises provide more valuable services (higher quality goods at a lower price) for citizens. Furthermore, if a private company is operating better, it creates possibility to privatize the public enterprise. However, in our work it won't be discussed. The main purpose of the paper is to determine the main postulates that will increase the efficiency of existing municipal enterprises. Accordingly, possible instruments are discussed in order to deliver public services, which have higher quality, are accessible and relatively inexpensive. In the paper theoretical and several practical examples of Georgia are discussed in order to improve municipal enterprise management efficiency.

Keywords: Municipal enterprise; Management; Efficiency; Service delivery.

Introduction

Main Features of Municipal Enterprise

Municipal enterprises, as the local service providers, require a specific management approach. On the one hand, the municipal enterprises are organizations based on a certain commercial basis like LTD, Joint Stock Company and etc. and on the other hand, they have a different style of governance (e.g. municipal supervisory board). Additionally, the sources of budget formation are also different. They can have municipal funding as well as tariffs and commercial revenues. Therefore, municipal enterprises are so called hybrid formations and their study is multidisciplinary (Leroy, 2009, p. 1).

Municipal enterprise is based on the local self-government to provide municipal services. Thus, they are autonomous organizations owned by municipalities, used to produce or deliver local public services outside the local bureaucracy (Voorn, Genugten, Thiel, 2017, p. 820). Such can be organizations related to passenger transportation, care of green plants, medical services, cleaning, recycling of remains and other similar ones. Therefore, the enterprise is a conditional conception, that may produce specific products (e.g. products derived from recycling of remains) or delivering municipal services (e.g. municipal dispensary). In most cases, municipal enterprises are the public significant service providers on the local level.

According to one common approach, the municipal enterprises will provide more efficient services than the private companies. However, there are opposers too. Additionally, there are frequently debates if public or private enterprises provide more valuable services (higher quality goods at a lower price) for citizens. Furthermore, if a private company is operating better, it creates possibility to privatize the public enterprise. There is a form of transfer managing right of public enterprise to a private company. In such case property remains municipal and the service is supplied by a private company. In addition, there is a public-private party form (PPP), when a specific public function is performed by a private company, based on a specially concluded contract.

There are several factors that are arguments for creating or maintaining public enterprises and they are united in four main groups (Leroy, 2009, p. 17):

1. Ideological conditions;
2. Acquisition or consolidation of political or economic power;
3. Historic heritage and Inertia;
4. Pragmatic responsibility on economic problems.

Unlike the ordinary and private companies, municipal enterprises have several characteristics (The Center for Audit Quality, 2011):

They are based by public law institutions (municipality);

Supervisory Board and Chief Executive Officer (CEO) is approved / appointed by the municipality;

Must deliver public service. Private service delivery by municipal enterprises is considered as a competition restriction on the market and is not feasible;

The municipal enterprise is accountable to the founder (municipality);

Depending on the public nature enterprise revenues and expenses may be fully or partially be public;

The public enterprise is required transparency and accountability, as well as corporate social responsibility;

Audit and control of the public enterprise is carried out by the municipality. However, by the invitation of the municipality the audit may be conducted by an independent auditor based on a special methodology.

Public and private enterprises have the same responsibility of paying taxes. Otherwise discrimination and unequal competition will be on the market. Unacceptable that any municipal enterprise had an advantage in tax-finance mode. Furthermore, the European Directives also resist the different / discriminatory approaches.

Management approaches in municipal enterprises

Planning, organizing, motivating and controlling management tools are used in municipal enterprises, like in commercial organizations. However, the implementation tools and functional subsystems are different (HR, communication, marketing, financial and operational management).

Municipalities often participate in **planning** activities of municipal enterprises. It is important to have long-term strategic as well as short-term operational plans. However, decisions at the operational level are often received spontaneously, which is due to fast response to the needs of the local population. On the one hand it is advantageous compared to a private organization, but on the other hand it may be contradictory with the medium or long term plans. Therefore, municipal enterprises have to find a convenient way between strategic importance tasks and short-term needs when **organizing** the work.

Motivation in both municipal and private enterprises are very important, while it ensures better employee work performance. In both cases the same forms of motivation are used (promotion, cash reward, career advancement and etc.). Despite the public companies may be limited in order to use some of the available forms of encouragement. For example in most cases upper pay margin is established in the municipal enterprises and they do not have the possibility of giving more. In such case, there may be a staff outflow from public to a private companies which do not have such restrictions. The outflow of qualified personnel will be negatively reflected on the enterprises. However, this may not happen everywhere: in countries where labour unions are relatively powerful, such as in Spain and Portugal, unions have been known to demand higher salaries for the same jobs to accept the creation of municipal enterprises, to compensate for workers' reduced job security (Voorn, Genugten, Thiel, 2017, p. 825).

A right organization of work and efficient results need a good **leadership**. The upper level heads in municipal enterprises are approved by the municipalities and afterwards these heads are taking decisions on medium and low level. Therefore, the municipalities should pay particular attention to the selection of high-level managers in the enterprises (such as CEO, CFO and others).

The **control** of municipal enterprises is mostly carried out by municipal controlling organizations. However, an independent auditor may be invited. It is important here to differentiate management control (managers' daily observation) and financial control (audit). Additionally, the municipal enterprise efficiency significantly depends on the efficient work controlling system. Finally, the main task of controlling is to introduce an efficient system of decision-making and analysis, which requires planning-organizing, accounting-reporting, monitoring and controlling the systems completely (Khomeriki, 2008, p. 183).

Municipal enterprises are often required **transparency, accountability** and more **corporate social responsibility** than the private ones. This is caused by the fact that the municipal services are directly used by the citizens and in some cases, they are financed by civilians' taxes. That is why municipal enterprises often publish their own financial indicators, audit acts, annual reports, various activities and achievements.

Ways of improving management efficiency

The main task of improving management efficiency in the municipal enterprises is to deliver lower price and high quality public services on time. However, this is not an exhaustive list. The forms of service delivery are different and depends on specificity of municipal enterprises.

In addition, efficient production should be ensured by the enterprise efficient management system. That is why a direct proportional connection is between them. Finally, in case of efficient functioning of municipal enterprises the local population is winning.

Profit-loss ratio, minimization of losses, external audit, social responsibility and other indicators and tools are used in order to assess the efficiency of municipal enterprises. **Data Envelopment Analysis (DEA)** is a comparatively complex analysis form. It is a non-parameter method in operational research and economics and is based on 50 assessment indicators and is used to evaluate the production thresholds (IJET-IJENS, 2014, p. 43). In the end, the efficiency is expressed in the ratio of the weighted sum of outputs and weighted sum of inputs:

$$\text{Efficiency} = \frac{\text{Weighted Sum of Outputs}}{\text{Weighted Sum of Inputs}}$$

Management mostly depends on index of efficiency and effectiveness. The main task of managers is to achieve the objectives by using human, financial and industrial resources efficiently (Robbins, Coulter, 2014, pp. 7-8).

Based on the theoretical material and the existing practice, the following key indicators of efficiency are allocated:

Work/product quality delivery – e.g. high-quality asphalt cover in the settlement, underground communications and their maximal exploitation period. For this purpose, the municipalities should conduct efficient work control and based on the work carried out the municipal enterprises should compensate the payment to the company;

Maximum lower price service delivery – e.g. lower utility tariffs on cleaning, passenger transportation or lighting services. However, low tariffs do not always provide better quality. Therefore, it is important to identify service tariffs correctly. Municipal enterprises should remit expenses and leave at least the point of interest. Otherwise, the municipalities will have to subsidize from the company's budget;

Timely delivery services – e.g. conducting vaccination in municipal clinics at a right time that is precisely defined for preventing certain diseases. For this purpose, polyclinic should be aware of the expected diseases from the health care facilities and have a sufficient supplies of vaccines;

Availability of services – e.g. allocate the household waste bin as close as possible near the settlement and make it empty as often as possible (transfer the waste to recycling plant). Additionally, it is important that the population does not bother the smell and the filling of rubbish.

Besides the efficiency of enterprises, it is important to differentiate effectiveness. If efficiency is a specific measurable indicator, effectiveness is more generalized. High quality, timely and affordable price delivery of goods and services that we have discussed above are within effective delivery. While delivering high quality goods or services to lower price is an indicator of efficiency.

In conclusion, we can say that in some sphere the existence of a municipal enterprises are necessary. But this is justified when in the municipal enterprises the efficient management system is implemented. This means creation more public products or services. Furthermore, we should ensure timely, better quality and low-cost delivery with limited resources.

Efficient management in municipal enterprises implies efficient delivery of services and goods to the customers. This means, that local population of the municipality remains satisfied.

References

- [1] **Bart Voorn, Marieke L. van Genugten, Sandra van Thiel.** (2017), The efficiency and effectiveness of municipally owned corporations: a systematic review, *Local Government Studies*, Vol: 43, No5.
- [2] **Khomeriki T.** (2008), Basic Management, *Tbilisi State University*.
Leroy P.J. (2009), Public enterprise in less-developed countries, *Cambridge university press*.
- [3] **Robbins S.P., Coulter M.,** (2014), Management, *Perason, Twelfth Edition*.
- [4] Efficiency Evaluation of the Municipal Management of Public Services of Water Supply, Sanitary Sewerage and Solid Waste (2014), *International Journal of Engineering & Technology IJET-IJENS*, Vol:14 No01.
- [5] In-Depth Guide to Public Company Auditing: The Financial Statement Audit (2011), *The Center for Audit Quality*, Washington DC.
- [6] Tbilisi City Hall, www.tbilisi.gov.ge

The Impact of Product Exposure as a Key Element of Sales Promotion

Shaip Bytyçi

Faculty of Economics, University AAB, Kosove

Abstract

Nowadays economy is characterized by a freemarket. Business and economic activities in general are exclusively related to the market. There are two main mechanisms as driven forces in the market such as (i) demand and (ii) supply. Demand is on the market, ie, consumers (individual, family, enterprise). Meanwhile, the offer is formed in the enterprise, for the purpose of meeting any customer requirements. The greatest help for the functioning of supply and demand mechanisms in the market is given by the marketing discipline. Marketing in the quality of economic science is the bridge between the enterprise and the market using its own tool such as sale. Selling is a way of communication between buyers and sellers, often a face-to-face confrontation designed to influence the decision of a group of people or a single person to make a purchase. The Merchandising-exposure of the products are the activities that improve product commercialization, the purpose of which is to attract customer attention to the product when the customer is located in the place of sale.

Keywords: Marketing, Merchandising-Exposure, Consumer

Introduction

Use of visual approach to the promotion of sales

Visual presentation is the art and science for the presentation of products in the most attractive way. Visual method is the "language of a store" of customer communication through the image of the product. Although the visual approach is often associated with retail, there are many ways to present many types of products to their best advantage. For example, to present clothes in the most attractive manner are often used fashion models, while a bakery can present small-sized goblets in a well-crafted silver tray, while vegetables in a supermarket can be arranged on a color basis, a perfumer uses a tabular display to showcase the menu see (fig. 1).

Fig. 1. Minimax Shopping Center in Prishtina and Antima SH.P.K Tirana



With a good visual design strategy, the products almost sell themselves. A more sophisticated visual exposure strategy can lead to greater effects, this is achieved by directing the consumer's attention to specific products, causing unplanned purchases and creating a view that fits in with the shop.

No other variable affects more than the store itself in the initial presentation of customers. The first impression that a buyer takes from the store is from the outside design as part of the method. Most consumers decide whether to go into the store or not, within a few seconds of observation. Also it is known that fifty percent of women, the idea to purchase usually clothes take from their exposure in the shop windows. Designing a store environment through visual communication, lighting, colors, music and aromas is done to encourage emotional and perceptual customer feedback that ultimately affect their buying behavior. Buyers tend to touch most of the products before they buy. While viewing is the most dominant feeling

that people collect information, touching helps buyers make an emotional connection with the particular product. Seeing believes, but touching is feeling (Ebster and Garaus 2015) .

However, many retail outlets often use the method of introducing products in closed showcases, where buyers can not see and touch them closely, or even in some cases putting the products in a stack that some buyers do not have many options. For many products, buyers do not want to see only the packaging but the product as well. Therefore, in stores where such products are present, they should display a selection of unpacked goods so that buyers can see and touch the product for the affair. For example: an electronic store should have a selection of demonstration cameras so that buyers can recognize that product, see how it works, and then decide based on experience whether they want to buy that product. Consumers want to have complete control of what they do, so using visual methods is the best way to give consumers the feeling of freedom of choice (ibid.)

Description and types of product exposure

Most of the people have had the opportunity to see: towels with a coca cola logo, Harry Potter character, or any other character from animated movies in the toy shop, a pen of any national or any other team, any fan club AAB University or UAMD, etc. So all these are different forms of product exposure, as part of marketing products from some of the well-known brands of large companies. In a retail environment that is increasingly saturated, competitive and with international subjects, product exposure is the best way to communicate with consumers and to differentiate between competitors.

The way in which products are presented and exhibited in stores will largely determine the customer's choice of products. In many end-of-sale stores, they offer a display system for displaying goods in the form of a stack for consumers in a longitudinal presentation, also known as the Gondola (Varley 2016) . The term Gondolas is used in the form of a network where consumers move to a part between drawers who offer goods on both sides and at the end. This method is particularly effective in attracting customers to the products, where it can turn the corner to see the goods on the other side.

Fig.2. Gondola Way of Product Exposure



Another way of presenting products is: bins, baskets and tables. Usually used to place large quantities of products that should be usually exposed for their promotion or in case of price reductions. They are filled with a variety of products or, in certain cases, with a kind of product. Facing is also a very important element for selling products from the shelves. As the number of faces increased, sales increased by approximately 25%. In products with faster rotation coefficients, the growth of the shelf facing affects more than those with slower rotation coefficients



Fig.3. Exposure of the products on tables bins, baskets and impact of Facing

Exposure of the products is done in many ways, and another is rounders - a kind of circle. Ronders, by name, we understand that this mode of exposure offers products in a circular presentation. The pattern depends on a set of teeth, such as in the case of belts. Raunders are useful to show a variety of commodities within a category, consumers have access to from all sides.

Exposure of products includes the ways in which goods are presented such as whether the goods are hanged, placed on stacks or otherwise placed available for sale. Of course, the withdrawal towards the purchase is made by the variety of products offered. For example in a clothing store the products should be organized based on style and sizes brands. Conversely, in a grocery store should consider other product features such as weight, type, expiration date etc. Before mentioning some of the main types of merchandising application, several points should be considered such as: (Ebster&Garau 2015)

- Exposed goods should be presented in an easily understandable way. Products present in a logical sequence (eg top jackets, skirts and pantos at the bottom half of a presentation, organized according to size)
- It should facilitate the purchase decision based on the exposure of the goods. Products should not be organized on a per-category basis, but should be exhibited in that way by presenting additional items for buyers. For example, in a grocery store in the meat sector, put different spices on a nearby rack , so that buyers value it as a product reminding them they've forgotten to buy it, and that does not hurt the sale.
- The products should be placed in shelves of a suitable height, where buyers can easily access the product, not to place it in too high or even too low stacks.

Try to avoid defects. Immediately fill the shelves with the products sold on the shelf.

There are many types of merchandising application, but we will try to name some of the types of merchandising that are more applicable to retail stores. One of the many types of application and presentation of the products is the external presentation - the sup-out presentation, is the way the products (usually in clothing) are hanging on the wall cupboards and shown one side from the shoulders to the bottom.

Another way of merchandising is to present or face presentation. This type of presentation is usually applied at the entrance and in the rows, where the buyer enters the storefront with the presentation of the product in front of the stack and the way it has the figurative meaning of a permanent four-winged worker allowing subordinate access to goods along the road around them.

In this way, the presentation offered the possibility of presenting a variety of goods and more space efficient than one way of the round presenting. Also, the drawer presentation is quite usable. The drawer has a space-saving space that is quite useful for displaying goods in the overall design of the shop. Usually, at the large selling points of goods use this way to apply the goods' exposure, the amount of goods is stacked from floor to ceiling, showing all alternative colors of the product. T-stay, free stay means a way of displaying the products in the form of letter T, which usually wears clothes in hangers on both sides of the wings. Waterfall, this type of exposure is called a waterfall due to the sloping sloping form, which features the forehead-toothed knobs in front of the dresser with clothing at different levels.



Fig. 4. The place for the exposure of the products in the T-stand with waterfall and props appearance

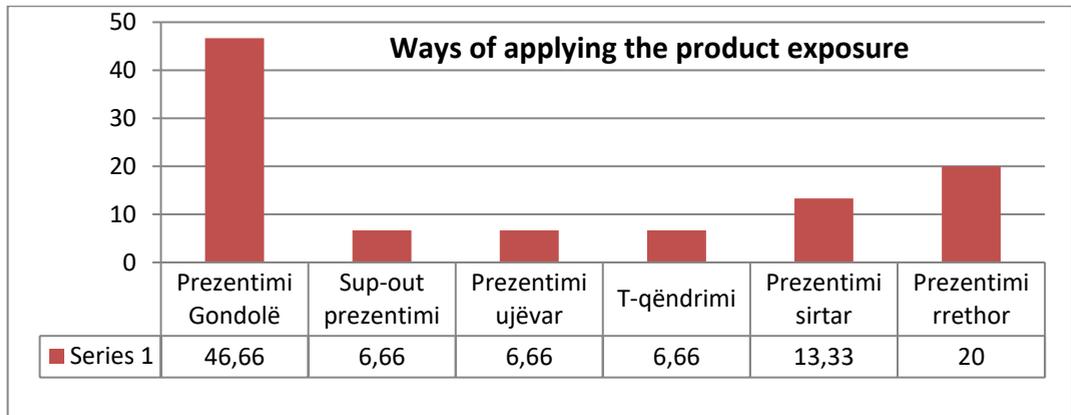
Of all these types of merchandising application mentioned above, it depends on whether a store looks appealing or not, but besides these types of attraction the customers depend to a great extent on the use of props, supporters, models as small details but very important for attracting consumer attention. A props refers to something that is used to clarify the function of goods, selling or even showing a story about that commodity. Props are usually not for sale, such as plastic food patterns used in the fruit section at a supermarket or even as a mannequin dressed in a clothing shop. The plums are presented as important tools used to achieve the main purpose in visual merchandising which is the attraction of consumer attention even if it is even longer.

In our exclusive research work, we have surveyed a number of sympathetic enterprises that have a full market coverage of altogether fifteen. Of these fifteen companies, only two of them are administered by women, while 13 of them are

administered by males or 86.66%. As for the number of employees, we concluded that we are dealing with micro, small and medium enterprises. 20% are micro enterprises, 44.66% small and five of them were medium or 33.33%. Enterprises operate with their business from 1980 onwards, and are enterprises from different cities in Kosovo, so that research is wider.

Based on the research I've done, through questionnaires to commercial enterprises in Kosovo, in order to understand the impact of exposure to products as a key element of promoting sales and have managed to draw the following results:

Desiring to be aware of the types of products exposed by surveyed enterprises, out of fifteen companies, 7 of them said they applied the most Gondola presentation, 13.33% applied the drawer presentation, 3 or 20% applied circular presentation, while 20 % of surveyed enterprises apply sup-out presentation (6.66%), waterfall presentation (6.66%) and T-stance (6.66%).

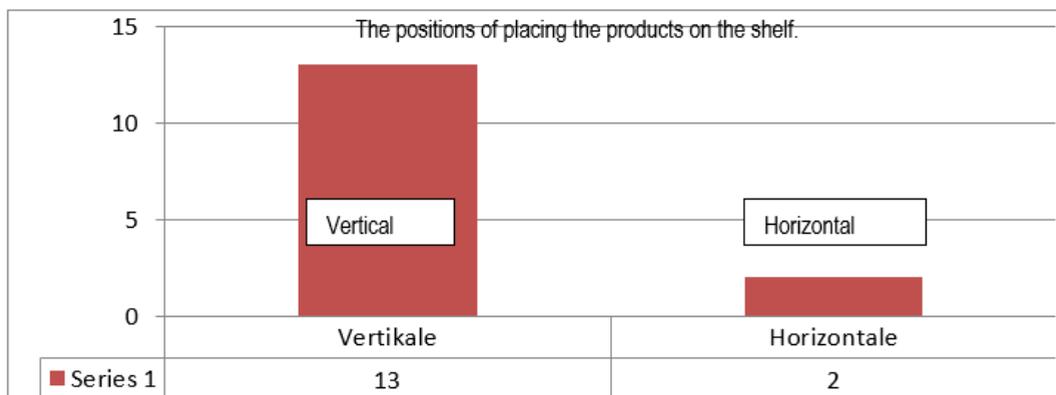


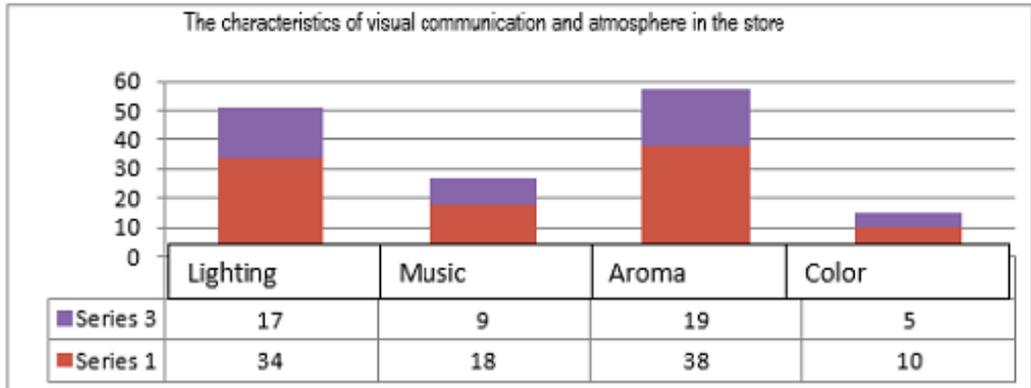
Graph no. 1: Ways of applying the product exposure.

In our interest, which of the positions of placement on shelf products is more successful and more practical than the fifteen surveyed enterprises, 13 said that the vertical position is the most successful and practical, while 2 of them say about the

Graph no. 2: The positions of placing the products on the shelf.

In an empirical research from a mekonsumatoret questionnaire about visual communication characteristics and which of the elements of the atmosphere in the store promotes more receptive and emotional reaction from fifty respondents 17 or 34% of them said that lighting has a greater impact, 9 or 18% of them have said about music, 19 or 38% of the smokers respond to more emotion, while 5 or 10% of respondents have chosen color as the element that encourages more perceptual and emotional attention.





Graph no. 3: The characteristics of visual communication and atmosphere in the store.

Conclusion

Analyzing the research made recommend:

Enterprises in Kosovo to see merchandising as a very important advantage and to use this kind of activity to become more competitive and to face challenges easily, thus becoming a leader in the market.

To Invest more in the design and the store environment. To apply as many types of this activity with the aim of growth and promotion.

Enterprises in Kosovo should do more to promote products and pay particular attention to the use of exposure, which is also a key element of promoting sales and the success of an enterprise.

References

- [1] AliJakupi, Bazat e marketinfut, Universitet AAB ,Prishtinë, 2008.
- [2] Appliedvisualmerchandising, 3rd ed., Kenneth H. Mills, Judith E. PaulandKay B. Moormann, Prentice-Hall, EnglewoodCliffs, N.J., 1995
- [3] ClausEbster,MarianGaraus, StoredesingandVisuelMerchansising, UnitedStatesofAmerica , 2015
- [4] EdwardRussell, The fundamentalof Marketing, Switzeland, 2009,
- [5] How to stimulatebuyerinterest, part 1, 2005 MC-Graw-Hill, Isbn 978-0071456074. By Eades, TouchstoneandSullivan
- [6] Kati Korn, MusikMerchandisingausKonsumentperspektive, Germany, 2010,
- [7] Loca,S. Sjellja Konsumatore, Tiran 2003,
- [8] LynneMeshor, BasicInteriordesing- retaildesing, Switzerland, 2010,
- [9] PamLocker, BasicsInteriordesing 2 : ExhibitionDesing, Switzerland, 2011,
- [10] PhilipKotler, GaryArmstrong, Parimet e marketingut, botimi I 13.
- [11] Roddy Mullin &JulianCummins, SalesPromotion, 4thEdition, London, 2009,
- [12] RosemaryVarley, Retailproductmanagement, NewYork, 2010
- [13] Claus Ebster& Marian Garaus, Store Desing and Visual Merchandising,United States of America, business expert press,2015 , second edition , f. 85.
- [14] Rosemary Varley, Retail product management - Buying and merchandising, New Yourk,Routledge Taylor & Francis group, second edition, 2006, f.186
- [15] Claus Ebster& Marian Garaus, Store Desing and Visual Merchandising,United States of America, business expert press,2015 , second edition , f. 93

Gender Roles by the Sambal-Bolinao in Their Traditional Herbal Healing in Bolinao, Pangasinan, Northern Philippines

I.A. De Vera

Faculty of Natural Science Department, Pangasinan State University-Binmaley Campus, Pangasinan, Philippines

W.T. Fajardo

Faculty of Natural Science Department, Pangasinan State University-Lingayen Campus, Lingayen, Pangasinan, Philippines

Abstract

Transmission of ethnobotanical knowledge is needed for cultural preservation and biodiversity conservation. Nowadays, this is seriously threatened by globalization which is evident in tropical areas due to influence of Western culture leading to rapid change in indigenous individual and the community. Several factors were attributed and associated with the use of plants in the indigenous communities which includes biological, ecological and socio-cultural with the inclusion of techniques, practices, religion and age. Moreover, gender influences the ethnobotanical knowledge and the structure of local medical systems. The study aimed to assess the gender roles, sanitation practice, and lifestyle of Sambal-Bolinao in their traditional herbal healing. Specifically, it sought to determine the traditional herbal healers' profile, gender roles; and sanitation practice and lifestyle. Descriptive research technique was employed in gathering data. All traditional herbal healers in the municipality of Bolinao were interviewed using semi-structured questionnaire. A total of 19 *managtambal*; 11 males and 8 females. The Sambal-Bolinao Roman Catholic believers appreciated the practice of traditional herbal healing. They extended their roles as plant gatherers, keepers of the plant parts gathered, washers of the plant parts prior to treatment, managers of the plant parts wastes and as plant conservationist either through plant propagation and personal campaign on plant conservation. Majority of women traditional herbal healers did not transmit their ethnobotanical knowledge to their children and relatives due to their multiple burden case and perceived economic difficulty for their children. Men traditional herbal healers were the one transmitting their ethnobotanical knowledge to their family members.

Keywords: Gender roles, managtambal, traditional healers

Introduction

The World Health Organization recognized that 80% of people from developing countries rely mainly on traditional medicine for primary health care. Healing using medicinal herbs or plants has been part of the Filipino culture and a tradition by the Sambal-Bolinao in Bolinao, Pangasinan, Northern Philippines. Herbal healing is also called botanical or phytomedical healing using a plant's seeds, fruits, flowers, roots, leaves, barks, and other plant parts for medicinal purposes. Although modern health facilities and healing exist nowadays, herbal healing by the Sambal-Bolinao still prevail revealing the value of herbal medicine and the tradition of treating and preventing diseases.

The Sambal-Bolinao people origin were Austronesian inhabitants of the province of Zambales. The Sambals in the province of Pangasinan are found in the municipality of Bolinao and Anda. The Sambals of Bolinao still believe in superstitions, mysteries and herbal healing. The word Sambal was originally called sambali by Spanish and coined from the Malay word, sembah meaning "to worship". Today, herbal healing is predominantly practiced by the Sambal-Bolinao men and women. They are called *managtambal* in the spoken dialect, Sambal. The *managtambal* have unusual healing practices and roles in the pre-treatment, treatment and post treatment of diseases.

In the 12th century, the province of Pangasinan was ruled by a warrior princess called Urduja. During those times, women were given importance. They held high positions like healers, priestesses and even handle leadership roles and fight as warriors. The healer was called Babaylan and usually performed by a woman. When an occasion arises that a man would take this role, he needs to dress up as a woman. Women were looked up to because of their wisdom and knowledge. When

problems arise and there were no other means to fix it, the *Babaylan* is the one to be called and perform rituals and chants to drive away the spirits that caused turmoil.

Fojas (2012) described Miguel de Loarca, a conquistador that gave a graphic description of the supernatural beliefs and religious practices of ancient Filipinos in *Relacion de las Yslas Filipinas*, a treatise on the Philippine islands that was published in Arevalo, Spain in June 1582. The priestesses or *Babaylan* cure diseases with medicinal herbs. They have a remedy for every kind of poison using antidotal herbs. They were very superstitious people.

As Saldua (2012) mentioned that glorious years of the women were destroyed when the Spanish arrived during the 16th century. They brought with them their own idea of what a woman is and where she is supposed to be placed in society. Women were turned into objects of suppression. Men and women's role especially in traditional herbal healing had been altered. This was furthered by the coming of Americans, Japanese, and technologies brought by globalization. Yet, the supernatural beliefs and practices in herbal healing of their ancestors still exert a major influence in the daily lives of modern Filipinos. This is evident in the Sambal-Bolinao folk, hence, this study was made.

Objectives

Today, there are still remnants of the past though quite different from its origin. Traditional herbal healing still exist and performed by the native men and women of Sambal-Bolinao in Bolinao, Pangasinan, Northern Philippines. This study aimed to assess the gender roles, sanitation practice, and lifestyle of Sambal-Bolinao in their traditional herbal healing.

Specifically it sought to determine the traditional herbal healers':

1. general information or profile;
2. gender roles; and
3. sanitation practice and lifestyle

Methodology

Study Area

The study was conducted in eleven barangays of the municipality of Bolinao in the province of Pangasinan. These barangays were Arnedo, Binabalian, Cabuyao, Culang, Goyoden, Lucero, Pilar, Samang Norte, Sampaloc, Tara, and Victory. These barangays were found to have existing traditional herbal healers. Bolinao is one of the blooming and first class municipalities of the province of Pangasinan. Bolinao has thirty (30) barangays with a total area of 197.22 km². Bolinao lies in the coordinates of 6°20'N 119°53'E.

The study sites were selected based on the following criteria: presence of active traditional herbal healers, traditional herbal healers willing to be interviewed and sites were accessible and peaceful. Primary and secondary data gathering were gathered from March 2016 to January 2017.

Figure 1 shows the map of the municipality of Bolinao, province of Pangasinan relative to the position of nearby provinces such as Benguet, La Union, Zambales, Tarlac, Nueva Ecija and Nueva Viscaya. It could be seen that Zambales is near the town of Bolinao.



Figure 1. Map of the municipality of Bolinao, Pangasinan

Research Design

This study focused on the gender roles, sanitation practice and lifestyle of Sambal-Bolinao traditional herbal healers in Bolinao, Pangasinan, Northern Philippines. Descriptive research techniques was employed in gathering the needed data and information for the study. All traditional herbal healers existing in the municipality of Bolinao were interviewed using semi-structured questionnaire.

Research Instrument and Data Collection Technique

Gathering of Secondary Data and Information

Before the start of data collection, the researchers secured permission from the mayor of Bolinao, and local barangay officials. Also, endorsements from local Department of Interior and Local Government, Local Department of Health and Social Welfare were solicited.

Data Collection

The nineteen traditional herbal healers were individually interviewed using semi-structured questionnaires. The respondents were purposively chosen based on the abovementioned criteria. The questionnaire was divided into 3 sections, namely: section 1, personal data or profile of the respondent; section 2, gender roles in drug preparation, its pre-treatment, treatment, post treatment, plant conservation, and transmission of traditional ethnobotanical knowledge; and section 3, sanitation practice and lifestyle of traditional herbal healers. Key informant interviews were done to seek advance information about the traditional herbal healing and the healers. Focused group was also employed to seek a view from different perspectives about the topic. This approach facilitated a sort of rapid appraisal assessment and allowed unanticipated data and information to emerge.

Respondents

The respondents of the study were the identified traditional herbal healers in Bolinao, Pangasinan, Northern Philippines. All the identified traditional herbal healers by the local government of Bolinao were interviewed. Hence, a total of 19 traditional herbal healer respondents including non Sambal blooded ones underwent in this study's survey. Replacement (usually by a family member) was considered when identified respondents were not available.

Data Analyses

In addition to information obtained from the interview questionnaires, information through observation and video/photo documentation were sought. Answers in every interview question were tabulated and calculated employing frequency distribution method. WPS Spreadsheet software program was used in encoding data and processing of information. Descriptive analysis was used for the interpretation of the data gathered.

Results and Discussions

General Information about the Respondents

Table 1 shows the general information about the traditional herbal healers as respondents in the eleven barangays of Bolinao, Pangasinan, Northern Philippines. Results showed that barangay Victory had three female and one male traditional herbal healers. Barangay Culang had one female and two male traditional herbal healers. Barangays Arnedo, Binabalian, and Sampaloc had each one female and one male traditional herbal healers. Barangays Cabuyao, Goyoden, Lucero, Pilar, and Samang Norte, had one each male traditional herbal healer. Barangay Tara had one female traditional healer. All respondents were married and only one widowed female. Among the 8 female respondents, seven were Sambal blooded and only one female respondent was not. Among the eleven male traditional herbal healers, seven were Sambal blooded while four of them were not Sambals. Among eight female respondents, five were Roman Catholic believers, the three were non-Roman Catholic believers. Nine of the eleven male respondents were Roman Catholic believers and the two were non-Catholic believers.

Fojas(2012) described that most of the priestess or Babaylan were Roman Catholic believers. Roman Catholicism reinforced the pre-hispanic herbal healing practice. It could be inferred that most of the traditional herbal healers were Roman Catholic believers.

Table 1. General Information about the traditional healer respondents

Name of the barangay where the respondents came	Sex		Civil Status				Ethnicity				Religion			
			Married		Widowed		Sambal		Not Sambal		Roman Catholic		Others	
	Female (F)	Male (M)	F	M	F	M	F	M	F	M	F	M	F	M
Arnedo	1	1	1	1			1	1			1	1		
Binabalian	1	1	1	1			1	1			1	1	1	
Cabuyao		1		1				1						1
Culang	1	2	1	2			1	1		1	1	2		
Goyoden		1		1				1						1
Lucero		1		1				1				1		
Pilar		1		1						1	1			
Samang Norte		1		1						1	1			
Sampaloc	1	1	1	1			1			1	1	1		
Tara	1		1											
Victory	3	1	2	1	1		3	1	1		2	1	1	
Total	8	11	7	11	1		7	7	1	4	6	9	2	2

Gender Roles in Traditional Herbal Healing

Shown in Table 2 is the gender roles in traditional herbal healing by the Sambal-Bolinao. At least five gender roles were described by the traditional herbal healer respondents. Six out of eight female respondents did plant gathering as part of the healing preparation. The two female respondents depend either from family member or relative to gather the plant parts. Among the male respondents, seven did by themselves the plant gathering while four relied from their spouses and sometimes from their patients. In storing plant parts prior to pre-treatment and treatment, six of the female respondents did it themselves while the two depended from their family members. Washing the plant parts in the pre-treatment, and disposal of used or left over plant parts in the post treatment, six female respondents did by themselves and two female respondents asked their family members to do it. Three female respondents propagated by themselves the plants being used in healing as part of plant conservation. The other three female respondents requested or asked their family member to propagate the plants. Other conservation measure was to tell people to conserve the plant as done by two female respondents. Of all eight female respondents, only one was willing to transmit her ethnobotanical knowledge to her family members. Most of the reasons mentioned by the female respondents why they do not like to transmit their ethnobotanical knowledge was economic difficulty. Majority of these female respondents did not have regular source of income. Neither herbal healing was their means of income. On the transmission of ethnobotanical knowledge to their family members or relatives, only one female respondent was found out transmitting her knowledge to anyone of her family members. The rest of female respondents did not.

The male respondents, on the other hand, seven of them did gathering and storing of plant parts. The other four male respondents requested their patients or wives to gather and store the plants for them. In the pre-treatment or washing the plant parts, only one of the male respondents did not do it by himself. In the disposal of plant parts, seven male respondents did the disposal of the used or left over plant parts. The other four male respondents, sought their patients or wives to dispose the left over or used plant parts. In plant conservation, only one male respondent did the propagation of plant. The other male respondent requested a family member to do the propagation while three of male respondents did not mind the plant's propagation. Moreover, one male respondent did protect the plant wildlings and two male respondents did not bother to protect the plant wildlings. One male respondent told the people to conserve the plant used for healing. Two male respondents requested either their patients or family members to conserve the plant. Six out of eleven male respondents do not like to transmit their ethnobotanical knowledge. Like female respondents, their main reason was economic difficulty. Three of the male respondents primary occupation was carpentry, two were into fishing, the rest were senior citizens. Five out of eleven male respondents were already transmitting their ethnobotanical knowledge to their family members or relatives while six of them were not.

Sahibzada (2005) studied that the plant collectors or gatherers of medicinal plants in Roringar Valley, Swat, Pakistan include women (34%), children (47%), and men (19%). Howard (2001) claimed that across the globe, and particularly in

tropical regions rich in biodiversity, in villages, on farms, in homesteads, forests, common pastures, fields and borders, it is women who manage the majority of all plant resources that are used by humans. They also hold the majority of all local plant knowledge and are those who are mainly responsible for the in situ conservation and management of useful plants, whether they are domesticated or wild. The simple explanation for this is that, throughout history, women's daily work has required more of this knowledge. Across the globe, it is women who predominate as wild plant gatherers, home gardeners and plant domesticators, herbalists, and seed custodians. The study of Hunde et al (2015) concluded that Ethiopian women were the major players in the conservation and managing medicinal plants. One of the gender biases being faced by Filipino women is multiple burden. They do all the household chores and extra living activities and almost have no time to mentor. These could be one of the reasons why female respondents did not transmit their ethnobotanical knowledge. Not wanting their children experience economic difficulty in the near future was one of the reasons for not transmitting their knowledge.

Both men and women traditional healers performed other roles like plant gatherer, keeper of left over plant parts, washer of the plant parts before treatment. They even disposed used plant parts in their post - treatment. All of the above roles were directly associated with their nature of work in herbal healing. In the conservation of plants being used for herbal healing, female respondents tend to do this role compared to male respondents. It can be deduced that women hold local plant knowledge as a result of their daily work, hence, they felt responsible for the conservation and management of herbal or useful plants. Male respondents were active in transmitting their ethnobotanical knowledge to their family members or relatives. One possible reason was that they have extra time to do it especially the senior citizens. Unlike female respondents, they were facing multiple burden, hence, less time for ethnobotanical knowledge transmission.

Table 2. Gender Roles in Traditional Herbal Healing

Gender Roles in Traditional Herbal Healing	Female			Male		
	Self	Others	No	Self	Others	No
Plant Gatherer	6	2		7	4	
Storer of plant parts	6	2		7	4	
Washer of plant parts (pre-treatment)	6	2		10	1	
2Disposer of left over plant parts (post treatment)	6	2		7	4	
Plant Conservation						
Propagator	3	3		1	1	
Protector of wildlings				1		2
Teller or reminder of plant conservation	2				1	2
Transmitter of traditional ethnobotanical knowledge	1		7	5		6

Sanitation Practices of Traditional Herbal Healers

Pretreatment

Four out of eight female respondents washed plant parts with water as their sanitation practice before treatment. Two used alcohol in disinfecting their hands before treatment while the rest no sanitation pre-treatment practice.

Four of the eleven male respondents washed plant parts with water as their sanitation practice while one male respondent washed hands only. The remaining two male respondents showed no sanitation practice before treatment.

Majority of female and male respondents were observant of their pre-treatment sanitation practice particularly on washing plant parts with water. However, washing of plant parts does not guarantee that patient is free from infection.

Treatment

In observance of health treatment procedure, two out of eight female respondents used alcohol and warm water in applying affected human part, and use of washed or clean plant parts during treatment. Two female respondents use washed or clean plant parts during treatment. The rest of female (4) respondents had no sanitation practice during treatment.

Five out of eleven male respondents used washed or clean plant parts as part of their sanitation treatment. Two male respondents both used alcohol and warm water to apply onto affected human part, and used washed or clean plant parts as sanitation practice during treatment. Two male respondents used alcohol and warm water and apply onto affected human part. The other two male respondents had no sanitation practice during treatment.

Half of the female respondents observed used alcohol and warm water in applying affected human part and washing or cleaning plant parts during treatment as their sanitation practice. Majority of male respondents observed washing or cleaning plant parts as their sanitation practice during treatment. Few used alcohol and warm water in applying affected human part. It can be deduced that male respondents were more conscious on treatment sanitation.

Post of After Treatment

Two out of eight female respondents disposed waste materials (from human and plants) onto a pit. Two female respondents disposed waste materials onto garbage bin for truck collection. The four female respondents had no sanitation practice after treatment.

Seven out of eleven male respondents disposed waste materials (from human and plants) onto a pit. One male respondent observed sanitation practice by waste burning while one let his patient bring the waste materials used in healing. Two of the male respondents had no sanitation practice after treatment.

Half of female respondents were conscious of their waste disposal either onto pit or garbage bin. Moreover, male respondents were more conscious of their waste disposal after treatment compared to female respondents.

Few studies have been conducted on the sanitation practice by the traditional herbal healers in the Philippines. Though herbal healing were being promoted by and among the community people, its sanitation side is being neglected. The practice of sanitation before, during and after treatment play a big role in the outcome of healing and health of the patient. The main objective of sanitation practice is to protect and promote human health by providing a clean environment and breaking the cycle of disease.

The Medical Evidence, online book. (1999) claimed that the sanitation practice saved countless lives of Israelites by protecting them against infection caused by unseen germs. The medical instructions given by Moses to the Israelites some 3500 years ago were not only far superior to the practices of contemporary cultures, they also exceeded medical standards practiced as recently as 100 years ago. The Israelites were instructed to wash themselves and their clothes *in running water* if they had a bodily discharge, if they came in contact with another person's discharge, or if they had touched a dead human or animal carcass. They were also instructed to wash any *uncovered* vessels that were in the vicinity of a dead body, and if a dead carcass touched a vessel it was to be destroyed. Items recovered during war were also to be purified through either fire or running water. In addition, the Israelites were instructed to bury their human waste outside of camp, and to burn the waste of their animals.

Sambal-Bolinao particularly women traditional herbal healers were not really conscious of sanitation practice before, during and after treatment. They presumed and felt not to wash hands before and during treatment because they usually stayed at home. Men, on the other hand, usually coming from work outside home, tended to wash hands before and during treatment.

Conclusion

The Sambal-Bolinao that were Roman Catholic believers appreciated the practice of traditional herbal healing. They extended their roles as plant gatherer, keeper of the plant parts gathered, washer of the plant parts prior to treatment, manager of the plant parts wastes and as plant conservationist either through plant propagation and personal campaign on plant conservation. However, majority of them especially women traditional herbal healers did not transmit their ethnobotanical knowledge to their children and other relatives for their multiple burden case and perceived economic difficulty for their children or family members. Men traditional herbal healers were the ones transmitting their ethnobotanical knowledge to their family members.

The nature of work of men which was outside home made them conscious to observe sanitation practice by washing the plant parts with hands and by disinfecting the hands with alcohol or warm water. Women traditional herbal healers which usually stay at home presumed that their hands were already clean and no need of sanitation practice.

Recommendations

Further validation or study on transmission of ethnobotanical knowledge to the family members of the traditional herbal healers should be conducted. Support in perpetuating the ethnobotanical knowledge particularly from local government and other government agencies should be initiated.

References

- [1] 77-87..1999. Medical Evidence. Evidences of the Bible. Online Book. Retrieved from <https://bibleevidences.com/medical-evidence/>
- [2] Debela Hunde, Chemedeta Abedeta, Techale Birhan and Manju Sharma, 2015. Gendered Division of Labor in Medicinal Plant Cultivation and Management in South West Ethiopia: Implication for Conservation. *Trends in Applied Sciences Research*, 10:
- [3] Fojas, Felix. 2012. The Supernatural Beliefs of Pre-Spanish Filipinos. Just Another Word Press.com. Retrieved from <https://felixfojas.wordpress.com/2012/10/13/the-supernatural-beliefs-of-pre-spanish-filipinos-by-felix-fojas/> on May 7, 2017
- [4] Howard, Patricia. 2001. Women in the Plant World: The Significance of Women and Gender Bias for Biodiversity Conservation. A briefing produced for IUCN. Retrieved from <https://portals.iucn.org/library/sites/library/files/documents/Rep-2001-028.pdf> on May 8, 2017
- [5] on May 11, 2017.
- [6] Saldua, Adrienne Dianne Isabelle R. 2012. The Role of Women from Hispanic to Spanish Era. UP Open University History 1. Retrieved from <https://tonkshistory.wordpress.com/2012/02/22/the-role-of-women-from-pre-hispanicto-spanish-era/> on May 7, 2017

Citizen Participation and Sense of Community in the Development of the Permanent Conservation Project Plan

Rafika Korti

Sassi Boudemagh Souad

Constantine03 University, Architecture and Urbanism Institute, Management of Project Department, AVMF Laboratory, Algeria

Abstract

Algeria is a country known for its diversity. Indeed, each of its regions stands out for its urban landscape, heritage, customs and traditions. The urban landscape of the Souf region is exceptional. This one is known for the originality of its architecture. Its two old districts "Messaaba and Acheche" having the status of safeguarded sector since the year 2013, were endowed with a project of elaboration of the permanent plan of safeguarding. The citizen is a key element in this project because it is the element that makes this heritage live. Therefore, citizen dialogue must be at the heart of the project process. To facilitate the consultation process and win public confidence for its full support to projects, it is necessary to establish a collaborative approach and establish mechanisms connecting the project. The effectiveness of its participation depends on individual differences. These variables could be demographic (age groups, educational level, economic context ... etc), personality, or sense of community. The purpose of this article is to examine sense of community level that influences the process of participation of citizens concerned by the elaboration of the permanent safeguarding plan project, through a survey that was initiated with the inhabitants of two old districts "Messaaba and Acheche" to the city of El Oued.

Keywords: permanent safeguarding plan, citizen participation, sense of community

1. Introduction

The role of the citizen in society is not limited to the exercise of the right to vote. Being a citizen means participating collectively in all decisions that affect community life.

In accordance with Algerian legislation "citizens are involved in programs related to the management of their living environment. Thus they are permanently informed about the situation of their city, its evolution and its prospects"¹.

Indeed, their participation in the functioning of society becomes a primordial step. Projects with strong community participation have many benefits. They are less expensive, so easier to implement. In addition, they better meet the needs of the population, and they enhance the value and empowerment of individuals.

Citizen participation is also the mechanism for active community involvement in the decision-making process of working in partnership and representation in community structures (Chapman & Kirk, 2001). It should be noted that citizen participation often means the participation of individuals or community structures (Chapman & Kirk, 2001). It should be noted that citizen participation often means the participation of individuals or communities with the government.²

In each community, citizens stand out with unique characteristics (various factors related to the characteristics of the inhabitants of a particular environment, such as age groups, level of ability, socio-economic background, level of education, and sense of community) (Moos 1979, P.530). The influence of citizen characteristics in a community on citizen participation differs from the influence of these characteristics at the individual level.

¹Art1&17 Loi n° 2006-06 du 21 Moharram 1427 correspondant au 20 février 2006 portant loi d'orientation de la ville, p. 14.

²Sense of Community and Participation for Tourism Development FariborzAref Life Science Journal, Volume 8, Issue 1, 2011

The purpose of this article is to examine sense of community level that influences the process of participation of citizens who are concerned by the project of elaboration of the permanent safeguarding plan through a survey that was initiated with the inhabitants of two old districts "Messaaba and Acheche"

2. Safeguarded sectors and permanent plans of protection

According to the Malraux law of 4 August, 1962, a safeguarded sector is a protection measure relating to a "sector of historical, aesthetic character or nature justifying conservation, restoration and enhancement of all or part of 'a set of buildings'".

The safeguarded sector is a regulatory approach that specifies two main objectives:

- Avoid the disappearance or irreversible damage to historic districts establishing legal protection measure
- Promote the restoration and enhancement of the entire heritage while allowing its evolution.¹

In a safeguarded sector, the programs and the intervention and development measures are framed by a plan of safeguarding and enhancement.

Since 2003, Algeria has put in place a law (98-04) on the protection of cultural heritage and its executive decree (03-324 of 5/10/2003), which are applicable for the protection and implementation of value of historic sites through PPSMVSS.²

The permanent safeguarding plan is a new protection measure that has taken a prominent place in Algerian policy as part of stopping the deterioration of real estate. Its objective is the programming and implementation of conservation, restoration and recovery operations.

3. Citizen participation and sense of community

The concept of " sense of community " is used to describe the feelings of belonging of different types of communities³. It means a feeling of belonging felt by members, feeling that they matter for one another, and for the group, and a shared faith that members' needs will be met by their commitment to be together (McMillan, 1976).

McMillan and Chavis (1986) proposed a four-dimensional community-mindset model, including the following components: Belonging, Influence, Integration and Needs Satisfaction, and Shared Emotional Relationship.

The first element is belonging. It is the feeling of belonging or sharing of a feeling of personal connection.

The second element is influence. The feeling of importing, of making a difference for a group and for the group to import to its members.

The third element is strengthening: integration and meeting needs. This is the feeling that the resources received through their membership in the group will satisfy the needs of members.

The last element is the shared emotional relationship, commitment and belief that members have shared and will share history, commonplaces, time and similar experiences together⁴

Social participation (civic or citizen) has been defined as "a process in which individuals take part in decision making in the institutions, programs and environments that affect them" (Heller 1984, p. 339).

¹Korti Rafika, Sassi Boudemagh Souad "Managerial approach in the elaboration of a permanent safeguarding plan "Procedia - Social and Behavioral Sciences, Volume 225, 14 July 2016, Pages 34-46.

²Le manuel de réhabilitation comme outil de conservation dans le cadre du plan permanent de sauvegarde de la casbah d'Alger, AminaAbdessemed-Foufa. P1

³Elvira Cicognani&ClaudiaPirini&Corey Keyes &Mohsen Joshanlo&RezaRostami&MasoudNosratabadi "Social Participation, Sense of Community and Social Well Being: A Study on American, Italian and Iranian University Students" Publié le: 29 November 2007 Springer Science+Business Media B.V. 2007

⁴David W. McMillan and David M. Chavis George Peabody College of Vanderbilt University "Sense of Community: A Definition and Theory" Journal of Community Psychology Volume 14, January 1986

It plays an important role in various areas including: work organization, medical and environmental programs, urban planning, rehabilitation and political participation¹. Citizen and user participation is an important concept and strategy for planners, designers, community organizers and government representatives.

It has been proposed as an important technique to improve the quality of the residential environment and the satisfaction of residents as well as to have positive psychological effects.

According to some authors, sense of community can be considered as a catalyst for social involvement and participation in the community (eg, Chavis and Wandersman 1990, Davidson and Cotter 1986, Perkins et al 1990), Hughey and others. (1999) argue that participation increases sense of community. Citizen participation offers young people the opportunity to strengthen social bonds with people other than their families in different social contexts and through this, helps them to acquire a sense of connectivity and belonging as well as to strengthen their identity and their identification processes (Cotterell1996).²

4. Method and case study

4.1. Case study

The two old districts of "Messaaba and Acheche", located in the heart of the city of El-Oued, which is the first core of the city with an estimated area of 29.47 hectares. It is known for its business movement that attracts a large number of visitors every day from all countries.

Table n ° 01: The study sample in relation to the population of the city

	Size of the study area(H)	Population (N)	Population (%)	Trade (N)
El-Oued city	77.20	155525	20.71 of El-Oued city population	2 665
Aacheche	17.1	1096	0.70 of the population of El-Oued main district	200
Messaaba	11.2	1552	1.00 of the population of El-Oued main district	150
Echantillon	28.3	266	10.00 of Aacheche/ Messaaba population	35

Source: Urban Planning Department of El Oued& author 2017

4.2. Sample and procedure

Data were collected during the month of March 2017; the target population for the survey was the citizens of both old Messaaba neighborhoods and Acheche older than 18 years. Surveys were undertaken to obtain in-depth information from a variety of participants who are directly involved in the drafting of the permanent safeguarding plan, and each respondent had an equal chance of being selected.

The study area was divided into two regions, each investigator was assigned to a zone and a target of completing 38 questionnaires each day over a seven day period. This gave 271 completed questionnaires.

A trained interviewer approached respondents; questions were directly asked and the answers were recorded. The questionnaires were anonymous, completion required approximately 15 minutes.

4.3. Survey

¹Abraham Wandersman Department of Psychology, University of South Carolina & Paul Florin Department of Psychology, University of Rhode Island Handbook of Community Psychology. Edited by Julian Rappaport and Edward Seidmen Klewer academic/Plenum publishers, New York 2000, P247-248)

² Cicognani & Claudia Pirini & Corey Keyes & Mohsen Joshano & Reza Rostami & Masoud Nosratabadi "Social Participation, Sense of Community and Social Well Being: A Study on American, Italian and Iranian University Students" Publié le: 29 November 2007 Springer Science+Business Media B.V. 2007

4.4. Data were collected through a survey questionnaire designed to assess the dimensions of the satisfaction of needs of group membership, influence and emotional relationship as defined in the model of McMillan and Chavis (1986). The sense of community measure used in this study was a scale of 12 items.

In accordance with the recommendations of the sense of community literature (Peterson, Speer and Hughey, 2006), only positively written points were included in the SOC scale. Some of the questionnaire items for this survey were measured using Likert's four-choice answer scale: strongly agree, agree, disagree, and strongly disagree. The response format for other items was a yes / no or a response to strict choices.

A pre-test of research instrument was conducted to examine its relevance and reliability.

5. Results and discussions

The results are organized to explore the sense of community level of Messaaba and Acheche citizens, which influences their participation. The variables are divided into four categories: Belonging, Influence, Integration and Need Satisfaction, and Shared Emotional Relationship.

Table n ° 02 Meeting the needs of inhabitants in neighborhoods

		Responses		Pourcentage of observations
		N	Pourcentage	
Integration and satisfaction of needs	Do you have property in this neighborhood	106	21.3%	47.3%
	I can satisfy all my needs in this neighborhood	200	40.2%	89.3%
	This neighborhood offers me many opportunities to live	192	38.6%	85.7%
Total		498	100.0%	222.3%

Source : author, 2017

Table 3 shows the result of the first "satisfaction of needs" measurement scale through three questions. We find that 47.3% of the inhabitants own property in the study area, and that 89.3% of the inhabitants can find satisfaction for all their needs. Similarly 85.7% say that these neighborhoods offer many opportunities to live comfortably (work, study ...), the two old neighborhoods are known by their commercial movements, where is located the largest market in the region providing most needs residents (food products, equipment, clothing ... etc.), and all public facilities (schools, hospitals, administrations ... etc.), are very close. This explains the results of the survey.

Table n°03 Sense of belonging to their neighborhoods

		Responses		Pourcentage of observations
		N	Pourcentage	
Belonging	I feel safe in this neighborhood	199	25.5%	85.8%
	I feel like I belong to this neighborhood	226	29.0%	97.4%
	It will be very difficult to move to another place	163	20.9%	70.3%
	I am proud of this neighborhood	191	24.5%	82.3%
Total		779	100.0%	335.8%

Source : author, 2017

Table n ° 04 The Emotional connection shared by the inhabitants

		Réponses		Pourcentage d'observations
		N	Pourcentage	
shared emotional connection	I love this neighborhood	227	34.3%	93.0%

	I have a lot of memories in this neighborhood	214	28.9%	87.7%
	I get on well with my neighbors	222	36.8%	96.5%
Total		265	100.0%	277.2%

Source : author, 2017

Tables 4 and 5 present the results of the second and third scale of "Belonging" and "Shared Emotional connection" across seven questions, with the results indicating that most residents have a great feeling. 85.8% say they feel safe, and 97.4% of residents feel attached to neighborhoods, so more than 80% are proud to be part of this neighborhood community. In the third table, we observe that over 90% of citizens love their neighborhood, so more than 95% express their sense of agreement with their entourage.

The Aachech and Messaaba are the oldest neighborhoods in the city where most of their citizens are born and enlarged, and have many memories, they are distinguished by their kindness, and their generosity and attachment to each other, so these are the factors which explain the result of two tables.

Table n ° 05 Influence of the inhabitants on their neighborhoods

		Responses		Percentage of observations
		N	Pourcentage	
Influence	I participate in many activities related to the neighborhood	161	56.3%	69.4%
	my opinion has an impact on participation in cases concerning this neighborhood	125	43.7%	53.9%
Total		286	100.0%	123.3%

Source : author, 2017

Table 6 shows the result of the last measurement scale "Influence" through two affirmations; we note that 69.4% of citizens confirm that they have participated in activities related to their neighborhoods and almost 54% think that their opinions attract the attention of those in charge and could influence its decisions.

The results explain that the inhabitants are interested in Aachech and Messaaba and this appears in the participation in the several activities that aim at improving their neighborhoods, two factors can intervene: a higher level of consciousness that forces them more to participate and a greater solidarity.

6. Conclusion

The objective of this study was to examine the sense of community of Aacheche and Messaaba citizens, located in the town of El Oued, to determine the effectiveness of their participation in the project of developing the permanent safeguarding plan of the twold districts. Sense of community provides a sense of responsibility for others and a willingness to share and interact. We can say that sense of community influences the ability of local citizens to participate in activities that affect their community. Clearly, community spirit plays an influential role in the successful development of the Permanent Safeguarding Plan project.

According to the results, the citizens of two old neighborhoods show a great sense of belonging and responsibility towards their community. They fit well into their surroundings. They love and respect each other, because they born and have grownup where they have lived for several decades. They have memories of their childhood. so the inhabitants of Aacheche and Messaaba are sociable and prefer living together they are very attached to their midst point where they refuse to move, to conclude, we can say that both Old neighborhoods have a strong social character and a high sense of community, all of which help to improve the participatory process.

Lastly, we must consider sense of community as an important factor in fostering the understanding and co-operation of the inhabitants.

The results of this research could be used as guidelines in community studies and citizen participation.

Références

- [1] .Chavis, D. M., &Wandersman, A. (1990). Sense of community in the urban environment: A catalyst for participation and community development. *American Journal of Community Psychology*, 18, 55–82.
- [2] Abraham Wandersman Department of Psychology, University of South Carolina &Paul Florin Department of Psychology, University of Rhode IslandHandbook of Community Psychology. Edited by Julian Rappaport and Edward SeidmenKlewer academic/Plenum publishers, New York 2000, P247-248)
- [3] Art1&17 Loi n° 2006-06 du 21 Moharram 1427 correspondant au 20 février 2006 portant loi d'orientation de la ville, p. 14.
- [4] Compas, B. (1981). Psychological sense of community among treatment analogue group members. *Journal of Applied Social Psychology*, 11,151 -1 65.
- [5] David W. McMillan and David M. Chavis George Peabody (14, January 1986). "Sense of Community: A Definition and Theory" College of Vanderbilt University, *Journal of Community Psychology*14, 6-23.
- [6] Davidson, W. B., & Cotter, P. R. (1989). Sense of community and political participation. *Journal of Community Psychology*, 17, 119-125.
- [7] Doolittle, R., & MacDonald, D. (1978). Communication and a sense ofcommunity in a metropolitan neighborhood: A factor analytic examination.*CommunicationQuarterl.v*, 26, 27.
- [8] DrArchitecte Amina Abdessemed-Foufa .Le manuel de réhabilitation comme outil de conservation dans le cadre du plan permanent de sauvegarde de la casbah d'Alger.
- [9] Elvira Cicognani& Claudia Pirini&Corey Keyes & Mohsen Joshanlo&RezaRostami&MasoudNosratabadi(2007). "Social Participation, Sense of Community and Social Well Being: A Study on American, Italian and Iranian University Students" Publié le: 29 November 2007 Springer Science+Business Media B.V.
- [10] FariborzAref(2011). Sense of Community and Participation for Tourism Development *Life Science Journal*, Volume 8, Issue 1.
- [11] Glynn, T. (1981). Psychological sense of community: Measurement andapplication. *Human Relations*, 34, 789-8 18.
- [12] KortiRafika (2016). Thèse de doctorat, université de Constantine03, Algérie
- [13] Levi, Y., &Litwin, H. (1986). *Community andcooperations in participatory development*. Aldershot: Gower.
- [14] MaouiaSaidouni. Eléments d'introduction à l'urbanisme : Histoire, méthodologie, réglementation ; Casbah- Edition 2007 Collection « EAC ».
- [15] Nampila, T. (2005). *Assessing communityparticipation–the Huidareinformalsettlement*. University of Stellenbosch.
- [16] Sarason, S. (1974). *The psychological sense of community*. San Francisco:Jossey-Bass.
- [17] Sarason, S. B. (1974). *The psychological sense ofcommunity: Prospects for a communitypsychology*. San Francisco: CA: Jossey-BassPublishers.
- [18] Wandersman, A., &Giamartino, G. (1980). Community and individual difference characteristics as influences on initial participation. *AmericanJournal of Community Psychology*, 8, 217-228.
- [19] William B. Davidso&Patrick R. Cotter (1986). "Measurement of Sense of Community Within the Sphere of City". *Journal of Applied Social Psychology* 608-619.

Why is the Coverage of Pneumonia Case Detection on Children Under Five Years-Old Still Considered as Low in Sleman?

Ade Kartikasari Sebba

Magister Student of Field Epidemiology Training Program, Universitas Gadjah Mada

Baning Rahayujati

Field Epidemiology Training Program, Universitas Gadjah Mada

Isa Dharmawidjaja

Prambanan Hospital, Yogyakarta

Abstract

Pneumonia is one of the deadliest diseases for children under five years-old throughout the world. In Indonesia, pneumonia is the second deadliest disease after diarrhea. In 2015-2016, the Coverage of pneumonia case detection on children under five years-old increased from 22.33% to 36.06% but it had not achieved the detection target (>85%). A program evaluation needs to conduct, consequently. The evaluation aims to observe the implementation of pneumonia investigation program on children under five years-old in Sleman in 2016. The evaluation used a descriptive design performed in June-July 2017. The research subject was the program of Upper Respiratory Infection (ISPA, *Infeksi Saluran Pernapasan Akut*) implemented in community health centers (puskesmas, *pusat kesehatan masyarakat*). Twenty respondents as the sample were chosen by using the purposive sampling technique. The surveillance evaluation employed the input, activities, and output. The instruments were structural questionnaires and checklist sheets. The analysis result was presented in forms of tabulation and narration. From the input facet, 100% respondents have not had any special trainings related to pneumonia. 55% respondents have interlocking jobs with the longest service time of three years or more (75%). 70% respondents are able to show ARI Soundtimer. There are only 10% respondents holding the media of communication, information, and education (KIE, *Komunikasi, Informasi, dan Edukasi*) in forms of flipchart and leaflet; while 100% respondents admit that they have no stamp seal of URI. The proses facet displays that 100% respondents do not arrange any plan. The case investigation is only passive (100%). 80% respondents do socialization of case management and only 15% respondents perform a home visit. 100% respondents have not held trainings for responsible people, alert villages, and private midwives. From the output facet, the scope of case investigation is still low (36.06%). The implementation of pneumonia case investigation program on children under five years-old has been well executed but there are still weaknesses. Hence, public health offices (*dinas kesehatan*) should improve their human resources by arranging a training program, equalize the use of breath counting tool and make MoU with all health services to report pneumonia cases. Community health centers are recommended to arrange plans, actively attempt to discover pneumonia cases, and train the responsible people, centers for pre-and postnatal health care (*posyandu, pos pelayanan terpadu*), or midwives related to the subject of pneumonia.

Keywords: program evaluation, pneumonia, descriptive

Introduction

Background

URI (ISPA, *Infeksi Saluran Pernapasan Akut*) is one of diseases frequently suffered by children. Of all cases occurring, 7-13% cases were categorized as serious and demanded further actions of treatment. URI is one of major diseases with a high patient visit in community health centers (40-60%) and hospitals (15-30%). One of concerned URI diseases is

pneumonia suffered by children under five years old. Pneumonia is an acute infection attacking the alveoli caused by various microorganisms; such as fungi, viruses, and bacteria (Ministry of Health, 2016).

Pneumonia is the deadliest disease for children under five years-old in all over the world (WHO & UNICEF, 2013). In Indonesia, pneumonia is the second highest disease causing death after diarrhea and there are 83 children under five dead every day (Ministry of Health, 2010). Pneumonia contributed 16% deaths of children under five in 2015 (Ministry of Health, 2016). The data from UNICEF reveal that among six deaths of children under five, one death was caused by pneumonia with the detail number of deaths was 920,000 each year, 2,500 each day, 100 each hour, and one each 35 seconds (UNICEF, 2017).

Indonesia reaches a higher number of death caused by pneumonia as much as 0.16 if compared to the death of children under five as much as 0.08% in 2014. Data by the Fundamental Health Research (Riskesdas, *Riset Kesehatan Dasar*) in 2007 indicate that pneumonia is the second deadliest disease for children under five (13.2%) after diarrhea (17.2%). One attempt conducted by the government to control this disease is by increasing the number of pneumonia case investigation on children under five (Health Profile of Indonesia, 2016)

By applying a target of pneumonia sufferer investigation, in 2013-2014 10% children under five assumed for suffering pneumonia in Sleman did not show any significant increase that meant it was still only 4-5%. However, in 2015-recent, by employing the assumption of case incident as much as 4.32%, the result of Fundamental Health Disease in 2013 displays an improvement (Health Profile of Sleman, 2016). Although the target of sufferer investigation in 2015 is less than previous years, up to these days the target has not been achieved. The scope of pneumonia investigation on children under five indicated an improvement from 22.33% to 36.06% in 2015-2016, yet the percentage had not reached the target of investigation (>85%). Such background unfolds the importance of having a program of pneumonia investigation evaluation in 2016 in Sleman.

Objectives

General Objectives

To observe the implementation of URI controlling program especially the pneumonia investigation on children under five in 2016 in Sleman.

Specific Objectives

To figure out the input, activities, and output of the implementation of pneumonia investigation in Sleman.

To figure out weaknesses of the implementation of URI program, especially the pneumonia investigation in Sleman.

To improve the implementation of URI program, especially the pneumonia investigation in Sleman.

Stakeholder Involvement

This program evaluation involves stakeholders of Sleman that are:

The head of control and eradication (P2, *Pengendalian dan Pemberantasan*) and the head of control and eradication section as the policy maker in the regency level.

URI programmers of Public Health Office of Sleman

The head of community health center of Sleman

URI programmers of community health center of Sleman

Officers involved in the pneumonia case investigation on children under five.

Methodology

The evaluation was conducted by implementing a descriptive design in June-July 2017. The research subjects were the managers of URI program in community health centers. The sample consisting of twenty respondents was taken by using the purposive sampling technique. The surveillance evaluation was executed by utilizing inputs (force, fund, partnership, infrastructure, and support), activities (planning, implementation, monitoring, and evaluation), and outputs (Silverman, B., 2009). The data were primary and secondary data. The instruments were in forms of structural questionnaires and checklist sheets. The research result was presented in forms of tabulation and narration.

Findings

Respondents' Characteristics

The data analysis conducted in this program evaluation system was by analyzing each variable descriptively and the result was presented in forms of tabulation and narration. The data were gathered by conducting interviews by utilizing structural questionnaires given to pneumonia programmers in community health centers. The community health centers that became the analysis units were the Community Health Center of Prambanan, Kalasan, Mlati 1, Mlati 2, Tempel 2, Depok 3, Gamping 2, Minggir, Tempel 1, Turi, Cangkringan, Pakem, Ngemplak 2, Gamping 1, Godean 2, Depok 1, Moyudan, Godean 1, Seyegan, and Berbah. The distribution based on respondents' characteristics is shown in Table 1:

Table 1. The Distribution of Respondents' Characteristics of Age, Sex, and Education of in Sleman

Respondents' Characteristic	Number	Percentage (%)
Age		
21-30 years-old	3	15.0
31-40 years-old	4	20.0
41-50 years-old	6	30.0
51-60 years-old	7	35.0
Sex		
Male	5	25.0
Female	15	75.0
Current Education		
Senior high school/collaborative education unit/equivalent graduate	3	15.0
Diploma III of Nursery/Midwifery	15	75.0
Bachelor of Nursery/Midwifery	2	10.0

Table 1 shows that the age group with the most URI programs is the age group of 51-60 years-old, occupied by seven respondents (35.0%) and dominated by fifteen female respondents (75.0%). Education at the level of Diploma III of Nursery/Midwifery achieved by fifteen respondents possesses the largest portion (75.0%).

Input Aspect

Inputs involving force, funding, infrastructure, partnership, and supports in forms of logistic aspects are needed to support the improvement of pneumonia investigation. The result of input evaluation is as follows:

Force

Table 2. The Distribution of Respondents' Force Availability, Training Participation, Interlocking Position, Number of Interlocking Assignments, and Service Time in Sleman

Force	Number	Percentage (%)
Force availability		
Yes	20	100
No	0	0
Training Related to Pneumonia		
Yes	0	0
No	20	100
Interlocking Position		
Yes	20	100
No	0	0
Number of Interlocking Assignments		
≤3 interlocking assignments	9	45.0
>3 interlocking assignments	11	55.0
Service Time		
≤ 3 years	15	75.0
> 3 years	5	25.0

Table 2 displays that every community health center hires responsible officers as program holders. The interviews reveal the fact that all officers (100%) did not participated in any special training related to pneumonia in 2016. All program holders

have an interlocking position with the highest number of interlocking assignments is more than three, had by eleven people (55.0%) and the most service time is three years or more, had by fifteen people (75.0%).

Funding

The result of interviews indicate that there is no specific funding available for pneumonia controlling activities. The funding is taken from the funding for another program.

Partnership

The result of interviews also reveal that for activities of pneumonia controlling on children under five, they have established a partnership/cooperation yet still limited to a cross-program partnership/cooperation. The partnership/cooperation is in forms of investigation and reporting of pneumonia cases on children under five.

Infrastructure

An ill child under five is generally treated in polyclinic (BPU, *Balai Pengobatan Umum*), the unit of Maternal and Neonatal Health (KIA, *Kesehatan Ibu dan Anak*) and special units for children under five. The distribution of departments responsible in performing checkups for ill children under five in community health centers is shown by Table 3.

Table 3. The Distribution of Departments Responsible to Perform Checkups for Children under Five-Years Old in Community Health Centers of Sleman

Community Health Center	Department for Checkups			Doctor Availability	
	Polyclinic	Unit of Maternal and Neonatal Health	Units for Children under Five Years-Old	Yes	No
Prambanan	√			√	
Kalasan		√		√	
Mlati 1		√			√
Mlati 2	√			√	
Tempel 2	√			√	
Depok 3	√			√	
Gamping 2	√			√	
Minggir	√			√	
Tempel 1	√			√	
Turi		√			√
Cangkringan	√			√	
Pakem	√			√	
Ngemplak 2	√		√	√	
Gamping 1	√			√	
Godean 2		√			√
Depok 1	√			√	
Moyudan		√			√
Godean 1		√			√
Seyegan	√			√	
Berbah		√		√	

Table 3 displays that there are twelve community health centers performing checkups for children under five in the general examination office (BP, *Badan Pemeriksaan*), seven community health centers performing checkups in the department of maternal and neonatal health, and one community health center facilitated by a special chamber for performing the checkups.

Logistic Availability

The result of checking the logistic (ARI Soundtimer) availability found in the field is presented in Table 4.

Table 4. The Distribution of Availability and Eligibility of ARI Soundtimer in Sleman

Community Health Center	Availability ARI Soundtimer		Eligibility of ARI Soundtimer	
	Yes	No	Yes	No
Prambanan	√		√	
Kalasan	√			√
Mlati 1	√		√	
Mlati 2		√		
Tempel 2		√		
Depok 3	√		√	
Gamping 2	√		√	
Minggir	√		√	
Tempel 1	√		√	
Turi		√		
Cangkringan	√			√
Pakem		√		
Ngemplak 2	√		√	√
Gamping 1	√			√
Godean 2	√		√	
Depok 1	√		√	
Moyudan	√			√
Godean 1	√			√
Seyegan		√		
Berbah		√		

Table 4 shows that of twenty community health centers where interviews and observations were conducted, there are fourteen community health centers (70%) facilitated with ARI Soundtimer. Of those fourteen community health centers, there are nine community health centers equipped with ARI Soundtimers (64.3%) that can still be operated.

Table 5. The Distribution of Medicine Availability; Guide Book; Media of Communication, Information, and Education; and Media of Recording and Reporting

Logistics	Number	Percentage (%)
Medicine		
Availability of pneumonia medicine	20	100
Guide Book		
URI controlling	20	100
URI management	20	100
Media of Communication, Information, and Education		
DVD video	0	0
Poster, leaflet, flipchart, etc.	2	10.0
Media of Recording and Reporting		
URI stamp seal	0	0
Daily registration book	20	100
Monthly reporting form	20	100
IMCI (Integrated Management of Childhood Illness) (MTBS, <i>Manajemen Terpadu Balita Sakit</i>) form	20	100

Table 5 displays that all community health centers facilitate their clients with guide books of URI controlling and management. Nevertheless, logistic tools for the media of maternal and neonatal health have not been provided by all community health centers. Only Community Health Center of Tempel 2 and Pakem provide the media of maternal and neonatal health in forms of leaflet and flipchart. All community health centers are reported for not holding the URI stamp seal. The register book is still combined with the registration book of maternal and neonatal health since those community health centers have not attempted to make a separated registration book for pneumonia cases. Furthermore, all community health centers have made monthly IMCI forms.

Activity Aspect

The result of activity process evaluation related to pneumonia on children under five in Sleman is as follows:

Activity Planning

After being interviewed, all programmers stated that they had not made any planning for pneumonia programs; such as conducting problem analyses, identifying and determining planning objectives, arranging PoA (Planning of Action), and planning logistics and budgets for the pneumonia controlling activities themselves.

Activity Execution

Table 6. The Distribution of Respondents Based on the Execution of Pneumonia Controlling Activities on Children under Five Years-Old in Sleman

Activity Execution	Number	Percentage (%)
Planning	0	0
Case investigation		
Active	0	0
Passive	20	0
Socialization of standard management	16	80.0
Early detection of pneumonia cases and clusters	20	100
Immediate case management in accordance with the standards	20	100
Management of severe pneumonia case in accordance with the standards	11	55.0
Home visit for cases with impossibilities in revisiting	3	15.0
Referring severe pneumonia cases to hospital	5	25.0
Gradual reporting within 24 hours after detecting pneumonia cluster cases	0	0
Performing monthly recording and reporting	20	100
Presenting and analyzing data in forms of table, chart, map, etc.	0	0
Collecting, analyzing, interpreting data, and taking controlling actions	0	0
Broadcasting information through workshop coordination	20	100
Counselling the risks of communication, information, and education	20	100
Arranging a regular, cross-program meeting		
Arranging a regular, cross-program meeting to monitor the program progress and problem solving	20	100
Coordination with the heads of sub-district, neighborhood, hamlet, or related instance to investigate and control any risk factors	0	0
Train the responsible people, alert villages, pre- and postnatal health cares, and private midwives in order to familiarize them with pneumonia and conduct preventive attempts	0	0
Monitoring and evaluation	20	100

Table 6 shows that the investigation of pneumonia case on children under five is still passively conducted. The case investigation is only performed when the patient goes to community health center. There are four community health centers (20%) whose program holders do not perform socializations of standard management that are Community Health Center of Kalasan, Mlati 1, Pakem, and Depok 1. Relevant information has been distributed by all community health centers yet still limited on a cross-program distribution. The early detection of pneumonia and cluster as well as the early case management have been conducted by all community health centers.

There are three community health centers (15%) whose officers performed home visits that are Community Health Center of Depok 3, Tempel 1, and Tempel 2; whereas there are five community health centers (25%) that have suggested severe pneumonia cases being referred to hospitals that are Community Health Center of Prambanan, Depok 3, Gamping 2, Tempel 1, and Godean 2. All community health centers have made monthly recording and reporting but gradual reporting within 24 hours after the detection of pneumonia case has not been made by all community health centers. Besides, data analysis and interpretation have not been conducted as well.

Specific counselling related to communication, information, and education/risky communication of pneumonia has not been executed indeed but simple counselling during activities of pre- and postnatal health care has been arranged. A cross-sector cooperation to investigate the controlling of risk factors and trainings for the responsible people, alert villages, private midwives, and pre- and postnatal health cares to recognize symptoms of pneumonia and preventive attempts of pneumonia suffered by children under five have not been built and arranged due to unavailable fund.

Output Aspect

The coverage pneumonia case detection under five years-old in 2016 in Sleman was only 36.06%. The percentage has not reached the target determined for Sleman.

Discussion

The target of pneumonia case investigation on children under five in Sleman is still considered as low. To figure out the causes, the research analyzed the aspects of input, activity, and output.

Input Aspect

The Ministry of Health argues that training is the most crucial aspect to improve the quality of human resources, especially in case and program managements.⁷ During interviews, the URI program managers conveyed that they did not join any special training related to managements of pneumonia case and other relevant programs in 2016. They also revealed that they only took participation in socializations of pneumonia. There are still also many program holders with ≤ 3 -years service time and desperately need training to improve the quality of human resources.

Fund availability is one of considerably determining factors to perform pneumonia controlling activities since those activities can only be conducted if supported by sufficient fund. Decree of the Ministry of Health highlights that the funding of URI control and eradication program largely depends on the State Budget (APBN, *Anggaran Pendapatan Belanja Daerah*) (Decree of the Ministry of Health, 2002). During interviews, programmers revealed the fact that there is no funding earned by community health services to control pneumonia and that funding for another program has to be used.

Checkups for children under five can be executed in polyclinics, units of maternal and neonatal health, and special units for children. However, the researchers found out that the checkups were mostly conducted in polyclinics. The obstacle exists when human resources of those polyclinics are not adequate to overcome the number of patients coming so that IMCI cannot be completely applied.

Partnership is one of important factors to succeed the program. Partnership establishment related to the pneumonia investigation aims to improve the society's participation and roles of cross-sector and cross-program distributions. In approaches of implementation of disease eradication program especially for pneumonia, partnership is expected to be able to be executed in an integrated and comprehensive way. The pneumonia eradication with the help of competent, active sectors is not only targeted to the sufferers and risk factors but also other influential factors (Ministry of Health, 2012).

The interview results unfold the fact that cooperation of pneumonia case investigation on children under five has not been optimally established. It is still only internal or inside building. Cases occurring outside building that might be handled by private midwives, polyclinics, or private hospitals have not been reported to community health centers so that those community health centers only deliver reports containing the number of pneumonia patients inside building to the Public Health Office of Sleman.

Decree of the Ministry of Health states that the investigation should be conducted through activities supporting the desire of society to get the right medicine, assisted by health officers. Hence, reports of pneumonia sufferer investigation of various health facilities, including government and private health facilities have to be delivered to the public health office or community health centers nearby (Decree of the Ministry of Health, 2002).

Logistics are crucial to succeed the investigation of pneumonia case. Necessities of investigation and case management involve breathing apparatuses (ARI Soundtimer) and medicine; while the media of communication, information, and education are requested for the activities of communication, education, and information. Other necessities to support the investigation of pneumonia on children under five are guide books and recording and reporting media (Decree of the Ministry of Health, 2012).

Logistic availability in Sleman can be categorized as good. However, there are community health centers possessing inabilities to use ARI Soundtimer properly. There are even community health centers that still put the timer in the warehouse and do not operate it. All community health centers have provided guide books. Nevertheless, the media of communication, information, and education is still inadequate and thus it impediments counselling activities related to pneumonia.

Activity Aspects

Planning

Planning is an activity supposed to be done before arranging a certain activity or event to achieve goals within a certain period. Planning is performed to improve efficiency and provide guidance to implement a certain program in order to be able to be utilized as an evaluation base (Asropi, 2013). In interviews with the program holders, it is conveyed that there has been no planning done, causing a minimum investigation implementation.

Execution

Investigation of pneumonia on children under five should be actively conducted to expand the scope of case investigation and hence the target can be achieved. In line with the result of research by Marlinawati, the result of this research also points out that community health centers achieving their national target perform the case investigation actively and passively; while unsuccessful community health centers perform the case investigation passively only (Lina Sri Marlinawati, 2015).

Investigation of pneumonia case by all health facilities (hospital, community health center, community health sub-center (Pustu, Puskesmas *Pembantu*), pre- and postnatal health care, and private health facility) should be actively and passively reported by using standard instruments stipulated by community health centers, public health offices of regency as well as Public Health Office of Sleman.

The research by Marlinawati in Tangerang proves that the failure of community health centers to achieve the target of pneumonia investigation is affected by the difficulty in finding pneumonia cases on children under five and no reporting of private clinics. This research also supports the finding resulting that pneumonia cases are still passively investigated and conducted inside building; while pneumonia cases outside building remains unknown (Lina Sri Marlinawati, 2015).

The majority of community health centers have conducted socialization of standard case management yet still intern (cross-program) only. The distribution of information through workshop coordination has also been executed during mini workshops or the monthly Reflection Case Discussion (RCD) meeting. Nevertheless, the topic discussed is still the number of pneumonia cases; whereas the attempts to investigate cases and overcome and monitor the program of unsuccessful problem solving are still out of range.

Decree of the Ministry of Health states that to improve the investigation of pneumonia and its management quality, the IMCI approach should be implemented in health facility units. This is necessary to improve the quality of health services for children, to improve the scope of pneumonia investigation, and to decrease the number of suffering and death due to pneumonia on children under five (Decree of the Ministry of Health, 2002).

Approaching ill children under five can be conducted by applying IMCI. IMCI should be executed in polyclinics by nurses. However, the research results indicate that IMCI is not applied to all ill children. There are even health facilities that do not apply it so that the checkups are performed by midwives. Case detection in units of maternal and neonatal health is also assisted by IMCI. For the units existing without doctors, referral to polyclinic will be given.

To improve the quality of IMCI implementation, a separated chamber should be provided and conveniently and appropriately designed for children.³ This research figures out that checkups for ill children under five are still performed in the general poly and unit of maternal and neonatal health. Investigation of pneumonia cases by using IMCI in the unit of maternal and neonatal health should have achieved a complete success with the percentage of 100% but the interview results reveal the contrary.

The barriers are that there are many patients that have to be treated; while officers take a long time to complete one IMCI form for one patient. It means that the existing workforce is insufficient to treat the ill children. Troublesome children worsen the situation since making the officer miss TDDK by losing their concentration.

This research also discovers the fact that almost all community health centers never had any home visit for children under five that did not revisit the centers two days after treatment due to the funding absence for performing such visit. Cooperation with supportive public health offices, the heads of sub-district, neighborhood, hamlet, or related instances to investigate the risk factor controlling has not been conducted either due to the limited fund and time.

A successful pneumonia controlling is also considerably determined by roles of society. The society has to aspire others to participate in the program implementation and utilize health infrastructures and facilities. To improve the participation of

society in pneumonia controlling, training of pneumonia controlling is arranged. The research figures out the fact that program holders have not arranged any socialization or training for people responsible in health facilities, alert villages, private midwives, or private polyclinics.

Conclusions and Recommendations

Conclusions

The implementation of pneumonia case investigation in Sleman has been well conducted but there are still weaknesses requiring fixation that are:

From the input aspect: inadequate breath counting tools with usage irregularities, absence of cross-sector cooperation, absence of specific funding to support pneumonia controlling activities on children under five, and ≤ 3 years service time experiences as a program holder.

From the activity aspect: absence of program planning, passive case investigation, investigation of pneumonia cases with IMCI less than 100%, incomplete home visit for pneumonia sufferers that do not revisit after treatment, absence of trainings for responsible people, private midwives, pre- and postnatal health care, private polyclinic to recognize pneumonia symptoms and preventive attempts for pneumonia.

From the output aspects: low coverage of pneumonia case detection on children under five in 2016 in Sleman (only 36.06%) while the percentage of achievement target is $>85\%$.

Recommendations

Public Health Office

Monitoring, evaluating ARI Soundtimer availability, and providing three soundtimers for one community health service are required to be conducted. Uniformity in utilizing breath counting tools are also required to be performed in all community health centers.

Agreement between public health offices and community health services to examine children under five in the chamber of maternal and neonatal health or in a special chamber for ill children thus enables all children to be treated by nurses is required to be made.

Improvement of human resource quality by giving trainings to the program holders and health workforces responsible to be an executor in detecting the ill children by providing training to refreshing relevant knowledge should be conducted.

A cooperation commitment to report pneumonia case investigation to community health services in the form of MoU should also be established by public health offices, community health services, hospitals, polyclinics, and other private health services in Sleman.

Community Health Service

Planning of funding, logistics, and activities to support the improvement of pneumonia investigation scope needs to be arranged.

A commitment of community health services to implement IMCI for improving the pneumonia case investigation on all ill children under five is required.

An active case investigation and home visit for sufferers who do not revisit after treatment should be performed.

Trainings or socializations of symptoms and preventive attempts for private midwives, responsible people, alert village, and pre- and postnatal health cares to improve the investigation of pneumonia cases should also be arranged.

Acknowledgments

I would like to thank to Indonesia Endowment Fund for Education (LPDP) Ministry of Finance Republic Indonesia for always giving supporting authors by scholarship. I also wanna thank to my lecturers in Magister Field Epidemiology Training Program, Faculty of Medicine Universitas Gadjah Mada. Best regard for my big family and my friends for giving me supporting and motivation.

References

- [1] Asropi, (2013). *Perencanaan: Defenisi dan Konsep Disertai Teknik Penyusunan Visi dan Misi Organsasi*. National Institute of Administration. Pangandaran
- [2] Public Health Office, Sleman. (2016). *Profil Kesehatan Kabupaten Sleman*. Sleman.
- [3] Ministry of Health. (2010). Pneumonia Balita. *Buletin Jendela Epidemiologi*, 3. Jakarta
- [4] Ministry of Health. (2012). *Pedoman Pengendalian Infeksi Saluran Pernapasan Akut*. Jakarta.
- [5] Ministry of Health. (2016). *Pedoman Pencegahan dan Pengendalian Infeksi Saluran Pernapasan Akut*. Jakarta
- [6] Decree of the Ministry of Health. (2002). *Pedoman Pemberantasan Penyakit Infeksi Saluran Pernapasan Akut untuk Penanggulangan Pneumonia pada Balita*. Jakarta.
- [7] Ministry of Health. (2016). *Profil Kesehatan Indonesia Tahun 2015*. Jakarta.
- [8] Lina Sri Marlinawati. (2015). *Faktor-faktor yang Mempengaruhi Penemuan Kasus Pneumonia Balita di Puskesmas Kota Tangerang Selatan Tahun 2015*. Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- [9] Silverman. B, Mai. C, Sheree B, Leslie O., (2009). *Logic Models for Planning and Evaluation*. Center for Disease Control and Prevention. USA
- [10] UNICEF. (2017) Pneumonia Claims the Lives of the World's Most Vulnerable Children. [accessed on June 17th, 2017], [available at: <https://data.unicef.org/topic/child-health/pneumonia/>]
- [11] WHO, & UNICEF. (2013). *Ending Preventable Child Deaths from Pneumonia and Diarrhoea by 2025 the Integrated Global Action Plan for Pneumonia and Diarrhoea (GAPPD)*.

The Relationship Between Coal Consumption and Economic Growth in Indonesia

Irwandi

Master of Science in Economics Program, Faculty of Economics and Business Universitas Gadjah Mada Indonesia

Abstract

Indonesia is one of the largest coal producer countries in the world. In the previous research, it is stated that coal producer countries are able to affect economic growth. The purpose of the study is to investigate the co-integration and causal relationships between coal consumption and income in Indonesia for the period of 1965-2016 using Granger causality test based on Vector Error Correction Model (VECM) employing population as the control variable in bivariate system. The Augmented Dicky-Fuller (ADF) and Phillips-Perron (PP) tests were used to determine the variable stationarity. From Johansen's co-integration tests, it is indicated that there is a long-run relationship between the variables. The empirical study shows that there is no causal relationship between coal consumption and economic growth in Indonesia since coal consumption in fact cannot affect economic growth in Indonesia. Export tax becomes government revenues earned from energy sectors including coal.

Keywords: coal consumption, economic growth, causality, VECM, Indonesia

Introduction

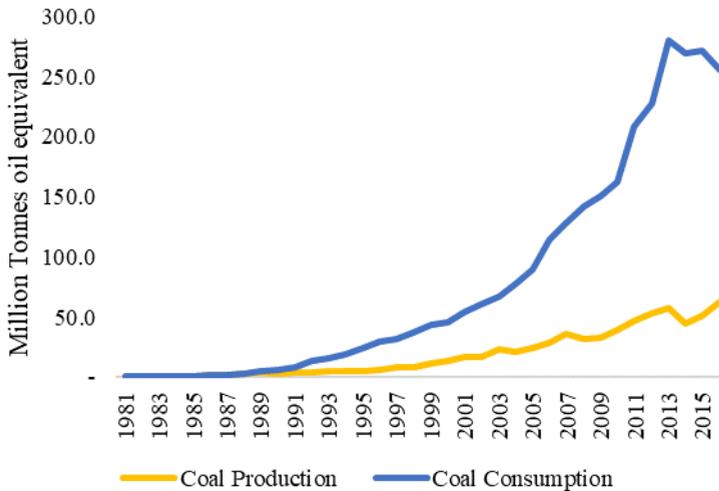
Energy has a broad and significant role for all countries. Energy, whose abilities are to maintain various ecological processes, mobilize various economic activities, and improve the quality of life becomes one of determinants for the survival of society and country. Budiarto (2011) said that the availability of energy is one of basic human needs because it affects the way people manage materials and agricultural products; cook; illuminate the room; provide educational, health, facilities, telecommunication, and entertainment facilities; and so forth. Energy consumption is a vital source of people's lives

Nature provides many sources of energy. The non-renewable resources are the main source of energy. Non-renewable resources include fossil-fuel energy supplies: oil, gas, coal, minerals, copper, and nickel. Among the energy sources, coal is the most widely used energy source until now. Coal is the most abundant source of energy in the world and has a big role as a reliable energy source (World Coal Association, 2006). Coal is one of the mining products that is often used as a source of energy, especially in the power generation sector. The availability of coal is abundant and inexpensive when compared to petroleum and natural gas (Anoruo, 2017). According to the 2017 statistical review of world energy, China was the largest coal producer in 2016 while Indonesia was ranked as the fifth coal producing country in the world.

In Indonesia, coal and other energy sources such as oil and natural gas play an important role in the economic progress because energy contributes to state revenues in the form of taxes (Reksohadiprojo, 1988). The number of coal production and consumption in Indonesia grows well every year. In 2016, coal production amounted to 255.7 million tons of oil equivalent and coal consumption of 62.7 million tons of oil equivalent. The graph below illustrates the development of coal production and consumption in Indonesia from 1981-2016.

Since the study of Kraft and Kraft (1978) on energy consumption and income (GNP) in which they proved the existence of unidirectional causality between income (GNP) and energy consumption of USA's case in the period of 1947-1974, research about energy consumption and economic growths have grown and become a widespread interest of economists and policy makers. There have been many studies linking the two components. Bloch *et al.* (2012) show that under the supply-side analysis exists unidirectional causality running among coal consumption and income and under the demand-side analysis exists unidirectional causality running between income and coal consumption in China. On the contrary, Ocal *et al.* (2013) reported that there was no Granger causality between coal consumption and economic growths in Turkey. Different analysis produces different results. Empirical evidence will encourage clear understanding of the importance of causal relationships between coal consumption and economic growths because it has implications for policies of national and international energy conservation.

Figure 1. Coal Production and Consumption in Indonesia



Source: BP Statistical Review of World Energy in June 2017

The earlier studies concerning the case of Indonesia; such as Masih dan Masih's (1996) indicate that there is a causal relationship between economic growth and energy consumption. Asafu-Adjaye (2000) also concludes that unidirectional Granger causality runs between energy and income in Indonesia. In line with the findings, Harsono and Kuncoro (2013) found that there was a unidirectional short run relationship running between electricity consumption per capita and GDP per capita in Indonesia. They used electricity consumption as a proxy of energy consumption. Fatai *et al.* (2004) also found a unidirectional causal relationship between energy and income. In contrast, Soytaş and Sari (2003) indicated there was no co-integration because the ADF test with assume intercept and trend indicates a non-existence of a unit root in levels.

The purpose of the study is to investigate the co-integration and causality relationships between coal consumption and income in Indonesia using Granger causality test based on Vector Error Correction Model (VECM) involving the new data of coal consumption and GDP per capita as well as adding a variable control.

The rest of the article is structured as follows. Section 2 provides some surveys of literature about the causal relationships between coal consumption and economic growth. Section 3 presents data and methodology. Section 4 discusses the empirical results. Section 6 gives conclusion.

Literature Review

The purpose of this study is to examine the causal relationship between coal consumption and economic growth in Indonesia. Since study of Kraft and Kraft (1978) found that economic growth had a positive impact on energy consumption in the USA, research on this subject keep on grow. Below, some empirical discoveries on this subject. In general, there are four viewpoints to see the causal relationship between coal consumption and economic growth.

The first viewpoint is there is no causal relationship between coal consumption and economic growth. This implies that government policies for conservation and expansion of consumption energy will not influence economic growth. Sadr *et al.*, (2012) examined the causal relationships between energy consumption and economic growth for OPEC countries by using the error-correction models (ECM) and analyzing the time series of the variables for the test of direction of Granger causality. The results showed that in the cases of Qatar, Saudi Arabia, and Nigeria, energy, economic growth, and prices were not mutually causal. For the others, there were causal relationships. Ocal *et al.* (2013) supported the idea stating that there was no Granger causality between coal consumption and economic growth in Turkey. This study used asymmetric causality techniques over the period of 1980-2006.

The second viewpoint indicates that a unidirectional causal relationship exists between economic growth and energy consumption. This considers that an increase in economic growth will increase coal consumption. Li and Leung (2012) in their paper investigated the relationship between coal consumption and the real GDP of China. Li and Leung (2012) analyzed twenty three provinces of China under a panel of co-integration and error-correction modeling (ECM) framework.

One of the results is unidirectional causal relationship from GDP to coal consumption in Western regions. Fatai *et al.* (2004) tested Granger causality in New Zealand and Australian data and compared the results from a previous study of four Asian countries: India, Indonesia, the Philippines, and Thailand. The New Zealand and Australian data were taken from the 1960–1999 International Energy Agency (IEA) database. Fatai *et al.* (2004) used coal, oil, gas, electricity and total final energy consumption variables. Issues in the literature were discussed and application of standard Granger causality tests, the Toda and Yamamoto approach, and the ARDL approach were used to show the energy–GDP relationship. The result indicated that there was unidirectional link between real GDP and commercial/industrial energy consumption in New Zealand and also evidence of a unidirectional link between real GDP and total final energy consumption. Similar relationships were found for Australia; while for four other Asian Economies had difference results.

Lei *et al.* (2014) tested the causal relationships between coal consumption and economic growth in six biggest coal consumption countries for the period of 2000–2010 using the panel data model and coal price as a third variable. According to the data of the International Energy Agency (IEA) in 2012, China, the United States of America (USA), India, Germany, Russia and Japan were the top six biggest countries which consumed the most coal throughout the world in 2010. The empirical finding suggested that a unidirectional causality between economic growth and coal consumption exists in China. For other countries, the researchers found difference results. Kalyoncu *et al.*, (2013) tested the causal relationship between energy consumption and economic growth in Georgia, Azerbaijan, and Armenia for the 1995–2009 periods. Engle-Granger co-integration and Granger causality tests were used for Georgia and Azerbaijan. These two variables are co-integrated in case of Armenia. Thus, causality analysis was carried out for Armenia, the results of which reveal that there is unidirectional causality from per capita GDP to per capita energy consumption for Armenia.

The third opinion shows that there is a unidirectional causal relationship between energy consumption and economic growth. This indicates that expansion of consumption energy has significantly impact to economic growth. Lee and Chang (2008) studied the causal relationship between energy consumption and real GDP within a multivariate framework that included capital stock and labor input for sixteen Asian countries during the 1971–2002 period and used heterogeneous panel co-integration and panel-based error correction models to re-investigate co-movement. This study employed the modified aggregate production function. The empirical results supported a positive long-run, co-integrated relationship between real GDP and energy consumption. This result founded that long-run unidirectional causality run between energy consumption and economic growth but causal relationship between economic growth and energy consumption in short-run was lacking. Soytaş and Sari (2003) in their study about the causality relationship between energy consumption and income (GDP) in G-7 countries and emerging markets, using co-integration and vector error correction techniques supported that there was unidirectional link between real energy consumption and GDP in Turkey, France, Germany and Japan; whereas in Italy and Korea, the causality run between GDP and energy consumption and in Argentina, there was a bi-directional causality. Asafu-adjaye (2000) showed that the unidirectional Granger causality run between energy and income in India and Indonesia, while bidirectional Granger causality run between energy and income in Thailand and the Philippines. In the long run, there was unidirectional Granger causality running between energy and prices and income in India and Indonesia. However, in the case of Thailand and the Philippines, energy, income and prices were mutually causal. This study used Maximum likelihood procedures to analyze the time series properties of the variables. For testing the direction of Granger causality, error-correction models were used.

The fourth opinion indicates that there is a bidirectional causality between energy consumption and economic growth. Akinlo (2008) used ARDL bound tests and Granger causality test within VECM model to investigate the co-integration and causality relationships between energy consumption and income in eleven countries in sub-Saharan Africa for the period of 1980–2003. The results in this study concluded that bidirectional relationship existed between energy consumption and economic growth for Gambia, Ghana, and Senegal. Moreover, in the case of Sudan and Zimbabwe, research results showed that economic growth Granger caused energy consumption. On the contrary, to the case of Cameroon and Cote D'Ivoire, the Granger causality test showed no causality between energy consumption and economic growth. Asafu-adjaye (2000) supported that the bidirectional Granger causality run between energy and income in Thailand and the Philippines and Razali *et al.*, (2016) indicated that a bidirectional causality existed between income per capita and energy consumption in Malaysia during the 1971–2014 period. ADF and KPSS tests were used to unit root and ARDL Bound test were applied for long run co-integration relation between the variables both in single equation static as well as multivariate dynamic co-integration analysis that was applied.

Data and Methodology

Data

This empirical study used the annual time series data of per capita GDP (GDP) and coal consumption (CC) for the period of 1965–2016. The data period was selected based on the availability of coal consumption. The data of GDP were obtained from GDP per capita (constant 2010 US\$) of World Development Indicators produced by the World Bank. CC was from BP statistical review of world energy of June 2017 measured in million ton oil equivalent. This study also used control variables to avoid simultaneity bias in its regression (Gujarati and Porter, 2008). Population (POP) is a control variable (Razali et al., 2016). The data of a control variable were taken from the World Development Indicators produced by the World Bank. Including population variable as control variable in a bivariate system. All data on this study were transformed into natural logarithms to reduce heteroscedasticity. Eviews 8.0 was used to estimate the unit roots, co-integration tests, Granger causality tests, and VECM.

Methodology

This study adopted modeling strategy based on the widely used method of Engle-Granger (Granger & Newbold, 1974; Engle & Granger, 1987). Stationarity tests were applied through the unit test of root to determine whether the variables used were stationary or not. The Augmented Dicky-Fuller (ADF) and Phillips-Perron (PP) tests were used to determine the variable stationarity (Dickey and Fuller, 1981; Phillips and Perron, 1988). Spurious regression occurred in the estimation process if the times series data were not stationary. Data times were often not stationary at the level but linear combinations of two or more non-stationary data become stationary (Engle & Granger, 1987). Furthermore, Engle-Granger states that the non-stationary time series data are claimed to be co-integrated. VECM was used when the time series data were not stationary at the level but stationary at first difference or second difference that indicated a theoretical relation between variables.

The next step was co-integration tests. The co-integration test used in this study was the Johansen test (Johansen, 1991). This co-integration test was used to determine the co-integration of a number of variables (vectors). The co-integration tests were conducted to investigate the existence of long-run relationships between the variables. After co-integration is found in the model, the residual value was used to validate the Vector Error Correction Model (VECM). VECM would assess the direction of causality between coal consumption and economic growth. The VECM equations adopted from Azlina (2012) state that:

$$DLLC_t = \alpha_1 + \sum_{i=1}^p \beta_{1i} DLGDP_{t-1} + \sum_{i=1}^p \gamma_{1i} DLCC_{t-1} + \sum_{i=1}^p \phi_{1i} DLPOP_{t-1} + \theta_{1,1} ECT_{1,t-1} + \varepsilon_{1t} \quad (1)$$

$$DLGDP_t = \alpha_2 + \sum_{i=1}^p \beta_{2i} DLGDP_{t-1} + \sum_{i=1}^p \gamma_{2i} DLCC_{t-1} + \sum_{i=1}^p \phi_{2i} DLPOP_{t-1} + \theta_{2,1} ECT_{1,t-1} + \varepsilon_{2t} \quad (2)$$

$$LPOP_t = \alpha_3 + \sum_{i=1}^p \beta_{3i} DLGDP_{t-1} + \sum_{i=1}^p \gamma_{3i} DLCC_{t-1} + \sum_{i=1}^p \phi_{3i} DLPOP_{t-1} + \theta_{3,1} ECT_{1,t-1} + \varepsilon_{3t} \quad (3)$$

where CC is coal consumption, GDP is GDP per capita, and POP is population of Indonesia. First differences are denoted by L . The term ECT_i refers to the error correction terms, derived from the long-run co-integrating relationship (i.e. $CC_t = \lambda_1 GDP_t + \lambda_2 POP_t + \mu$) where μ is the stationary residuals, α is intercepts, β_{ij} , γ_{ij} , and ϕ_{ij} are coefficients, and ρ is the lag lengths. In each equation, the right hand side variable is regressed with past values of itself and past values of other variables.

The Granger causality test is applied by calculating the F-statistic based on the null hypothesis that the set of coefficient on the lagged values of independent variables are not statistically different from zero. Therefore, if the null hypothesis is rejected, then it is interpreted that the independent variable has causality on dependent variable. For instance, if the F-statistic of the GDP (GDP as an independent variable in the equation (1) is significant at a 5% level or 1%, then it is interpreted that there is a short-run causal effect running between GDP and CC. VECM also could estimate the long-run equilibrium, in addition to the detection of the short-run causal effects. In the ECT, the co-integrating vector (the long-run co-integrating relationships) represented the long-run equilibrium between variables. Therefore, the coefficient 1 for instance represented the long-run elasticity of consumption energy (CC) with respect to GDP per capita (GDP). In addition, the coefficient i of the ECT measure the speed of adjustment towards the long-run equilibrium or the proportion of the long-term imbalance of the dependent variable that is corrected in each short-run period. Thus, the size and the statistical significance of this coefficient measure the extent to which each dependent variable has a tendency to return to its long-run equilibrium.

In accordance with the above statement, to detect the Granger causal relation, a joint F test is employed. Besides, the test for the long-run considered restrictions on the coefficient of ECT. This test is based on the null hypothesis that there is no Granger causality (i.e. the coefficients were zero, $\theta_i = 0$). The Granger causal relation in the long-run use the t-test. In addition, the joint significance of the lags of explanatory variable (*CC* and *GDP*) and the lagged error correction term (ECM) are also performed to test for the Granger causality. In the coal consumption equation (1), the test for Granger causality of income is $H_0: \beta_1 = \theta_{1,1} = \theta_{1,2} = 0$. If the hypothesis null rejected, it suggest that there is Granger causality between GDP and coal consumption. In the GDP equation (2), the test for Granger causality of energy is $H_0: \gamma_2 = \theta_{2,1} = \theta_{1,2} = 0$. If the hypothesis null is rejected, it suggested that there was Granger causality from coal consumption to coal GDP.

Findings and Discussion

Table 1 reports results of the ADF and PP tests on the model with an intercept and time trend. Unit root tests are sensitive to the presence of deterministic regression. Results of both tests indicate that all series on each variable (*CC*, *GDP*, and *POP*) are concluded to be stationarity. It can be seen that the null hypothesis of non-stationarity cannot be rejected at the 1% level of all variables. However, at the level all the variables are not stationarity. Stationarity of the data is in the first difference. The result indicates that all variables are integrated and can estimate the next tests. Co-integration test will be suitable to proceed with the long-run analysis.

The co-integration test uses Johansen's bivariate maximum likelihood procedure. The Johansen test considers two likelihood ratio tests for the co-integration rank, a trace test, and a maximum eigenvalue test. Table 2 shows result of Johansen co-integration tests. Both results of trace tests and maximum eigenvalue tests report the same conclusion that there are two co-integrated relationship at the 5% level of significance.

Table 1 Results of Unit Root Tests

Augmented Dickey Fuller Test		Philips-Perron Test
Level		
LCC	-2.193228	-2.320002
LGDP	-2.442160	-1.980496
LPOP	-1.533001	-1.980496
First Difference		
LCC	-5.714891***	-5.724059***
LGDP	-5.486161***	-5.441510***
LPOP	-4.981215***	-1.060942

Notes: The asterisks indicate the following level of significance: ***1%, **5%, and *10%.

Table 2 Results of Johansen Co-integration Tests

Hypothesized No. of CE(s)	Lag	Trace Statistics	Maximum Eigenvalue Statistics
$r = 0$	3	37.82921***	24.53832**
$r \leq 1$	3	13.29089	10.57380
$r \leq 2$	3	2.717084	2.717084
Normalized Co-integrating Coefficients			
Variables			Co-integrating vector
LCC			1.000000
LGDP			14.69675 (5.34847)
LPOP			-51.45720 (11.9188)

Notes: The asterisks indicate the following level of significance: ***1%, **5%, and *10%. Coefficient estimates express different elasticity. In brackets are standard errors.

Where r represents the number of co-integrating vectors. A number of lags for each of the variables have been included in order to capture the short-run dynamics of the model. Each equation up to three lags, which should provide a sufficient representation of the process generating the data. The criteria optimal lag that gave is 3 lags.

Table 3 VAR Lag Order Selection Criteria

Lag	LogL	LR	FPE	AIC	SC	HQ
0	32.05305	NA	6.13e-05	-1.185839	-1.070013	-1.141895

1	402.3051	680.0547	2.42e-11	-15.93082	-15.46752	-15.75504
2	474.4000	123.5914	1.85e-12	-18.50612	-17.69534	-18.19852
3	535.9390	97.96002*	2.20e-13*	-20.65057*	-19.49232*	-20.21113*

Notes: * indicates lag order selected by the criterion. LR: sequentially modified LR test statistic (each test at 5% level). FPE: Final prediction error. AIC: Akaike information criterion. SC: Schwarz information criterion. HQ: Hannan-Quinn information criterion.

The existence of co-integration between coal consumption, GDP, gross fixed capital formation and population indicates that there is a long-term relationship and there should be a quality Granger at least in one direction. The Granger causality test should be checked through VECM. Short-term and long-term relationships among variables can be figured out through VECM where normal causality tests cannot detect it. Table 4 shows the short-run Granger causality based on VECM for Indonesia. The presence or absence of causality in the model is tested through the F-test. The results show that there is no short-run causal relationship between coal consumption and GDP. If there is conservative or expansion in coal consumption, it will not affect economic growth in Indonesia. In addition, there is a causal relationship between coal consumption. A unidirectional causal relationship runs between population and energy consumption

Table 4 Short-run Granger Causality Results Based on VECM

Dependent Variable	Short-run DLCC	Source of Causation (Independent Variable)	
		DLGDP	DLPOP
DLCC	-	4.635761 (0.2005)	19.09295 (0.0003)***
DLGDP	0.178043 (0.9811)	-	2.956694 (0.3984)
DLPOP	3.152865 (0.3687)	1.053373 (0.7883)	-

Notes: Figures in the parentheses () are p-value. The asterisks indicate the following level of significance: ***1%, **5%, and *10%.

The long-run causality test can also be referred to as the ECT (Error-Correction-Term) test. In this study, ECT is adjusted to the long-run equation in VECM. Table 5 shows the approximate ECT coefficients that are significant in the coal consumption equation in Indonesia. In this case, the t-statistical test on the ECT coefficient gives an indication of the long-run causality relationship.

Table 5 Long-run Granger Causality Results Based on VECM

Dependent Variable	Long-run	Source of Causation (Independent Variable)		
	ECT ₁	Joint (ECT and DLCC)	Joint (ECT and DLGDP)	Joint (ECT and DLPOP)
DLCC	-0.064476 [-2.32457]	-	6.020972 (0.1106)	13.14531 (0.0043)***
DLGDP	-0.006713 [-1.48592]	1.058386 (0.7871)	-	2.589745 (0.4593)
DLPOP	1.05E-05 [2.05962]**	20.10888 (0.0002)**	3.420298 (0.3312)	-

Notes: Figures in the parentheses () are p-value and brackets [] are t-statistic, respectively. The asterisks indicate the following level of significance: ***1%, **5%, and *10%.

Table 5 reports that there is no long run causality relationship between coal consumption and economic growth. This result is consistent with the result of short run causality. These findings indicate that any activity of coal consumption will not affect economic growth. The empirical result is different from the empirical study conducted by Masih and Masih (1996), Asafu-adjaye (2000), and Harsono and Kuncoro (2013). They found that energy consumption and economic growth in Indonesia had a Granger causality relationship. Coal consumption is not a proxy of the energy consumption used by Masih and Masih (1996) and Asafu-adjaye (2000) but the overall energy source consumed in Indonesia. Harsono and Kuncoro (2013) used electricity consumption as a proxy of energy consumption. Soytas and Sari (2003) indicated that in the case of Indonesia, there was no co-integration because the ADF test with assume intercept and trend indicated a non-existence of a unit of root in levels so that the next process was to see the relation of causality by using VECM which VECM requires co-integration in estimation procedure.

In Indonesia, coal is the fourth largest energy consumption after fuel, gas, and electricity while in terms of production, coal is the second largest production after gas. Most of coal production is exported therefore coal's role to economic growth in Indonesia can be observed from export activity where there will be government revenue in tax form. This case is in accordance with the question of Reksahadi (1988) which states that energy contributes to government revenues in the form of taxes.

Conclusion

Energy has a broad and significant role for the countries of the world. Energy becomes one of the determinants of the survival of society and country due to its ability to maintain various ecological processes, mobilize various economic activities, and improve the quality of life. This study analyzed the causal relationship between coal consumption and economic growth (GDP) in Indonesia for the period of 1965-2016 using the VECM approach. Population was involved as a control variable in this equation. The root test of the ADF and PP units and the Johansen co-integration test were used to stationarity of variables and co-integration before causality test. All data stationary are on first difference. The presence of long-term relationships was evidenced by all co-integration variables in lag 3. Using the Granger causality test concept and method, this study estimated short-term and long-term causal relationships. There is no relationship between coal consumption and economic growth in the short run and in the long run. This finding proves that hypothesis of no causal relationship between coal consumption and economic growth is true. The activity of coal consumption has no impact on economic growth.

In Indonesia as one of the largest coal-producing countries in the world, coal consumption has not yet had an impact on economic growth because coal is domestically consumed in little portion while most of the coal production is exported. Government revenue in the form of export tax may be the importance of coal's existence in Indonesia.

This finding is important for policy makers although the empirical study shows that there is no causality relationship between coal consumption and economic growth. Indonesia should invest more in technological innovations and improve industrial sectors in order to maximize coal utilization. Utilization of coal with modern technology aims to reduce the adverse effects on society and economy. The government should increase demand for coal in the domestic market in order to increase coal consumption because coal prices are low if compared to other energy sources and fluctuate in recent years. Hence, it would be better if it is utilized in this country. In addition, the researcher suggests similar research since there might be the relationship between the coal consumption and the economic growth may vary in different countries and as a reference to policies and decision making concerning coal consumption and economic growth in each country.

Acknowledgments

I would like to thank to Indonesia Endowment Fund for Education (LPDP) Ministry of Finance Republic Indonesia for gorgeously supporting author by scholarship. I am so grateful as well for Prof. Tri Widodo, M.Ec.Dev., Ph.D for giving this project and always encouraging author to accomplish it. My best gratitude for my parents, Abd. Halik and Halima, thanks for your pray. The last but not least, all my friends, Rifa'i, Maizul, Salman, Anshar, and Mahyudin for being together during working and finishing this paper.

References

- [1] Akinlo, A. E. (2008). Energy Consumption and Economic Growth: Evidence from 11 Sub-Saharan African countries. *Energy Economics*, 30(5), 2391–2400.
- [2] Anoruo, E. (2017). Coal Consumption and Economic Growth Nexus : Evidence from Bootstrap Panel Granger Causality Test. *Panaeconomicus*, 64(3), 255–271.
- [3] Asafu-adjaye, J. (2000). The Relationship between Energy Consumption , Energy prices and Economic Growth : Time Series Evidence from Asian Developing Countries. *Energy Economics*, 22, 615–625.
- [4] Azlina, A.A. (2012). Energy Consumption and Economic Development in Malaysia : A Multivariate Cointegration Analysis. *Procedia - Social and Behavioral Sciences*, 65, 674–681.
- [5] Bloch, H., Rafiq, S., & Salim, R. (2012). Coal Consumption , CO 2 Emission and Economic Growth in China : Empirical Evidence and Policy Responses. *Energy Economics*, 34, 518–528.
- [6] Budiarto, Rachmawan. 2011. *Kebijakan Energi Menuju Sistem Energi yang Berkelanjutan*. Yogyakarta: Samudra Biru. (*Energy Policy Towards Sustainable Energy System*. Yogyakarta: Blue Ocean)
- [7] Dickey, D. A., & Fuller, W. A. (1981). Likelihood Ratio Statistics for Autoregressive Time Series with a Unit Root. *Econometrica*, 49(4), 1057–1072.

- [8] Engle, R.F., & Granger, C.W.J. (1987). Co-Integration and Error Correction : Representation, Estimation, and Testing. *Econometrica*, 55(2), 251–276.
- [9] Fatai, K., Oxley, L., & Scrimgeour, F. G. (2004). Modelling the causal relationship between energy consumption and GDP in New Zealand , Australia , India , Indonesia , The Philippines and Thailand. *Mathematics and Computers in Simulation*, 64, 431–445.
- [10] Granger, C. W. J., & Newbold, P. (1974). Spurious Regressions in Econometrics. *Journal of Econometrics*, 2, 111–120.
- [11] Gujarati, D. N., & Porter, D. (2008). *Basic Econometrics. The McGraw-Hill*.
- [12] Harsono, T. D., & Kuncoro, M. (2013). Electricity Consumption and Economic Growth : A Causality Evidence from Indonesia, 1984-2010. *International Journal of Business, Economics and Law*, 2(April), 8–9.
- [13] Hossein, S.S.M., Yazdan, G.F., & Hasan, S. (2012). Considering the Relationship between Energy Consumption and Economic Growth in Oil Exporting Country. *Procedia - Social and Behavioral Sciences*, 62, 52–58.
- [14] Johansen, S. (1991). Estimation and Hypothesis Testing of Cointegration Vectors in Gaussian Vector Autoregressive Models. *Econometrica*, 59(6), 1551–1580.
- [15] Kalyoncu, H., Gürsoy, F., & Göcen, H. (2013). Causality Relationship between GDP and Energy Consumption in Georgia , Azerbaijan and Armenia. *International Journal of Energy Economics and Policy*, 3(1), 111–117.
- [16] Kraft, J. and Kraft, A. 1978. On the Relationship between Energy and GNP. *Journal of Energy and Development*. 3(2), 401-403.
- [17] Lee, C., & Chang, C. (2008). Energy Consumption and Economic Growth in Asian Economies : A More Comprehensive Analysis Using Panel Data. *Resource and Energy Economics*, 30, 50–65.
- [18] Lei, Y., Li, L., & Pan, D. (2014). Study on The Relationships Between Coal Consumption and Economic Growth of The Six Biggest Coal Consumption Countries: With Coal Price as A Third Variable. *Energy Procedia*, 61, 624–634.
- [19] Li, R., & Leung, G.C.K. (2012). Coal Consumption and Economic Growth in China. *Energy Policy*, 40, 438–443.
- [20] Masih, A.M.M., & Masih, R. (1996). Energy Consumption , Real Income and Temporal Causality: Results from A Multi-Country Study Based on Cointegration and Error-correction Modelling Techniques. *Energy Economics*, 18, 165–183.
- [21] Ocal, O., Ozturk, I., & Aslan, A. (2013). Coal Consumption and Economic Growth in Turkey, 3(2), 193–198.
- [22] Phillips, P. C. B., & Perron, P. (1988). Testing for A Unit Root in Time Series Regression. *Biometrika*, 75(2), 335–346.
- [23] Razali, R., Khan, H., Shafie, A., & Hassan, A. R. (2016). The Relationship between Energy Consumption and Economic Growth in Malaysia : ARDL Bound Test Approach. In *AIP Conference Proceedings* (Vol. 1787, pp. 80020-1-80020-7).
- [24] Reksohadiprojo. 1988. *Ekonomi Energi*. Yogyakarta: PAU Studi Ekonomi Universitas Gadjah Mada. (*Energy Economics*. Yogyakarta: PAU Economic Studies Universitas Gadjah Mada)
- [25] Soytaş, U., & Sari, R. (2003). Energy Consumption and GDP: Causality Relationship in G-7 Countries and Emerging Markets, 33–37.
- [26] World Coal Association, (2006). Coal facts. <http://www.worldcoal.org/>

Improving *Cinnamomum Burmannii Blume* Value Chains for Farmer Livelihood in Kerinci, Indonesia

Sidi Rana Menggala, M.Sc

S R Menggala

Department of Plant Production, Faculty of Bioscience Engineering, Ghent University, Coupure links 653, Gent 9000, Belgium

P V Damme

Department of Plant Production, Faculty of Bioscience Engineering, Ghent University, Coupure links 653, Gent 9000, Belgium

Abstract

Cinnamon is the most common baking spice in the world. It comes from a small evergreen tree that's part of the *Lauraceae* family. Genus *Cinnamomum* regroups some species whose stem bark is harvested, conditioned and traded as cinnamon in the international market. Over the centuries, the species have been domesticated so that now at least six different ones are grown in Southeast Asia. One of the species is *burmannii*, also known as Koerintji Cinnamon, which generates income for numerous smallholder farmers in Kerinci district, Jambi, Indonesia. Koerintji cinnamon is known for its unparalleled quality that comes with its sharp and sweet flavour, with a slightly bitter edge. However, international market requirements for product certification and quality standards make it difficult for a farmer to comply. Our research will address issues related to (improvement of) productivity, sustainability and value chains faced by cinnamon producers in Kerinci, to strengthen their product's value chains. Smallholder farmers are very vulnerable to a well-functioning market, and thus empowering the value chains of agricultural products will increase farmers resilience to have access to the market. The research will analyse the development of agricultural value chains, certification & standards on trade mechanism to help farmers earn a better income and prospects.

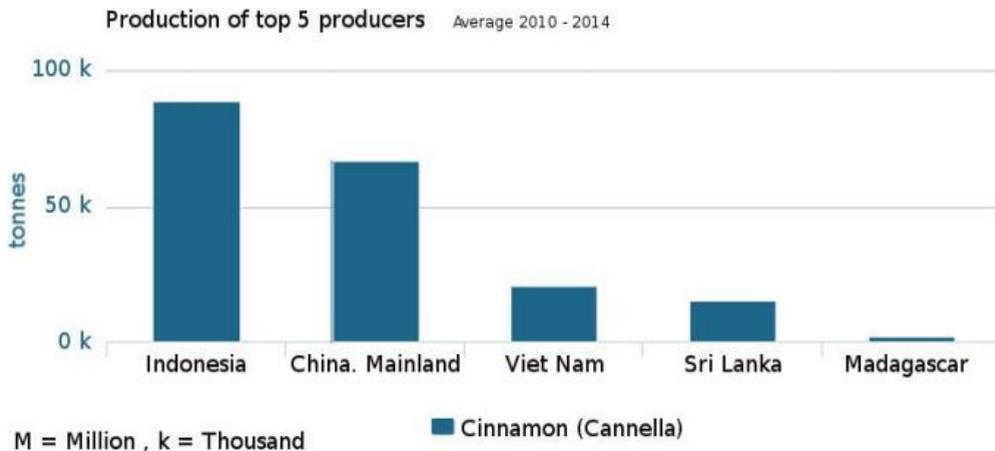
Keywords: Cinnamomum Burmannii Blume, Value Chains, Farmer, Livelihood, Kerinci, Indonesia

Introduction

Indonesia contributes to spices which can be found in millions household worldwide. Various of spices which are produced and later on exported from Indonesia are cloves, nutmeg, pepper, ginger, turmeric, cinnamon and others. Spices are mainly applied as food additives at industrial level and commonly used for their taste and flavour (Mandal, DebMandal, Saha, & Pal, 2011). Brown (2003) noted that the 15th century marked the blossoming of the international spice trade in Indonesia, at that time known as Nusantara, with the increasing demands of Maluku spices from its two biggest markets, namely China and Europe. At the beginning of 17th century, Dutch East India Company (VOC) began to establish its influence in Indonesia, by building trading offices, warehouses and forts in Batavia with the goal to monopolised spice commodity trade. Cinnamon was one the spices that were traded by the VOC and gained substantial profit.

FAO (United Nations Food and Agriculture Organization) reports that 46.7% of world cinnamon production comes from Indonesia with production in 2014 reaching 93 thousand tons which are used for flavouring additive in a variety of cuisines, sweet and savoury dishes (FAO, 2014). The demand of spice market in the international market is growing in line with population growth and spice demand in the global market continues to increase, including Cinnamon which is popular as Koerintji Cinnamon / Cassia / Cassia Vera and Indonesian Cinnamon. Cinnamon is obtained from the trees belonging to genus *Cinnamomum* (Chen, 2014). Cinnamon is an essential age-old spice and aromatic crop having wide applications in flavouring, perfumery and medicine.

Figure 1: Global production of cinnamon, 2010-2014



Source: FAOSTAT, 2014

Genus *Cinnamomum* (*Lauraceae*) regroups some species whose stem barks are harvested, sundried and traded as cinnamon categorised spice commodity in the international market. The best bark comes from the trunk; the bigger the trunk, the thicker and valuable the bark. Cinnamon is considered as a high-value commodity because every part of the tree has market potentials, i.e., stem, leaves, root, and twigs used for pharmaceutical and perfume industry (Jayasekar, 2009). Suyanto et al. (2007) noted that the cinnamon species that were growing in Kerinci were native to Kerinci and traditionally harvested from the forest along the Bukit Barisan mountain range. Cinnamon is now the dominant crop in Kerinci, and the majority of farmers cultivating this spice are smallholders. Cinnamon wood used by local villagers as building materials and furniture. Over the centuries, human use for food (Jayasekar, 2009). There are numerous uses of cinnamon in the traditional kitchen, and it can also be used in incense, perfumes and pharmaceuticals (Bhagya, Raveendra, & Lalithya, 2015). Over the centuries, the species have been domesticated so that now at least six different ones are grown in South East Asia (Barceloux, 2008). About 250 species of cinnamon have identified, four of which are used to obtain the spice cinnamon. Cinnamon is divided into four different type of cinnamon, such as; Ceylon cinnamon (*Cinnamomum zeylanicum* Blume), native from Sri Lanka; Cassia cinnamon or Chinese cinnamon (*Cinnamomum aromaticum* Nees) from China; Indonesian cassia (*Cinnamomum burmannii* (Nees & T. Nees) Blume) from Indonesian islands of Sumatra and Java and Vietnamese cinnamon (*Cinnamomum loureiroi* Ness) from Vietnam (Rismunandar, 1995).

Cinnamomum burmannii Blume is a native plant from Indonesia and also known for its commercial name as Koerintji Cinnamon that generates income to small growers in Kerinci district located in Jambi, the island of Sumatera, Indonesia. The tree grows in West Sumatra in the region known as Kerinci; it is a regency of Jambi province (hence the name Koerintji) near the city of Padang. According FAO, between 2000 and 2014, Indonesia is the largest producer of cinnamon (83,176.79 tons), followed by China (53,176.79 tons), Sri Lanka (13,938.21 tons), Vietnam (13,894.43 tons) and Madagascar (1,797.36 tons). The latest cinnamon price in September 2017 for cinnamon powder is Rp.60.000-65.000 / KG, while for cinnamon stick size of 8-10 cm is Rp.40.000-45.000 / kg (Jambi Province Plantation Office, 2017).

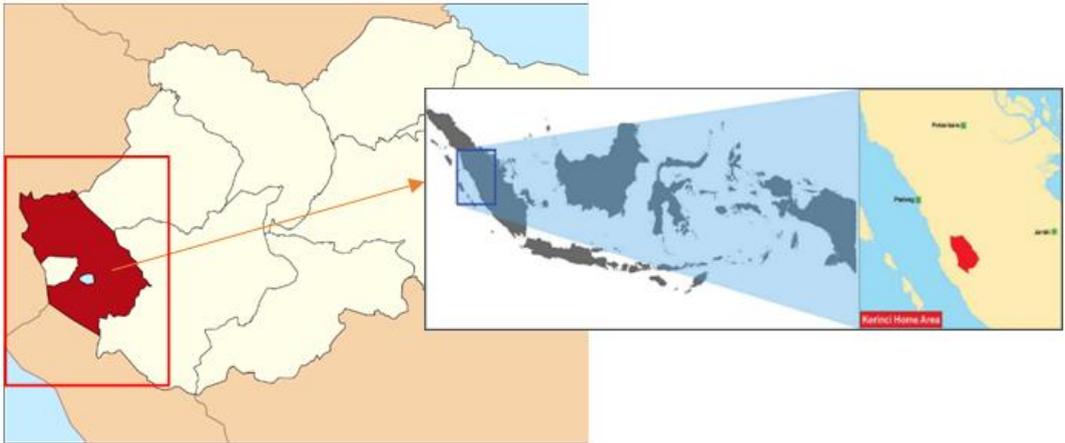
The research problem are, more specific that adding value to the value chain process which to improve the farmer's livelihood and environmental practices. This research aimed to identify the constraints of the value chain and sustainable livelihood improvement for cinnamon farmers in Kerinci. These systems are often applauded for their biodiversity conservation value while improving farmers' livelihoods by increasing overall productivity, profitability and sustainability (Atangana et al., 2014 in Jezeer & Verweij, 2015).

Method

To understand of value chain improvement, the researcher conducted various analysis including field research to small growers and buyers.

II.1 Study Area and Ethnographic Background

Kerinci district is the primary location for ground research because the region is the centre of cinnamon production in Indonesia (Wangsa & Nuryati, 2007). Covering an area of 3,808.50km² (BPS Kerinci, 2016), Kerinci is the smallest district of Jambi Province. It is located almost 400km from Jambi City, the capital of the province, and is accessible by land and air transportation which can be seen in Picture 1 below.



Picture 1. Map of Kerinci Regency, Jambi Province

Source: Google map

The research was conducted in Talang Kemuning village of *Bukit Kerman* district, Kerinci regency of Jambi province in Indonesia from January and October 2017 (2 months). North of the village is the *Lolo Kecil*, the south by *Bintang Marak* village, the east side by *Lempur* village and on the west of the village is on the border with *Tanjung Sham* village. The distance from Talang Kemuning to Sungai Penuh District capital 39 km and Jambi Province capital 380 km.

II.3 Research Object

Talang Kemuning covered an area of 1,600 ha, with a hilly and mountainous area. The village had a tropical climate during whole year with an average temperature of 22 degree Celsius. The population of Talang Kemuning village was of 1,200 inhabitants and a total of 520 families. In a total of 90% of the community were subsistence farmers, while 10% worked as civil workers and other types of the sector. In the research conducted in January 2017, was identified that up to 40% of the community had high school education.

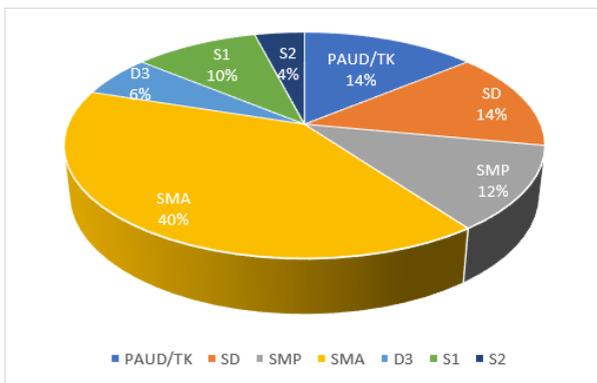


Figure 1. Education Level of Talang Kemuning Community

(Source: Village data 2015)

The object of this research is the traditional farmers (small growers), farmers who are affiliated with farmer association named Kelompok Tani Sakti Alam Kerinci (TAKTIK) and cinnamon collectors “toke” in Talang Kemuning as well as the related buyers in the trading channel of the farmers. The place where the sample was taken had been chosen purposely by choosing the producer and supplier.

II.3 Data Collection Techniques

Data collected included research sites general conditions, social and cultural conditions, Korintje Cinnamon production and processing, and community revenues from Cinnamon. Data collection was conducted through participatory observation using structured questionnaire. In January 2017, there was 40 respondent randomly selected from Talang Kemuning community who is a member of TAKTIK. Further research conducted in October 2017 involving stakeholder which was purposively selected in a total of 20 important respondents who were in the value chain process of the cinnamon sector. Research samples are smallholder farmers who produce and sells cinnamon. Collecting samples and other trading agents involved in the channel and cost of cinnamon trade. This research is to identify the variables that can affect the improvement of farmer's livelihoods with various approaches indicator in the form of increasing the value chain in achieving the welfare of cinnamon farmers. As described earlier, prior to the ground survey, an initial round (January 2007) on this evaluation's impact measures, key informant interviews were conducted in the village concurrent with farmers, middleman (*Toke*), RIKOLTO (Non-Government Organization/NGO), village chiefs, Kerinci & Jambi Province Plantation Office,

and other community leaders to discuss cinnamon business in their villages. Topics included *cinnamomum burmannii* plant, local policy for cinnamon, livelihood and standardization may have become resourceful for research. The findings also collected by using questionnaire design, as they provided a detailed portrait of farmers' socio-economic context. Continuing to explore the gap for the research, another visit to Talang Kemuning conducted in October 2017, with the goal to have a focus group discussions (FGDs). Actors, which are participating the FGD was selected purposively and was conducted using stakeholder analysis. FGDs were conducted as follows: ten (10) with TAKTIK farmers about value chain process between farmers and input providers and buyers, 5 (five) about farmers' perception of the market access, and 8 (eight) with other stakeholders that are making a derived product of cinnamon bark.

Also, twenty key informant interviews were conducted with community leaders and local NGO. FGD (October 2017) provided information about the linkages between treatment farmers and others in the value chain, including input providers and buyers. Participants were invited purposively from a list of stakeholder provided by RIKOLTO by location. The list included early adopters of TAKTIK, as well as those included in the survey sample frame.

Result

III.1 Koerintji Cinnamon Productivity

Cinnamomum burmannii (Cinnamon) is a plant family *Lauraceae* which are common in tropical and sub-tropical regions. (Rismunandar and Paimin, 2001). *Korintje cinnamon*, or *kayu manis* [Indonesian language], “sweet wood”, or *kulit manis*, “sweet bark (skin)”, is also known as the botanical term *cinnamomum burmannii*. Cinnamon trees fit in an agroforestry system since it does not need much labour and is therefore suited to be combined with other more labour intensive crops (Michon et al., 1986).

The cinnamon tree has smooth branches and aromatic bark and leaves. The leaves are commonly green, glossy and the fruits are like dark berries. The full description taxonomy of *Cinnamomum burmannii* Nees Ex Blume can be seen in Table 2 below.

Table 2. Taxonomy of *Cinnamomum burmannii* (Nees & Th. Nees) Nees ex Blume

Note: (http://ntbg.org/plants/plant_details, National Plant Database, 2005)

Cinnamomum burmannii (Nees & Th. Nees) Nees Ex Blume	
Kingdom	Plantae – Plants
Subkingdom	Tracheobionta - Vascular plants
Super division	Spermatophyta - Seed plants
Division	Magnoliophyta - Flowering plants
Class	Magnoliopsida - Dicotyledons

Subclass	Magnoliidae
Order	Laurales
Family	Lauraceae - Laurel family
Genus	Cinnamomum Schaeffer - Cinnamon
Species	Cinnamomum burmannii (Nees & Th. Nees) Nees ex Blume
Synonyms	<i>Laurus burmannii</i> Nees (Wagner et al. 1999), <i>Cinnamomum pedunculatum</i> Nees (Bailey and Bailey 1976).
Nomenclature	The genus name, <i>Cinnamomum</i> , is derived from the Greek word for cinnamon, <i>kinnamomon</i> (Wagner et al. 1999).
Common names	: Korintje Cinnamon, Padang Cassia, or Indonesian cinnamon

The characteristic of Koerintji cinnamon is illustrated in the table as followed.

Table 2. Characteristic of Koerintji cinnamon (Ravindran, 2004)

Species	<i>Cinnamomum burmannii</i> (Nees & Th. Nees) Nees ex Blume
Taste	Strong and peppery taste
Colour	Reddish-brown to dark brown
Bark	The surface is rough, consist of thin or thick scraped single and double quills
Grows in	West Sumatera, North Sumatera, Bengkulu, West Java, Central Java, East Java and Maluku

Taxonomically, Koerintji cinnamon species are different from the species that are native to Sri Lanka (*Cinnamomum zeylanicum*), commonly known as Ceylon cinnamon or true cinnamon (Babu & Ravindran, 2003). From this point forward, unless otherwise stated, any mention of 'cinnamon' would specifically refer to the species *Cinnamomum burmannii*.

Cinnamon plantation in Kerinci region is recognized as the centre of production of quality, high essential-oil crops for cinnamon bark and the skin of the bark is grey with a distinctive aroma and sweet taste (Paimin, 2001), see on Picture 2 & 3. On the research January 2017, it was identified and measured that the cinnamon tree which grows in the tropical evergreen forest can grow up to 10-15 m in its natural condition. At the harvesting process, other commodities can also be obtained from a cinnamon tree, i.e., stem, leaves, root, and twigs, because these parts also contain beneficial constituents (Kaul et al., 2003). Cinnamon is considered as a high-value plant because every part of the plant, besides functioning as a spice, can also be used for pharmaceutical and perfume (Jayasekar, 2009). The leaves of the tree have a dark green and reddish color with the ovate-oblong in shape and 7-18 cm long. Kerinci cinnamon plants have young red leaves and are cultivated in the highlands of Kerinci district. The flowers are small yellowish-white coloured, arranged in panicles, with a distinct colour. The fruit is purple, 1 cm long berry containing a single seed.



Picture 2. 25 years old (production of powder) & Picture 3. 5-10 years old tree

Note: Photos from Cinnamon Plantation, Kerinci, 2017

In 2015 RIKOLTO's' research paper stated that following climatic factors have great effect on the cinnamon tree to grow well in Kerinci which is explained below;

Rainfall: the tree requires an equal amount of rain throughout the year with an amount of about 2,000 - 2,500 mm / year. Too much rain will affect the low yield of the bark.

Temperature: the tree can grow well at an average temperature of 25 degrees Celsius and by the weather situation in Kerinci.

Humidity: the tree grows well in the humidity situation 70 - 90%. Higher the moisture condition it has a better growth condition for the tree.

Sunlight: affects the process of plant photosynthesis where it takes about 40-70% of sunlight

Soil condition: suitable soil type for cinnamon growth is that soil contains humus, crumbs, sandy and lactose. However, it can also grow on soil types of andosols, red, yellow podzolic and Mediterranean. Acidity (pH) of ground suitable for cinnamon is pH 5.0 - 6.5.

Cinnamon trees fit in an agroforestry system since it does not need much labour and is therefore suited to be combined with other more labour intensive crops (Michon et al., 1986).



The process starts with seeding at the nursery, farm preparation, planting and maintenance. During this maintenance phase is when farmers usually do intercrop, up until the cinnamon plants are around four or five years of age. Pruning of cinnamon trees is usually done when a tree is around seven to ten years old. This is done to give space for the plants to grow more optimally. During this maintenance phase, farmers also use pesticides (insecticides, herbicides, and fungicides) to control pests that might disrupt the growth of the plants. Although the cultivation method is similar to Ceylon cinnamon, Koerintji cinnamon is harvested and processed differently. Harvesting conditions and methods of production often determine the quality of cinnamon (Rismunandar, Paimin, F.B, 2001). As a perennial crop, there are usually two harvesting methods. The first one is done just before the trees reach ten years of age. The first method is called *santangan* in local terms, which is done by peeling the bark of the tree. When the young red leaves are present, such as seen in Picture 4 below, or the plants are flowering; low peeling can be done by extracting the bark of around 2-3 cm wide. However, during this time, farmers rarely harvest their cinnamon as the bark is rather difficult to peel. High peeling is done when the plants are not in the flowering period. Since it would be easier to peel the bark at this time, farmers extract a wider area of around 7-8 cm in width and 80-100 cm in length.



Picture 4. Traditional peeling by Talang Kemuning peelers

Source: Author, 2017

The second method of harvesting, called *tebang habis* (clear-cutting) is usually done when the plants are over ten years old, and it involves cutting down the whole tree, followed by peeling the bark. The bark of a tree that is between 10-15 years old is used to make cinnamon sticks, while the older trees usually produce thicker cinnamon bark of higher quality. This process is then followed by scraping the bark to clean the outer layer of the skin. If the tree is ten years or younger, the bark would be used to make sticks. For this purpose, each bark sheet will be cut to 2.5 cm in width. Meanwhile, if the bark comes from a tree that is over 15 years old, they will be made into quills, so they do not need to be cut into smaller widths. This process is followed by washing and soaking the bark for around 12 hours to remove dirt and scraps from the bark. After that comes the sun-drying process. All bark needs to be dried under direct sunlight; a process that usually takes around 3-4 days. To maintain cleanliness, farmers need to line the ground with tarp sheets so that the bark does not come into direct contact with the ground. During this drying process, the bark curls up into quills and turns reddish brown. Dried cinnamon quills or sticks ideally have a water content of 10-14% (Pannell et al., 1991). The cinnamon is then sorted according to their grades, which depends on some factors, such as type (scraped, un-scraped, quills, sticks, and chips), appearance, and volatile oil. In the case of making cinnamon sticks, the long sticks are cut using an electrical saw according to the required length and then sorted further to prepare for storage and packaging.

Thousands of workers are connected with this industry in Kerinci and interact as a social gathering as implicitly way, see picture 4 for the production of Cinnamon farming in Talang Kemuning.



Picture 7. Production of cinnamon bark

Source: Author, 2017

Upgrading productivity can be in the concept of improving the value chain process, as Giuliani (2003) point out in their seminal paper, 'upgrading within a value chain implies escalating on the value ladder, moving away from activities in which competition is of the 'low road' type, and entry barriers are low. There are four types of upgrading identified by Humphrey and Schmitz (2000) and used by Giuliani (2003), as followed and describe in Picture 4;

Process upgrading, where the transforming production process has been reorganized or improved processing technology introduced, such as cinnamon tea from left-over dried bark.

Product upgrading, where natural products are developed into diverse and more sophisticated product lines, with higher values per unit volume, for example, Cinnamon Powder.

Functional upgrading, which refers to cases where new, superior functions are developed in the value chain.

Internal upgrading, which occurs when new research or technology enables a product to shift from one sector into a different commodity. It is potential for extraction of commercial products from cinnamon leaf seeds, which would allow a shift to high-value pharmaceutical use (instead of being discarded); or production of niche-market pulp-paper from the cinnamon tree trunk.

III.2 Cinnamon World Market and Koerintji Cinnamon Challenges

Indonesia as the world's leading cinnamon producer up to accounting for 43% of the total world's production in 2014. Cinnamon with the international trade code HS 0906 (Harmonized system code for cinnamon-cinnamon tree flower) is largely export from sub-tropical countries, including Indonesia as the largest producer. Indonesia produces over 91,400 tons of cinnamon every year, worth about \$85 million which can be seen in table 3. Almost all cinnamon produced in Indonesia come from because of its plantation area to 40,962 ha or 75% that can produce more than 50,000 tons/year (RIKOLTO, 2016), where the cinnamon tree flourishes.

Table 3. World's Top Cinnamon Producing Countries 2014

Rank	Country	Production (Ton)
1	Indonesia	91,400
2	China	71,146
3	Vietnam	31,674
4	Sri Lanka	16,766

Source: wordatlas.com, John Misachi

Indonesian cinnamon products exported are cinnamon bark, essential oil and cinnamon powder which is used as raw material for industry and raw material (Ragimun, 2012). Arifin (2013) explains that cinnamon is one type of spice that is widely used as an ingredient of flavour and taste in foods and beverages, additives on the manufacture of perfumes and drugs. The cinnamon bark can be used directly in the original or powdered form, or already processed into essential oils and oleoresins (Smith, 1986). Indonesia is still the market leader in Cinnamon business to compare with other producing countries who have similarity product, which can be seen in Figure 2.

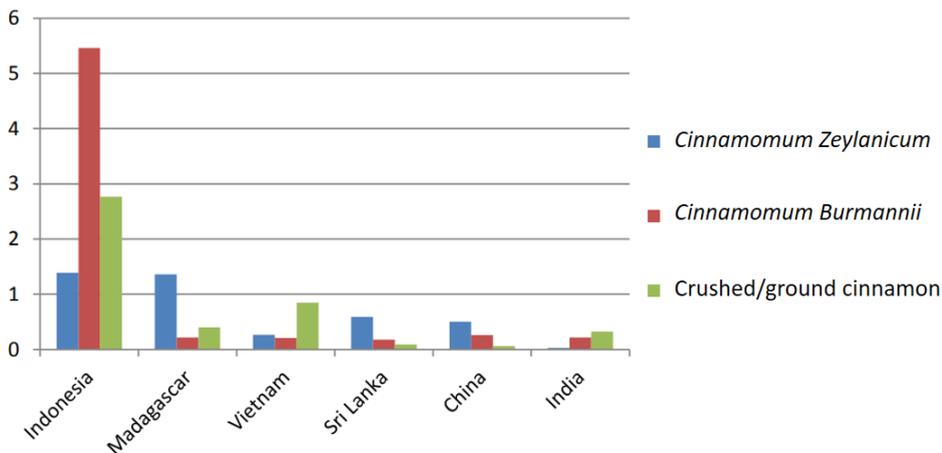


Figure 2. Developing-country suppliers of cinnamon to Europe, by level of processing, 2015, in 1,000 tons*

Source: Eurostat, 2016

Cinnamon product that is exported to European countries are the barks of a cinnamon tree which are sundried and transformed into quills later on categorised into three types of grades depending on the tree ages, which are;

Grade AA/KA: This kind of grade is produced from the bark of cinnamon tree stem that has been through a process so that the bark is dry and the epidermis part is removed. The AA had a light brown colour and harvested after the age of 15-20 years, resulting in outstanding quality. In the market, cinnamon with this grade is sold at the highest price (see picture 3 below).

Grade KB: This grade is almost the same as AA, the difference lies in the epidermis is not removed. The colour is dark brown. This quality can be generated after the tree is over seven years old. This type is usually sold at a lower price than the type AA

Grade KC: This class is called a fraction of cinnamon. This type is generated from KB type cinnamon. In the market, this type is traded at the lowest level compared to the two types mentioned earlier.



Picture 4. Grade AA, Koerintji Cinnamon

Note: The picture above shows a 25 years old bark, with the thickness to 5 cm.

The cinnamon market in the EU continues to provide opportunities for exporters from developing countries, including from Indonesia to conduct business. Imports and prices will continue to increase in the coming years, but the highest demands concurred in 2014 that nearly 18,000 tons are imported to the EU, see Figure 3 (CBI, 2016).

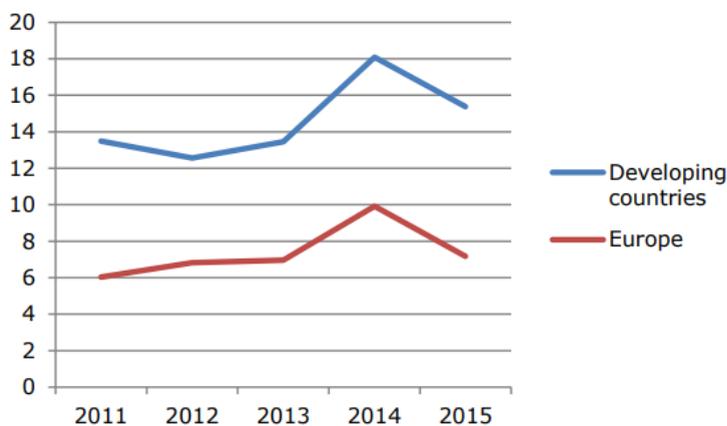


Figure 3: European imports of cinnamon, Ceylon cinnamon and cassia 2011-2015, in 1,000 tons*

Source: Eurostat, 2016

Based on the research and survey conducted in October 2017 in general, there are four supply chain channels involved in the cinnamon products, which are the farmers as producers, small collectors, large collectors and exporters. Each has their different roles and functions in value chain from farmers to exporter, that

1. Farmers

The trade management functions of fewer farmers are only exchange. The farmer's exchange function is the sales function. Farmers do not perform purchasing functions because farmers act as producers. As a producer, farmers sell cinnamon in the form of three systems, namely:

Farmers with produced the bark, which includes all of the plantings, sorting to grade and drying process.

Farmers sell directly on land with a stem selling system. This system has been going down and down, where the small collectors (toke) measure the volume of cinnamon per stem then multiplied by the number of sweet skins for one piece. In some cases, farmers do not harvest because toke will do the process of harvesting and transportation.

Farmers perform trade management functions. First, the exchange function is the farmer performs the sales function. Second is the physical function where farmers are carried out in the form of transportation and storage. Farmers transport their produce to large collectors. The third is the function of farmers as sorting, that is the separation of products that are not by the quality standards set by collecting traders.

The majority of farmers (about 80%) in Talang Kemuning do not conduct nursery management and cultivate cinnamon as fulltime activity. Most of these growers are part-timers, engaged in other occupations as the main livelihood. They hire personnel to manage their plantations including peelers and transporters. Since their part-time engagement, these holders lack the proper knowledge and strong commitment to control their production.

2. Small collectors

They are often called toke (local language) or known as a middleman. The functions performed are for physical exchange. First, the exchange function performed by local traders in the form of buying and selling. Local traders purchase products to farmers. The second function is the physical retailer made in the form of loading and unloading and transportation. Also, small collectors also perform grading, sorting and storage functions. Toke often have a monopoly on information regarding cinnamon market conditions, including stock availability and price, giving them significant control over the farm gate price (Jaya, et al., 2009). Since toke typically has access to significant financial resources, they can buy cinnamon from some farmers at a low cost, especially when the farmers are in dire need of money. Burgers (2004) noted that the profit margin of the toke in the Kerinci cinnamon value chains is significantly more significant than that of any other actor (over 60%).

3. Large Collectors

Large collectors or *saudagar* (local language) or trader, is an individual or enterprise that buys cinnamon products from toke. They usually operate at the district level and collect their supply from the *toke* in various villages within the district. Although not very common, there have been cases where *saudagar* buy cinnamon directly from farmers. They have a significant enough initial capital to buy in advance in large volumes. Based on the information given by farmers in October 2017 that large collectors also purchase land from farmers sold below the market average, so they have enough cinnamon plantation in Kerinci.

4. Exporter

Distinguished exporters from local exporters and exporters outside the region to abroad. These exporters have direct access to the end buyers where the highest price of cinnamon is earned them. Exporters also diversify or further product development, packaging and laboratory tests to check the quality of cinnamon.

The cinnamon industry is not profitable for the farmers in Kerinci due to its oligopsony market. Kerinci cinnamon farmers are growing by thousands of people reaching 12,243 households in 2013, while local collectors are only a few. The collector is also acting as a trader, which also consists of small collectors and large collectors and exporter. This condition causes the farmers do not have bargaining position so that farmers are often harmed. This can be attributed to the income between farmers, and the collectors are very unequal, i.e. farmers earn a maximum of RP. 40,000 / kg (2,5 Euro/ KG) while wholesalers or exporters can earn up to Rp. 160,000 / kg (10 Euro/kg) after going through the manufacturing and packaging process which can be seen in Table 4 as followed.

Table 4. Income comparison in cinnamon business

Farmer Income (after 9 years)	
Income from Cinnamon (9 years)	Rp. 484,000,000,-
Total Cost Production (9 years)	Rp. 194,580,000,-
Profit	Rp. 289,420,000,-

€ 1 = Rp 15,675

Subject	Large (Ha)	Population (stem)	Vol/Stem (KG)	Sell Price (Rp)	Income (Rp)			(-) Operational Cost
					9 year	1 year	1 month	
Grower	1	4,400	1	40,000	289,420,000	32,157,000	2,680,000 (~ 180 €/m)	
Wholesale Trader	1	4,400	1	160,000	1,936,000,000	215,100,000	17,923,000	

Raw Material : bark Processed : powder

23

Source: Develop by research in January 2017

Particularly in agroforestry industry based value chains, value addition has become an essential need for enhancing or develop competitiveness and sustainability. The reason for needing such a change in a value chain is, according to Andreas Stamm et al. (2003), "the demand in large markets is becoming more diverse and consumption patterns increasingly globalised.

One of the reasons for the low prices in cinnamon is the long trading channel between intermediates, as spices produced by smallholders at local, national and international levels (Wangsa, 2007). Due to these long value chains, the profits of smallholders are small compared with the middleman.

III.3 Cinnamon and Livelihood Impact

Kerinci regency extends across several sub-districts Batang Merangin, Gunung Raya, Bukit Kerman, Danau Kerinci, Keliling Danau, Sitingau Laut, Air Hangat, Depati Tujuh, Siluak, Siluak Mukai, Gunung Kerinci, Kayu Aro etc. The majority of the people living in these sub-districts including Talang Kemuning depend on Korintje Cinnamon and the other commodities for their livelihood. Forests are portrayed as central to the poverty alleviation efforts of millions of rural smallholders across the developing world (Sunderlin et al., 2005). A cinnamon tree that grows in the forest can also contribute to livelihoods have been investigated in some manners, for example, according to three different functions: safety nets, support of current consumption, and a pathway out of poverty (Vedeld et al., 2007). Cinnamon provides a significant role in the local economy for the farmer living Kerinci region. It is one of the essential factors that may contribute to the economy of the district of Kerinci (Askar Jaya, 2009).

However, cinnamon farmers depend entirely on post-harvest time which they have to wait years for production and typically cultivate the bark to support their livelihood. Since 2007, the Kerinci district faced a high open unemployment rate of over 15,000 people, caused by the decrease in employment in the agricultural sector (Moravia, Barus, & Pribadi, 2009). One of the factors is related to the plantation ownership by in Kerinci, which identified on the research on January 2017. Jambi province plantation office stated that in the year of 2015, there is 40,962 ha used for cinnamon plantation. Amount of production of Koerintji cinnamon can reach to 53,623 ton which conducted in a total of 12,843 growers, see table below for description for commodities which are most planted in Kerinci regency. The plantations are spread throughout Kerinci that covers an area of 40,962 ha size are inherent since generations. Dimensions and locations of the plantations can be seen in following table(s) 4 and 5.

Table 4. Land area of cinnamon plantations in Jambi Province

Note: Department of agriculture and plantation, Jambi, 2015

No	Location	Land Area (ha)
1	Bungo	233
2	Kerinci	40,962
3	Merangin	5,017
4	Sarolangun	633
5	Sungai Penuh	347

The cinnamon plantations in Kerinci are spread in several locations, but the most significant farmer plantation is in Gunung Raya with a total area of 11,224 Ha². The spread of cinnamon plantations can be seen in table 1.4 below.

Table 5. Locations of cinnamon plantations in Kerinci regency

Note: Department of agriculture and plantation, Kerinci, 2015

No	Location	Planted Area	Yearly Production (Tons)	Number of Farmers
1	Gunung Raya	11,224	14,357	2,216
2	Batang Merangin	10,735	27,275	2,415
3	Danau Korintje	1,195	764	327
4	Keliling Danau	4,623	3,209	327
5	Sitinjau Laut	72	26	156
6	Air Hangat	1,365	75	1,044
7	Air Hangat Timur	1,034	646	737
8	Gunung Korintje	2,801	1,741	1,624
9	Kulit Aro	3,847	2,981	1,128
10	Depati VII	300	23	265
11	Siulak	1,405	617	983
12	Gunung Tujuh	2,361	1,248	1,021
Total		40,962	52,980	12,243

The table above calculated that cinnamon farmers in Kerinci have less than 3 ha cinnamon plantation per household and produce an average of 2,234 KG/year of cinnamon bark. According to the research conducted in January 2017, was identified that farmers mostly rent the land from other parties yearly. Plantation size can have an impact on the number of crops that are harvested. One tree trunk can produce at least 20 KG cinnamon (Wangsa & Nuryati, 2007). Based on the interviews conducted in October 2017 that 46% of 50 respondents are renting land for plantation which can be seen in Table 5. Soentoro (1981) stated that the land in Indonesia is important as a set for rural communities because it can deliver a natural resource that can be managed into a source of income. The larger land ownership. The greater possibility of the household to obtain a higher profit for the farmers.

Table 5. Number and Percentage of household by land ownership in Talang Kemuning

	Land Ownership	Household	
		Number	(%)
1	Small (0.5 - 1 ha)	15	30
2	Medium (>1 - 2 ha)	8	16
3	Large (> 2.0 - 3.0)	4	8
4	Others: Rent	23	46

To support their daily income, the farmers conduct intercropping like oranges, avocado, cocoa and other sort fruits and vegetable are easy to be sold in the market. As a traditional farmer, any attempt to enrich nor improve their livelihoods requires an integrated value-chain approach. The United Nations stated that sustainable livelihoods could serve as an integrating factor that allows policies to address 'development, sustainable resource management, and poverty eradication simultaneously' (Krantz, 2001). Farmers in Talang Kemuning started to conduct intercropping to support their livelihood, which can be seen in Picture 6.



Picture 6. Intercropping cocoa tree in Kerinci

Source: author, January 2017

Farmers in Talang Kemuning choose to gain more of their livelihood from agriculture through processes of intercropping to have other income generating earning activities. Another research founding is that the farmers are changing from cinnamon towards coffee. In general, horticulture commodities are than cinnamon; it can also be harvested faster. Some farmers have already switched to grow coffee and cocoa instead. At this moment, coffee and cocoa is a cherished crop to take in the place of cinnamon.

III.4 Upgrading standards and Profitability Impact

Branding the Korintje cinnamon product by putting trademarks of traceability and certification can have an important role in the future of Indonesia spices export markets. Putting labels, trademarks and food safety certifications can impact on a result that consumers are willing to pay more for the product that is certified and meet the standards regulations which categorized as a premium product and second, access to a wider share of the market due to consumer awareness that product is good quality (Jaffee, 2007). Consumers in Europe are increasingly interested in consuming a product which has 'clean & green' labels because related to health and security of the product that will be consumed. When the products have claimed for its sustainability and traceability campaign, it is crucial to ensure that those claims can be traced (traceability). It requires a system of traceability through a chain of operations to implement for Korintje Cinnamon product. But, if the cinnamon farmers in Kerinci can achieve the demanding quality standards, surely can benefit a farmer in the future. The farmer should, therefore, choose and decide whether or not a particular set of standards is a good for their cinnamon for their livelihoods improvement.

Standard and certification have a vital role to access EU spice market. Therefore, it is wise to have certified labels and comply with the sustainability standards which is essential for the EU consumers. The new environmental regulation and health standards had brought decreasing demand of Koerintji Cinnamon product in the last few years. Small growers have difficulties to comply with the requirement because of their traditional farming methods, including the scalp of the skin, see picture 7.



Picture 7. Traditional scalping of the bark, **Source:** October 2017

Importance comply with the standard is related to the European legal requirements for food safety (traceability, hygiene and control) in the form of certification. At first, it is required to implement food safety management before entering the EU market, such example BRC, IFS, FSSC22000 and SQF. Social justice, environmental protection also became an important issue for the EU consumers, and that is why FAIR TRADE labelling has a high impact on the end-consumers. The EU regulations also require labelling on the packaging of the product so will provide information for the consumer, such as with the following information according to CBI Product Factsheet, Cinnamon in Europe (2015):

- the name of the product;
- manufacturer details;
- batch number;
- date of manufacture;
- a grade of the product;
- harvest date
- any information that can be used to trace the product back to its origin.

CBI product factsheet (2015) release a report on cinnamon in Europe. In the report, stated that cinnamon exporters should comply with rules and regulation of EU. The rules are food safety and traceability, corporate social responsibility, sustainable product certification and supplier assessment. The European Standard Association (ESA) in 2015 launched the Quality Minima Document on European legal requirements for unprocessed cinnamon which excluded crushed/ground cinnamon and cinnamon treated for microbial reduction as well as additional buyer requirements (CBI, 2015).

Cinnamon production in Kerinci still lacking from its supporting functions in the value chain stream process. Among others, the lack of knowledge to create derivative products, inadequate access to modern farming equipment and market access, and the information prevent local farmers to benefit from their livelihood. Local cinnamon growers are disorganised and cannot actively interact with capital and negotiate with market actors. Based on the survey in October 2017, that the majority of farmers in Talang Kemuning have minimum have a minimum understanding about legal requirements from the EU such as necessary food safety management, in the example of drying the bark on the street, see Picture 3 below.



Picture 3. Unclean drying process

Note: Photos from farmer house, Kerinci, 2017

It is vital for cinnamon farmers in Kerinci to enhance their compliance capacities of the cinnamon farmers (growers and processors) through certification according to international standards, like the EU standard. Inability to meet the necessary buyer product specifications and hygienic food standards (SPS) will be a bottleneck in the future. ATN as their main commodity buyer had launched in January 2018 a standard specification that must be fulfilled by the Talang Kemung cinnamon farmers, see Picture 9 below.



Cassia VAA sticks

PRODUCT IDENTIFICATION & GENERAL INFORMATION	
Product code	0906.11.01
Product description	Cassia is the dried bark of various laurel trees in the cinnamomun family.
Process description	Cinnamon tree shoots are stripped of bark. The bark is sundried, collected and selected. The product is subsequently cracked, cleaned, sieved, hand-picked and packed after metal detection.
Origin	Indonesia
Composition	Cassia
Legal demands	Products have to comply with all legislation. Most important elements are: <ul style="list-style-type: none"> - General Food Law (EC) no. 178/2002. - Food Hygiene Law, Regulation (EC) no. 852/2004. - Regulation (EC) no.1881/2006 setting maximum levels of certain contaminants in foodstuffs. - Regulation (EC) no. 396/2005 on maximum residue levels of pesticides in products of plant and animal origin. - Regulation (EC) no. 1829/2003 on genetically modified food en feed - Regulation (EC) no. 834/2007 on organic production.
Labelling	Obligatory label information according to Regulation 2000/13/EG. GMO labelling according to Regulation (EC) no. 1830/2003.

Picture 9. VAA Cassia sticks criteria 2018

Source: PT. Alam Sari Interbuana, 2018

At last, the use of an international standard of ISO 6538:1997 (*cinnamomum burmannii*) and ISO 22000 (Food Safety) for cinnamon can bring advantages and support the cinnamon farmers to enhance their production compliance capacities to meet the conformity requirements of European markets. Building farmers capacity to deliver food hygiene and safety skills development will strengthen their role along the cinnamon value chain. Value chain approach has advantages to address constraints and challenges to improve sustainable practices in farming. In a way to promote inclusive economic growth with the understanding of the environment which can leverage some points along the chain towards small producers, traders or processors. Using value chain as approach and method to see the leverage point for livelihood improvement can start from upstream or downstream process. Upstream actors are the producers, traders or processors who are closely linked to the origin of the product. Downstream value chain actors are the larger traders and processor who has access to the end market. The approach of identifying and addressing specific can emphasise the interventions method along the chain and benefits for pro-poor growth.

III.5 Geographical Indication & Marketing Potentials

Cinnamon farmer association Kerinci received Geographical Indicators (GI) certification in 2015 from Indonesian Ministry of Law and Human Rights, which should benefit and creates jobs in the cinnamon business. The Directorate General conducted a field assessment in Kerinci on 16 February 2016, and following this, the application was announced through a Gazette

Numbered: 03/IG/III/A/2016. It was made public for three months between 25 February 2016 and 25 May 2016. The application was approved on 26 May 2016 (No. ID G 00000043), making Kerinci cinnamon the 43rd product protected by GI in Indonesia. The certificate was officially handed to the Regent of Kerinci by the Indonesian Vice President in Jakarta, 18 July 2016 with the policy Nomor.525/486/Dishutbun/2015. The Indonesian GI name is 'Kayumanis Koerintji' or Koerintji

Cinnamon. Through this certification, it can enhance product development rather than just selling raw material (bark of cinnamon). Cinnamon products that have market potentials according to the RIKOLTO are as followed; (i). Dried Cinnamon bark with grade quality KM, KF, KS and KA. (ii). Cinnamon sticks grade VAA, VA and cutting, (iii). Cinnamon powder. The cinnamon products that which are certified with GI label are organic according to International Organic Certification (EU, USDA and JAS) with the condition not contaminated with nonorganic materials. TAKTIK members in a total of 261 members from 500 have received this GI certification since 2015. As in many developing countries, GIs appeared as an efficient way to promote agricultural products in a context of globalisation and to reduce the risk of the misappropriation of names (Anders & Caswell, 2009; Bramley & Bie'nabe, 2012; Vittori, 2010). Koerintji cinnamon GI certification can provide a value for its qualities and reputation. Moreover, the GI can enable a marketing and promotional value in the global market. Another potential function of GIs is product differentiation. In a globalised context, GIs can be an effective role as "decommodified", by changing the status of an agricultural product from "commodity" to "origin product" (Galtier, Belletti, & Marescotti, 2013), which can, in turn, increase the selling price and market share. Jambi province plantation office expects that the GI registration will strengthen the bargaining position and add value to Koerintji cinnamon in international markets, resulting in increased recognition for the quality and unique nature of Kerinci cinnamon. GI can minimize environmental impacts, increase product quality and access to the wider market. It is also anticipated that this GI would play a role in maintaining the body of local wisdom in Kerinci regarding the management of natural resources, thus playing a role in conservation efforts in the region.

However, the situation appears on the October 2017 visit, that product certification can benefit a farmer if a minimum number of farmers adopt this origin-labelled certification with the support and active coordination among actors in the value chain.

IV. Discussion

IV.1 Improving the value chain approach in Cinnamon

Improving the cinnamon value chain in Kerinci is hypostatically possible. According to Garret (1997), agroforestry can enhance the sustainability of farming systems, diverse farmers' incomes, provide new products and create a new landscape. To meet Garret's concept, it needs to be enhanced using the suitable value chain approach, because it is an integral part of tree domestication and agroforestry programs (Leakey, 1998). A value chain describes a full range of individuals and activities starting from production to consumption (Kaplinsky, 2002).

For cinnamon, one reason for the low prices is due to long supply chain process which includes many intermediates (middleman), as different intermediates trade spices produced by smallholders at local, national and international levels (Boomsma and Mangnus, 2011). Due to these long value chains, the profits of farmers are constrained by weak market linkages between smallholders and exporters since the middlemen also try to make a profit, mostly at the expense of the farmers' benefit. Only in the local part of the value chain already are several intermediaries active, mainly because farmers are dependent on them for transport for example. Farmers who do not receive a fair price will remain dependent on these middlemen, ending with an increasing amount of farmers changing to cash crops.

Constraints in post-harvest cinnamon process arise because of regulations, standards, laws and also informal rules & norms that are not supporting the value chains improvement can be seen in table 7.

Categories	Constraints	Opportunities [January & October 2017]
Product and Market	<ul style="list-style-type: none"> • Not rewarded fair price • Farmer are price-takers • No access to market (local and international) 	<ul style="list-style-type: none"> • Access to information for price • Access to wholesalers and end-market • Shorten the channel of distribution
Technology & Production	<ul style="list-style-type: none"> • No ownership of land • No investment in transportation and accommodative infrastructure • Traditional technology 	Support by Local and State government for productivity improvement : farming technology, investment schemes, training etc
Human Resources	<ul style="list-style-type: none"> • Traditional harvesting and farming method • No regeneration of growers • Dependable only on Cinnamon 	<ul style="list-style-type: none"> • Train farmers on improving capacities for farming and business • Organize community farmers to share experience • Need establish farmer forum
Finance & access to capital	<ul style="list-style-type: none"> • No support from investment bodies • No support from local and state government • Difficult to access to loans 	<ul style="list-style-type: none"> • Establish cooperative • Partnership with local trade union and community banks
Environmental Issues	<ul style="list-style-type: none"> • Clear cutting • Product hygiene • No environmental certification 	Training and facilitating by partners to conduct GAP

Jambi provincial government should issue a policy stating that cinnamon should not be sold as raw materials (bark) but it should be processed through the cinnamon grinding mill to improve its value so that it can be sold both in local and international markets. Jambi provincial government can set and enforce rules to initiate and finance a grinding machine that can make cinnamon powder, essential oils, and oleoresin that has a higher sale value in the market. Another constraint is related to the direct supply chain. Because of the absence of harbour facility in Jambi, the product should be delivered to another city takes another process of trading. The last constraint in the off-farm issues deals with the international standards for agriculture practices that are difficult for small growers to comply. All of those issues eventually ended up in small growers as price takers on the basic gate-price of the cinnamon market.

Even though the income earned from cinnamon plays a vital role for farmers in Talang Kemuning, but the primary concern of cinnamon farmers deals with the extended period of harvest time. One cinnamon tree produces about 20 kg of bark with the range of age up to 20 years for production with a variant of quality and price. Cinnamon tree is cultivated three times for its bark. The first harvest occurred when the tree reaches the age of 6 years, and the second crop is at ten years and the last harvest time is at 15 years old. During that harvest time, the farmers are looking for other solutions to generate income, such as intercropping and planting another product that is more productive. Therefore, it is essential to find a solution for the farmers to produce derivative products and create a product diversification that can give added value and improve the value chains for higher income. According to Humphrey and Schmitz (2001), there are four types of upgrading:

Process improvement, where the transforming production process will reorganise or improve processing technology;

Product development, where natural products will develop into diverse and more sophisticated product lines, with higher values per unit volume;

Functional improvement, which refers to cases where new and superior functions will draw up in the value chains;

Inter-sectoral upgrading, which occurs when new research or technology enables a product to shift from one sector to a different "new area."

The involvement of other parties to improve the value chains for greater farmer income is also important in the outcome, such as described below:

Business, producer associations, universities, NGO's and local government through policy support;

Establishment of research and development (R&D) capabilities of national or regional universities, or R&D facilities of large firms with whom partnerships will form;

Strategic use of labelling, branding, trademarks, and certification.

Majority of small growers in developing countries, including those who are in Koerintji area, are facing series of constraints that often limit their ability to participate competitively in a value chain improvement model including supporting functions.

The following are the model of four major constraints that limit the competitiveness of small and medium-sized manufacturers and their entry into value chains (Lie H *et al.*, 2012):

- Access to end-market
- Access to skills & capacity improvement
- Collaboration and cooperative building
- Access to finance & incentives

First, access to the end-market is relevant to improve value chains for smallholders. In the context of this model, it refers specifically to the presence of value chain connections between small growers and buyers and how they can be established. It is also crucial for the consumer to be informed about the origin of the products using traceability tools and sustainable measurements. In this case, neither the small-grower organic or chemical pesticide can reduce the climate change impacts. Second, while smallholders work at the farm from their childhood, specific training is often required to improve the productivity and product quality. Such training can include the introduction of new technologies and plant varieties, not only explaining how to comply with food safety and other certification requirements but also how the value chains works [8]. Nevertheless, there are also new agricultural practice adaptations including new cutting that impact on biodiversity loss and land-slide. Third, building coordination and collaboration at two coordination levels that can trigger R&D and infrastructure improvement by any condition. Finally, the last part is access to finance that can support product diversification and technology investment including more environmentally friendly agricultural machinery.

In both value chains, farmer households try to include into the value chain. The insertion of smallholders in national, regional and global agriculture value chains has essential consequences to reduce poverty in rural areas of developing nations due to their potential to increase incomes and create employment and therefore adds to the sustainability of their livelihoods (Gereffi and Fernandez-Stark, 2016). The majority of farmers in developing countries face a series of constraints that often limit their capacity to participate competitively in these chains, and there has been considerable concern that these producers are being excluded from substantial growth opportunities. Fernandez-Stark *et al.* (2012) show a model of four significant constraints were identified that limit the competitiveness of small- and medium-sized producers and their entry into value chains. (1) Access to market; (2) access to training; (3) collaboration and cooperative building; and (4) access to finance. Access to market is relevant to inclusion in value chains for smallholders. In the context of this model, which refers specifically to the presence of value chain linkages between producers and buyers and how they can be established. Second, while smallholders work at the farm from their childhood, specific training is often required to improve productivity and product quality. Such training can include introducing new technologies and plant varieties, how to comply with food safety and other certification requirements, but also how the value chain works (Fernandez-Stark *et al.*, 2012). Third, building coordination and collaboration building occur at two levels. First, horizontal coordination amongst producers facilitates the formation of producer groups or associations, to reach economies of scale to be able to compete in the marketplace, but also to provide opportunities to add value to their product, such as upgrading. Second, vertical coordination and collaboration involve interactions with other actors of the chain to establish linkages, find synergies and share information to improve the performance of the chain as a whole. Chain stakeholders include all the actors that play a role in the development of the industry. Finally, entry into the value chain requires certain investments to cover infrastructure, equipment and obtaining certifications. Small producers, however, often face liquidity and credit constraints and have no access to formal finance channels, both of which limit their potential to make the required investments (Fernandez-Stark *et al.*, 2012).



Figure 10. Model for smallholder inclusion in agro-food chains (Fernandez-Stark *et al.*, 2016)

In a way to enhance cinnamon value chains for greater farmer income, can be done on several models such as educating farmers about the sustainable practices for the environment, helping them to access local and international markets, supporting their productivity improvement, promoting good agricultural practices, providing organic fertiliser, and so forth. However, it also necessary for the farmers to increase their knowledge about the regulation standard so they can access EU market.

Another way to maximising the use of the Koerintje Cinnamon GI will have a significant role in the future of Indonesia's spices export markets. Putting on labels, marks and food safety certifications can influence the customers to pay more for the product that is certified and meet the standard regulations and categorised as a premium product. Consumers in Europe are increasingly interested in consuming a product that has a 'clean & green' label because they are aware of the health and security of the product that will be consumed. When the products have claimed for its sustainability and traceability campaign, it is crucial to ensure that those claims can be traced. It requires a system of traceability to be implemented in Koerintje Cinnamon products. However, if the cinnamon farmers in Kerinci can achieve the demanding quality standards, they surely can get more benefit and gain brighter prospects.

IV.2 Farmers inclusion in the value chain

In a method to enhance farmers capacity, can be done by conducting capacity building and social capital to become instituting farmers who can lead to strengthening their business capacity to meet the premium conformity of EU market. Here below are the constraints related farmers value chain improvement based on the research in October 2017.

Farmers are solely dependent on income from cinnamons and have limited access to financial resources.

Farmers have no access to direct market and depend on *Toke* daily as their direct buyer.

Farmers use traditional farming equipment and have least interest in product development and innovation

Conclusion

Research in October 2017 found from empirical evidence from the analysis that the value chain in Talang Kemuning, Kerinci is a buyer-driven chain where the buyer "toke" (trader and exporter) have a significant role and power in the cinnamon business. It results in smallholder farmer involving into value-added activities because of the like the concept "business as usual". Cinnamon market channel in Talang Kemuning is a single channel which focuses on the international export market. Intermediaries had a significant role in the value chain process. Trader in Talang Kemuning, play a role in setting the farm-gate price, while cooperative with the support of local NGO made various attempts to improve the value channel of the farmer in the whole value chain. Upgrading the cinnamon value chain is one of the means for smallholder farmer to regain their role in the value chain. With the concept of upgrading, smallholder farmer can improve their competitiveness in the global market which can improve their livelihood. One of the missing actor in the whole cinnamon value chain is the local and central government.

Involvement of Indonesian government as the main stakeholder in the cinnamon value chain is important because it can bring value to national income (FAO, 2014). Indonesian ministries such as the ministry of agriculture, the ministry of environment and forestry can support the development and coordination of cinnamon value chain in the way of a system of law in a fair price, access to broader market and Investments. Government involvement can lead to greater productivity, and the ability to capture a higher value include methods of cultivating, drying, packaging, research development, education and training in product marketing in the future.

The Indonesian government should also guide smallholder farmer related to international market demands for product certification, and quality standards make it difficult for small growers to meet the request. The international consumer protection agency demands safe products, free from chemical elements harmful to human health, causing exporters to be careful in providing quality commodities, as well as requiring that farmers conduct cultivation according to operational standards.

References

- [1] Anders. S., & Caswell. J.A, (2009). The benefits and costs of proliferation of geographical labelling for developing countries. *Estey Journal of International Law and Trade Policy*, Volume 10, Issue 1, Pages 77-93
- [2] Arifin, B. (2013), On the competitiveness and sustainability of the Indonesian agricultural export commodities, *ASEAN Journal of Economics, Mgt. and Accounting*, Volume 1, Issue 1, Pages 81-100

- [3] Askar Jaya, 2009, Konsep Pembangunan Berkelanjutan (Sustainable Development), Program Pasca Sarjana IPB, Bogor
- [4] Atangana, A., Khasa, D., Chang, S., Degrande, A., 2014. Tropical Agroforestry, in *Tropical Agroforestry*. Springer Netherlands, Dordrecht, pp. 35–47. doi:10.1007/978-94-007-7723-1
- [5] Babu, K. N., & Ravindran, P. N. (2003). Introduction. In P. N. Ravindran, K. N. Babu, & M. Shylaja (Eds.), *Cinnamon and Cassia: The genus Cinnamomum* (pp. 1–13). Boca Raton: CRC Press. Retrieved from <http://www.crcnetbase.com/isbn/9780415317559>
- [7] Bailey, L.H. & Bailey, E.Z. (1976). *Hortus Third. A Concise Dictionary of Plants Cultivated in the United States and Canada*. Macmillan Publishing Co, Inc., New York
- [8] Barceloux, D. G., (2008). *Medical toxicology of natural substances: foods, fungi, medicinal herbs, plants, and venomous animals*. John Wiley and Sons, 2008
- [9] Boomsma, M., Mangnus, E. 2011. Guaranteeing Sustainable Spice Supply. Investments in the livelihoods of small-scale spice farmers, KIT Working Paper Series WPS.S1, Amsterdam: KIT.
- [10] Brown, C. (2003). *A short history of Indonesia: the unlikely nation?* Crows Nest, N.S.W: Allen & Unwin.
- [11] Burgers, P. (2004). Resource management under stressed livelihood conditions: Changing livelihoods and management in the buffer zone of the Kerinci Seblat National Park, Kerinci District, Sumatra.
- [12] CBI (2016) Product factsheet: Cinnamon in Europe. Accessed on 18-04-2017. Retrieved from https://www.cbi.eu/sites/default/files/market_information/researches/product_factsheet_-_cinnamon_in_europe_2016.pdf.
- [13] Chen P, Sun J, and Ford P 2014 Differentiation of the four major species of cinnamoms (*C. burmannii*, *C. verum*, *C. cassia*, and *C. loureiroi*) using a Flow Injection Mass Spectrometric (FIMS) fingerprinting method *J Agric Food Chem* 62 pp 2516–2521
- [14] Daniel Jaffee (2007). *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. University of California Press, Berkeley, California, Paper, 331.
- [15] FAO (n.d.) Feeding the world. Accessed on 20-04-2017. Retrieved from <http://www.fao.org/docrep/018/i3107e/i3107e03.pdf>.
- [16] Fernandez-Stark, K., Bamber, P., & Gereffi, G. (2012). Inclusion of small-and medium-sized producers in high-value agro-food value chains. Center on Globalization, Governance and Competitiveness, Duke University, 38.
- [17] Galtier, F., Belletti, G., Marescotti, A. 2013. Factors Constraining Building Effective and Fair Geographical Indications for Coffee. Insights from a Dominican case study. *Development Policy Review* 31(5): 597-615
- [18] Giuliani, M. V. (2003). Theory of attachment and place attachment. In M. Bonnes, T. Lee, and M. Bonaiuto (Eds.), *Psychological theories for environmental issues* (pp. 137-170). Aldershot: Ashgate
- [19] H. P. Bhagya, Y. C. Raveendra and K. A. Lalithya., (2015). Role of Growth Regulators In Production of Essential Oils In Aromatic Crops. *HortFlora Research Spectrum*, 4(2): 179-181
- [20] "Humphrey, J. and Schmitz, H. (2000) Governance and Upgrading: Linking Industrial Cluster and Global Value Chain Research, IDS Working Paper 120, Brighton: IDS "
- [21] Humphrey, J. and Schmitz, H. (2001) Governance in Global Value Chains, IDS Working Paper 120, Brighton: IDS
- [23] Jaya A, Rustiadi E, Gonarsyah I, Bratakusumah DS, and Juanda B. (2009). The cinnamon commodity development effect to regional economic: case study of Kerinci regency Jambi Forum Pascasarjana 32 pp 67-79
- [24] Kaplinsky, R and Morris, M. (2002), *A Handbook for value chain Research*. Brighton: Institute of development studies, University of Sussex.
- [25] Katinka Weinberger and Thomas A. Lumpkin. (2007). Diversification into Horticulture and Poverty Reduction: A Research Agenda. *World Development*, vol. 35, issue 8, 1464-1480
- [26] Kaul PN, Bhattacharya AK, Rajeswara Rao BR, Syamasundar KV and Ramesh S. (2003) Volatile constituents of essential oils isolated from different parts of cinnamon (*Cinnamomum zeylanicum* Blume) *Journal Science Food Agriculture* 83 pp 53–55
- [27] Krantz, L. (2001). *The Sustainable Livelihood Approach to Poverty Reduction, An Introduction*. Stockholm: Swedish International Development Cooperation Agency.
- [28] Leakey, R.R.B., 1998. *Agroforestry in the humid lowlands of West Africa: some reflections on future directions, Agroforestry Systems*, (In press)
- [29] Lie H, Rich KM, Kurwijila LR, and Jervell AM 2012. Improving smallholder livelihoods through local value chain development: a case study of goat milk yogurt in Tanzania *International Food and Agribusiness Management Review* 15 55-86

- [30] LK. Pannell, (1991) Essential oils of the leaf, bark and branch of *Cinnamomum burmannii* Blume. *Journal of Essential Oil Research*, 3 : 373-375
- [31] Rismunandar, (1995). *Kayu Manis*, Penebar swadaya, Jakarta.
- [32] Rismunandar, Paimin, F.B, (2001). *Cinnamon and Production Method*. Penebar Swadaya, Jakarta.
- [33] Smith, A.E. (1986). *International Trade in Cloves, Nutmeg, Mace, Cinnamon, Cassia and their Derivatives*. TDRI Report G193. 161 pp. London: Tropical Development and Research Institute
- [34] Sunderlin, W. (2005). *Livelihoods, forests and conservation: Editorial introduction*. *World Development*, 33(9), 1379–1382.
- [35] Suyanto, S., N. Khususiyah, and B. Leimona. 2007. *Poverty and environmental services: case study in Way Besai watershed, Lampung Province, Indonesia*. *Ecology and Society* 12(2): 13.
- [36] Thangaselvabai T, Joshua JP and Jayasekar M, (2009). *Cinnamon (Cinnamomum verum presl) - The sweet bark spice for flavour and fragrance: A Review Agric. Rev.* 30 pp167-175
- [37] Vedeld, P., Angelsen, A., Bojo, J., Sjaastad, E., & Berg, G. K. (2007). *Forest environmental incomes and the rural poor*. *Forest Policy and Economics*, 9(7), 869–879
- [38] Wagner, W.L., Herbst, D.R. and Sohmer, S.H. (1999). *Colocasia*. In: *Manual of the Flowering Plants of Hawaii*. University of Hawaii Press, Honolulu, Hawai'i, pp. 1356-1357
- [39] Wangsa, R., & Nuryati, S. (2007). *Status dan Potensi Pasar Kayu Manis Organik Nasional dan Internasional*. Laporan Penelitian Bogor: Aliansi Organik Indonesia
- [40] Wangsa, R., & Nuryati, S. (2007). *Status dan Potensi Pasar Kayu Manis Organik Nasional dan Internasional*. Aliansi Organik Indonesia.

Regional Development through Continual Improvement of Higher Education in Latin American Countries Case Study

Moreno Vallejo Jaime Rodrigo

PhD in Economics, labor and production. Pablo de Olavide University in Seville, Spain. Master's degree in International Relations and Communication. Complutense University of Madrid, Spain. Bachelor of Arts Degree in Business Management. Queen Margaret University, United Kingdom. Slippery Rock University United States. Pennsylvania State Government. Advisor to the Mayor of Pasto - Colombia. Advisor University of Nariño, Pasto, Colombia. PhD – Full time position Technical University of the North Ibarra - Ecuador.

Fajardo Romo, Frank Gabriel

Master's degree in Integrated Systems Management Systems of Quality, Occupational Health and Safety Assessment, Environment and Corporate Social Responsibility. International University of La Rioja, Spain. Business Administrator. University of Nariño, Colombia. Academic Higher Education Supervisor, Ministry of National Education of Colombia. Professor, Specialization in Project Management. Universidad del Cauca, Colombia. Professor, Specialization in Integral Management of Quality Systems. University of Nariño - ICONTEC, Colombia. Researcher Professor, Business Administration Career, GIADEM Group, University of Nariño, Colombia.

Kerchis, Donald E.

PhD in Public and International Affairs, University of Pittsburgh, PA - United States, Certificate in Latin American Studies, University Center for International Studies (UCIS); Master of Public and International Affairs, University of Pittsburgh. Bachelor of Science in Foreign Service, Georgetown University; Edmund A. Walsh School of Foreign Service, Washington, DC. Year abroad at the University of Seville, Spain. Specializations in International Politics, International Relations, Law and Organization, Politics of Developing Areas and United Nations and International Law. Developing research database on Latin American democratic values and the role that international education can play in rural poverty alleviation strategies. Assistant Professor, Department of Political Science, Slippery Rock University of Pennsylvania.

Abstract

Aiming to promote the social mission of higher education and their integration in Latin American countries, this research has a qualitative focus and it has the objective to study the normative context and the main theoretical references for the assurance of the quality of higher education for Colombia and Ecuador, examines how the continuous improvement of higher education contributes to regional development; and proposes methodological strategies that contribute to the purpose for the regional development, in a systemic, objective, measurable and achievable in time way, like are the process management and the balanced score card for University Management Strategies and to built a public policy for Latin American Universities.

Keywords: University Management, Quality Assurance, Public Policies, Fundamental University Management Strategies.

1. Introduction

The Final Report of the World Conference on Higher Education in the 21st Century, Vision and Action, highlights the capacity of higher education to "transform and promote change and the progress of society" (UNESCO, 1998, p.20). Consequently, countries with their national governments and their higher education institutions work to fulfill this global purpose, by improving quality.

The problem of research is posed with the following question based on an analysis of the current literature and trends that allow us identify 'the problem'. Thus it is prudent to pose the following research question: What methodological strategies contribute to the continuous improvement of the quality of higher education, as a contribution to regional development? And as a research hypothesis at this stage it can be inferred that the methodological tools of the quality assurance of higher education contribute directly to regional development.

Taking all this into account, the general objective of the research is to analyze and propose methodological strategies for the continuous improvement of the quality of higher education, as a contribution to regional development. The specific objectives are: to analyze the normative and conceptual context of the assurance of the quality of higher education for Colombia and Ecuador; and to formulate methodological strategies to continually improve the quality of higher education and its contribution to regional development.

The paper firstly examines a theoretical framework. In doing this, the research contributes to the development of a conceptual framework allowing us to explain why those methodological strategies improve the quality of higher education. Following this, the research will develop a study that allow to the universities have a management model according to the social requirements through the development international cooperation strategies between universities in Latin America and Europe.

2. Theoretical Framework

2.1. Conceptual Framework

The main concepts analyzed in this research, which are directly interrelated, are described below; giving special importance to the fact that the current theoretical and normative approaches in Colombia, Ecuador, and the world, for continuous improvement and the assurance of quality, are based on principles that must be adopted by the leading human talent and ascribed to the institutions of higher education to be successful in this process it is evident that the failure to achieve the purposes of quality assurance, is due to the absence or weak application of one or more of the following principles:

Principles of Higher Education in Colombia.

Law 30 of 1992 defines the following principles of the public service of Higher Education in Colombia, (Congreso de la República de Colombia, 1992, p.1). Article 1 Higher Education is a permanent process that enables the development of the potential of the human being in an integral manner, is carried out after secondary or secondary education and aims at the full development of students and their academic or academic training. Professional. Article 2 Higher Education is a public cultural service, inherent to the social purpose of the State. Article 3 The State, in accordance with the Political Constitution of Colombia and with this Law, guarantees university autonomy and ensures the quality of the educational service through the exercise of the supreme inspection and surveillance of Higher Education. Article 4 Higher Education, without prejudice to the specific purposes of each field of knowledge, will awaken in the students a reflective spirit, oriented towards the achievement of personal autonomy, in a framework of freedom of thought and ideological pluralism that takes into account the universality of knowledge and the particularity of the cultural forms existing in the country. Therefore, Higher Education will be developed within a framework of freedom of teaching, learning, research and teaching. Article 5 Higher education will be accessible to those who demonstrate that they possess the required skills and meet the academic conditions required in each case.

Valorative Principles of the National Accreditation Council (Consejo Nacional De Acreditación, 2013b, P. 9)

- a) Universality.
- b) Integrity.
- c) Equity.
- d) Responsibility.
- e) Coherence.
- f) Transparency.
- g) Relevance.
- h) Efficiency.
- i) Sustainability.

Principles of Quality - International Standards Iso 9000 (Organización Internacional de Normalización -ISO-, 2015a, pp. 3–10).

- a) Focus on the client.

- b) Leadership.
- c) Commitment of the people.
- d) Focus on processes.
- e) Improvement.
- f) Decision making based on evidence.
- g) Relationship management.

Principles of the Higher Education System (Presidencia de la República de Ecuador, 2010, p. 7)

Art. 12.- Principles of the System.- The Higher Education System will be governed by the principles of responsible autonomy, co-government, equality of opportunities, quality, relevance, integrality and self-determination for the production of thought and knowledge within the framework of the dialogue of knowledge, universal thinking and global technological scientific production.

Regional Development

According to Javier Delgadillo Macias (Delgadillo, 2001, p.1), "Regional development is a concept inherent in the transformation of the regions. A process and an end in the tasks of administration and promotion of the growth and welfare of the country. As a concept, it refers to a process of qualitative and quantitative changes at the economic, political, social, environmental, technological and territorial levels that take place within the political-administrative units of the territory. "

In this paper, regional development will be observed, based on a general analysis of the policies in which higher education institutions should directly influence, through the exercise of their mission functions, legally defined by the state.

Continuous Improvement

For the purposes of this research, the concept of continuous improvement is the fundamental purpose of the management and quality assurance systems that are implemented in higher education institutions in order to comply with the applicable national regulations, they will be defined as the capacity to increase in a recurrent way over time, the level of performance of the indicators defined by the institutions and the academic programs to satisfy the social needs and meet the quality conditions and the accreditation or certification guidelines established by the control entities of higher education.

Quality Assurance

The assurance of quality is a natural part of the evolution of humanity, since there has always been an effort to ensure the functioning of the goods produced by man and improve them continuously. Throughout history the first written norm that demonstrates this purpose is the code of Hammurabi. This code regulated a severe punishment to the architect that causes the death of a human being, in case of technical failures in the construction, in the year 1750 BC. (Franco, n.d., p.353). In relation to these origins, it is necessary to highlight what Professor Maria Angelica Navarro pointed out:

The rise of the concept of quality from the theoretical level and in the application began in the nineteenth century, along with the organizational needs of the military industry and the countries in the Second World War, with theoretical advances as follows: quality control by inspection, the statistical control of quality; the cycle Plan, Do, Check and Act (PHCA) of Shewhart (1924), taken up by Edwards Deming (1989), to support the management of the development and growth of Japan after the Second World War, with excellent results visible even in the present (Navarro, 2017). In the eighties, faced with a globalized market, the "Total Quality Processes" were born, which include planning, design and research; advancing the need to ensure quality, from all organizational components with leadership, staff participation, process management, and customer focus, both in the production of physical goods, and in the supply of intangible services. The most significant contribution in this new stage of quality was the importance that human talent took for teamwork and problem solving, leading to the creation of new knowledge in a systematic way, Cubillos y Rozo (2009) quoted by Navarro (2017, p.22), which meant a new way of thinking and working in organizations, based on the culture of continuous improvement of total quality. (Navarro, 2017, p.22)

Since 1987, the International Organization for Standardization -ISO- and to date, has published the international quality standards with greater acceptance worldwide. In doing this, the organisation promotes the implementation and certification of quality management systems (QMS), based on the principles of the management of the quality contained in the ISO

9000 standard (International Organization for Standardization -ISO-, 2015a), as previously detailed in this paper; and required for effective management of its components: Context of the organization, leadership, planning, support, operations, performance evaluation and improvement. All these components have been taken as a theoretical reference for the creation of other applicable standards in different sectors and countries, as is the case of Colombia in which the ISO 9001 standard was adapted (ISO, 2015), to apply it in a mandatory way to entities of the public sector, including public higher education institutions, through the adaptation called: Technical Quality Standard for Public Management -NTCGP 1000 (ICONTEC, 2009).

Quality Assurance in Higher Education

Starting in the nineties, the countries in Latin America, pioneers together with New Zealand worldwide, initiated processes of creation and implementation of systems and agencies of evaluation and accreditation for the recognition of high quality of Higher Education Institutions and of the programs offered by them. The aforementioned in view of the role that higher education in the region must play in the formation of advanced human capital by constituting: An essential component of the growth and competitiveness of nations, as a decisive factor in expanding the opportunities of people in the region, labor market and favoring social mobility, as well as playing a key role for the functioning of the institutions that make democratic governance possible and the development of countries, (CINDA, 2012 as cited in Navarro, 2017, page 23).

The implementation of quality assurance processes responds to the specific needs and realities of each national higher education system, and in general, to "a common denomination for a variety of mechanisms tending to control, guarantee and promote the quality of institutions of higher education "CINDA (2012), based on the interaction and information of different actors involved in the educational process. (Navarro, 2017, p.23)

Educational quality means developing an organizational culture oriented towards evaluation, continuous improvement and innovation, both in the program and in the institution, which implies the deployment of policies, strategic programs, projects, actions and resources that are integrated into development plans, promote the fulfillment of missionary statements and an ideal of excellence with active participation of the institutional community. For this to be a strategic priority as proposed by Guzmán (2011), it is necessary that each institution has an adequate organizational structure, processes and mechanisms that make permanent monitoring of the pertinence, efficiency and effectiveness of the work of the academic programs, of the faculties and of the institution, within the framework of a process of self-regulation, whose visible expression before the society and the academic world is the temporary accreditation and its continuous renewal.

Quality Assurance in Latin America

In coherence with international approaches, in Latin America as well as in Europe, each country has models and quality assurance mechanism, according to what is stated in the report of Models and mechanisms of quality assurance in Latin America (CINDA, 2012 cited in Navarro, 2017, page 23). This research paper sets out the models and mechanism for quality assurance, implemented in 12 countries in Latin America and four European countries, describing the country, the agencies, the dependency, the purpose, the character, the procedure and the level, as well as the degree of implementation of the quality assurance system, which can be: established, in the initial phase and in the process of formation; within which it is identified that the assurance of the quality of higher education depends on state control; Colombia is classified in countries that have an established quality assurance system, along with Portugal, Spain, Chile, Mexico and Costa Rica; and to Ecuador in those that are in the initial phase, along with Panama, Uruguay, Brazil and Peru.

In the same way it is observed that in Colombia there are four organisms that administer this theme, such as the Ministry of Education, the National Intersectorial Commission of Quality Assurance of Higher Education, the Colombian Institute for the Promotion of Higher Education and the Council National Accreditation; and that in Ecuador there is only one body that administers this subject, called the Council for evaluation, accreditation, and Quality Assurance of Higher Education in Ecuador -CEAACES-, which is formed after the modification of the former National Council for Evaluation and Accreditation of Higher Education -CONEA-.

Quality Assurance in Colombia

In Colombia, according to the accreditation guidelines for undergraduate programs (Consejo nacional de acreditacion, 2013b), "the concept of quality applied to the public good of higher education refers to the synthesis of characteristics that allow recognizing a specific academic program or an institution of a certain type and make a judgment about the relative distance between the way in that institution or in that academic program that service is provided and the optimum that corresponds to its nature. To approach this optimum, the National Accreditation Council has defined a set of general

characteristics, from which the judgments on the quality of institutions and academic programs are issued. "It is observed that from the reference of international referents, for Colombia, it is preponderant that higher education contributes to regional development and that, it works around two concepts, academic relevance and social pertinence, which will be discussed in this paper.

Quality Assurance in Ecuador

In the case of Ecuador, the assurance of Quality is established in the Organic Law of Higher Education, chapter 1 of the principle of quality,

Art. 93.- Principle of quality.- The principle of quality consists in the constant and systematic search for excellence, relevance, optimal production, transmission of knowledge and development of thought through self-criticism, external criticism and permanent improvement. Art. 96.- Quality assurance. - The Quality Assurance of Higher Education is constituted by the set of actions carried out by institutions linked to this sector, in order to guarantee efficient and effective management, Applicable to careers, academic programs, institutions of higher education and also to the councils or bodies of evaluators and accreditors. (Presidency of the Republic of Ecuador, 2010, page 17).

Academic Relevance

According to the analysis of international and especially national theoretical and normative precepts, the concept of "academic relevance" is worked, to identify the contributions to regional development, from the impact that academic programs and institutions of higher education make on the community scientific of its discipline, of other disciplines and concretely in the application of said academic aspects in the context.

For the purposes of this research, academic relevance is fundamentally defined based on the guidelines for accreditation of undergraduate academic programs (Consejo Nacional de Acreditación, 2013b, p.20), considering the aspects to be evaluated related to characteristic number three. Understanding that the academic relevance of an academic program and an institution, should be demonstrated from the alignment and contribution to the trends and lines of development of the discipline or profession at the local, regional, national and international levels, updating and relevance of the curriculum according to the needs of the environment; the changes in the curriculum, resulting from experiences related to the analysis and proposed solutions to the problems of the context, among other aspects that will be described more concretely in the development of this research in articulation with the social pertinence.

Social Pertinence

Consistent with the purpose of this research, social pertinence is conceptualized as a priority, revisiting the guidelines for accreditation of undergraduate academic programs (Consejo Nacional de Acreditación, 2013b, p.11), as "the capacity of the institution and its program to respond to the needs of the environment. Needs to which the institution or the academic program does not respond passively, but proactively, with actions to transform the context in which it operates, within the framework of the values that inspire the institution and define it". In equal measure, the aspects to be evaluated related to characteristic number three of said guidelines will be taken into account. This concept is complemented by the concept of pertinence, given by (García, 2002, p.4), who defines it as "the degree of contribution or intervention of the universities in the solution of the needs or demands of society, in their technical and social dimensions, current and future, the contributions and the way these educational institutions are felt, studied, and perceived by society, in an interaction that takes the environment as its object of study in order to identify problems, propose solutions and participate in them, from a reflective position that allows to maintain in force the principles inherent to its condition of university, worthy of respect and that deserves the support of the community".

In the Organic Law of Higher Education of Ecuador (Presidencia de la Republica de Ecuador, 2010, p.19), in Title VI, chapter one, in the Article. 107, explains that.

2.2. Legal Framework

The following is the general regulatory framework applicable to quality assurance and continuous improvement of higher education in Colombia and Ecuador, as a basis for regional development.

Legal Framework of Higher Education in Ecuador

In Ecuador the Political Constitution of the Republic, in articles 28 and 29 of the first section, affirms that higher education will respond to the public interest and that it will be inclusive, and accordingly, between article 350 and 357, it guides the

generalities of the functioning of the higher education system (Asamblea et al., 2008, pp. 16,108-136); In a complementary manner, the Organic Law on Higher Education was issued (Presidencia de la Republica de Ecuador, 2010); the 2013 Academic Rules Regulation, which defines the levels of higher education training (Council of Higher Education, 2013); and Resolution 104 of 2014 of the CEAACES, regulates the process of Evaluation, Accreditation and Categorization of Careers of the Universities and Polytechnic Schools; and specifically in the fifth chapter, regarding the categorization and accreditation of careers. (CEAACES, 2015, p 2.11). According to the qualification of the learning environment and the national exam for the evaluation of careers -ENEC-, three categories are defined, 1) accredited, 2) in process of accreditation or 3) not accredited. This regulation is deployed through the Accreditation and Quality Assurance System and the Higher Education Council, organizations that guide the functioning and the search for excellence and the relevance of institutions and careers.

Legal Framework of Higher Education in Colombia

The Political Constitution of Colombia (Consejo Superior de la Judicatura, 2015, pag 59) establishes in article 64, that it is the duty of the State to promote progressive access to the education service; in article 67, which is a right and a public service; and in article 69 that "the State shall provide financial mechanisms that make possible the access of all persons suitable for higher education"; in consonance With Law 30 of 1992, the public service of Higher Education in Colombia, (Congreso de La Republica de Colombia, 1992, p.1) and Decree 1075 (Ministerio de Educacion Nacional de Colombia, 2015), in part 5, title 3, chapter 2, in ten sections describes the requirements related to the management and renewal of the qualified register, this being the first level of quality required for the offer of undergraduate and postgraduate academic programs.

In response to the high standards imposed by the social and productive sector needs, as well as the international context, accreditation of academic programs is defined as a second level of quality for Higher Education Institutions, for which there is a wide range of regulations that encourages the development of these voluntary processes of high quality accreditation. In this regard it is necessary to review that by means of Law 1753 of 2015 (Congress of the Republic of Colombia, 2015, p.101), by which the National Development Plan 2014 - 2018 is issued, the obligation of high-level accreditation was determined quality for the degree programs and the privilege for the allocation of financing resources and educational credit for the accredited institutions; and in correspondence, the preliminary version of the Quality Guidelines for Bachelor's Degrees in Education was issued (Ministerio de Educacion Nacional de Colombia, 2014). Academic programs for other areas of knowledge, Guidelines for accreditation of undergraduate programs (National Accreditation Council, 2013b) and Guide No. 3. Self-assessment procedure for accreditation of undergraduate programs (National Council was published of Accreditation, 2013a); which provide the basic guidelines to develop the corresponding processes. And the third level of official quality of higher education institutions in Colombia is determined by Guidelines for institutional accreditation (National Accreditation Council, 2014).

International Standards for the Management of Continuous Improvement

As a contribution to the processes of continuous improvement and accreditation, and with the objective of providing publicly accredited quality services, nationally and internationally, the programs and Institutions of Higher Education have adopted international standards for the discipline of each area of the knowledge, endorsed by prestigious associations and universities; as well as technical standards that contribute to the specialized management of different topics that must be integrated strategically. Some of the International Technical Standards of greater application are the following:

- NTC ISO 9001 - Quality Management Systems (International Organization for Standardization -ISO-, 2015b)
- NTC ISO 14001 - Environmental Management Systems. Requirements with Guidance for its Use (ICONTEC, 2015).
- Standard 18001 - Occupational Health and Safety Management (OHSAS, 2007) which will soon be replaced by the ISO 45001 standard, which is being revised by the ISO.
- NTC ISO 17025 - General requirements for the competence of testing and calibration laboratories (International Organization for Standardization -ISO-, 2005).
- NTC ISO 26000 - Corporate Social Responsibility (International Organization for Standardization -ISO-, 2010)
- NTC ISO 31000 - Risk Management. Principles and Guidelines (ICONTEC, 2011).

It is important to consider as a precedent, that the public universities of Colombia have implemented the Technical Quality Standard for Public Management -NTCGP 1000-, because it is a legal requirement for the entities of the Colombian State,

and, under this imposition, they have decided to overcome the legal requirement, and have certified their academic processes internationally, with the ISO 9001 standard (International Organization for Standardization -ISO-, 2015b), since the NTCGP is an adaptation of this standard, for Public Management of Colombia (ICONTEC, 2009).

Internal Rules and Plans of the Institutions of Higher Education

Considering the concepts and norms applied in each country, the institutions define the institutional educational project, the strategic development plan and the internal rules that will make it possible to fulfill its mission in the context.

3. Methodological Approach

The following information was taken from the research "Study of Academic Relevance and Social Pertinence of the Bachelor's Degree Program in Early Childhood Education" of the Faculty of Education of the CESMAG Institution, of the city of Pasto -Nariño, which the teacher advances researcher Mg. María Angélica Navarro Sánchez, (2017).

To carry out this research, we carried out a descriptive, analytical and exploratory study, with a social cut because its object of study is focused on the educational phenomenon, the qualitative - interpretative paradigm is determined (Restrepo, 2002), being phenomenological, naturalistic and subjective, that is, that is oriented to the understanding of the phenomenon, to be studied from within and in its natural environment, emphasizing understanding and whose validity is the result of the richness of the data and the holistic approach.

The paradigm is qualitative (Hernández, R., Fernández, C., and Baptista, P. 2008), because "the aim is to understand the perspective of the participants (...) about the phenomena that surround them, to deepen their experiences, perspectives, opinions and meanings, that is, the way in which participants subjectively perceive their reality" p. 364

This research involves the revision of papers related to higher Education, quality assurance; development plans and objectives, and competitiveness indicators, for the analysis of information in the contexts: macro -International-, meso -National of Colombia-, and micro -of Higher Education Institutions of Colombia-. Also to strengthen the structuring of the strategic component of this research, the observation of national and international experiences, and interviews carried out with a focus group of professors and managers from different institutions and academic programs of higher education, such as Corporación Universitaria Minuto de Dios, Corporación Universitaria Remington, Institución Universitaria CESMAG, Universidad Católica de Pereira, Universidad Central, Universidad EAFIT, Universidad de La Salle, Universidad del Rosario, Universidad de los Andes, Universidad de Manizales, Universidad de Nariño, Universidad ICESI, Universidad Industrial de Santander, Universidad Javeriana, Universidad San Buena Ventura, Universidad Militar Nueva Granada; in Ecuador, Universidad Técnica del Norte, Universidad Politécnica Estatal del Carchi y Universidad de las Fuerzas Armadas ESPE.

On the other hand, Díaz and Navarro (1998, cited in Fernández, F, 2002) explain that the content analysis can be conceived as a set of procedures that aim to produce an analytical meta-text, in which the textual corpus is represented in a transformed way. (...) Or, in other words, it has to be conceived as a procedure designed to destabilize the immediate intelligibility of the textual surface, showing its aspects that are not directly intuitive and yet present (pages 181 and 182)

In this way, the content analysis is adapted to the interests of the researcher and allows for the establishment of the level of utility for:

"Describe trends and reveal similarities or differences in the content of written communication between people, groups, organizations, countries, etc. Identify attitudes, beliefs, desires, values, interests, goals, etc., of people, groups, organizations, countries, etc. Analyze the content of the communications and audit it comparing it against standards. Compare the content of the communication by means of the research of the means and the levels used." (Fernández, 2002, p.37)

Among the characteristics that stand out in this technique are its objectivity, because the objectives and procedures to be followed are clearly defined and allows the reproduction of the analysis by other researchers who wish to verify the results obtained; systematization, by allowing the analysis of the contents from a system applicable to each and every part of the paper.

Similarly, it stands out for being susceptible to quantification, since its results can be expressed in indicators and be subject to numerical transformation.

4. Results of the Research

4.1. Analysis of the Normative and Conceptual Context of Higher Education for Colombia and Its Contribution to Regional Development

According to UNESCO, the World Conference on Higher Education (CMS) (1998), as well as different texts and authors, through history, it is concluded that higher education institutions have as their fundamental mission to promote regional development; However, this clear paradigm is often blurred, given the complexity of the internal and external realities of these entities. The high demand of the higher education service is one of the most important challenges to be solved worldwide, as a proactive or reactive measure depending on the context. Given this situation, at the international level, quality assurance systems have been adopted voluntarily and in other cases compulsory, which contribute to the purpose of balancing the balance of coverage and quality in the provision of this public service.

Quality assurance systems in all countries and their different methodological and theoretical approaches coincide in the fundamental purpose of promoting continuous improvement through technical tools, such as management indicators allow measuring, analyzing and making continuous improvement decisions.

Regarding regional development, we have identified that in Colombia the quality assurance system has established the accreditation guidelines for undergraduate academic programs (Consejo Nacional de Acreditacion, 2013b, p.8.20), that for a academic program is accredited in high quality, this must demonstrate satisfactorily, among other aspects to evaluate, significant evidence regarding academic relevance and social pertinence. Specifically, this is defined in characteristic three of these guidelines.

4.2. Methodological Strategy to Continuously Improve the Contribution of Higher Education to Regional Development

The methodological strategies to continually improve the contribution to regional development from higher education set out below, are structured taking into account the parameters used at the national and international level previously reviewed, and the concepts on which this study has been oriented, which are "academic relevance" and "social pertinence".

The norms and theories of quality assurance of higher education nationally and internationally, are clearly based on the methodology of continuous improvement of the -PDCA- cycle (Deming, 1989), plan, do, check and act; which in the case of Colombia is adapted to the accreditation guidelines of the undergraduate academic programs (Consejo Nacional, 2013b, p.17), with the following dynamics: say what you do, do what you say, check it and improve it.

To structure an academic program or an institution determined to contribute to regional development, policies, strategies, objectives and monitoring and management methodologies should be established to guarantee compliance with said purpose. These include those referred to below, starting with the review of success stories from universities in Latin America, Europe and the United States.

System of Quality Management and Process Management

The high level universities have decided to adopt quality management systems, and their components, according to the technical standard ISO 9001 (International Organization for Standardization -ISO-, 2015b), with the purpose of optimizing its administrative model and its processes with a focus towards: satisfaction of social needs, leadership and participation of the academic community, process management, continuous improvement, decision-making based on indicators and management of relationships with stakeholders.

To meet the requirements and needs of the context of the organization; assertively lead the deployment of strategic planning; ensure due institutional support in the competition and awareness of human talent, the management of documented information, communications and infrastructure that fosters an adequate work environment for the development of mission processes, the evaluation of performance and continuous improvement through self-control, audits and periodic management reviews.

One of the great methodological aspects that makes the implementation of quality management systems possible is to adopt process management, which makes knowledge of the activities - PDCA -, the objective, the scope, the leader and actors of each process possible ; as well as the inputs (inputs); the requirements of internal, external customers and interested parties (who receive the service or product); the products or services (outputs); the applicable regulations; the referenced concepts; the generated records; the risks that must be foreseen, the information and the physical and technological resources required; the control points; the articulation with other processes; among other aspects, as

required. In this regard it is clarified that discussions have already taken place, in which it has been agreed that although the standards speak from productivity in general, with terms such as product or client, from a complex analysis, universities must recognize that the student is not only a customer of any product or service, but is a human being with individual, family, social, economic and cultural characteristics, and that represents the needs of the context, which must be met through the provision of the service of higher education, which this requires conditions of high quality and that only occurs through human interaction between students, teachers and the academic community with which it interacts.

In a preponderant manner, it is suggested to adopt an administrative tool validated by higher education institutions, such as process management. In this way, it is possible to continuously improve the management indicators of general higher education and those that show academic relevance and social pertinence, as a contribution to regional development.

In order to briefly study the university process management, based on the study of management systems in this sector, this research proposes a general process map, which can be adapted according to the structure, nature, philosophy, planning, the dynamics and priorities of each higher education institution. This process map represents the interaction and articulation that the processes should have, in order to respond to the needs of the region, improving continuously; and it contains the major processes that are generally carried out in this type of entity, according to three types of processes; according to the nature of their objectives, which are: strategic, missionary, and support processes, briefly described below.

As strategic processes are defined: leadership and planning, and quality assurance, responsible for guiding the institution in the development of the mission and the achievement of the vision, in coherence with the educational project, the development plan, the quality, and the needs of the region, according to the conditions of the same organization.

The mission processes are those that execute the functions for which this type of institution was created, which are education, research, and social projection, with the transversal component of internationalization that is currently required from different normative perspectives and context.

The support processes are those that support the mission statement and the other processes, for which from this research it is proposed to identify and manage what refers to human management; wellness; support to mission processes, which contains the demanded activities to guarantee said processes, from logistics and infrastructure aspects, such as laboratories, experimentation centers, libraries, or others as required; management of technology, information and communication; infrastructure; financial management, and legal.

The denomination and location of the processes presented in this study, may vary according to the analysis of the realities, the conceptualization of each term, and the agreements that each institution must reach according to its reflections, the country, the regulations, the philosophy and the theoretical references that you wish to adopt.

Process Map Model for Higher Education Institutions

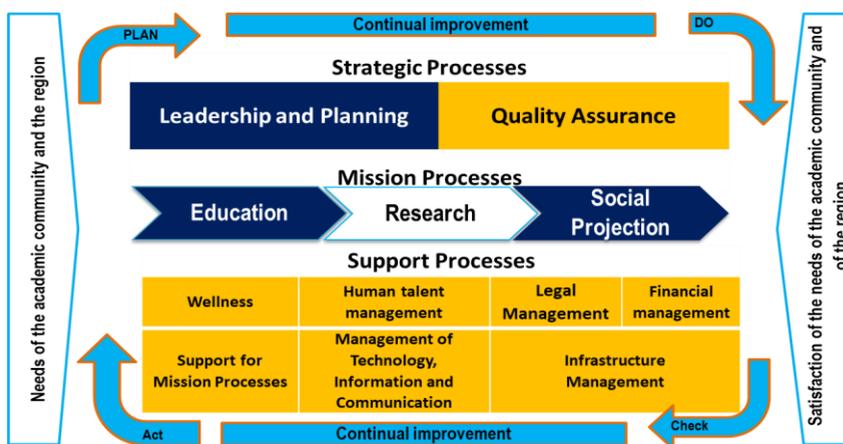


Figure Research design Source: self made.

Define Intelligent Objectives

It is suggested to implement the methodology for the definition of SMART objectives (Doran, 1981); so that higher education institutions and their academic programs, consistent with their mission statement, their philosophy, their region and their strategic approaches, define specific, measurable objectives, assigned to responsible, realistic and capable of applying traceability.

Smart Objectives of Higher Education to Contribute to Regional Development

Smart Objectives of Higher Education to Contribute to Regional Development

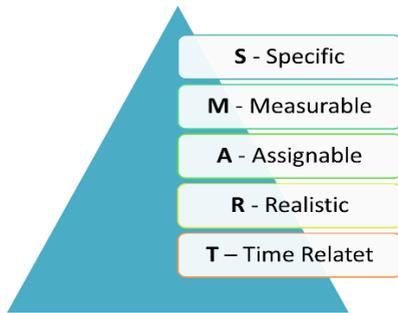


Figure Research design Source: self made, adapted from methodology for the definition of SMART objectives (Doran, 1981)

Strategic Model to Continuously Improve the Contribution of Higher Education to Regional Development

The assurance of quality promotes the continuous improvement of management indicators of academic relevance and social pertinence, which contribute to regional development, from higher education; with the strategic deployment of knowledge, by developing in the students and the academic community "being" and "thinking", with internal processes of academic formation, research and social projection; to transcend in "doing" and in "living together", in the case of Colombia, living in peace. In accordance with the elements and methodologies analyzed in this research, a series of management strategies are proposed to continuously improve the contribution of higher education to regional development.

STRATEGIC MODEL TO CONTINUOUSLY IMPROVE THE CONTRIBUTION OF HIGHER EDUCATION TO REGIONAL DEVELOPMENT

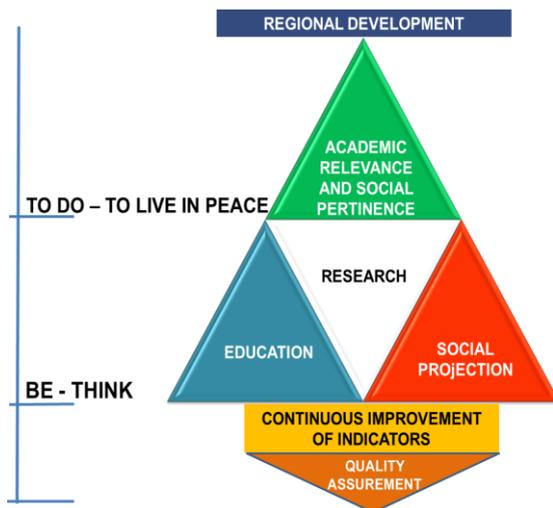


Figure Research design Source: self made.

In accordance with the elements and methodologies analyzed in this research, a series of management strategies are proposed to continuously improve the contribution of higher education to regional development.

- a) Quality assurance is defined and deployed from the managerial level to the operational level, a strategic approach focused on the interdisciplinary solution of the problems of the context, exercising a competent, participative and assertive leadership; as do the leading international universities, which have already assumed the responsibility of redefining their institutional educational project, in widely participatory scenarios, applying verifiable collaborative work, with students, graduates, professors, administrators, executives, entrepreneurs from the public and private sectors; even counting on the advising, accompaniment of expert academic peers of the national and international scope.
- b) Promote the production, use and evaluation of teaching support materials, relevant to the nature and methodology of the program and its pedagogical function. Which through socialization processes with internal and external academic communities.
- c) Guarantee the relevance, updating and sufficiency of the bibliographic material, the databases, the laboratories, and the physical and technological infrastructure, to support the development of academic, research and social projection activities.
- d) Define, implement and assertively improve the policies, strategies and institutional processes in terms of research, innovation and artistic and cultural creation, evidenced in research, innovation and creative products, widely recognized for their high quality and relevance, on the part of the academic community and society at the local, national and international levels.
- e) Evaluate the contribution to regional development, by studying the academic relevance and social pertinence of careers, using the information contained in labor observatories and other sources that express the reality of the graduates of each discipline; depending on the application of the skills acquired and the quality of life that this has generated; and make the necessary improvement decisions.
- f) Managing efficiency and transparency in the planning, selection, evaluation, training, permanence, participation, remuneration and promotion processes in the merit-based ranking of professors; to guarantee a sufficient team of professors with high academic level and of conscience, evident in the correct application and innovation of teaching and learning strategies in production recognized for their relevance and academic relevance.
- g) Demonstrate the strategic planning and execution of leadership, administrative and financial support based on social and academic relevance, in interaction with the national and international context.
- h) It is also possible to observe the need to increase the number of professors and managers of higher Education of Latin America, with doctoral training in administration and in each one of the disciplines offered by universities, to guarantee a generational change of the human talent, relevant to the development of the regions; situation in which to have the cooperation of Europe is fundamental, both in the access to their academic programs and in the advice in the creation of their own doctorates, since in Latin America this type of academic opportunity is not available and the trained doctors currently they correspond in the area of education in its majority.
- i) A key component to any notion of democracy and fundamental building block of democratic theory is the centrality of participation to the democratic process and the importance of having an educated citizenry to facilitate this process. This seemingly self evident truth can be a driving force in the promotion of community and political participation. Access to Institutions of higher education can faster encourage and support community and political organizations because in this way innovation and promotion are encouraged in defense of democratic processes in institutions built on the notion of trust in reciprocity.

Education serves as a fundamental and critical building block to further promote and encourage political, social and economic development within the context of regional development. The establishment of democratic institutions as well as free and open markets, both critical to regional development efforts, require an informed and educated populace. In many Latin American countries political participation is often restricted by a multitude of factors. Not all citizens have equal access to the political process and one of the major factors affecting this include lack of access to institutions of higher education, because an educated populace facilitates the institutionalization of democracy. Education is critical and key to both regional and, ultimately, national economic development strategies.

Special thanks for. BOLAÑOS ORTEGA, Grace Alexandra. Physiotherapist. Cauca University. Colombia. Local Health Director of Municipality of Belén, Nariño, Colombia. Research student support assistant for this paper.

5. Conclusions and Recommendations

It is important to continue investing in research and in the application of strategies that favor the improvement of the contribution of higher education to regional development in Latin America, from the pertinence of higher education and academic relevance, based on the participation of the academic community in interaction with the actors of the context.

In order for higher education to contribute effectively to regional development, it is necessary to apply the principles of quality assurance in an articulated manner in mission processes and, as a priority, to focus on society, leadership, competence and awareness. of the academic community, management by interrelated processes, continuous improvement, decision-making based on indicators and the management of local, national and international relations.

The normative context of higher education for Colombia, Ecuador and Latin America, promote the continuous improvement of aspects that contribute to regional development.

There are several methodological strategies to continually improve the contribution of higher education to regional development; quality assurance with its management tools represents one of the best-validated alternatives nationally and internationally.

Considering the high social responsibility of universities, it is necessary to deepen the formulation and monitoring of management indicators of higher education that contribute to regional development. The quality of higher education is the key to generating real and sustainable regional development strategies.

To achieve regional development through the continuous improvement of higher education in Latin American countries, an excellent alternative is to have European cooperation, with support for access to doctorates in each discipline; and with the advice for the strategic management of higher education for the creation of own doctoral programs, appropriate to Latin American countries.

References

- [1] Asamblea Nacional Constituyente. (2008). Constitución Política De La República Del Ecuador, 1–61.
- [2] CEAACES. (2015). Resolución 104 del 2014. Reglamento de Evaluación, Acreditación y Categorización de Carreras de las Universidades y Escuelas Politécnicas. Quito. Recuperado de <http://www.ceaaces.gob.ec/sitio/wp-content/uploads/2013/10/REGLAMENTO-DE-EVALUACION-ACREDITACION-Y-CATEGORIZACION-DE-CARRERAS-DE-LAS-UNIVERSIDADES-Y-ESCUELAS-POLITECNICAS.pdf>
- [3] Congreso de la República de Colombia. (1992). Ley 30 de Diciembre 28 de 1992; Por el cual se organiza el servicio público de la Educación Superior. Bogotá D.C.
- [4] Congreso de la República de Colombia. (2015). Ley 1753 de 2015, Plan Nacional de Desarrollo 2014 - 2018 "Todos por un Nuevo País." Bogotá D.C. Recuperado de http://www.mincit.gov.co/loader.php?IServicio=Documentos&IFuncion=verPdf&id=78676&name=Ley_1753_de_2015.pdf&prefijo=file
- [5] Consejo de Educación Superior. (2013). Reglamento de Régimen Académico. Quito.
- [6] Consejo Nacional de Acreditación. (2010). Lineamientos para la Acreditación de Alta Calidad de Programas de Maestría y Doctorado. Bogotá D.C. Recuperado de https://www.cna.gov.co/1741/articles-186359_Lineamiento_Maestría_Doctorados.pdf
- [7] Consejo Nacional de Acreditación. (2013a). Guía No. 3 Autoevaluación con fines de Acreditación de Programas de Pregrado. Bogotá D.C.
- [8] Consejo Nacional de Acreditación. (2013b). Lineamientos para la acreditación de programas de Pregrado. Bogotá D.C.
- [9] Consejo Nacional de Acreditación. (2014). Lineamientos para la Acreditación Institucional. Bogotá D.C. Recuperado de http://www.cna.gov.co/1741/articles-186359_Lin_Ins_2014.pdf
- [10] Consejo Nacional de Educación Superior -CESU-. (2011). Acuerdo 02. Por el cual se establecen criterios para los procesos de Acreditación de Instituciones y Programas Académicos de Educación Superior. Bogotá D.C. Recuperado de https://www.cna.gov.co/1741/articles-186370_Acuerdo_02_2011.pdf
- [11] Consejo Nacional de Educación Superior -CESU-. (2012). Acuerdo 02 Por el cual se establece la apreciación de Condiciones Iniciales de Acreditación de Programas Académicos. Bogotá D.C. Recuperado de https://www.cna.gov.co/1741/articles-186359_Condiciones_Iniciales_Acuerdo_02_2012.pdf
- [12] Consejo Superior de la Judicatura. (2015). Constitución Política de Colombia. Bogotá D.C.

- [13] Delgadillo, J. (2001). El Desarrollo Regional de Mexico en el Vertice de Dos Milenios.
- [14] Deming, W. E. (1989). *Calidad, Productividad y Competitividad: la salida de la crisis*. (D. de Santos, Ed.). Madrid.
- [15] Doran, G. T. (1981). There's a S.M.A.R.T. way to write managements's goals and objectives. *Management Review*.
- [16] Franco, G. (n.d.). *Las Leyes de Hammurabi. Versión española, introducción y anotaciones*. Puerto Rico. Recuperado de http://rcsdigital.homestead.com/files/Vol_VI_Nm_3_1962/Franco.pdf
- [17] García, F. (2002). Curriculum y Pertinencia Docencia Universitaria. *Docencia Universitaria, III*(1984), 107–123. Recuperado de http://www.ucv.ve/fileadmin/user_upload/sadpro/Documentos/docencia_vol3_n2_2002/8_art_5_fernando_Garcia.pdf
- [18] ICONTEC. (2009). Norma Técnica de Calidad en la Gestión Pública NTCGP 1000:2009. Bogotá D.C.
- [19] ICONTEC. (2011). Norma Técnica Colombiana, Gestión del riesgo principios y directrices NTC-ISO 31000. Bogotá D.C.
- [20] ICONTEC. (2015). NTC ISO 14001 Gestion Ambiental. Requisitos con Orientación para su Uso. Bogotá D.C.
- [21] Ministerio de Educación Nacional de Colombia. (2011). Acuerdo 03 - Acreditacion Programas de IES Acreditadas. Bogotá D.C. Recuperado de https://www.cna.gov.co/1741/articles-186370_Acuerdo_03_2011.pdf
- [22] Ministerio de Educación Nacional de Colombia. (2014). Lineamientos de Calidad para las Licenciaturas en Educación. Bogotá D.C.
- [23] Ministerio de Educación Nacional de Colombia. (2015). Decreto 1075 del 2015. Bogotá D.C.
- [24] Navarro, M. A. (2017). *Estudio de Relevancia Académica y Pertinencia Social del programa de Licenciatura en Educación Infantil*. San Juan de Pasto.
- [25] OHSAS. (2007). OHSAS 18001:2007 Sistema de Gestión en Seguridad y Salud Ocupacional – Requisitos.
- [26] Organización Internacional de Normalización -ISO-. (2005). Norma Internacional ISO/IEC 17025, Requisitos generales para la competencia de los laboratorios de ensayo y de calibración. Ginebra.
- [27] Organización Internacional de Normalización -ISO-. (2010). Norma Internacional ISO 26000. Ginebra.
- [28] Organización Internacional de Normalización -ISO-. (2015a). Norma Internacional ISO 9000 - Sistema de Gestión de Calidad - Fundamentos y Vocabulario. Ginebra.
- [29] Organización Internacional de Normalización -ISO-. (2015b). Norma Internacional ISO 9001. *Order A Journal On The Theory Of Ordered Sets And Its Applications*. Ginebra.
- [30] Presidencia de la República de Ecuador. (2010). Ley orgánica de educación superior. Quito.
- [31] UNESCO. (1998). Conferencia Mundial sobre la Educación Superior, La educación superior en el siglo XXI, Visión y acción. *Conferencia Mundial Sobre Educación Superior*. Recuperado de <http://unesdoc.unesco.org/images/0011/001163/116345s.pdf>

Coping Strategies and Psychological Interventions Among Traumatized African Migrants in the Western World: a Comparison Between Rwandans in Finland and Belgium

Jean d'Amour Banyanga

Åbo Akademi University, Vasa, Finland

Kaj Björkqvist

Åbo Akademi University, Vasa, Finland

Karin Österman

Åbo Akademi University, Vasa, Finland

Abstract

The objective of the study was to investigate coping strategies and the experience of mental health interventions in Rwandans traumatised by their experiences during the 1994 genocide and its aftermath, living in Belgium and Finland. A questionnaire was completed by 341 Rwandans above 20 years of age (166 males, 175 females), with the purpose to investigate similarities and differences in coping strategies and psychological interventions in the two host countries. The participants were also interviewed. The results show that Rwandans in Belgium were more satisfied than those living in Finland with the therapeutic interventions, survivors' group activities, and social support they had received in their host country. Rwandans in Finland, on the other hand, relied more on psychopharmaca and the use of alcohol as coping mechanisms than those living in Belgium.

Keywords: Coping, psychological intervention, Rwanda, genocide, PTSD

Introduction

In contemporary times, the world has witnessed ethnic conflict, political instability, wars, genocide, economic depression, unemployment, natural disasters, and widespread poverty that have led to waves of migration from Sub-Saharan Africa and from Arab countries to the Western world. According to the United Nations High Commission for Refugees (UNHCR, 2017), 65.6 million people worldwide are refugees from their countries or displaced within their own country. This figure is higher than ever before in human history. Europe is one of the desired destinations for asylum seekers with a number of arrivals of 250,000 people per year (Schouler-Ocak & Kastrup, 2015; UNHCR, 2017). For instance, newspapers frequently about migrants risking their lives to cross the Mediterranean Sea looking for sanctuaries and a better life in the Western world. Many of those immigrants have experienced persecution, ethnic violence, wars, even genocide, and they suffer from psychological wounds. Many accounts highlight how people struggle to cope with their trauma (Bolton, 2001, p. 4).

Although flashbacks and nightmares caused by traumatic experiences may force themselves into their consciousness, many traumatized people still have difficulties of remembering and relating exactly the details of what has happened to them (Van der Kolk & Fisman, 1995; Van der Kolk, McFarlane, & Weisath, 1996, p. 10; Yehuda, 2006, p. 54). Research among Cambodian refugees in the United States shows that victims who were tortured during the Pol Pot regime in the late 1970s are still suffering from severe PTSD 30 years later (Hinton, Marques, Nickerson, & Pollack, 2010). Likewise, among Rwandan genocide survivors, there are individuals with significant post-traumatic mental health problems, who are likely to continue suffering from trauma-related conditions for years to come. Other studies suggest that refugees and asylum seekers are substantially at high risk of developing PTSD and other mental health problems which can burden their future and affect their school performance and working life negatively (Bornstein & Lamb, 1999, p. 110; Boss, 2006, pp. 4-5; Figley, Bride, & Mazza, 1997, pp. 18-19).

Traumatic experiences hurt not only individuals but also families, groups, and whole communities. Research has shown that some traumatized individuals succumb to self-destructive activities, as an attempt to cope with their trauma (Simpson & Porter, 1981; Van der Kolk et al. 1996, p. 11).

Traumatic experiences are also associated with neurological damage in survivors (Simpson, 1992; Van der Kolk, 2005, p. 11). Traumatic incidents occurring during childhood can lie dormant for years, but still cause permanent damage to the hippocampus, which is part of the brain's limbic system dealing with memories (Lobban, 2012, p. 3; Figley et al., 1997, pp. 22–23). Trauma may continually influence mental health functions of individuals during their entire life.

The objective of the present study is to investigate survivors from the Rwandan genocide and its aftermath in the diaspora living in Belgium and Finland, their ways of coping with their traumatic experiences, and the therapeutic and other interventions they have been offered by the society in their new countries. Are there differences between the utilization of mental health services between Rwandans in Belgium and in Finland? To what extent do they use culturally familiar methods, such as indigenous healing and helping approaches, for help-seeking and support? To what extent do they experience the treatment they have received to be beneficial? These are the research questions that will be addressed in the present study.

Individual and Collective Trauma

Trauma has been a central concept for psychotherapeutic practice since more than 100 years, starting from 1866 (Fassin & Rechtman, 2009, pp. 33–31; Mitchell & Black, 1995, pp. 1–3). From a psychoanalytical viewpoint, Sigmund Freud defined trauma as “accretion in excitation in the nervous system, which the latter has been unable to dispose of adequately by motor reaction” (Freud, 1882–1894, p. 137; Mitchell & Black, 1995, pp. 10–12). Freud restricted trauma to the sexual sphere, while later researchers included all potentially traumatic events (Freud, 1892–1894, p. 154; Fassin & Rechtman, 2009, pp. 32–33).

A special type of trauma is formed by collective memories, which affect not only one individual human being, but also an entire population who has experienced the same physical and psychological suffering. For example, memories of the slave trade were still relived in various ways in pre-war Sierra Leone (Antze & Lambek, 1996; Shaw, 2001). Thus, trauma treatment may not be entirely successful and meaningful if a psychologist neglects clients' life stories and their historical and social backgrounds in the therapy. Exposure to racism and xenophobia to already traumatized migrants could worsen their mental status, because they continually live under the pressure of social influence.

Implications of Culture

Exposure to severe traumatic events is a common experience for asylum seekers worldwide. However, the way Western societies support traumatized migrants and refugees has not always been consistent. A study by Maercker (2015) found that up to 40% of non-Western traumatized individuals do not benefit from the Western therapy model. Other research suggests that the inclusion of the different social and cultural contexts in the treatment of trauma should be further promoted (Bäärnhielm, 2016; Van der Kolk et al., 1996, p. 17). For instance, Ghanaians have exported anti-witchcraft healing shrines to Paris (Parish 2011), and Somali immigrants in Finland complain that Western doctors cannot understand or deal with spirits, the evil eye, and witchcraft, which to them are all common causes of mental distress. Therefore, Somalis seek treatment from Islamic or other specialist healers either in Finland or in Somalia (Tiilikainen & Koehn, 2011). Thus, the understanding of the impact of society across cultures is crucial in trauma treatment due to the fundamental differences that exist between the Western and non-Western world.

A study by Nordström (1997) showed that inhabitants of Mozambique were told by counsellors to keep life as normal as possible during the war, by planting crops even if it would be ravaged, constructing houses though they would be destroyed, and using traditional healing rituals to take the war out of people who have been witnessed the fighting. Moreover, Finnström's (2008) study from the Northern part of Uganda, where the Lord's Resistance Army has been fighting a civil war since 1986, shows that the Acholi tribe in that area sought opportunities to make a possible future for themselves, as they simultaneously struggled in surroundings and circumstances in which peace and stability were not imaginable, even during calm periods during the combat. In maintaining their counsellors' advice, the Acholi people increased their attention to the spiritual realm and reasserted their ties to history and the wider world; thus, they were able to cope with their traumatic experiences (Finnström, 2008).

Culture is viewed as the beliefs, practices and symbols of people within a society, including guidelines for their behavior in given situations (such as religious ceremonies, funerals, weddings, reaching puberty, maturity, and so forth) (Gibson & Mitchell, 1999, p. 263; Marks, Murray, Evans, & Estacio, 2011, p. 65). African health beliefs commonly attribute mental illness to the work of ancestors, sorcery and witchcraft, and to supernatural intervention (Marks et al., 2011, p. 73). Thus, Khawaja, White, Schweitzer, & Greenslade (2008) report that the main trauma coping strategies used by Sudanese refugees in Australia are dependence on religious beliefs, social support, and cognitive strategies such as reframing the

situation, relying on inner resources, and focusing on future aspirations. O'Connor (1998, p. 25) suggests that the practice and adherence to Christianity as well as the beliefs and practices from the various traditions are beneficial to traumatized individuals. Therefore, Western psychologists should be aware of the refugees' cultural background, because culture provides not only meaningful structures but also mental luggage that they carry with themselves wherever they go. Culture gives the individual guidance about how to think, how to feel, and how to act (Furniss, 1994, pp. 18–19). For instance, a study by Mölsä, Kuittinen, Tiilikainen, Honkasalo, and Punamäki (2016) on 128 Somali refugees living in Finland who were traumatized, found that their cultural religious commitment had helped them to make sense of what happened during the war, and provided them with ways of healing their psychological wounds. Thus, therapy efficiency would benefit if therapists understood the lifestyle and values of the traumatized African.

Story-telling as Therapy

Relationships to other humans are probably the most powerful psychological/behavioral transformer known to man (Dayringer, 1998, p. p. 7; Hedman, 1980, p. 82; Hofmann & Otto 2008, p. 82). Story-telling enables the patient's voice to be heard, listened to and learned from (Learmonth & Gibson, 2010; Melliar & Brühka, 2010). Empathic understanding between therapist and client may increase feelings of being loved, and bring hope to a traumatized person (Vick, 2000, p. 217). Narrative exposure therapy is an evidence-based approach for the treatment of trauma-related mental disorders which is based on story-telling. It focuses on the autobiographical elaboration of traumatic experiences, and it is suited for populations affected by multiple traumatic experiences. This helps to build episodic memory, foster a sense of identity, and gives a deep personal understanding of schemas and social emotions that have developed across the lifespan (O'Connor, 1998, p. 19; Schiraldi, 2000, p. 66). Story-telling testifies about human rights violations, allowing the clients to regain their dignity. Story-telling provides a context from which we can extract relevant definitions (Snyder & Ford, 1988, p. 4). Narratives of a traumatic event have the power to convey underlying sensory images of memories connected to the event (Pillemer, 1998, p. 138). Individuals who suffer from PTSD and victimization symptoms are still captured by their history and feel trapped in their wound. As a therapist, the purpose of hearing the details of the traumatic event is to revisit the scene of terror and shock and, in doing so, mitigate its effect (Ochberg, 1998, p.15). Traumatized individuals can also join a group of survivors of a trauma in which they can meet others who are struggling with the same problem and are able to understand them (Scott & Stradling, 2006).

The act of sharing personal details with others communicates meaning over and above the particular informational content of the memories, and thereby it helps the traumatized individual to achieve important interpersonal goals (Pillemer, 1998, p. 140). Thus, talking about personal events is painful, but it is necessary and unavoidable (Ochberg, 1998, p.15). The benefits from talking about traumatic memories that lead to psychological wounds are apparent not only in clinical contexts but also in daily life (Pillemer, 1998, p. 169). Remembering and telling the truth about the terrible events one has experienced are prerequisites both for the restoration of social behavior and for the healing of individual victims. This can also lead to acknowledgment, apology, forgiveness, and reconnection (Brahm, 2004, pp. 2–3).

The Need for Social Support

Traumas may occur in the lives of every human being; in fact, the overview of epidemiological findings by Wittchen, Gloster, Beesdo, Schönfeld, and Perkonig (2009) showed that between 50% and 90% of the population will be exposed to at least one PTE (Potentially Traumatic Event) during their lifetime. Trauma victims engage in various types of behaviors in their attempts to cope with their experience and rebuild shattered assumptions. A common response to trauma victimization is to turn to others for emotional and social support (Figley, 1985, p. 27). The study by Miranda (2012) on psycho-trauma and PTSD, with a focus on the role of social support and the oxytocin system in traumatic stress, found that among 900,000 of Dutch trauma victims aged 18–80, 70% were benefited from social support. She found that an absence of social support is one of the most consistent risk factors for PTSD.

The perception of social support has a beneficial effect on degrees of post-traumatic hyper-arousal and consequently on well-being (Maercker, Schützwohl, & Zahava, 1999, p. 215). Social support is helpful in reducing the traumatic experience (Hodgkinson & Stewart, 1998, p. 215).

Social support has a direct effect on adaptation, serving as a buffer for the individual against negative consequences of stress. People have needs for social integration and attachment that are met through their personal relationships (Yule, 2003, p. 81). Accordingly, research on social support indicates that it has a beneficial effect on the individual's ability to cope with trauma (Maercker et al., 1999, p. 205). Social support gives wounded individuals the confidence that there are people out there who will respond positively to them and will provide help when they need it (Snyder & Ford, 1988, p. 204). Moreover, the therapeutic interventions against posttraumatic stress reactions can be effectively supplemented by social

skills training, which may help the victim to avoid the memories of the wound and get support from others (Maercker et al., 1999, pp. 215–216). Finally, positive social support following victimization helps the victim to re-establish psychological well-being, and enhance self-esteem (Figley, 1985, p. 27).

Method

Sample

A total of 341 respondents (166 males, 175 females), 50 from Finland and 291 from Belgium, participated in the study. The mean age of the respondents was 44.4 years ($SD = 11.9$); there was no difference between males and females regarding age. The respondents had come to Belgium and Finland either as refugees or on other grounds after the 1994 genocide. At the time of the interview, they were staying in 13 different locations in Belgium and 14 locations in Finland. The participants were selected according to the following criteria: They had to be above 20 years of age, they should be native Rwandans or born as a consequence of rape during the 1994 genocide and its aftermath, they should speak the local language, Kinyarwanda, and have a residence permit.

Instrument

Both quantitative and qualitative data were collected. The quantitative data were collected with a paper-and-pencil questionnaire. It included several parts related to experiences and coping with traumatization due to the 1994 genocide and its aftermath. In the present study, items regarding methods of coping with the trauma and their experiences of psychological treatment received in their new country are analysed. The exact wordings of reported items are presented in Table 1. The response range to all items ranged from 0 (does not agree at all) to 4 (agrees completely).

The participants were also interviewed about their experiences of the genocide and its aftermath, the possibility to experience love and forgiveness towards those who wounded them, the counselling they had received, and the healing mechanisms they use to cope with their trauma.

Procedure

The questionnaires were dispatched in 27 different locations of Finland and Belgium. Narrative interviews were conducted in local languages Kinyarwanda and French. The data were collected during 13 months in the period of 1.8.2015–30.8.2016.

Ethical considerations

Due to the potential sensitivity of the questions and the vulnerability of the target group, ethical questions were considered very carefully. The study adheres to the principles concerning human research ethics of the Declaration of Helsinki (World Medical Association, 2013), as well as to the guidelines for responsible conduct of research issued by the Finnish Advisory Board on Research Integrity (2012). The respondents were informed of the purpose and procedure of the study. They were aware of that their participation was voluntary and that no consequences would follow if they refused to participate in it.

Results

Quantitative results

A multivariate analysis of variance (MANOVA) was conducted measuring differences between Rwandans living in Belgium and in Finland on the thirteen dependent variables of the study, with age as covariate. The results are presented in Table 1 and Figure 1. As shown in Table 1, there were significant differences between respondents from Belgium and Finland on eight of the thirteen variables. Those living in Belgium scored higher on "received social support in host country", "therapy given in host country perceived as valuable", "received support from friends to cope with trauma", "received support from pastor/priest to cope with trauma", "joined trauma survivors' group to cope with trauma", and "benefitted from trauma survivors' group attendance". Those living in Finland scored higher on "used psychopharmaca to cope with trauma", and "used alcohol to cope with trauma". Thus, the results clearly suggest that Rwandans living in Belgium were more satisfied with the psychological support and interventions they had received than those living in Finland, who instead had to rely on psychopharmaca and alcohol to cope with their psychological wounds.

As Table 1 also shows, age was a significant covariate in the MANOVA. In order to find out which variables were associated with age, a Pearson correlation analysis was performed. The results are presented in Table 2. Eight of the thirteen variables correlated moderately, but significantly, with age. Seven of these were positive correlations, and only one was negative: the use of alcohol. That is, younger respondents tended to rely more on alcohol than older ones. The participation in survivors' groups and support from pastor/priest showed the highest correlations with age.

Table 1

Results of a Multivariate Analysis of Variance (MANOVA) Measuring Differences between Rwandan Respondents from Belgium and Finland on Thirteen Dependent Variables with Age as Covariate (N = 337). For Mean Values, see Fig. 1.

	F	df	p ≤	η _p ²	Country with Higher Mean
Effect of Age as Covariate, Multivariate Analysis	6.42	13, 322	.001	.206	
Effect of Country of Residence (Belgium vs. Finland) Multivariate Analysis	7.29	13, 322	.001	.227	
Univariate Analyses					
Received social support in host country	9.57	1, 334	.002	.028	Belgium
Therapy given in host country perceived as valuable	4.72	"	.030	.014	Belgium
Personal benefit of therapy received in host country	1.96	"	ns	.006	
Received support from friends to cope with trauma	5.24	"	.023	.015	Belgium
Received support from family to cope with trauma	0.27	"	ns	.001	
Received support from pastor/priest to cope with trauma	3.89	"	.049	.012	Belgium
Received support from spiritual healers to cope with trauma	0.06	"	ns	.000	
Used traditional means to cope with trauma	0.13	"	ns	.000	
Used Christian prayers to cope with trauma	0.77	"	ns	.002	
Used psychopharmaca to cope with trauma	21.54	"	.001	.061	Finland
Joined trauma survivors' group to cope with trauma	19.17	"	.001	.054	Belgium
Benefitted from trauma survivors' group attendance	17.01	"	.001	.048	Belgium
Used alcohol to cope with trauma	13.31	"	.001	.038	Finland

Table 2

Correlations between Age and the Thirteen Dependent Variables of the Study (N = 341)

Variables	Age
Received social support in host country	.18 ***
Therapy given in host country perceived as valuable	.12 *
Personal benefit of therapy received in host country	.00
Received support from friends to cope with trauma	.10 †
Received support from family to cope with trauma	.06
Received support from pastor/priest to cope with trauma	.23 ***
Received support from spiritual healers to cope with trauma	-.06
Used traditional means to cope with trauma	-.04
Used Christian prayers to cope with trauma	.16 **
Used psychopharmaca to cope with trauma	.18 ***
Joined trauma survivors' group to cope with trauma	.27 ***
Benefitted from trauma survivors' group attendance	.24 ***
Used alcohol to cope with trauma	-.17 ***

Note. *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$; † $p \leq .10$

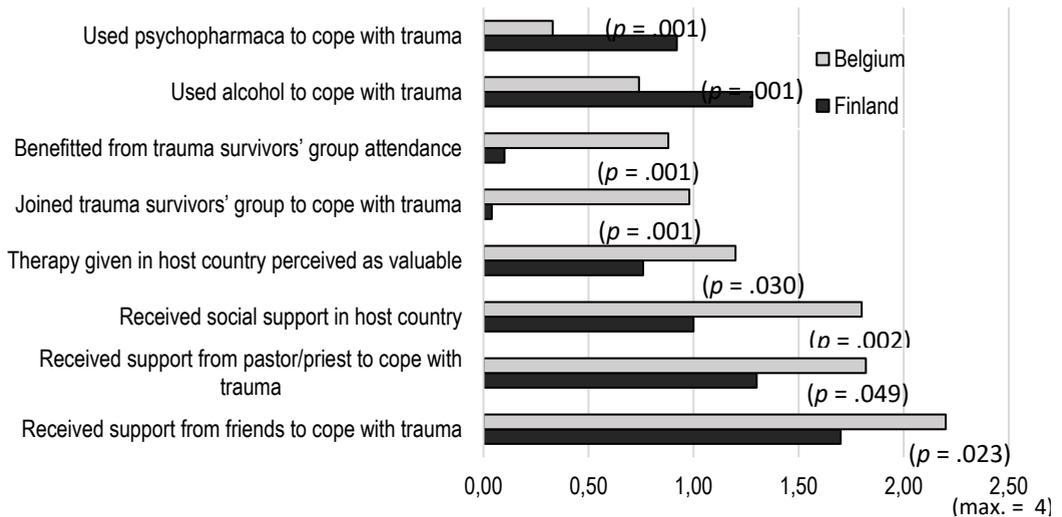


Figure 1. Differences in mean values on eight dependent variables for respondents living in Belgium and Finland (N = 337). Cf. Table 1.

Qualitative results

Relatively few Rwandans were able to receive counselling from Finnish and Belgian psychologists. However, there were still a substantial number of Rwandans who did not benefit from the counselling they received. In their verbal reports, they claimed that Belgian and Finnish psychologists do not understand the genocide and their personal experiences. Consequently, some Rwandans rely on traditional means, church-going, reading of the Bible, and testimonies to cope with their traumatic experiences. Others listen to Rwandan songs and dances; they watch their traditional Rwandan wedding on film, they read books about other peoples' experiences or watch Rwandan cultural activities on you-tube, which help them to feel that they are not alone. Many of the respondents argue that Belgian and Finnish authorities should talk to asylum seekers more, in order to get to know about their good and bad experiences. They feel that they need to be listened to.

Most Rwandans in Belgium and Finland have suffered in some ways from the 1994 genocide and lost one or several members of their families: siblings, parents, wives, husbands, children, as well as neighbours, friends, and property. Some have family members still scattered in the refugee camps in African countries while others have family members in prison. There were also respondents who had been imprisoned many years in Rwanda without any formal charge against them, and they did not get any compensation. The young Rwandans, on the other hand, feel that they do not know much about their country and that they have lost their culture.

When asked about how reconciliation among Rwandans could be accomplished, many respondents suggested that the only way is through forgiveness, talking about their history, discuss what is important for them rather than talking about what separates them. They also spoke about the importance to learn to speak the truth about the genocide and about those who have been wounded without any omissions; to tell the whole truth in order to find a solution. They should avoid and not promote ethnicity, and they should learn from Finns and Belgians about how to live peacefully with each other, even though they do not agree on all things. The study also showed that religion has played an important role in trauma healing and reconciliation among Rwandans in Belgium. Rwandans are born into environments in which religion is felt as alive and present.

Discussion

The study shows that Rwandans in Finland seemed to get less support from society in terms of psychological interventions and survivors' group discussions than Rwandans living in Belgium. Those living in Finland relied instead on psychopharmaca and alcohol to get relief from their mental pain. It appears that they suffered more from their trauma, due to loneliness and the language barrier.

The Rwandan diaspora in Finland is a relatively small community, while Belgium has a huge Rwandan community, the largest in the Western countries. Belgium has a particular status owing to the historical ties between Belgium and Rwanda. At the time of the genocide in 1994, a very significant amount of the educated class had studied and received vocational training in Belgium, through government scholarships or private means. This also applied to the members of the army and national gendarmerie, as some undertook their academic, medical professional, and other training in Belgium. In addition, a large number of Belgians lived in Rwanda before and during 1994, working in organizations in the private sectors, in NGOs, schools, in churches and in governmental institutions. Therefore, Belgians and Rwandans had been work colleagues since many years, both in Rwanda and in Belgium, creating strong ties at both professional and personal levels (Prunier, 1998, p. 33). In 2012, the number of Rwandans living in Belgian territory was between 30,000 and 40,000 (Schildt, 2013, p. 17). According to Statistics Finland (1990-2017), by 2017, Finland hosted 484 Rwandans who had come as refugees, as students and on other grounds.

In Belgium, there is a big Rwandan community with many restaurants, bars and associations, where Rwandans can meet and discuss their issues. As a French speaking country, it is easier for many Rwandans to integrate into Belgium's system and culture, while in Finland; it takes three years of learning the country's language and culture. This might be the main reason why there appear to be, in relative terms, more traumatized Rwandans in Finland in comparison with Belgium.

There could be more and better efforts from both Belgian and Finnish authorities to reconcile Rwandans who live in their country. They should fight against racism and show love towards immigrants, because people who are traumatized feel even if they face racism. Rwandans in the diaspora suggest that the Belgian and Finnish authorities could organize activities such as conferences, games, seminars, sports, summer camps, etc. so that Rwandans can discuss their problems, as part of the reconciliation and healing process.

References

- [1] [1] Antze, P., & Lambek, M (Eds.) (1996). *Tense past: Cultural essays in trauma and memory*. New York: Routledge.
- [2] [2] Bäärnhielm, S. (2016). Refugees' mental health - a call for a public health approach with focus on resilience and cultural sensitivity. *European Journal of Public Health*, 26, 375-376.
- [3] [3] Bolton, P. (2001). Local perceptions of the mental health effects of the Rwandan genocide. *Journal of Nervous and Mental Disease*, 189, 243-248.
- [4] [4] Bornstein, M. H., & Lamb, M. E. (1999). *Developmental psychology: An advanced textbook*. (4th ed). Mahwah, NJ: Lawrence Erlbaum.
- [5] [5] Boss, P. (2006). *Loss, trauma, and resilience: Therapeutic work with ambiguous loss*. New York & London: Norton.
- [6] [6] Brahm, E. (2004). *Beyond intractability*. <http://www.beyondintractability.org/action/author.jsp>
- [7] [7] Dayringer, R. (1998). *The heart of pastoral counselling: Healing through relationship*. New York, London: Routledge, Taylor & Francis Group.
- [8] [8] Fassin, D., & Rechtman, R. (2009). *The empire of trauma: An inquiry into the condition of victimhood*. Princeton, NJ: Princeton University Press.
- [9] [9] Figley, C. R. (1985). *The study and treatment of post-traumatic stress disorder: Trauma and its wake*. New York: Brunner/Mazel.
- [10] [10] Figley, C. R., Bride, B. E., & Mazza, N. (1997). *Death and trauma: The traumatology of grieving*. Washington, DC: Taylor & Francis.
- [11] [11] Finnish Advisory Board on Research Integrity (2012). *Guidelines for responsible conduct of research and procedures for handling allegations of misconduct in Finland*. http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf
- [12] [12] Finnström, S. (2008). *Living with bad surroundings: War, history, and everyday moments in northern Uganda*. Durham, UK: Duke University Press.
- [13] [13] Freud, S. (1892-1894). *Extracts from Freud's footnotes to his translation of Charcot's Tuesday lectures*. Standard Edition 1, pp. 129-154.
- [14] [14] Furniss, G. M. (1994). *The social context of pastoral care: Defining the life situation*. Louisville, KY: Westminster John Knox Press.
- [15] [15] Gibson, R. L., & Mitchell, M. H. (1999). *Introduction to counselling and guidance*. Upper Saddle River, NJ: Merrill.

- [16] [16] Hedman, F. (1980). *Människosyner och vårdmodeller. En studie i terapi och själavård*. Åbo, Finland: Åbo Akademi Forskningsinstitut.
- [17] [17] Hinton, D. E., Pich, V., Marques, L., Nickerson, A., & Pollack, M. H. (2010). *Khyâl attacks: A key idiom of distress among traumatized Cambodian refugees. Culture, Medicine and Psychiatry, 34*, 244–278.
- [18] [18] Hodgkinson, P. E., & Stewart, M. (1998). *Coping with catastrophe. A handbook of post-disaster psychosocial aftercare*. 2nd ed. London, UK: Routledge.
- [19] [19] Hofmann, S. G., & Otto, M. W. (2008). *Cognitive behavioural therapy for social anxiety disorder: Evidence-based and disorder-specific treatment techniques*. New York & London: Routledge, Taylor & Francis Group.
- [20] [20] Khawaja, N. G., White, K. M., Schweitzer, R., & Greenslade, J. (2008). Difficulties and coping strategies of Sudanese refugees: A qualitative approach. *Transcultural Psychiatry, 45*, 489–512.
- [21] [21] Learmonth, M., & Gibson, K. (2010) Art psychotherapy, disability issues, mental health, trauma and resilience: Things and people. *International Journal of Art Therapy, 15*, 53–64.
- [22] [22] Lobban, J. (2012). The invisible wound: Veteran's art therapy. *International Journal of Art Therapy, 19*, 1–16.
- [23] [23] Maercker, A. (2015). You are not alone! The power and pitfalls of social contexts in PTSD. Keynote lecture at XIV Conference of European Society for Traumatic Stress Studies, 11 June, Vilnius, Lithuania.
- [24] [24] Maercker, A., Schutzwohl, M., & Zahava, S. (1999). *Post-traumatic stress disorder: A lifespan developmental perspective*. Toronto, Canada: Hogrefe & Huber.
- [25] [25] Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2011). *Health psychology: Theory, research and practice*. Los Angeles, CA: Sage.
- [26] [26] Melliar, P., & Brühka, A. (2010). Round the clock: A therapist's and service user's perspective on the image outside art therapy. *International Journal of Art Therapy, 15*, 4-12.
- [27] [27] Miranda, O. (2012). Bonding after trauma: On the role of social support and the oxytocin system in traumatic stress. *European Journal of Psychotraumatology, 3*:18597. <http://www.tandfonline.com/doi/full/10.3402/ejpt.v3i0.18597>
- [28] [28] Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books.
- [29] [29] Mölsä, M., Kuittinen, S., Tiilikainen, M., Honkasalo, M. L., & Punamäki, R. L. (2016). Mental health among older refugees: the role of trauma, discrimination, and religiousness. *Aging & Mental Health, 21*, 829–837. doi: 10.1080/13607863.2016.1165183
- [30] [30] Nordström, C. (1997). *A different kind of story to tell*. Philadelphia, PA: University of Pennsylvania.
- [31] [31] Ochberg, F. M. (1998). *Traumatic stress and PTSD: Gift from within posttraumatic therapy*. <http://www.gifffromwithin.org/html/articles.html>
- [32] [32] O'Connor, T. J. (1998). *Clinical pastoral supervision and the theology of Charles Gerkin*. Waterloo, Ontario, Canada: Wilfrid Laurier University Press.
- [33] [33] Parish, J. (2011). Social suffering and anxiety: Deciphering coughs and colds at Akan anti-witchcraft shrines in Paris. *Anthropology & Medicine, 18*, 303–313.
- [34] [34] Pillemer, D. B. (1998). *Momentous events, vivid memories: How unforgettable moments helps us to understand the meaning of our lives*. Cambridge, UK: Harvard University Press.
- [35] [35] Prunier, G. (1998). *The Rwanda crisis: History of genocide*. London: Hurst.
- [36] [36] Schildt, J. (2013). *The "here and there" of Rwandan reconciliation: Individual actors take centre stage*. Louvain, Belgium: University Press. [PhD Thesis]
- [37] [37] Schiraldi, G. R. (2000). *The post-traumatic stress disorder source book: a guide to healing, recovery and growth*. Los Angeles, CA: Lowell House.
- [38] [38] Schouler-Ocak, M., & Kastrop, M.C. (2015). Refugees and asylum seekers in Europe. *Die Psychiatrie, 12*, 241–246.
- [39] [39] Scott, M. J., & Stradling, S. G. (2006). *Counselling for post-traumatic stress disorder: Counselling in practice*. London, UK: Sage.
- [40] [40] Shaw, R. (2001). *Memories of the slave trade: Ritual and the historical imagination in Sierra Leone*. Chicago, IL: University of Chicago Press.
- [41] [41] Simpson, C. A., & Porter, G. L. (1981). Self-mutilation in children and adolescents. *Bulletin of the Menninger Clinic, 45*, 428–438.

- [42] [42] Simpson, M. A (1992). Amnesty means never having to say you're sorry: Amnesty and its potential to damage survivors of trauma. *Critical Health*, 41, 23–26.
- [43] [43] Snyder, C. R. & Ford, C. E. (1988). *Coping with negative life events: Clinical and social psychological perspectives*. New York: Plenum.
- [44] [44] Statistic Finland (1990-2017). *Country of birth according to age and sex by region: Both sexes*. www.stat.fi/til/vaerak/tau_en.html
- [45] [45] Tiilikainen, M., & Koehn, P. H. (2011). Transforming the boundaries of health care: Insights from Somali migrants. *Medical Anthropology*, 30, 518–544.
- [46] [46] United Nations High Commissioner for Refugees (UNHCR) (2017). *Global trends: Forced displacements in 2016*. <http://www.unhcr.org/globaltrends2016/>
- [47] [47] Van der Kolk, B. A. (2005). Developmental trauma disorder: Towards a rational diagnosis for chronically traumatized children. *Psychiatric Annals*, 35, 390–398.
- [48] [48] Van der Kolk, B. A., McFarlane, A. C., & Weisath, L. (1996). *The effects of overwhelming experience on mind, body and society*. London, UK: Guilford Press.
- [49] [49] Van der Kolk, B. A., & Fiserl, R. (1995). Dissociation and the fragmentary nature of traumatic memories: Overview and exploratory study. *Journal of Traumatic Stress*, 8, 505–525.
- [50] [50] Vick, R. M. (2000). Creative dialogue: A shared will to create art therapy. *Journal of the American Art Therapy Association*, 17, 216–219.
- [51] [51] Wittchen, H. U., Gloster, A., Beesdo, K., Schönfield, S., & Perkonig, A. (2009). Posttraumatic stress disorder: Diagnostic and epidemiological perspectives. *CNS Spectrums*, 14, 5–12.
- [52] [52] World Medical Association Declaration of Helsinki (2013). Ethical principles for medical research involving human subjects. *JAMA*, 310, 2191–2194.
- [53] [53] Yehuda, R. (2006). Psychology of post-traumatic stress disorder a decade of progress. *Annals of the New York Academy of Sciences*, 1071. Malden, MA: Wiley-Blackwell.
- [54] [54] Yule, W. (2003). *Post-traumatic stress disorder: Concepts and therapy*. Chichester, UK: Wiley.

Questioning Administration Processes and Autonomy of Higher Education System in Turkey

Erdal Ayan, M.A.

Academic Assistant, Herder Institute, Marburg

Abstract

In recent years there is a leading discussion about the changes in higher education system in Turkey both on the media, public and among the academic staff at the universities. The Turkish government has already introduced many new universities since the early 2000s and invested on the facilities, infrastructures and university personnel. The idea behind investing on the new universities was originated in the idealism or slogan called "a university for each province". By this idealism, a large number of universities have been founded in many small cities located in rural areas. Vocational schools under body of newly born universities were also grounded in very small districts of the provinces. But it was not a simple process to establish necessary infrastructures and recruit or train academic staff with adequate experience and competences for newly born universities. The Council of Higher Education introduced a program called Faculty Member Training Program and switched on 50-D employment type, designed particularly for research assistants and based on short term contracts and precarious work. In addition Ministry for National Education initiated a program titled Selection and Placement of Students for Post-graduate Study Abroad, which is an exam for those candidates who want to take master and doctoral education abroad. The selection processes for both programs are highly centralized and questionable but the issue which is even more serious is about the number of the positions reserved for particular fields of studies. All in all, this paper will mainly focus on the processes of administration processes for employment and autonomy of Turkish universities.

Keywords: higher education, autonomy, employment system, administration, Turkish universities

1. Introduction

Higher education policies have always been on the agenda of decision makers and politicians in Turkey. Almost every government has changed some certain bodies and structural organizations as well as employment policies at higher education institutions in Turkey. Regarding all changes in the university bodies, it is possible to claim that the history of Turkish universities is also a history of vicious educational reforms as well as "history of exportations". Until 2016, for example, there occurred five mass exportations or dismisses in 1933, 1947, 1960, 1971 and 1983 in Turkish Universities (Mazıcı, 1995). Just before further mass exportations in 2016 and 2017 Turkish government has noted many unusual and radical changes since the early 2000s. For instance, rectorate elections are always referred to as political decisions by ruling governments and presidents and cause many allegations among public and mass media. The election system was partially representation of faculty members before the government removed system of presidency elections held for universities in November, 2016 by means of a decree law no.676 after military coup attempt in July, 2016. Despite the fact that it was a questionable step in terms of representation of faculty members and autonomy of academia, none of the university senates could publish a message questioning the decision. Even before the military coup attempt in July, 2016, the government took several controversial decisions for universities. Autonomy of academia and academic freedoms remained standstill and even seriously fell back. It went seriously worse just after academics for peace petition and signature campaign in January 2016. Many of the signatory academics were criticized harshly by the government and exported from their positions through decree laws just after the military coup attempt in July 2016. On the other hand political campaign, titled "a university for each province" and started in 2006-2007, has advocated inevitable increase in the number of universities and rising demand for many academic personnel to run education processes at the university bodies. The campaign resulted in building up many new universities even in far rural areas of Turkey. Question of quality of education, employment policies, infrastructure and over-education have emerged as more serious educational, social, cultural and financial problems.

This paper discusses changes in higher education policies in Turkey from the late Ottoman rule to recent processes. The current study is a descriptive analysis of qualitative and quantitative data based on literature review and text analysis of the newspaper articles and statistical analysis of the data released by Council of Higher Education. Initially some background information about birth and growth of Turkish academia is provided. Secondly some of the changes in administrative perspectives, university bodies and creation of new universities are investigated. Then the idea of autonomous university is re-visioned and discussed.

2. Birth and Growth of Turkish Universities

The birth of Turkish university system can be dated back to the first public education act passed by Ottoman rule in 1869 (Sargın, 2007). By means of the act, the Ottoman Empire created first proper/regular university system that can be seen as the first attempt and left *madrasah* (Medrese) education at schools. They also created the first university with the name of Darulfünun but the school was closed and reopened for several times due to different reasons (Toprak, 2008). The second attempt in regulating university education was in 1933 almost ten years after the republican revolution in 1923. Before 1933 there were several universities designed for different purposes in Ankara and Istanbul. The reform was actually passed after a report written by Albert Malche in 1932 (Sargın, 2007). And Turkish Republic accepted the European model as the only university system that could be built up in Turkey. By that reform, position of the rector at the university was described, defined and formally secured. Darulfünun was changed into Istanbul University in 1933. The third attempt was the first University Law no.4936 passed in 1946 and several other universities were built up in Ankara and Istanbul. For the first time the universities were provided autonomy in employing their personnel and admitting students (Mazıcı, 1995).

During 1930s, 40s and 50s there were also some other improvements in Turkish education system. For example, upon Atatürk's invitation, many German professors who left their countries during WWII, contributed significantly to the improvement of university system and infrastructures in Ankara and Istanbul. However, the contribution of German professors did not last long and most of them had to leave because of authoritarian and non-democratic applications at the universities in the late 1940s and early 1950s (Mazıcı, 1995). Prof.Philipp Schwartz, who served as academic personnel at faculty of Medicine of İstanbul University, listed several significant determinations in his report in 1951 before he left in 1953. Namely, he noted that:

- a) The administration of the university is insufficient.
- b) Foreign language education in university is inadequate.
- c) The number of students taken to the university should not be reduced. As they decrease, the problem of their choice grows. Precautions to be taken in the case of augmentation should be emphasized instead of reduction.
- d) The university budget is insufficient. The benefits provided by student contributions are minimal; but the student's reaction to the feeling of "discrimination" is too great. This should be achieved at the administrative and general budget levels.
- e) University autonomy should not be considered to include only university administration and teaching members. The first and most important condition of university autonomy is to ensure that the winners of the maturity test reach as much as they desire (i.e. autonomously) to higher science resources.¹ (Fişek, n.d.)

German professors and their Turkish students created close links between American, European and Turkish universities in terms of scientific research and developments (Mazıcı, 1995). For example, Prof. Muazzez İlimiye Çiğ was one of the leading academicians who took education from German scholars and created many scientific studies on Hittite and Sumer civilizations in Turkey.

Initiation of village institutions was also one of the most important attempts in order to improve education system in Turkey. After John Dewey's report about future of the education system in Turkey, 21 village institutions were built up all around Turkey. Hasan Ali Yücel as ministry of Education and İsmail Hakkı Tonguç as general director of primary education were responsible for the movement of public education in these schools. A High Village Institute, which was the institution functioning as teacher training college for teacher candidates of Village Institutes, was built up in Ankara in 1943 (Toprak, 2008). Even though the schools were closed off in 1954 due to political reasons, many leading teachers, writers and novelists such as Fakir Baykurt, Talip Apaydın and Mehmet Başaran took education at these institutions. The institutes contributed greatly to the improvement of educational system, socio-economic and cultural conditions while extending primary education to small villages (Toprak, 2008).

¹ My own translate from Turkish to English.

After the military coup in 1960, Turkish state had a new constitutional law created by scholars. And for the first time universities became more autonomous and status of the universities and academic personnel was directly guaranteed in the Constitution (Arap, 2010). According to 1961 University Act (1961 Constitutional Law, Article: 120):

Universities are established only by the State and by law. Universities are public entities with scientific and administrative autonomy. Universities are governed and supervised by the bodies established by their respective authorized faculty members and the provisions on state universities established by law are reserved. University organs, lecturers and assistants can not be removed from their duties at any time, outside the University (Gözler, 1999).

After another memorandum in 1971, this condition was changed in 1973, when Council of Higher Education was first introduced. Turkish Ministry of Education was defined as the head of the council. The council was given extensive authority over the university administrations. For instance, it was the council's decision to initiate new universities and institutes and organize employment rates according to the requirements of the university senates. 1973 Law of Universities (Law No: 1750) had further authorities on university administration as mentioned below:

Council of Higher Education: It is a commissioned council in order to carry out necessary studies, researches and evaluations with the aim of directing the field of higher education in accordance with the requirements of modern science and technology and the principles and policies of the State Development Plan within the understanding of the integrity of higher education and to ensure coordination between higher education institutions and follow the applications. [...] If the freedom of learning and teaching is threatened by universities, the Council of Ministers confiscates the relevant universities or the faculties, institutions and institutions affiliated with this university ("1971 Üniversiteler Kanunu," 1973).

Within scope of the law, a board, titled University Supervision Board, which was directly linked to prime ministry, was created and was responsible for providing State supervision and control over universities. Apart from the main council and board, an Inter-universities Council was initiated in order to provide academic coordination among universities. The Inter-universities Council was also responsible for regulating university entrance system. According to Article 52, it was written that "Entrance into universities is regulated by the Inter-Universities Council, taking into account manpower planning, the capacities of the universities, the abilities of the students and the recommendations by the Council of the Higher Education." ("1971 Üniversiteler Kanunu," 1973). In accordance with that article, a center, called Inter-universities Student Selection and Placement Center (Üniversitelerarası Öğrenci Seçme ve Yerleştirme Merkezi - ÜSYM) for student selection and assessment was established in 1974 and universities lost their rights of student selection for the programs ("Tarihsel Gelişme," 2016).

One of the main reasons for such changes in university administration system was mostly because of the students' movements in 1968 because at that time the students were taking into political movements and occupying university campuses. They were mainly criticizing pro-American policies in Turkey and decisions taken at higher education institutions. It is worth to see what students thought about university education in order to understand political perspective of the government and position of the students at that time. An interview that was done with Deniz Gezmiş, regarded as a student leader, in 1969 gives a lot details referring to autonomy of the universities and students' rights. Gezmiş said that "Taking a university education is a right given by the Constitution. Participating in the revolutionary struggle as a student is a task that Mustafa Kemal puts on us. If all the world's reactionaries come together, they will not get this right and our duty." Political engagement of students has been seemed as a main threat towards on the legal order of the state for many years now.

In 1981, after the military coup in 1980, Turkish state introduced a Higher Education Law no.2547. The Council of Higher Education with a head professor was defined as the only institution responsible for all universities in Turkey. The law was including many administrative regulations dealing with autonomy of the universities. According to the Law:

The Council of Higher Education is an institution which regulates all higher education and directs the activities of higher education institutions and has autonomy and public legal personality within the duties and authorities granted to it by this law.

For Higher Education Council: The Higher Education Supervisory Board (...) (1) and the units are concerned with the necessary planning, research, development, evaluation, budget, investment and coordination activities are connected. (Article: 6)

Rector's tasks and responsibility (Article 13-B/4):

(4) In cases where it is deemed necessary, [Rector has the right] to change the positions of the teaching staff and other personnel in the establishments and units constituting the university or to give them new duties ("2547 Sayılı Yükseköğretim Kanunu," 1981).

In the first paragraph, universities were defined as autonomous institutions but in the second paragraph, the supervisory board became responsible for managing all educational processes at universities. The rectors' status and responsibilities for university staff were also radically increased. The last paragraph was the article that most of the academic personnel suffered from.

In the early 1990s, Turkey had several serious problems dealing with population boom and education of these people who migrated from the other regions of Turkey to metropolitan cities of the country such as Istanbul, Izmir, Ankara and Bursa because of various social, economic, cultural and political reasons. Avni Akyol, Minister of Education in Turgut Özal's government and former member of Council of Higher Education, gave an interview to a national daily, *Milliyet*, and recommended people not to give birth anymore because there were not adequate school buildings (See Screen Shot - 1). In his interview, he also mentioned that "So many children are born and so we have difficulty in building new schools. That is why I attach great importance to citizen contribution. I participate in the opening of the schools already made by the contribution of the citizens. I do not go to the opening ceremonies of other schools." (Katarci, 1990).



Screen Shot – 1: Avni Akyol's Interview published in Milliyet (Katarci, 1990)

Since the early 1980s there has been a similar condition for the number of university students and there were many high school graduates who wanted to take university education. There occurred a radical rise in the number of students at universities between 2006 and 2016 and the number increased from 2.407.330 in 2006 to 7.198.987 in 2016 (See Table – 1).

Year	Associate Degree	Bachelor's Degree	Master's Degree	Doctorate Degree	Total
1990-1991	70801	624909	25006	11705	732421
1991-1992	75828	673022	28742	12220	789812
1992-1993	93686	786174	33442	13949	927251
1993-1994	105063	967249	35797	14752	1122861
1994-1995	125878	970192	41012	16025	1153107
1995-1996	148993	1001146	49893	19671	1219703
1996-1997	168134	1045031	51320	19427	1283912
1997-1998	192326	1130019	49123	19996	1391464
1998-1999	202723	1171734	50979	20367	1445803
1999-2000	217758	1194490	53547	19543	1485338
2000-2001	239271	1260960	65068	21739	1587038
2001-2002	262649	1297389	73466	22514	1656018
2002-2003	323971	1455760	79811	23088	1882630
2003-2004	344984	1476010	90057	24835	1935886
2004-2005	384456	1558539	92566	27335	2062896
2005-2006	441014	1714090	111814	32503	2299421
2006-2007	482208	1782728	108683	33711	2407330
2007-2008	502622	1843265	104028	34879	2484794
2008-2009	548695	2183133	109281	35669	2876778
2009-2010	593955	2702418	137199	44368	3477940
2010-2011	595052	3004532	125690	42938	3768212
2011-2012	662259	3421667	168156	51468	4303550
2012-2013	755789	3890800	217588	59763	4923940
2013-2014	1802972	3405340	332470	78297	5619079
2014-2015	2013762	3628800	342101	78223	6062886
2015-2016	2285406	3900601	417084	86094	6689185
2016-2017	2555926	4071579	480215	91267	7198987

Table – 1: Number of Students Enrolled at Turkish Universities

The number of universities was limited those universities which were only located in western cities in Turkey until the late 1990s (Sargin, 2007). For many years the number of universities was the same until 2006. For example, the number of all

universities in Turkey was only 77 (State Universities = 53, Foundation Universities = 24) and the number increased from 93 in 2006 to 115 in 2007 and 185 in 2017-2018 (See Table - 2). Obviously, the growth of universities is not usual since the number was more than double in less than ten years (“Yükseköğretim Bilgi Yönetim Sistemi,” 2018).

Table – 2: Increase in the number of Universities

Type of University	Year						
	2011	2012	2013	2014	2015	2016	2017-2018
Foundation University	67	69	76	77	81	70	68
Foundation Vocational School	6	8	8	8	8	6	5
State University	108	108	109	109	114	117	112
Total	181	185	193	194	203	193	185

3. Administration Processes for Employment at the Universities

The reason behind dramatic increase in the number of universities was the decision purposefully taken by the Turkish government in 2006. The government planned to build up new universities for each province in Turkey in scope of “a university for each province” policy. Accordingly, the first task was to build up campuses for new universities and the second task was to find academic staff in order to provide education for potential students. For the second task the government instrumentalized two programs under domination of and coordination between Council of Higher Education, Measuring, Selection and Placement Center and Ministry of National Education. The first program, called Faculty Member Training Program (*Öğretim Üyesi Yetiştirme Programı – ÖYP*), was introduced in 2010. The purpose of the first program was to provide master and doctoral education for potential graduate students in central universities defined and meet demands of new universities by training candidate faculty members. However, the program was abolished by Council of Higher Education in 2015. The reasons behind the decision were argued as:

Our universities have begun to refrain from demanding the staff of ÖYP research assistants from YÖK every year, which has led to the inability to use many of the ÖYP positions. Between 2010 and 2014, about 3550 of the positions allocated for this purpose with the Budget Code Act were left vacant (“ÖYP Kaldırılma Kararı,” 2015).

The second program was Selection and Placement of Students for Post-graduate Study Abroad (*Yurtdışına Lisansüstü Eğitim için Gönderilecek Öğrencileri Seçme ve Yerleştirme - YLSY*). The program aimed at sending students to universities abroad and charge them with educational activities in universities located in different cities. The selection and assessment processes for these programs were centralized and always discussed in the public and university bodies. From time to time it was argued that there were not transparent applications in the selection processes. Some statistics for both programs are listed below and clearly there is an important difference between the number of the positions and applications (See Table – 3) (“ÖYP Nedir?,” 2013). There was actually high demand for especially ÖYP program. Just after military coup attempt in 15 July many of the people who got acceptance and positions in scope of ÖYP program were exported from the universities because of their potential relations with illegal organizations by means of decree laws.

Table – 3: Statistics for positions and applications for ÖYP and YLSY Positions by

	Number of positions	Number of applications	Number of placements	Years
ÖYP	3041	65972	2958	2010
ÖYP	3676	77895	3603	2011
YLSY	1199	4284	1048	2010
YLSY	--	2574	477	2011

It was also alleged that new universities were mainly utilized by the government and they created universities without qualified academic personnel and infrastructures. Even worse they created homogeneous administrative structures. For example, Mehmet Öztürk (2015), a former syndicate leader, defined a serious problem as follows:

[...] at many universities the merit principle is lifted. The same situation is experienced at Hitit University. [...] We are worried about the fact that similar practices are passed on to our university which is located in our city. After the beginning of his work in 2011, the Rector made a database in which the academicians (working/living in other institutions in Turkey) originally from Çorum could register their personal information in February 2012 and invited them to Hitit University. This opened the way for the academicians from Çorum to come to our university. Of course, in addition to the benefits of such practices, our university may seriously reduce the quality of education and training, which has to be categorized according to legal norms, laws and regulations. It [University] needs to be managed according to qualifications/competencies, knowledge, skill and level of education rather than "fellow citizen (hemşehri)" understanding and political viewpoints, which is a real matter. [...]

On the other hand, the government was always trying to encourage all educational institutions including vocational schools and universities to collaborate with business sectors because business sectors always needed qualified personal (Kırazoğlu, 2016). For example, Mehmet Simsek, vice prime minister in 2016, called for all participants of Turkish Industry and Business Association (*Türk Sanayicileri ve İş İnsanları Derneği - TÜSIAD*) to take over vocational schools in Turkey:

[...] We are ready to revolve any vocational school to business sectors. [...] We will look at creating a quality index in education. We will work with you in vocational technical training. We are ready to transfer any vocational school you want, with your budget, everything. Please, if you want to ... You already open your front, you can open your own vocational schools in organized industrial sites (OSB). We support you per student. But let's work with you along with the budget if you want. We will go to the school-based budget for this reason. We can not teach a foreign language, we will really need a serious effort in that matter [...] (Kenarlı & Tiftikci, 2016).

A similar call was expressed by İsmet Yılmaz, Minister of National Education, in 2017. The minister noted that "We are also ready to transfer the management of vocational education high schools to professional organizations. We do not want to manage the vocational high school as a ministry. There shall be chambers of commerce and industry, artisan chambers, municipalities within the administration of the schools." (Yılmaz, 2017). It seems that the government does not want to deal with any assessment system or any workload that the state institutions can not manage and the easiest way is to leave all schools to the business sectors only. Obviously these tendencies are going to turn into radical changes in education system and come up with different problems in the higher education system.

Lately, government took several decisions and passed a law dealing with changing status of assistant professors at the universities despite the fact that the decisions were not thoroughly discussed in the public. According to the changes, the assistant professors are going to be titled as lecturers with doctorate degrees and can be appointed as associate professors if they pass the phase of academic work examination and without passing interviews and language test. The people with doctorate degrees can also be accepted as lecturers with doctorate degrees at state universities (Ergin, 2018). These changes in employment processes presumably lead novel problems and questionable conditions in terms of providing quality higher education for Turkish students.

4. Autonomy of Higher Education System

Autonomy of Turkish universities is obviously limited, centralized and strictly defined by Council of Higher Education in accordance with educational policies made by the governments. For example, academic amnesties were passed for university students, who were banned years ago or had to leave their education because of any reasons in 2011 and 2012. Abolishing tuition fees for many university programs excluding evening education programs in 2012 was represented as enlargement of freedoms at universities. There were not legal barriers, limits of duration or ban for university students in terms of registration and taking education at the university programs including bachelor, master and doctorate degrees as long as they met legal requirements of the programs. However, many of these partially positive steps were pulled back by several decisions taken in 2014 and 2016. For example, the limit for duration of university education for all programs was defined and students who were enrolled at a master's program were banned for another master or doctorate program without finishing the first one in legal limits ("*Lisansüstü eğitim ve öğretim yönetmeliği*," 2016).

The changes have been centralized on the exams, called ÖSS, YGS/LYS, etc., which the high school students should take and pass in order to enter a department in a university. The main focus was obviously on the changes actualized governance types at the universities. The changes in the examination system did not actually have any effect on the perspectives of the candidate students and the type of assessment still remained as "multiple choice" version test. Even worse the candidate students seriously started to think about their future jobs after getting a bachelor's degree in Turkey. Therefore, 850.000 students did not prefer any department to study in the last August in 2017 since many of the students did not tend to study in department that they think as "useless" in terms of finding a job. According to questionnaire results from Turkish Higher Education Council conducted just after the phase of release of the university entrance exam, 65,73% of the candidate students alleged that "they did not have good results to prefer the department that they wanted to study"

and 27,39 % mentioned that “they had worries about finding a job after finishing the department” (“YÖK’ün Yaptığı Anket Sonuçları: Bilinçli Tercih, İstihdam, Kalite,” 2017). The perspectives of the candidate students were understandable regarding higher unemployment rates particularly for graduate students in Turkish economy. Kırac (2017) informed that considering their level of education 708 of applicants for a job in Turkish Employment Agency (İŞKUR) are doctoral graduates, 12,366 of them are masters and 329,000 of university graduates. Perhaps that could also be explained by means of “over-education” as Habibi (2015, 2017) claims. On the other hand, it was observed that faculty of theology (N=14.538) and faculty of law (N=15.745) were two leading fields of study preferred by the students in 2017. However, it is still questionable in terms of the role and autonomy of universities as a result of recent changes in governance and employment policies done by the Turkish government in university bodies and administration systems as well as the quality of curricula employed by the universities.

It is definite that employment policies of the governments, limited autonomy of the universities and particularly universities founded without further quality considerations played an important role in decision making process of universities. In this sense, Sargin (2007) argued that “[...] insistent demands for the establishment of a university in the cities by the leading administrative and civic organizations of each city are due to the fact that universities are being seen as an important economic input together with the students, faculty and other employees.” Arap (2010) clarified that there was “the political power of the era in the framework of university legislation” and “influence of politics on the establishment decisions of new universities (to determine the place and number of universities to be established)” (14-20).

It is possible to see similar political considerations and practices in job advertisements by universities. The following job advertisement is posted by Turkish university. It is calling for an assistant professor candidate who took religious education on “devil” issues during his/her doctoral study (See Screen Shot – 2) (Ayhan, 2017).

Mühendislik Fakültesi	Bilgisayar Mühendisliği	Bilgisayar Yazılımı	Yardımcı Doçent	4	1	Görüntü izlemede görüntü azaltma, kenar matris işlemi olmak.
İslami İlimler Fakültesi	Felsefe ve Din Bilimleri	Din Bilimleri	Yardımcı Doçent	5	1	Kur'an ve Sünnet rehberliğinde şeytanla mücadele edecek insan eğitimi üzerine çalışmaları olmak.
Teknik Bilimler Meslek Yüksekokulu	Bitkisel ve Hayvansal Üretim	Bahçe Tarımı	Yardımcı Doçent	4	1	Kentsel atık sularının tarımsal amaçlarda kullanılması üzerine çalışmaları olmak.

Screen Shot – 2: A Job Advertisement for a Position of Assistant Professorship

Regarding future educational policy defined by the government as “creating religious generations in Turkey”, it seems that the policy totally linked to the job descriptions. Perhaps, this condition and all recent educational policies can be explained through a hypothesis, known as *linguistic determinism*, by Sapir and Whorf, saying that “the form and characteristics of our language determine the way in which we think, remember and perceive.” (as cited in Harley, 2014: 90).

5. Conclusion

All in all the current study discussed administration processes in employment and autonomy of higher education institutions in Turkey. Considering all processes from the late Ottoman Empire Era to current changes, it revealed that Turkish universities did not actually have academic autonomy in term of student and faculty recruitment as well as administrative decision-making within their own administrative bodies even though there occurred some positive improvements in 1960s. Many new universities were founded but employment processes for academic personnel were not transparently administrated and infrastructures of universities were not extensively regarded. It is also clear that these universities did not respond to the needs of both academic staff and the potential students who wanted to take university education because limited autonomy of the university administrations for personal and student selection was only managed by the Council of Higher Education in accordance with the decisions taken by the government.

6. Bibliography

- [1] 1971 Üniversiteler Kanunu. (1973). Resmi Gazete. Retrieved from https://www.tbmm.gov.tr/tutanaklar/KANUNLAR_KARARLAR/kanuntbmmc056/kanuntbmmc056/kanuntbmmc05601750.pdf
- [2] 2547 Sayılı Yükseköğretim Kanunu. (1981). Resmi Gazete. Retrieved from <http://www.resmigazete.gov.tr/arsiv/17506.pdf>

- [3] Arap, K. S. (2010). Türkiye yeni üniversitelerine kavuşurken:türkiye'de yeni üniversiteler ve kuruluş gerekçeleri. *Ankara Üniversitesi SBF Dergisi*, 65(01), 001-029. https://doi.org/10.1501/SBFder_0000002156
- [4] Ayhan, D. (2017). Şeytanla mücadele edecek doçent aranıyor. *Sözcü*. Retrieved from <http://www.sozcu.com.tr/2017/gundem/seytanla-mucadele-edecek-docent-araniyor-2074141/>
- [5] Ergin, S. (2018, February 23). Bilim, akademik kriterler zayıflatılarak ileri götürülebilir mi? *Hürriyet*. Retrieved from <http://www.hurriyet.com.tr/yazarlar/sedat-ergin/bilim-akademik-kriterler-zayiflatilacak-ileri-goturulebilir-mi-40750891>
- [6] Fişek, E. (n.d.). O Bizlerden Biri: "Unutulmuş Kurtarıcı" Philipp Schwartz. Retrieved December 26, 2017, from <http://portreler.fisek.org.tr/o-bizden-biri-unutulmus-kurtarici-philipp-schwartz/>
- [7] Gözler, K. (1999). Türk Anayasaları. Ekin Kitabevi. Retrieved from <http://www.anayasa.gen.tr/1961ay.htm>
- [8] Günay, D. & Günay, A. (2011) 1933'den Günümüze Türk Yükseköğretiminde Niceliksel Gelişmeler. *Journal of Higher Education and Science*, Vol. 1, Issue 1. Retrieved from <http://higheredu-sci.beun.edu.tr/text.php3?id=1517>
- [9] Gürkan, U. (1969) *Gençlik Lideri Deniz Gezmiş'le Bir Konuşma*. Retrieved from <http://odatv.com/bu-sozleri-okuyunca-cok-sasiracaksiniz-3010131200.html>
- [10] Habibi, Nader (2015-2017) Higher Education Policies and Overeducation in Turkey. *European Journal of Higher Education* Vol.: Issue: Pages: Link: <Retrieved 2nd Nov. 2017 from <http://dx.doi.org/10.1080/21568235.2017.1308832>>
- [11] Harley, T.A.(2014) *The Psychology of Language: from Data to Theory (4th ed)*. London & New York: Psychology Press.
- [12] Katarıcı, B. (1990). Doğurmayın, okul yetiştiremiyoruz. *Geçmiş Gazete*. Retrieved from <http://www.gecmisgazete.com/haber/dogurmayin-okul-yetistiremiyoruz>
- [13] Kenarlı, G. & Tiftikçi, İ.(2015) *Mehmet Şimşek TÜSİAD'da konuştu*. DHA Retrieved from http://arsiv.dha.com.tr/mehmet-simsek-tusiadda-konustu_1135264.html
- [14] Kirazoğlu, C. (2016). Meslek liselerinin devri? *Evensel.net*. Retrieved from <http://www.evrensel.net/yazi/77460/meslek-liselerinin-devri>
- [15] Kıracı, Ş. (2017). İşsiz doktoralar da İŞKUR kapisına dayandı. *Cumhuriyet*. Retrieved from http://www.cumhuriyet.com.tr/haber/ekonomi/861765/issiz-doktoralar_da_iskur_kapisina_dayandi.html
- [16] Lisansüstü eğitim ve öğretim yönetmeliği. (2016). Resmi Gazete. Retrieved from http://www.yok.gov.tr/documents/10279/23688337/lisansustu_egitim_ve_ogretim_y%C3%B6netmeliği.pdf/8451c3e1-7975-40f1-bc81-3ca01cb288c8
- [17] Mazıcı, N. (1995). Öncesi ve Sonrasıyla 1933 Üniversite Reformu. *Birikim Dergisi*, 76. Retrieved from <http://www.birikimdergisi.com/birikim-yazi/2767/oncesi-ve-sonrasiyla-1933-universite-reformu#.WnwWFCdry00>
- [18] ÖYP Kaldırılma Kararı. (2015). Yükseköğretim Kurulu. Retrieved from http://www.yok.gov.tr/documents/10279/0/Oyp_kaldirilma_karari_220915.pdf/55dcda8e-9f98-4a25-b9e5-f4ce81b21526
- [19] ÖYP Nedir? YLSY Nedir? Avantajları Dezavantajları. (2013, July 9). Retrieved February 8, 2018, from <http://www.oyp.com.tr/oyp-nedir.html>
- [20] Öztürk, M. (2015) *Üniversite'de kadrolaşma hız kazandı*. Çorum Haber. Retrieved from <http://www.corumhaber.net/guncel/mehmet-ozturk-universitede-kadrolasma-hiz-kazandi-h36217.html>
- [21] Sargin, S. (2007). Türkiye'de üniversitelerin gelişim süreci ve bölgesel dağılımı. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (5), 133-150.
- [22] Tarihsel Gelişme. (2016). Ölçme Seçme ve Yerleştirme Merkezi. Retrieved from <http://www.osym.gov.tr/TR,8530/tarihsel-gelisme.html>
- [23] Toprak, G. N. (2008). *Cumhuriyetin İlk Döneminde Türk Eğitim Sistemi ve Köy Enstitüleri* (Master's Thesis). Afyon Kocatepe Üniversitesi, Afyon, Turkey. Retrieved from <http://acikerisim.aku.edu.tr/xmlui/bitstream/handle/11630/2643/CUMHUR%C4%B0YET%C4%B0N%20%C4%B0LK%20D%C3%96NEM%C4%B0NDE%20T%C3%96CRK%20E%C4%9E%C4%B0T%C4%B0M%20S%C4%B0STEM%C4%B0%20VE%20K%C3%96Y%20ENST%C4%B0T%C3%96CLER%C4%B0.pdf?sequence=2&isAllowed=y>
- [24] Yılmaz, İ. (2017). Milli Eğitim Bakanı Yılmaz: Meslek liselerinin yönetimini devretmeye hazırız. *Haber Türk*. Retrieved from <http://www.haberturk.com/milli-egitim-bakani-yilmaz-meslek-liselerinin-yonetimini-devretmeye-haziriz-1745646>

- [25] YÖK'ün Yaptığı Anket Sonuçlandı: Bilinçli Tercih, İstihdam, Kalite. (2017). Yükseköğretim Kurulu. Retrieved from http://yok.gov.tr/web/guest/duyuru-detay/-/asset_publisher/MIMLn7g5Y3A/content/yok-un-yapt%C4%B1g%C4%B1-anket-sonucland%C4%B1-bilincli-tercih-istihdam-kalite-09-09-2017-?redirect=http%3A%2F%2Fyok.gov.tr%2Fweb%2Fguest%2Fduyuru-detay%3Fp_p_id%3D101_INSTANCE_MIMLn7g5Y3A%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-2%26p_p_col_count%3D1
- [26] Yükseköğretim Bilgi Yönetim Sistemi. (2018). Retrieved February 8, 2018, from <https://istatistik.yok.gov.tr/>

Acknowledgement

I hereby declare that this project is my unaided work and that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that this paper has not been submitted for any other degree or award.

The Moor as a Muslim in William Shakespeare's Othello

Fawziya Mousa Ghanim

Assist. Ins., University of Baghdad

Abstract

The portrait of Muslim and Islam had an effective impact on the Elizabethan stage. It was dramatized paradoxically at the stage. Mostly, Muslims (Turk, Moors, Arabs and Persian) were represented as outsiders, infidels, lustful, violent people and barbarian. At the same time, they were regarded as a great threat to Europe, particularly after the expanses of Ottoman empire. The alliance of Queen Elizabeth with the Ottoman Empire represented by its Sultan Murad 11 had opened a new era of communication, policies and cultural exchange. The Elizabethan playwrights' writings and imagination were influenced by the tales and stories that narrated about Muslims and their actions. The stories were narrated by captives, travelers politician and traders. In addition, the Elizabethan people kept the Medieval distorted image towards Muslims' characterization. William Shakespeare (1564-1616) portrayed a controversial image of a Muslim who converted to Christianity in his famous play *Othello*. The study aims at analyzing the Moor's character as a Muslim and his paradoxical action throughout William Shakespeare's *Othello*. The paper is divided into three sections; the first one is a brief introduction. It is concentrated on the western perspective of Islam, Prophet Muhammad and the eastern people, the second section deals with the Muslim's visage on Elizabethan stage, the third section discusses the contradicting and paradoxical Islam-Christian image of Othello. The Conclusion sums up to the findings of the paper.

Keywords : the Moor, Muslims, William Shakespeare and Othello

1.1. Introduction

Literature is the mirror of societies and their cultural progress. Drama, for instance deals with many issues, subjects, ideological and cultural perspectives. Muslim people and Islam as any race and religion have a great impact on Elizabethan drama and its playwrights. The image of Islam and Muslims was not clearly depicted, and overloaded by different interpretations. The Elizabethan era inherited its perspective attitudes towards Islam and its Prophet from the Middle Ages. Elie Salem stated that Elizabethan "writings on Islam reflected more the spirit of Middle Ages than that of Renaissance". (1965: 43) These attitudes or ideas were merely depended either on the ignorance of Islam and its reality or the distorted facts. The age of prophet Muhammad considered as "one of slavery, theft, robbery, conceit" (Ibid:45) and Muslim worshiped him as an "idol". The hostility against Islam appeared in the writing of men of letters and theologians as Byron Smith pointed out that:

The story of Muhammad as it is presented in English literature has its beginning in the Middle Ages. It is the record of slow emergence of historical figure from the thick mist of grotesque and fantastic legend, which continued, unchanged or only slightly modified, into the period of the Renaissance and beyond. The long persistence of the legendary belief about Muhammad was due to hostile prejudices of Christians towards an alien religion, reinforced by the memory of the crusades and by the ever-present fears of growing power of

the Turkish empire during the sixteenth century. (1939:1)

The term of "Mohammedans" was familiar among English people at the Renaissance period. They could not recognize that Muhammad was only a prophet. Blanks noted in 1999:

The Oxford English Dictionary still defines 'Allah' as the name

of the Deity among 'Mohammedans', an error that will be the most politically

incorrect in the history of modern lexicography.(14)

In the Middle Ages, "Saracen" was a common term among Christians in Europe for an Arab or a Muslim. It meant *sharqi* in Arabic, Oriental, Eastern. The Arabic Qur'an entered Europe through Spain with Muslim conquerors in the eighth century. In Elizabethan literature, Quran and Prophet Muhammad were criticized, and regarded as false and infidel. The Moors and Turks were characterized by criminal and evil traits. The Quran was misinterpreted as the sources of these evil traits. Some of Elizabethan playwrights were interested to dramatize the Muslims and Arab Characters in their dramatic writings (Al-Olaqi, 2012: 1767).

The Quran was portrayed as "the work of the devil" (Salem, 1965:50), and as "a stupid, verbose, extravagant book". This image was created and affirmed at that time. Moreover, Muhammad was created by the assistance of a heretical Christian or Jew. A historian Phillip K. Hitti tried to explain the Western attitude towards Islam. He declared that:

Zoroastrianism, Buddhism, and other less highly developed

Religions were never subjected to such a barrage of abuse and

condemnation as Muhammadanism was. They posed no threat to

Medieval West and offered no competition. It was, therefore,

primarily fear, hostility, and prejudice that colored the western

views of Islam and conditioned its attitude. Islamic beliefs were

enemy's beliefs, and as such, suspect if not false. (Hitti, 1962:49)

Despite the confused picture of Islam and Muslims in the mind of English people, they did not be ashamed from Muslim, and communicated with them in different realms. Queen Elizabeth I made tangible relation with the remarkable Muslim rulers. She asked Sultan Murad III to join an Anglo-Ottoman alliance. Elizabeth wanted to secure trading rights and to face the threat of Spain. The relationship between England and the Islamic world had various aspects as for "diplomats, merchants, theologians, artists, poets, women and children, people from every class, pilgrimage, slaves, criminals, camp followers, -all had East-West connections" (Blanks & Frassetto, 1999:2). The pilgrimage, traveling and trade encouraged the West-East communication, besides the movement of sciences and translation.

1.2. Muslims' Visages on Elizabethan Stage

The spirit of the Renaissance inherited from the world of Islam, sparked with hope and confidence. Trading with new countries was accompanied by a flowering of the arts: literature, music and drama (Abdullah, 2002:4). The Arabs as Syed M. Ahsan mentioned that they kept the higher intellectual life and the study of science alive, in a time when the Christian west was fighting hopelessly with barbarism. The Arabs founded a link between the ancient culture and modern civilization (Ahsan, 1969:60). Muslims were identified by the two terms "Turk" and "Moor" in the Elizabethan texts. The Moor for an example described those with black skin and connected with any other skin color. It labeled as Black Moor, Tawny Moors, and White Moors (Sanders, 2003:11). There was a connection between the geographical origins and beliefs. The Moor could be African, Ethiopian, or Indian, who was either black or Muslim." The word 'Moor' was commonly used to refer to Muslims in general whether they came from Africa or Asia". (Barthelemy, 1977:3).

Moors in all their types as white, brown, black or Negroes, were visualized with negative qualities as being cruel, greedy, inferior, impulsive, aggressive, pagan and devilish. At the same time, they had a few positive ones as being daring, strong, hard-working or passionate (Elaskary, 2008: 9). At the Elizabethan period, the dramatists' writings based on four sources that dealt with the Orient: history books, the returning fighters who fought the Muslim at the Medieval age, the merchants and travelers who traveled to the Orient, the narrative accounts of captives people who were captured by Moorish and Turkish pirates in the 16th and 17th centuries. The Moors had been depicted in the same way as the Turks in the Elizabethan

drama, "the only visible differences was that they were slightly more despicable than the Turks "(Ahsan,1969:4) In Renaissance English plays, the Turks' characters were represented more than any other country of the East. It was obvious, because the Turks were the only nation which had threatened the peace of Europe at that time.. So as , the drama represented them as treacherous, barbarous, lustful, and devils (Ibid: 32). The Elizabethan hated the Turks and the religion of the Turks .The English people saw Islam as a threat to their religion, and they were frightened by Islamic converting .The Muslims were called by ethnic names with religious connotation. Otherwise, Muslims' scientific inquires and cultural contributions did not mention in Medieval and Renaissance writings.

2.1. Muslims in William Shakespeare's Drama

Shakespeare's works explored different themes and issues . He wrote about Man and the universe. His written plays were classified into three stages: Romances, Histories and Tragedies. William Shakespeare(1564 – 1616) lived in the age when Queen Elizabeth eagerly involved in strategic relation with Muslims. Shakespeare's plays were affected by various sources and stories , in addition to his flaming imagination. These stories traced back to Islam, Muslims and their styles, traditions and beliefs. As Taylor pointed out that:

Islam was an important part of Shakespeare 's world, and English
superstitions about Islam shaped some of his work. Shakespeare
apparently read Richard Knolles's General History of the Turks
(1603), which means that he knew more about Islamic history and
culture than most of us. He refer[ed] to Islam – to the prophet
"Mahomet" to Morocco, and Barbary and Constantinople, to Moors,
Turks, Ottomites, sultans, Saracens, paynims, moriscos-at least 141
Times in different plays(Taylor,2004:1)

Some of Shakespeare 's plays had few allusion to Islam as Koran, mosque and prayers . In the Elizabethan period more than sixty plays portrayed Muslims in the guise of Turks, Moors or Persians featured on London's stages. Another critic Haider stated that Shakespeare's knowledge about Islamic religion was sparse. He made one clearly reference to the prophet Muhammad 'Mahomet' in *Henry VI* "Was Mahomet inspired with a dove\Thou with an eagle art inspired then\ How may I reverently worship thee enough" (I.ii.140-141). This was a common view about the Prophet of Islam in the Medieval time (Haider, 2016:2). As Taylor wrote that Shakespeare "knew the Islamic history more than us", a contradictory other view was exposed by Chew another critic. Chew affirmed that the legends and lies which transformed to Shakespeare 's England about Mahomet and Mohammedanism were inherited from Medieval ideas. They Pictured the Islam and its Founder in a confused and contradictory mass of grotesque notions(Chew.1965:387). Shakespeare did not refer to Muslims as Mohammedan in contrary, he classified them with non-Christian as heathens, pagans and Saracens. The term " Moors" had been used in three of Shakespeare's plays as an equivalent to Muslims people; *Titus Andronicus* ,*Merchant of Venice* and *Othello*.

2.2. Othello (1604

The play performed on the 1st of November 1604 at the Banqueting House at the Whitehall Palace in London. The events of the play had happened in Venice, an independent republic, and the broke out of war between the Ottoman Empire and Christian Venice. That war represented the belonging of Ottoman Empire for controlling over the Mediterranean routes. In fact, when "the reign of Elizabeth I began, Soliman the Magnificent represented a great threat to Europe. The danger of Turkish invasion was widely demonstrated in the Elizabethan drama, particularly in Shakespeare's *Othello*(Bayouli, 1977:113). Shakespeare's *Othello* was written and performed on stage during the English Renaissance. Whereby, major social, political and social changes had happened . Particularly , Man 's attitudes toward fate and the universe. Othello, the hero was figured as an outsider or a stranger. Generally, he characterized the image of Oriental characters and particularly the Arabs in the Elizabethan audience mind. The heavily choice of images of darkness and lights emphasizing the racial origin of Othello "The Moor". Othello was a brown Moor who came originally from Barbary but lived as a semi-naturalized citizen in the tiny Republic of Venice and married a white beautiful Venetian lady (Elaskary 137).

The play explores Othello –Desdemona relationship and how this marital relationship is depicted in the play. *Othello* is the tragedy of a man who loves so passionately ,but not "wisely". Othello loves Desdemona and cares to be qualified

Brabanito repeats his charge against Othello as a witchcraft man :

She is abused and stolen from me.

By spells and medicines brought of mountbanks;

Being not deficient ,blind ,or lame of sense,

Sans witchcraft could not .(I.iii.13)

Othello manifestoes his Christianity when he identifies himself with the other Christian: "Are we turned Turk, and to ourselves do that\ Which Heaven hath forbid the Ottomites? \For Christian shame, put by this barbarous brawl"(II.iii.40). Draper sets out that Othello's speeches colored by Christian images and concepts. (Draper,1966:172).Othello considers himself as a civilized Christian ,when he addresses the Senate in decorated respected speech. He is proud of what he has done, and unaware of Brabanito's feeling of injure:

That I have ta' en away this old man's daughter ,

It is most true ; true, I have married her ,

The very head and front of my offending

Hath this extent , no more.

For since these arms of mine had seven years'pith ,

Till now some nine moons wasted , they have used

Their dearest action in the tented field. (I.iii.13)

By this action , Othello confirms his ignorance of the Venetian norms and traditions. Othello is a "pagan" synonymous to Muslim person who converts to Christianity. As Iago (his rival) says that Othello has changed his religion for Desdemona's love. She can affect him "to renounce his baptism,\All seals and symbols of redeemed sin"(2.3.45). Shakespeare is cleverly depicted Othello's paradoxical world , when he gives Othello a time to practice Christianity and be a citizen in Venice . Othello strives to maintain a physical and spiritual title of being one of Venice community but, he is seen as "primary.. a noble barbarian who [has]become Christian ... but who [has]retains the surface the savage passions of his Moorish blood..."(Bradly,1904:186-7). Othello's race, religion, Christianity and nobility are not integrated and be questionable in the whole play. A critic Cyndia Susan Clegg argues that the word "Islam" doesn't mention in the play. But she believes that *Othello* should be read from "an informed Islamic perspective"(2009:230). Clegg thinks that Othello has turned Turk due to his obedience of Quran injunctions(Ibid: 234). The typical punishment of adultery is death and Othello takes it upon his wife to justify his action:"Yet she must die ,else she 'll betray more men".(V.ii.105). To argue Clegg , the Quran exposes the issue of infidelity and adultery in Al-Nur(Light) Sura, and there is not any hint to death or murder . It refers to two sorts of punishment which are interpreted into different ways. The interpretations trace back to the Islamic school of thoughts "Fiqh". The adulterer and adulteress are mentioned in the holy Quran and they are lashed a hundred lashes: " The woman and the man guilt of adultery or fornication, flog each of them with a hundred stripes Let a party of the believers witness their punishment"(Quran,24:2, Yusuf Ali). Both of them are punished publicly. The married woman should be punished if her infidelity is assured by four witnesses. No one be able to accuse her without a clear evidence and the availability of four witnesses. On contrary, the accusers will be punished instead of her. " And those who launch a charge against chaste women , and produce not four witnesses to support their allegations,- flog them with eighty stripes" (Ibid,24:4). In the Islamic world, the traditional and social norms are always adapted more than the objectively and fairly Islamic norms. Clegg states that Othello's suicide based on Islamic law , because he kills his chaste wife without improved guilt. His suicidal action is rooted on the Quran verse ."Those who slander chaste women... are cursed in this life and the hereafter"(Quran,24:23,). From Islamic theologian prospective, this doesn't mean that the Quran encourages suicide as the critic mentioned earlier It prohibits sin against other people and especially chaste women, and the curse is a warning to such kind of vice-doers. Othello's actions as a Muslim reveal the stereotype interpretation about Islam and Quran.

The protagonist has an extremist passion in fighting, love and judgment. This kind of lingered emotion becomes a touch stone of his downfall .When he kills Desdemona, he declares, "Arise, black vengeance, from thy hollow cell" (III.iii.65). Shakespeare manipulates the evil as if it is inherited in the Moor's race. This evilness is repressed and can be awoken at any time. In Othello's cause , the Christianity personifies rationality, self-control and insight, while Islam represents murder, madness , and sharp temper. "Both Moors and Muslims are regarded as given to un natural sexual and domestic

practice"(Ahsan,1969:63). The state of Othello's regret and remorse is highlighted by his last speech ,“Drop tears as fast as the Arabian trees / Their medicinal gum / Set you down this / And say besides, that in Aleppo once / Where a malignant and a turban'd Turk / Beat a Venetian and traduced the state / I took by the throat the circumcised dog / And smote him, thus.”(V.ii.119) He is a Venetian citizen and its defender, and he has turned to the Turk in his suicide doing . As Alexander argues:

Othello does not move from a glamorous black to a hated Turk; rather, we need to notice how both blacks and Turks can be glamorized as well as hated in contemporary representations, and how the two were interconnected, both in *Othello* and in the culture at large, via the Spanish discourse on Moorishness, via medieval stereotypes of black Turks, or Egyptians, and also by more recent developments in global relations(Alexander,2000:9).

Shakespeare strips Othello's character from vices that are connected with the Moors: treachery, lasciviousness , and curtly. Critics have referred to one of Moor's trait which is jealousy, and Othello becomes its slave. In his final speech, Othello satirizes himself as "a base Indian" who doesn't value his pearl "Desdemona", " *the base Indian, [who] threw a pearl away...*" (V.ii.120) .Othello's self –peace have been annihilated by his military position and social statue. Then he becomes an " honorable murder". His violence action retreats him into his old identity when Venice community have described him as a "heartless," barbarian "Moor." Before he kills Desdemona , Othello explains, "Thou dost stone my heart, / And mak'st me call what I intend to do / A murder, which I thought a sacrifice" (V.ii.107). Ahsan proclaims that "Shakespeare or the audience may have seen in this 'Black Muslim' two layers of evil, through both skin colour and faith; violence upon violence and sin upon sin".(Ahsan:201). Shakespeare dramatizes the world of humanity in the play. He depicts various characters, each one has positive and negative characteristics. As a hero Othello becomes the target of Iago who is the source of Othello's transformation. Othello 's deterioration is cause by Iago's interference. But Othello's easily changing reflects un natural sort of anger and jealousy. At the end , Othello vindicates his life by his death and address the Venetian members to speak about him, "Speak as I am ".

2.3.Conclusion

Othello is a controversial play. It can be interpreted in different levels and scopes. Othello represents the Arabic\Oriental character which is centered in the Elizabethan writings. Othello 's positive qualities are conditioned by his past slave life. To be a Muslim and converted to Christianity is worthless . Inner faith cannot be reconcile with exterior conversion and be suspected . Othello's self conflict of Islamic-Christian identity is obvious when he kills himself . Othello's first religion which is Islam has shown as stigma, and Othello describes as a devilish anti-Christian figure. Shakespeare clarifies that blackness is not in color but it is in action. So as, Iago who has white skin is the villain and tricks-maker. He is more criminal than Othello and the evil walking along the whole action of the play. From the beginning of the play till its ending, he proves himself as an evil doer. Iago is the enemy of all the characters including his wife , whom he kills at the end of the play. He never speaks positively about any characters in the play

Many critics deal with the play from racial point of view. Othello has been seen as a black moor, an outsider, and a stranger. While, Shakespeare 's sources of the play reflect his influences by stories and historical writings. Hence , he exposes the world of Elizabethan age as he has found it with a little bit of imagination. As he shows the positive and negative merits of Othello. Shakespeare also is neutral in his dealing with Iago, Brabranio, Desdemona and other characters.

Bibliography

- [1] Ahsan Syed Mohammed,(1969) . *The Image of the East in the Plays of Marlowe and Shakespeare*. Ottawa:Canda.
- [2] Abdullah Abdul Karim (2014). Shakespeare's Othello From the Perspe tive of Islam .
- [3] Abdulhameed Sami (2011). *Arabs in Shakespearean Theater*. Beirut: Lebanon. Africanus, J.L., (1600). *A Geographical Historie of Africa*. In A. Loomba and J. Burton, eds. 2007. *Race in Early Modern England: A Documentary Companion*. New York: Palgrave Macmillan
- [4] Alexander Catherine M. & Stanley Wells(2000). *Shakespeare and Race*. United Kingdom Cambridge University Press.
- [5] Bradley Andrew Cecil(1904). *Shakespearean Tragedy* .London: Macmillan.
- [6] Barthelemy (1977). *Black Face Maligned Race*, p. x; Folarin Shyllon, *Black People in Britain 1555- 1833* Oxford: Oxford University Press.

- [7] Bartels, E.C., (1990). "Making More of the Moor: Aaron, Othello and Renaissance Refashioning of Race." *Shakespeare Quarterly*, [e-journal] Vol. 41 (4), 433-454, Available through: University of Birmingham E- Library Website<<http://elibrary.bham.ac.uk/default-elibrary.asp>>
- [8] Blanks, D. R., and Frassetto, M., 1999. "Introduction." In D. R. Blanks *Western Views of Islam in Medieval and Early Modern Europe: Perception of Other*. Hampshire: Macmillan Press, 1-9, 11-53; Bayoull Tahar (2009). *Elizabethan Orientation and Its Contexts: The Representation of the Orient in Early Modern English Drama*. http://www.emuni.si/press/ISSN/1855-3362/1_109-128.pdf.
- [10] Chew, S.C., (1937). *The Crescent and The Rose: Islam and England during the Renaissance*. New York: Oxford University Press.
- [11] Clegg, C.S., (2006). "English Renaissance Books on Islam and Shakespeare's 'Othello'." *Pacific Coast Philology*, [e-journal]
- [12] Vol. 41, 1-12, Available through: University of Birmingham E- Library Website <<http://elibrary.bham.ac.uk/default-elibrary.asp>> .
- [13] Clegg, C.S., (2009). "Othello's Tragedy and Uncommon Law." *Ben Jonson Journal* [e- journal] Vol.16 (1-2), 216-247, Available through: University of Birmingham E- Library Website <<http://elibrary.bham.ac.uk/default-elibrary.asp>>
- [14] Draper, John, William.(1966).*The Othello of Shakespeare's Audience*. Octagon Books.
- [15] Elaskary Mohamed Hussan(2008). *The Image Of Moors In The Writings Of Four Elizabethan Dramatists: Peele, Dekker , Heywood and Shakespeare*. University of Exeter
- [16] Esen M. Faith(2011). *Misrepresentations of Turks in Early Modern Drama and Motivations Underlying This Denigration*. <http://eprints.ibu.edu.ba/126/1/> %
- [17] Hitti Philip K.(1962) : *Islam and the West*, p.24 Princeton D. Von Nostrand Company ,Inc.
- [18] Kitishat, Amal, Riyadh.(2013). *The presentation of the Arabic character in Shakespeare's Othello. Research of Humanities and Social Sciences*. Vol.3, No.19.
- [19] Olaqi Fahd Mohammed Taleb Saeed(2012). *English Literary Portrait of the Arabs*. Theory and Practice in Language Studies Vol. 2, No. 9, pp. 1767-1775.
- [20] Oxford English Dictionary , 2014.OED[Online oxford].
http://findit.bham.ac.uk/primo_library/libweb/action/search.do?vid=44BIR_VU1.
- [21] Smith Byron Porter ,(1939) : *Islam in English Literature* ,Beirut: The American Press. Salem, Elie(1965). "the Elizabethans Image of Islam". *Studia Islamica* ,[e-journal] www.elibrary.bham.ac.uk/
- [22] Sanders, N.,(2003). "Introduction". In N. Sanders ed. 2003. *Othello*. Cambridge: Cambridge University Press.
- [23] *The Holy Qur'an* (1984). English Translation by Allama Abdullah Yusuf Ali. Lahore: SH. Muhammad Ashraf.
- [24] Taylor, G., (2004). Strange Bedfellows. *The Guardian*.
<http://www.theguardian.com/stage/2004/nov/18/theatre1>>

Improving 'Quality' in Education: is Spending Effectively Better than Spending More?

Cusrow J. Dubash

Professor, Department of Education, Forman Christian College, Lahore, Pakistan

Umair Jamal

Lecturer, Department of History, Forman Christian College, Lahore, Pakistan

Abstract

The right to basic education is considered a fundamental human right. The provision of quality education for all children is the responsibility of the state. Article 25A of Pakistan's 1973 constitution says that "The state shall provide free and compulsory education to all children." In Pakistan, the government of Punjab has taken steps to ensure that all school going children attend school. Moreover, the provincial government has also made efforts to improve the quality of education through a number of interventions, such as improving infrastructure and work conditions, introducing smaller classrooms, provision of free textbooks, real-time monitoring of schools performance and giving children scholarships or other incentives to encourage their families to send them to school. Nevertheless, the principal question remains: Is the Pakistani state employing its resources efficiently to ensure that the quality of education is adequately improved? For instance, the government in Punjab invests almost 18% of its annual budget on education but still, the quality of public education system remains a challenge. The government has tried to digitize Punjab's entire public school system in order to monitor key outcomes. However, it's just a first step toward getting to an education system where the teaching and learning experience are revamped through the integration of different Information and Communication Technologies (ICT). Moreover, the government has taken steps to introduce reforms to the current curriculum which mainly focuses on rote learning. A syllabus which encourages and focuses on evocative learning should be at the centerpiece of the student experience (Jamal, 2017). On the whole, this paper argues that Punjab needs to spend effectively and efficiently rather than spending more in order to resolve its educational crisis.

Keywords: Improving, Quality, Education, Spending Effectively, Spending More

Introduction

The education sector of Pakistan continues to struggle in a number of ways. One of the main issues that Pakistan's education system faces deals with guaranteeing hundred percent enrolments at all levels. Some research reports states that currently, at least "20 percent of the country's young population does not attend school." Besides, the problem of bad infrastructure, issues of attendance, poor quality of teaching staff and weak learning outcomes also remain a major challenge. According to a research study carried out by the UNESCO "Pakistan is still a long way from achieving universal primary enrollment (The Nation, 2014)." The report also notes that "more than 7 million children aged 5 to 7 are out of the education system (The Nation, 2014)." The problem of gender disparity in favor of boys at all levels of education has also remained prevalent in Pakistan. "Compounding these concerns is the issue of untrained teaching staff and vacant teaching posts at public institutions, particularly at the primary and secondary levels (Jamal, 2017)."

The NEC report also shows that a large number of public schools in Pakistan remain unequipped in terms of lacking improved facilities and infrastructure to improve the teaching environment. For instance "9% of primary schools do not have a blackboard, 24% do not have textbooks available for the children and 46% do not have desks for the students. Only 36% percent of the public primary schools in the country have electricity (UNESCO, 2014)."

In Pakistan, the province of Punjab, however, has taken steps to eliminate many longstanding loopholes concerning the poor state of public sector education in the province. Since coming to power in 2013, the current government in the province has taken steps to ensure that all key features of the primary education system such as the quality, curriculum, learning materials, teacher development, assessments and school environment are improved.

In this regard, the strategic framework of Punjab government's action plan, which was prepared in 2013, looks at the challenges of the sector with a three-pronged multifaceted approach. According to the Punjab School Education Sector Plan (PSESP), "The first approach focuses on achieving Article 25 A i.e free and compulsory education for children between 5 and 16 years. The second approach centers on developing strategies to bring improvement in cross-cutting areas of quality (inputs, processes and outputs), relevance, access, equity, and governance. The third strategic approach is concerned with exploring the potential roles and capacity of the public sector, private sector partnerships and to develop minimum uniform standards applicable to all sectors (PSESP, 2013)." The PSESP, which provides a comprehensive overview of challenges within the public education sector, was to be implemented in five years.

Unfortunately, the progress in the implementation phase of the plan remains slow.

Meeting enrollment targets

Basic education in government-run institutions is by far the most important schooling to focus on, for its the elementary level education that defines a student's overall outlook and exposure toward higher studies and professional goals. One of the issues that the government in Punjab has remained focused on for the last few years deals with increasing overall enrollment in the province. In 2014, Punjab's School Education Department (SED) claimed that about 3.7 million children of age 5 to 16 were enrolled in public schools in the province under the government's new enrollment drive (Dawn report).

While the province has introduced a number of reforms to increase the overall student enrollment, issues such as growing population, insufficient number of public schools and perceptions related to poor quality of education continue to defy government's efforts to meet its yearly and millennium enrollment targets.

A study carried out by the Annual Status Education Report (ASER) in 2013 indicated that at least 16% of children aged between 6 to 16 years were out of school. In 2014, the School Education Department (SED) of Punjab claimed that the province was likely to achieve 100 percent enrollment of students in the 5 to 9 age bracket by 2015 (Dawn report). In the same year, an independent survey carried out by a research institute claimed that almost 18% of children in the 5 to 9 years age were still out of school. As late as December 2016, the government's struggle regarding meeting enrollment targets and reducing the number of out of school children remained stagnated. A study carried out by Alif Ailaan, notes that there are "an estimated 26 million children in Punjab between the ages of 5 and 16, of which 11.4 million are out of school (The State of Education in Punjab Report, 2015)." The report places 44% children in the province as 'out of school.'

How to keep children in schools?

Moreover, while the government has been making efforts to ensure 100% enrollment in the province, the challenge also persists with keeping the children in schools after primary years, for a large number of students drop out of schools at the secondary level (Alif Ailan, 2015). As Nadia Naviwala, a Wilson Centre Global Fellow and the author of Pakistan's Education Crisis: The Real Story notes that one of the key reasons that a large number of children dropout at the secondary level is "because they get so little out of going to school." She further notes that "Currently, less than half of grade 3 students can read. By grade 5, most kids have dropped out. Among those who are left, only half can read." According to Alif Ailaan (2015), "34% of children that are enrolled in public schools, drop out before completing the primary level of education. There are 5.1 million children enrolled in Punjab's primary schools. This number drops to 3.4 million in middle and secondary schools, which is a drop of nearly 2 million."

Training the teachers

The shortage of teaching staff and poor teaching quality in public schools also remain one of the key issues which add to the bad perceptions of the province's public education system.

For the past few years, the provincial government in the province of Punjab has attempted to increase the overall number of teaching staff in public schools to meet the persisting challenge of inadequate faculty members. According to some reports, the government in Punjab is aiming to recruit at least 80000 new teachers to meet the challenge of non-availability of teaching staff (Pakistan Today, 2017). In spite of the government's active effort to substantially increase the overall number of teaching staff in the province, research studies indicate that "the province still remains far behind in terms of providing the necessary teaching staff across the province."

According to the Academy of Educational Planning and Management (AEPMA) "around 15% of the total schools in Punjab have only one teacher teaching multiple grades at public schools (Tribune, 2016)." Another study carried out by Alif Ailaan (2015), notes that "On average, there is 1 teacher for 39 students in the primary schools of Punjab." The study further notes

that "15% of the total primary schools in Punjab are single teacher schools while the average number of teachers in a primary government school is three."

On the question of improving the quality of teaching staff, the province still struggles to cope with the challenge that exists in the form of untrained faculty. Now the government is making efforts to ensure that all teaching staff in the province is adequately trained. So far, the province's teaching staff go into teaching positions without having gone through any effective and comprehensive teacher training program. According to a research by UNESCO (2007) "most teachers in the province's public sector did have a professional qualification, with only 5% reporting on proper teaching training." Though, there has been significant improvement in areas related to teaching staff's attendance and availability in schools. A recent study carried out by the Wilson Centre in the United States noted that "improvement in teacher absenteeism [in the province], which dropped from 20% to 6% in Punjab during the past five years. Moreover, transparency in the teaching staff's recruitment process has also improved significantly (Tribune, 2016).

Using technology for effective monitoring

The Punjab Information Technology Board (PITB) 'Smart School Monitoring Initiative' has become an effective tool in monitoring the performance of province's schools by collecting real-time data on different key performance indicators. Under this initiative, the province's districts are monitored on individual basis by the government's monitoring officers who visit and report on the performance of public schools across the province every month. The monitoring activity of the visiting officers is geotagged to ensure their timely visits to schools. Furthermore, to make the whole process more transparent and improve parents participation, all collected data and related performance indicators have been made public for anyone's access on the internet.

The province is also the first in Pakistan to "start work on the rationalization of teaching staff in schools (PSESP, 2013)."

Quality of education

Regardless of the number of fundamental challenges, the government in Punjab province has made significant gains to improve the quality of education. In this regard, one report notes that "There is no denying that the current government in the province has come a long way in terms of laying the necessary groundwork to make essential and gradual interventions in areas related to learning outcomes and the quality of education (Jamal, 2017)." According to an independent research study "The current provincial leadership has remained focused on introducing policies not just to increase access and enrollment, but it has been a pioneering province in shifting its policy focus towards 'quality and standards' in various inputs, processes, and outputs across the sector. Education indicators of Punjab are significantly better in comparison to other provinces. Results from the National Education Assessment System (NEAS) reveal that Punjab has a better score sheet than the rest of the country (PSESP, 2013)."

Generally, Punjab's overall indicators of improvement have risen over time. Still the province continues to see a decline in the area of learning outcomes. "Overall, the biggest challenge is that of quality education. Learning outcomes remain weak across the country," argues Musharaf Azidi of Alif Aillan. According to the SDPI (2016), "While [Punjab's] focus rightly continues on access, gender parity and retention, education quality represents the biggest long-term weakness in the system." The report further stresses that "low-quality education drags the entire education system down and this represents a growing problem." While reviewing some of the outstanding issues associated with the value of education in Punjab's public schools, the province's strategic plan addressing the quality of education underscores that "There are no definitions or benchmarks for quality of education specified by the School Education Department (SED). Lack of relevant indicators and data does not allow for an accurate and comprehensive assessment of the quality of education provided in schools."

The employability dilemma: Public Vs Private education

Another aspect that the government needs to focus on is this question: Can public education in the province lead to better employment opportunities? "No data or study exists on the evaluation of outcomes of education for school students. However, there is a general perception that children of public schools fail to improve their social and economic status through their education alone. It should be considered an important factor for out of school children as parents have low faith in the education system's ability to allow their children economic growth and social mobility. There is no assessment of how relevant education content and skills imparted are attuning to the current job market demands," stresses an independent research study which explores the correlation between schooling and employability according to educational backgrounds (2013). In a similar vein, a recently released research report by Alif Aillan (2017) noted that students with public school experience remain at disadvantage in comparison to students with private educational background.

Moreover, the report states that "highest percentage of graduates of private top-tier schools enjoy best school support and greatest exposure to the English language" which is not the case in government-run schools.

What needs to be done?

The existing policy related to the reformation of the province's education sector has some excellent plans. However, the impact in this regard will remain isolated unless there are proper and deep linkers between smart investments that can lead to effective and market relevant learning outcomes. There is no denying that Pakistan invests huge sums on the education sector. For instance, the global average in terms of investments in education is 14 percent while Pakistan's budget amounts to almost 13 percent, which is the same as the UK and the U.S.

Some have argued that the province of Punjab needs to commit more resources to gain better results for students opting for public sector institutions. However, this argument holds no ground, for unless deep structural issues and questions such as "what the ultimate focus of the state education policy is" are addressed, more funds simply cannot lead to a sustainable solution.

"The danger of doubling the education budget without a plan is that it will go straight into salaries," argues Nadia Naviwala. She further notes that "Schools in Pakistan do better when they spend efficiently." One of the excellent initiatives started by Punjab deals with the outsourcing of schools to private managements which have produced better results, at half the cost of what the province normally spends per child (Dawn report). The government needs to further focus on enhancing access to education, improving quality and learning outcomes and their relevance to employability.

"The access to education can only be improved if the province's government focuses and addresses underlying strategic challenges ranging from the quality of education to its relevance to the job market," notes one report (Jamal, 2017). According to research, Punjab's students perform poorly in English, mathematics, and science (Alif Ailaan, 2015). More focus needs to be placed on these subjects. The infrastructure of the public schools in the province needs to be improved, for the school's conditions still remain dismal which is among the core reasons that parents remain reluctant to send their children to public schools. Furthermore, the challenge of achieving hundred percent enrollments in the province should be managed more comprehensively, for the data and numbers coming out of independent think tanks claim that the government remains far behind in terms of meeting the challenge. The province should put more efforts and focus toward eliminating the culture and syllabus whose focal point primarily remains on 'rote learning,' for it is not well linked with knowledge and therefore doesn't generalize well to other situations. Moreover, it's one of the reasons that students drop out from schools, for rote learning is more tedious and only promotes disinterest among students. The focus should solely be on learning outcomes that can help students in meeting rapidly changing nature of the job market and develop certain skill sets.

Moreover, the government needs to immediately start a comprehensive teacher training program across the province, for the quality of the teaching staff remains poor. So far, the focus remains on finding teachers that have a good education. The 'teachers training' should also be an essential part of the job and all performance indicators. Surely, the attempts which the government in Punjab has made over the past few years to provide better education are likely to engender more opportunities for the province to become not only a region with capable and skilled workforce but also a province which can take a lead in transforming the country's education sector.

References

- [1] Ailaan, Alif. "WHO GETS THE GOOD JOBS?" Alif Ailaan. Accessed September 22, 2017. <http://www.alifailaan.pk/whogetsthegoodjobs>.
- [2] Ailaan, Alif. "The state of education in Punjab." Alif Ailaan. Accessed September 18, 2017. https://d3n8a8pro7vhmx.cloudfront.net/alifailaan/pages/496/attachments/original/1473162743/The_State_of_Education_in_Punjab.pdf?1473162743.
- [3] Dawn . "3.7 million children enrolled in public schools." Dawn. Accessed February 11, 2014. <https://www.dawn.com/news/1086245>.
- [4] Khan, Shahrukh, Sajid Kazmi, and Latif Zainab. "The state of basic education in Pakistan: A qualitative, Comparative Institutional analysis." SDPI. Accessed September 12, 2017. <https://sdpi.org/publications/files/W47-The%20State%20of%20Basic%20Education%20in%20Pakistan.pdf>.

- [5] Sheikh, Ammar. "Status of rural education: Public school enrolment has improved: report ." The Express Tribune. March 4, 2016. Accessed September 13, 2017. <https://tribune.com.pk/story/1058961/status-of-rural-education-public-school-enrolment-has-improved-report/http://unesco.org.pk/education/teachereducation/files/sa4.pdf/>.
- [6] "Punjab schools struggle to overcome problems." The Express Tribune. December 31, 2016. Accessed September 31, 2017. <https://tribune.com.pk/story/1279913/punjab-schools-struggle-overcome-problems/>.
- [7] "Punjab School Education Sector Plan." School Education Department. Accessed September 27, 2017. http://aserpakistan.org/document/learning_resources/2014/Sector_Plans/Punjab%20Sector%20Plan%202013-2017.pdf.
- [8] Naviwala, Nadia. "A slogan ready for retirement." Dawn. May 29, 2017. Accessed September 24, 2017. <https://www.dawn.com/news/1335980>.
- [9] Tribune. "Literacy target: '100% school enrollment in Punjab by 2018'." The Express Tribune. April 30, 2015. Accessed September 22, 2017. <https://tribune.com.pk/story/878248/literacy-target-100-school-enrollment-in-punjab-by-2018/>.
- [10] Lynd, D. "The education system of Pakistan: Assesment of the National Education Census." UNESCO. Accessed September 26, 2017. <http://unesco.org.pk/education/teachereducation/files/sa4.pdf>.
- [11] "Government to recruit 80000 teachers this year." Pakistan Today. Accessed September 18, 2017. <https://www.pakistantoday.com.pk/2017/05/12/govt-to-recruit-80000-teachers-this-year/>

The Heteroscedasticity Impact on Actuarial Science: Lee Carter Error Simulation

PHD Candidate Olgerta IDRIZI

Assistant Professor, University Mesdhetar, Tirane, Albania

Prof. Dr. Besa SHAHINI

Department of Applied Statistics and Informatics, Faculty of Economy, University of Tirana, Albania

Abstract

C19 Life insurance companies deal with two fundamental types of risks when issuing annuity contracts: financial risk and demographic risk. As regards the latter, recent work has focused on modelling the trend in mortality as a stochastic process. A popular method for modelling death rates is the Lee-Carter model. In this paper we give an overview of the Lee Carter model and the feasibility of using it to construct mortality forecast for the population data. In particular, we focus on a sensitivity issue of this model and in order to deal with it, we illustrate the implementation of an experimental strategy to assess the robustness of the LC model. The next step, we experiment and apply it to a matrix of mortality rates. The results are applied to a pension annuity. There are investigating in particular the hypothesis about the error structure implicitly assumed in the model specification, after having assume that errors are homoscedastic. Analyzing the model it is estimated that the homoscedasticity assumption is quite unrealistic, because of the observed pattern of the mortality rates showing a different variability at different ages. Therefore, there is an emerging opportunity to analyze the strength of predictable parameter. The purpose of this study is a strategy in order to assess the strength of the Lee-Carter model inducing the errors to satisfy the homoscedasticity hypothesis. The impact of Lee Carter model on various financial calculations is the main focus of the paper. Furthermore, it is applied it to a matrix of mortality rates including a pension rate portfolio. The Albania model with the variables of death and birth is shown on this paper taken in consideration the Lee Carter Error.

Keywords: Lee-Carter model, mortality forecasting, Life Expectancy at Birth, Experimental Strategy, Singular Value Decomposition (SVD), Homoscedasticity.

1 Introduction

Life expectancy depends on several factors, which are age, gender, geographical region, and social class. Although some hypotheses for a long term change to the trend in life expectancy, due to causes such as obesity and worsening environmental conditions, it seems that life expectancies are following, and are likely to continue to follow, an increasing trend. It is assumed that less clear is the shape of this trend, particularly in light of two elements which emerge from empirical observations: life expectancies have increased at a faster rate than anticipated and the uncertainty in the projections of life expectancy increases as the time horizon increases. These ingredients are a source of concern to the financial institutions which provide financial products to the elderly such as pension annuities. If these trends are not considered, this type of contract will last longer than expected, bringing higher costs to these institutions. The situation can be summarized by saying that contracts like pension annuities are seriously exposed to longevity risk, and this exposure needs to be understood and managed. Further, it is well known that insurers generally use their internal models when major business decisions are to be made; for example pricing, product development and business planning all require the use of a pre-specified internal model.

After this, it can see that internal models play an important role in current actuarial practice. From a strict risk analysis viewpoint, the different risk aspects connected with the forecasting of future lifetimes arise from both accidental and systematic deviations of the actual data from their expected values. The longevity risk component is due to the systematic deviations of the deaths from the anticipated values, while the accidental variability in mortality causes a risk strongly influenced by the portfolio size. Working with a portfolio large enough to captivate the accidental demographic uncertainty, the demographic risk can be considered as constituting the systematic component and this is the main element that

interacts with the risk arising from the variability in financial markets, the financial risk. The effect of both of these risks may be significant if we are referring to portfolios of life contracts of long duration such as pension annuities, which are characterized also by a multiplicity of payments. The consideration of the systematic aspect of the demographic risk is deepened in this paper by our focusing on the evolution over time of mortality rates. Continuing improvement in adult age mortality and in particular, during the most recent 30 years, this decreasing trend has been accelerating. Potential discontinuities in longevity trends have been taken into account by some demographers but most forecasters seem to think that discontinuities or jumps with respect to recent trends are to be considered extremely unlikely. The Lee-Carter model (Lee & Carter, 1992) has become a popular method for modelling and forecasting the trends over time in death rates: the main reasons are that it outperforms other models with respect to its prediction errors and that it is easy to implement. This methodology has become widely used in years and there have been various extensions and modifications proposed in order to attain a broader interpretation and to capture the main features of the dynamics of mortality rates, e.g. the log-bilinear Poisson version of the Lee-Carter model. In order to improve the survival probability outputs from the point of view of measuring uncertainty and hence longevity risk, recent approaches have used simulation procedures applied to the Lee-Carter family of models.

These studies provide prediction intervals for the forecasted quantities that are derived by using simulation techniques: this is an important feature because of the non-linear nature of the quantities under consideration. The approaches are based on the bootstrap methodology for obtaining more reliable and accurate mortality projections and utilize the semi parametric bootstrap based on the Poisson distribution. Furthermore, by nesting the original Poisson LC within the bootstrap with stratified sampling, we seek to reduce the approximation error for the statistics of interest. A sampling variance reduction approach for bootstrap mortality estimation is developed and analyzed in comparison with the bootstrap procedure as in Brouhns et al., 2005 (referred to herein as the Standard Procedure or SP). In this framework, the aim of the paper is to perform a new approach for describing the survival phenomenon by means of an experimental simulation approach applied to the LC model: the Stratified Sampling Bootstrap (SSP). The approach provides good results compared with the Standard Bootstrap and the Iterative Procedure (IP) proposed by Renshaw & Haberman (2003c) in respect of the Italian population. It is assumed that the demographic system for modelling a portfolio cash flow distribution impacts on key quantities such as technical reserves, surplus and funding ratios and it affects some of the choices in the management of pension plans. The analyze in this paper has been focused on the funding ratio, defined as the ratio between the market value of the assets and that of the liabilities at a certain time, and is chosen as a measure of the solvency of the insurance portfolio at that time. In particular, the purpose of this study, considering the results as measures of the cost of increased longevity, is to have a look on the financial implications of the improvement over time in mortality rates on the funding ratio. In this analysis, the financial risk is stochastically modelled and interacts with the demographic risk. Although recent econometric researchers highlight that a certain degree of correlation between these two sources of risk may exist, the risks are assumed to be independent in both the classic actuarial context of pricing and reserving in life insurance. In this paper, valuations are performed at the time of issue on the basis of the financial and demographic information and are highly sensitive to the strength of the longevity phenomenon. Survival modelling is required, from the pension plan point of view, for the estimation of the premiums expected to be received during the accumulation period up to retirement age, and of the benefits expected to be paid during the period from retirement age until the death of the policyholder. In the numerical examples, it will discussed funding ratio values using the SSP and compare them with those that result from the other two techniques under consideration: SP and IP, in a context in which interest rates are stochastically modelled. After that, the analysis is completed with the calculation of the risk arising from the uncertainty in the choice of the simulation approach: this is allowed for by assigning probabilities to the choice of each of the three different approaches, in light of the subjective degree of reliability that the insurer attaches to each method.

The contextual of the research is based on the bilinear mortality predicting methods. These methods are taken into account to describe the enlargements in the mortality trend and to project survival tables. The focus is based on Lee-Carter method for modelling and forecasting mortality. In particular, a sensitivity subject of this model and in order to deal with it, it is illustrated the implementation of an experimental strategy to assess the robustness of the LC model. The results are applied to a matrix of mortality rates in a pension annuity portfolio.

The LC method is an influential approach to mortality forecasting rate in different population. In analyzing these forecasting models, it is allowed to ensure that the most appropriate random process is used for each mortality model. In this study it is consider a variety of processes including multivariate, autoregressive process etc. The data included in this paper are from Italian pension annuity portfolio and Albania data mortality and birth. Below you may find the traditional LC model analytical expression:

$$\ln(Mx, t) = ax + bx Kt + Ex, t \quad (1)$$

This equation describe the logarithm of a time series of age-specific death rates mx,t as the sum of an age-specific parameter that is independent of time ax and a component given by the product of a time-varying parameter kt . In this expression it is clearly reflecting the general level of mortality and the parameter βx who is representing the trend of mortality at each age of group, how highly or slowly is generated when the general level of mortality changes.

The term Ex,t is the error term, assumed to be homoscedastic with mean 0 and variance σ^2 . Now it is calculated the same equation (1), if Mx,t is the matrix holding the mean centered log-mortality rates. It is seen that the LC model can be expressed as per below:

$$Mx, t = \ln(Mx, t) - ax = bx Kt + Ex, t \quad (2)$$

Following Lee Carter model (LC), the parameters βx and kt can be estimated according to the Singular Value Decomposition (SVD) with suitable normality restrictions. The LC model incorporates different sources of uncertainty in the demographic model and uncertainty in forecasting. The former can be incorporated by considering errors in fitting the original matrix of mortality rates, while forecast uncertainty arises from the errors in the forecast of the mortality index. In our contribution, we deal with the demographic component in order to consider the sensitivity of the estimated mortality index. In particular, the research consists in defining an experimental strategy to force the fulfilment of the homoscedasticity hypothesis and evaluate its impact on the estimated kt .

2. Lee Carter Model specification

The experimental strategy introduced above, with the aim of inducing the errors to satisfy the homoscedasticity hypothesis, consists in the following phases. The error term can be expressed as follows:

$$Ex, t = Mx, t - bx Kt \quad (3)$$

As the difference between the matrix Mx,t , referring to the mean centered log mortality rates and the product between βx and kt deriving from the estimation of the Lee Carte model (LC). The successive step consists in exploring the residuals by means of statistical indicators such as: range, interquartile range, mean absolute deviation (MAD) of a sample of data, standard deviation, box-plot, etc. After that, it proceed with finding those age groups that show higher variability in the errors. Once it is explored the residuals Ex,t , it may find some non-conforming age groups. For each selected age group, it is possible to reduce the variability by dividing the entire range into several quantiles, leaving aside each time the fixed $\alpha\%$ of the extreme values. It is replicate each running under the same conditions a large number of times (i.e., 1000). For each age group and for each percentile, it is defined an error matrix. The fitted parameter figures strongly depend on the constraints enforced, which becomes more obvious in the graphs that follow. This implies that the constraints are a determining factor when deciding what time series process to use for generating mortality scenarios. In a multi-population model, we expect a certain behavior from its parameters. In a perfect situation, the common parameters should be able to capture the true global mortality trend, in both age and time, amongst the populations as a whole. If the underlying philosophy of the model is correct, then we would expect that the country-specific period effects all data around some constant level in the long term. Significant differences from this level, in either range or shape would mean that this particular population is somehow different from the other populations and there should be a reason for this behavior. The maximum-likelihood estimation is highly influenced by the population size and the countries with bigger size should have a higher impact when estimating the common mortality parameters. The successive running give more and more homogeneous error terms.

First we have the Lee Carter model, where it is estimated the parameters ax , βx and Kx . The parametrization of variables is like $\sum_{kj=0}^n k^2 = 1$. Under this model, mortality projections are obtained by projecting a time series for kj . By way of this experiment, it is investigated the residual's heteroscedasticity deriving from two factors: the age group effect and the number of altered values in each age group. In particular, the focus is to determine the hypothetical pattern of kt by increasing the homogeneity in the residuals. Thus, under these assumptions, it is analyzed the changes in kt that can be derived from every simulated error matrix. In particular, at each running it is obtained a different error matrix Ex,t , which is used for computing a new data matrix Mx,t , from which it is possible to derive the correspondent kt . To clarify the procedure analytically, we will see the following relation:

$$Mx, t - Ex, t = Mx, t - bx Kt \quad (4)$$

where $M_{x,t}$ is a new matrix of data obtained by the difference between $M_{x,t}$ (the matrix holding the raw mean centered log mortality rates) and Ex,t (the matrix holding the mean of altered errors). From $M_{x,t}$, if β_x is fixed, it is obtain the kt as the ordinary least square (OLS) coefficients of a regression model. The procedure is replicated by considering further non-homogenous age groups with the result of obtaining at each step a new kt . It is running a graphical exploration of the different kt patterns explained below. Thus, it is plot the experimental results so that all the kt 's are compared with the ordinary one. Moreover, the slope effect of the experimental kt is compared through a numerical analysis.

The experiment is focused on the Italian data matrix in log mortality rates as an experiment, for the male population from 1950 to 2000. In particular, the rows of the matrix represent the 21 age groups [0], [1–4], [5–9], ..., [95–99] and the columns refer to the years 1950–2000. The procedure consists of an analysis of the residuals' variability through some dispersion indices which help to determine the age groups in which the model hypothesis does not hold. It is noticed that the residuals in the age groups 1–4, 5–9, 15–19 and 25–29 are far from being homogeneous. Thus the age groups 1–4, 15–19, 5–9, 25–29 will be sequentially, and according to this order, entered in the experiment. Alongside the dispersion indices, it is provided a graphical analysis by displaying the box plot for each age group, where on the x-axis the age groups are reported and on the y-axis the residuals' variability. If we look at the age groups 1–4 and 15–19 can notice that they show the widest spread compared to the others. In particular, we perceive that for those age groups the range goes from -2 to 2. For this reason, there was explore to what extent the estimated kt are affected by such a variability. A way of approaching this issue can be found by means of the following replicating procedure, implemented in a Mat lab routine. For each of the four age groups it is substitute the extreme residual values with the following six quantiles: 5%, 10%, 15%, 20%, 25%, 30%. Then it is generated 1000 random replications (for each age group and each interval). From the replicated errors (1000 times \times 4 age groups \times 6 percentiles) it is compute the estimated kt ($6 \times 4 \times 1000$ times) and then the 24 averages of the 1000 simulated kt . The 24,000 estimated kt through a Plot-Matrix, representing the successive age groups entered in.

Age	IQ Range	MAD	Range	STD
0	0.107	0.059	0.300	0.075
1–4	2.046	0.990	4.039	1.139
5–9	1.200	0.565	2.318	0.653
10–14	0.165	0.083	0.377	0.099
15–19	1.913	0.872	3.615	1.007
20–24	0.252	0.131	0.510	0.153
25–29	0.856	0.433	1.587	0.498
30–34	0.536	0.250	1.151	0.299
35–39	0.240	0.186	0.868	0.239
40–44	0.787	0.373	1.522	0.424
45–49	0.254	0.126	0.436	0.145
50–54	0.597	0.311	1.290	0.367
55–59	0.196	0.151	0.652	0.187
60–64	0.247	0.170	0.803	0.212
65–69	0.207	0.119	0.604	0.147
70–74	0.294	0.171	0.739	0.202
75–79	0.230	0.117	0.485	0.133
80–84	0.346	0.187	0.835	0.227
85–89	0.178	0.099	0.482	0.124
90–94	0.307	0.153	0.701	0.186
95–99	0.071	0.042	0.220	0.051

Table 1 Different dispersion indices to analyze the residuals variability (Source: Authors D'Amato, Russolillo)

After this analyze we can see the crude mortality rates and the model fits under the various models. The crude mortality rates are shown as open circles, while the original Lee-Carter parameters are shown as a dark grey line. The DDE parameters are shown by a light grey line and the CR parameters are shown by a dashed line. The original Lee-Carter parameters are largely obscured by the DDE line, due to them being almost completely co-incident, i.e. the LC and DDE fits are almost identical. As we see, at the age 40 the log mortality is more dispersed considering the log mortality at 60, 70 and 80. At the years 1960-1980 the Lee carter rates and DDE rates are distant from each other, while in recent years this curbs tends to be closer.

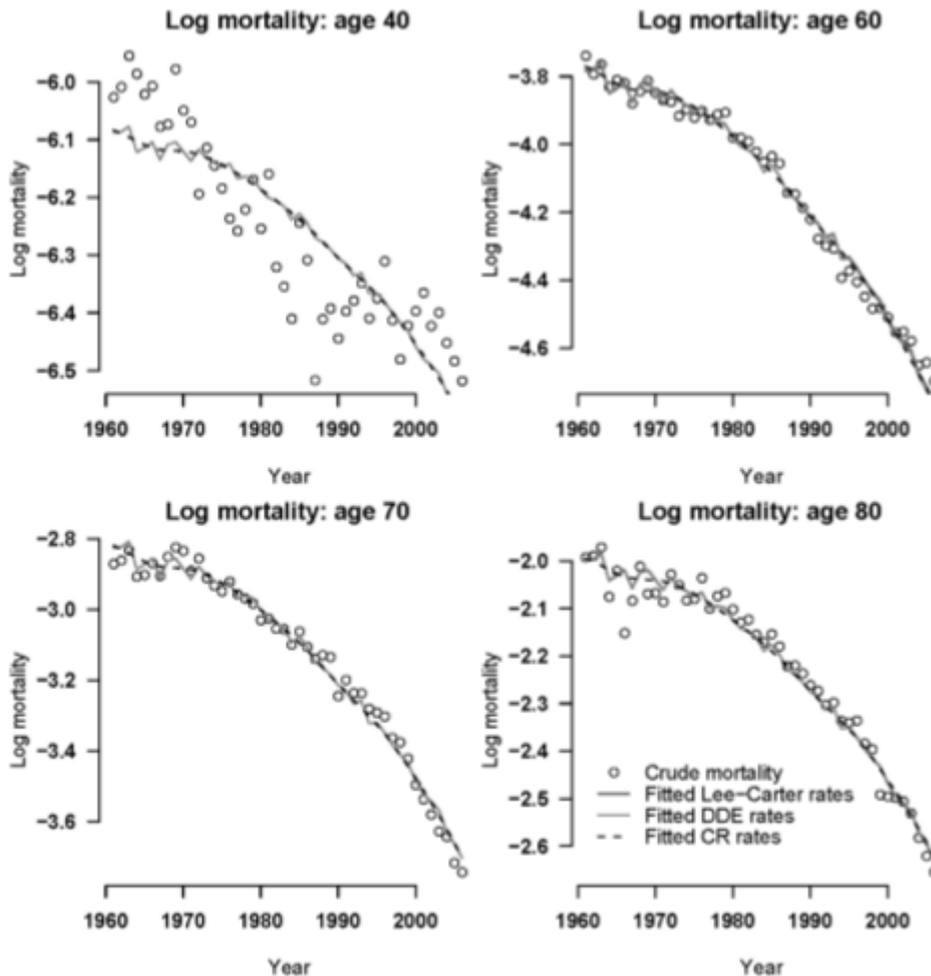


Fig.1 Log mortality at selected ages the dark grey line for original Lee-Carter parameters is largely obscured by the DDE line due to them being almost completely co-incident, i.e. the LC and DDE fits are almost identical (Source: Authors Richards, Currie)

Parameter plots for a_x , b_x and k_y (left column), and the same parameters after linear adjustment (right column); the original Lee-Carter parameters are shown as solid dots, while the DDE parameters are shown by a solid line and the CR parameters are shown by a dashed line; the linear-adjusted plots show the same coefficients on the left after subtracting a fitted straight line; they show, for example, that the pattern of a_x by age is not as linear as it seems (ONS data) the original Lee-Carter model. In each case there is an obvious smooth pattern in the parameters, hence the extension of the DDE and the CR models to smooth b_x (DDE and CR) and k_y (CR only). The crude mortality rates are shown as open circles, while the original Lee-Carter parameters are shown as a dark grey line. The DDE parameters are shown by a light grey line and the CR parameters are shown by a dashed line. The original Lee-Carter parameters are largely obscured by the DDE line, due to them being almost completely co-incident, i.e. the LC and DDE fits are almost identical. The projected log-mortality at age 65 under the DDE and CR approaches. While the central projections are very different, we can see that the confidence bounds substantially overlap, suggesting that the projection from one model is quite consistent with the projection from the other. It is interesting that the original Lee-Carter model has a confidence area which is essentially the more pessimistic half of the confidence area for the CR model. One notable feature is that the CR model has a much wider confidence interval.

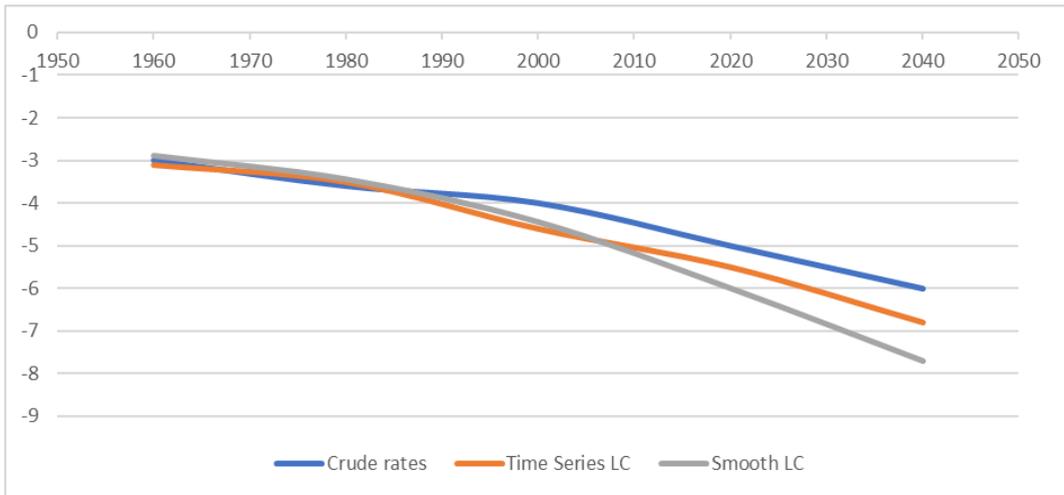


Fig.2 Mortality forecast at age 65 with 95% confidence intervals; the solid grey line is the time-series Lee-Carter forecast, together with shaded 95% confidence area; the dashed line is the smoothed-Lee-Carter forecast, together with 95% confidence bounds. (Source: Authors D'Amato, Russolillo)

In the figure we see that from 1960 to 2010, Crude rates, Time series LC and Smooth LC tend to be closed, without dispersion from each other, while after 2010 this curbs tends to go in the separate mode.

In contrast, with smaller data sets it is hard to prove the existence of more complicated patterns, thus leading to only simplistic models being fitted with narrow confidence bands, which might give an illusion of certainty. This paradox is discussed in greater detail in CMI (2005).

In below we can analyze the graph with Albanian data population. As we see the difference data birth from death is extremely lower in the recent years.

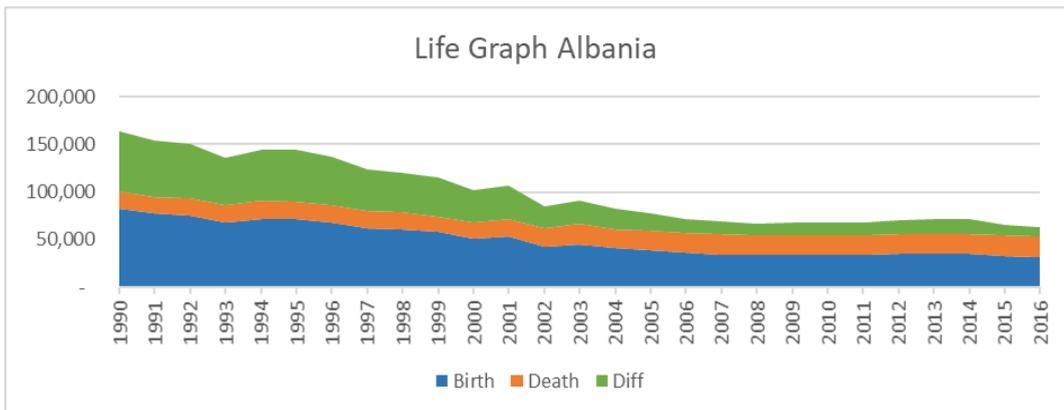


Fig.3 The graph of Albania population- birth and death per years (Source: INSTAT, Albania, O. Idrizi analyze)

From the graph we can clearly identify that the number of death, taking in consideration the number of birth is increased with a difference from 63,932 to 10,345 (birth – death). We have also analyzed that the number of divorce considering the marriage is lower with years.

This study include information by different institutions like Ministry of Finance, public and private pension institutes, INSTAT (Statistic institution) and other institutions serving in this field. It is analyzed the economic development of the country, as well human resources, social, economic and natural, in the economic development; to assess the sources of contributions

and the contributors rights; to study the performance of the social security system along transition period with a view to identifying obstacles and ways to overcome them; to provide a clear picture of the demand for development of the pension market. Pension system in Albania is facing a wide variety of interrelated problems. Albania has experienced a high level of informal labor markets as the contributions are low and this situation has brought to limited income from the wage contributions within the country itself. A large percentage of the working population is not making contributions and there are fewer workers that support the older age even nowadays. For instance, the 'urban' people have to pay high contributions for limited pensions and non-urban people pay low contribution to take low pensions, which is overall relatively high in comparison to what they should pay. Furthermore, low rates of participation in the system suggests that when these workers retire a lower percentage of the elderly which will be covered by the pension system. Significantly, when workers with few contributions reach the retirement age, they will be ineligible for benefits, which show an increase of the number of elderly facing poverty in the nearer future. According to the data presented by the World Bank, between 35 to 50 percent of the future elderly will have no pensions, compared to nowadays where almost all elderly persons can set-up and collect pensions. The estimated parameters at the Table 2 are shown in Figure3.

	Birth	Death	Diff
1990	82,125	18,193	63,932
1991	77,361	17,743	59,618
1992	75,425	18,026	57,399
1993	67,730	17,920	49,810
1994	72,179	18,342	53,837
1995	72,081	18,060	54,021
1996	68,358	17,600	50,758
1997	61,739	18,237	43,502
1998	60,139	18,250	41,889
1999	57,948	16,720	41,228
2000	51,242	16,421	34,821
2001	53,205	19,013	34,192
2002	42,527	19,187	23,340
2003	45,313	21,294	24,019
2004	40,989	20,269	20,720
2005	38,898	20,430	18,468
2006	35,891	20,852	15,039
2007	34,448	20,886	13,562
2008	33,445	20,749	12,696
2009	34,114	20,428	13,686
2010	34,061	20,107	13,954
2011	34,285	20,012	14,273
2012	35,473	20,870	14,603
2013	35,750	20,442	15,308
2014	35,760	20,656	15,104
2015	32,715	22,418	10,297
2016	31,733	21,388	10,345

Table 2 Albania population data on birth and death per years (Source: INSTAT, Albania, O. Idrizi analyze)

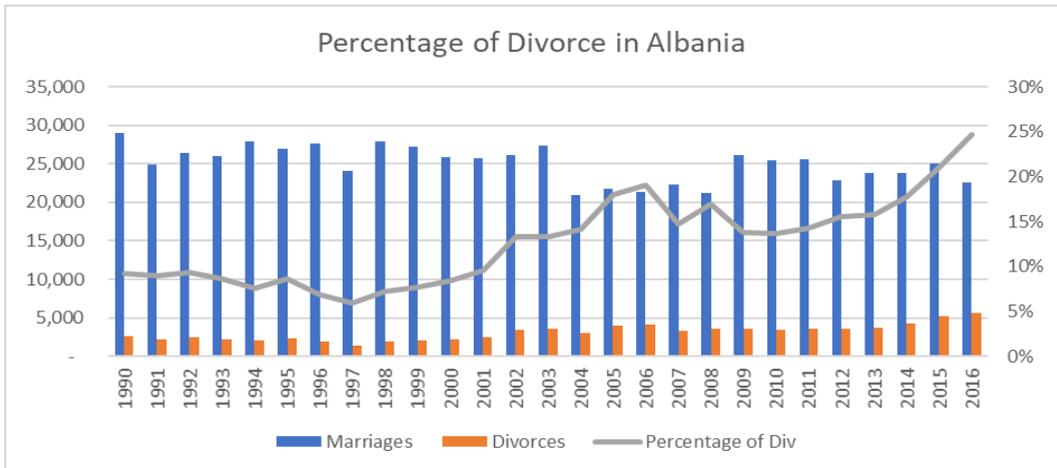


Fig.4 Graph of marriage and divorces in Albania population (Source: INSTAT, Albania, O. Idrizi analyze)

The age group and the different percentiles effect the experiment in the four rows and the successive increment in the percentage of outer values.

It is noticed that the different kt behavior in the four rows as more age groups and percentiles are considered. For better interpretation of these results, it is strategized a synthetic view of the resulting average of the 1000 kt under the 24 conditions and compared them with the series derived by the traditional LC estimation.

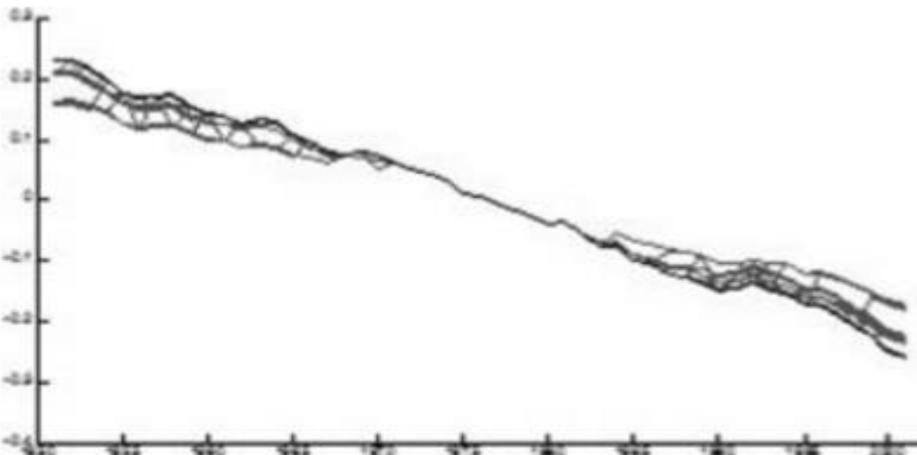


Fig. 5 .A comparison between the 24 averaged kt (in red) and the original one (in black) (Source: Authors D'Amato, Russolillo)

In Figure 5, where on the x-axis there are the years from 1950 to 2000 and on the y-axis there are the kt values, it is represent the 24,000 kt grouped according to the 24 different experimental conditions. The impact on the kt series of the age groups change and of the increase of percentage of random values considered in the selected age groups. It is noticed that the kt derived by the experiment (in red) tends to be flatter than the original one (drawn in black), i.e., there are changes in homogeneity on the kt for each of the four age groups. By comparing the ordinary kt to the simulated ones, it is obtained information about the effect of the lack of homoscedasticity on the LC estimates. To what extent does it influence the sensitivity of the results? It is assumed that the more homogenous the residuals are, the flatter the kt is. From an actuarial point of view, the kt series reveals an important result: when it is used the new kt series to generate life tables, it is see

survival probabilities lower than the original ones. The effect of that on a pension annuity portfolio will be illustrated in the following application.

In this section, it is provided an application of the previous procedure for generating survival probabilities by applying them to a pension annuity portfolio in which beneficiaries enter the retirement state at the same time. In particular, having assessed the breaking of the homoscedasticity hypothesis in the Lee-Carter model, we intend to quantify its impact on given quantities of interest of the portfolio under consideration. The analysis concerns the dynamic behavior of the financial fund checked year by year arising from the two flows in and out of the portfolio, the first consisting in the increasing effect due to the interest maturing on the accumulated fund and the second in the outflow represented by the benefit payments due in case the pensioners are still alive. Let us fix one of the future valuation dates, say corresponding to time κ , and consider what the portfolio fund is at this valuation date. As concerns the portfolio fund consistency at time κ , we can write:

$$Z_k = Z_{k-1} (1 + i_{k-1}^*) + N^k P \quad \text{with } k = 1, 2, \dots, n-1 \quad (5)$$

$$Z_k = Z_{k-1} (1 + i_{k-1}^*) + N^k R \quad \text{with } k = n, n+1, \dots, w-x \quad (6)$$

Where N_0 represents the number of persons of the same age x at contract issue $t=0$ reaching the retirement state at the same time n , that is at the age $x+n$, and i_{k-1}^* is a random financial interest rate in the time period $(k-1, k)$. The formulas respectively refer to the accumulation phase and the annuitisation phase.

Problems Identify: First, the process of parameter estimation might experience convergence problems if identifiability is not addressed. Second, even if θ and forecast $\hat{\theta}$ are parameterization that give identical historical fits, forecast distributions of mortality rates might be different. The second point means that we need to take care when fitting, e.g. a time series model to the period effects to ensure that models allow in a consistent way for the identifiability problem.

3. Forecasting Mortality

Referring to the financial scenario, it refers to the interest rate as the rate of return on investments linked to the assets in which insurer invests. In order to compare, there are both considered a deterministic interest rate and a stochastic interest rate framework.

As regards the former, it is assumed that the deposited portfolio funds earn at the financial interest rate fixed at a level of 3%. As regards the latter, it is adopted the Vasicek model. This stochastic interest rate environment seems to be particularly suitable for describing the instantaneous global rate of return on the assets linked to the portfolio under consideration, because of potential negative values. As is well known, this circumstance is not in contrast with the idea of taking into account a short rate reflecting the global investment strategy related to the portfolio.

As concerns the mortality model, in this study it is considered the survival probabilities generated by the above-described simulation procedure and by the classical estimation of the Lee-Carter model (traditional method). In the former methodology considering is the kt series arising from the experiment. Following the Box-Jenkins procedure, ARIMA (0, 1, 0) model is more feasible for our time series. After obtaining the kt projected series, it is constructed the project life table and then generalize the probabilities referred to insured aged $x = 45$. In Figure 6 it is report the survival probability distribution as a function of different LC estimation methods: the traditional and the simulation methods by D'Amato and Russolillo. As we can see, the pattern of simulated probabilities lies under the traditional probabilities. Moreover this difference increases as the projection time increases. Thus, referring to the financial and the demographic stochastic environments described above, we evaluate the periodic portfolio funds. As regards the premium calculation hypotheses, there are used two different assumptions (simulated LC, classical LC) and the fixed interest rate at 4%. It is used the same mortality assumptions made in the premium calculation even for the portfolio fund dynamics from the retirement age on, i.e., which means to resort to a sort of homogeneity quality in the demographic

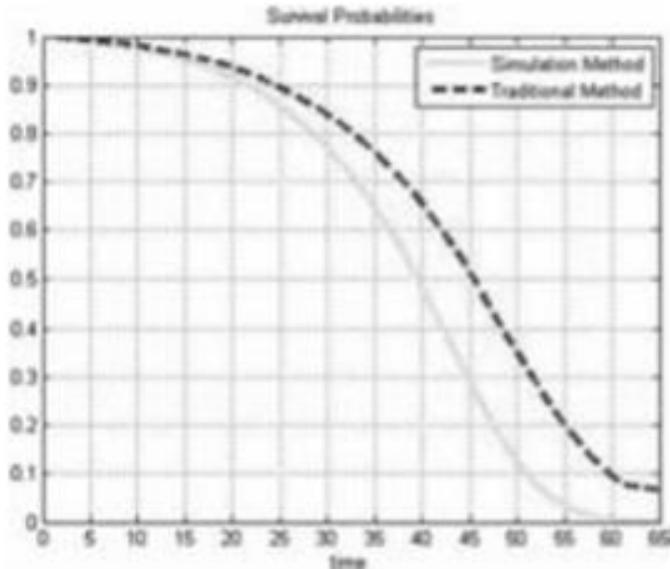


Fig.6 Comparison between the two different methods for generating survival probabilities on the basis of the Lee-Carter model: traditional and simulation method (Source: Authors D'Amato, Russolillo)

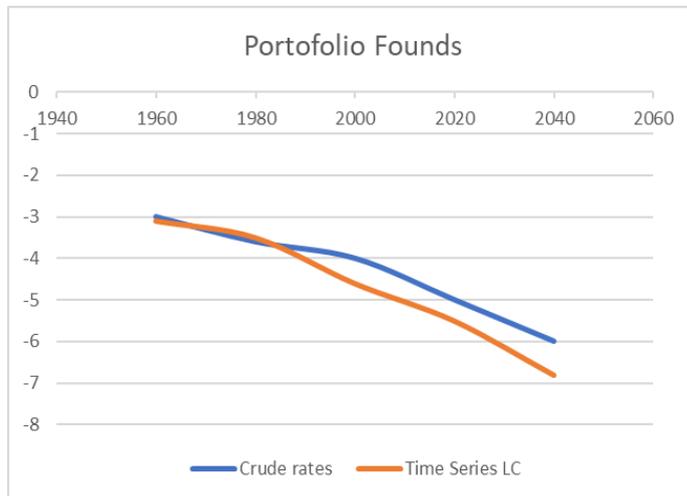


Fig. 7 Portfolio of 1000 pension annuities, $x=45$, $t=20$, $r=100$. Fixed rate at 3% (Source: Authors D'Amato, Russolillo)

In the following graphs (see Fig.6 and 7) were present the portfolio funds along with the potential whole contract life, i.e., both into the accumulation phase and into the annuitisation phase. The portfolio funds trend is calculated on a pension annuity portfolio referred to a cohort of $c = 1000$ beneficiaries aged $x = 45$ at time $t = 0$ and entering in the retirement state 20 years later, that is at age 65. The cash flows are represented by the constant premiums P , pay able at the beginning of each year up to $t = 20$ in case the beneficiary is still alive at that moment (accumulation phase) and by the constant benefits $R = 100$ pay able at the beginning of each year after $t = 20$ (annuitisation phase) in case the beneficiary is still alive at that moment. Figure 7 shows how the portfolio funds increase with

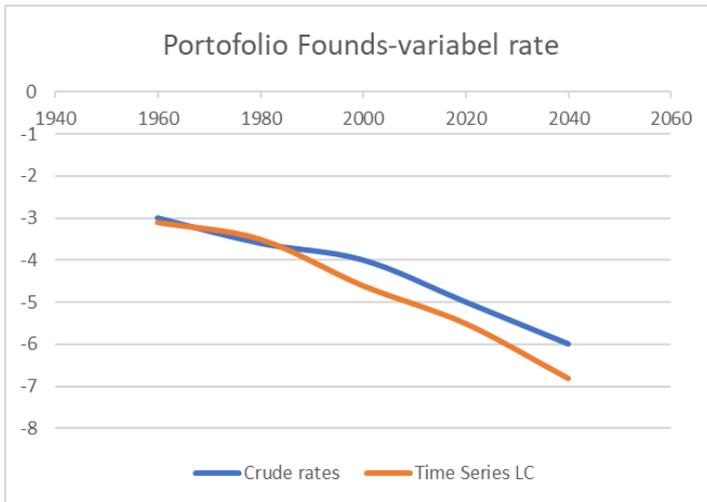


Fig.8 Portfolio of 1000 pension annuities, $x=45, t=20, r=100$. (Source: Authors D'Amato, Russolillo)

Stochastic rate of return better survival probabilities. In particular, in this figure is represented the portfolio funds earning interest, term by term, at the fixed rate of return of 3%, from the time issue on. As a first result it is found out that the portfolio fund amount is overestimated when the survival probabilities are calculated on the basis of the projection of the traditional LC estimation. On the basis of the results reported above, we can notice how the lack of homoscedasticity affects the portfolio risk assessment. Finally, it is evaluated the portfolio fund consistency from the contract issue on, adopting the Vasicek model for describing the instantaneous global rate of return on the assets linked to the portfolio under consideration. As in the previous case, Figure 8 shows that the traditional forecasting method blows up the portfolio funds amount both into the accumulation and into the annuitisation phases. The findings seen in this paper are confirmed also in the case of the stochastic rate of return. For this reason, it is provided the evidence that the lack of homoscedasticity has a strong effect on the actuarial results.

4. Conclusions

The simulation procedure proposed in this paper is characterized by an experimental strategy to stress the fulfilment of the homoscedasticity hypothesis of the LC model. In particular, it is simulated a different experimental conditions to force the errors to satisfy the model hypothesis in a fitting manner. Besides, there are developed the kt series for generating more realistic survival probabilities. In this study it is measured the impact of the two different procedures for generating survival probabilities, using the traditional and simulation methods, on a portfolio of pension annuity. The applications, referred to the male population, show that the probabilities generated on the basis of the simulation procedure are lower than the probabilities obtained through the traditional methodology by the LC model. In particular, if we apply the simulated projections to a financial valuation of periodic portfolio funds of pension annuity portfolio, we can observe lower corresponding values than the traditional one, in both the so called accumulation and annuitisation phases. In this paper it is compared the multi-population mortality model and two of its variants with the Common Age Effect (CAE) model by Kleinow (2015) using mortality data from two countries (Italia and Albania). Especially, we can notice more size able portfolio funds in the event of traditional methodology. In other words, the insurer's financial position would be overestimated by means of the traditional method in comparison with the simulation method. The results of the appraisal arise from the different behaviors of the residuals. In fact, in the traditional methodology, there is heteroscedasticity in the residuals for some age groups which can lead to more optimistic survival projections. On the other hand, on the basis of the simulation procedure, the final result shows how a more regular residual matrix leads to a flatter kt series according to the LC model hypothesis. This circumstance determines more pessimistic survival projections.

References

- [1] Box, G.E.P., Draper, N.R.: Empirical Model Building and Response Surfaces. Wiley, New York (1987)
- [2] Coppola, M., D'Amato, V., Di Lorenzo, E., Sibillo, M.: Life office management perspectives by actuarial risk indexes. Int. Sci. Invest. Man. Finan. Innov. 2, 73–78 (2008)

- [3] Deaton, A., Paxson, C.: Mortality, Income, and Income Inequality Over Time in the Britain and the United States. Technical Report 8534, National Bureau of Economic Research, Cambridge, MA (2004): <http://www.nber.org/papers/w8534>
- [4] Eckart, C., Young, G.: The approximation of one matrix by another of lower rank. *Psychometrika* 1, 211–218 (1936)
- [5] Gabriel, K.R.: The biplot-graphic display of matrices with application to principal component analysis. *Biometrika* 58, 453–467 (1971)
- [6] Human Mortality Database. University of California, Berkeley (USA), and Max Planck Institute for Demographic Research (Germany). Available at www.mortality.org or www.humanmortality.de (referred to the period 1950 to 2000)
- [7] Lee, R.D., Carter, L.R.: Modelling and forecasting U.S. mortality. *J. Am. Stat. Assoc.* 87, 659–671 (1992)
- [8] Lee, R.D.: The Lee-Carter method for forecasting mortality, with various extensions and applications. *N. Am. Actuarial J.* 4, 80–91 (2000)
- [9] Olivieri, A., Pitacco, E.: Solvency requirements for pension annuities. *J. Pension Econ. Finan.* 2, 127–157 (2003)
- [10] Renshaw, A., Haberman, S.: Lee-Carter mortality forecasting: a parallel generalised linear modelling approach for England and Wales mortality projections. *Appl. Stat.* 52, 119–137 (2003)
- [11] Russoillo, M., Giordano, G.: A computational experiment to assess sensitivity in bilinear mortality forecasting. *Proceedings of XXXI Convent AMASES. Lecce, Italy* (2007)
- [12] Lee, R.D. & Carter, L. (1992). Modelling and forecasting the time series of U.S. mortality. *Journal of the American Statistical Association*, 87, 659-671.
- [13] Delwarde, A., Denuit, M. & Eilers, P.H.C. (2007). Smoothing the Lee-Carter and Poisson log-bilinear models for mortality forecasting: a penalised likelihood approach. *Statistical Modelling*, 7, 29-48.
- [14] Lee, R.D. & Carter, L. (1992). Modelling and forecasting the time series of U.S. mortality. *Journal of the American Statistical Association*, 87, 659-671.

Role of Social Media in imparting Climate Change through Diffusion of Innovation

Syed Muhammad Saqib Saleem

Lecturer, Department of Mass Communication, Forman Christian College, University

Zahra Ali Abbasi

Freelance Researcher

Abstract

This research explores the relationship between social media and awareness about climate change amongst the university students of Lahore, Pakistan. The issue of climate change is increasing rampantly throughout the globe and is discussed on platforms like newspapers, TV and social media. Social media holds the power of making opinion followers and leaders and amplifying the magnitude of ideas like climate change. For this purpose, a survey method is used, to analyze the response from the sample of 200 in which 167 respondents filled a survey online through stratified random sampling technique. The sample size of this research was 200 and 167 respondents filled a survey online. The relation between multiple variables including awareness about important climatic events like Paris agreement, GreenTube, Smog in Lahore, Floods in Pakistan and other eminent incidents of climate change and social media are calculated by analyzing social media as a source to impart social change about climate change. The findings reveal that relationship is a significant relationship between respondents' awareness about climate change and their posting and sharing of content about climate change.

Keywords: climate, environment, social media, Pakistan, diffusion of innovation

Introduction

We, human beings, live on a planet named Earth, the only planet in the solar system known to sustain life. We consume this planet and its offerings every single second of our lives. Ever since humans have known to exist, they have utilized much of the resources this planet has and has had to offer. Of course, this is what has led to the paramount development in all spheres. All the 'luxuries' we enjoy ranging from electricity running our offices and homes to travelling on cars, bikes, trains and airplanes and all that lies between and above these, have come with a price. This price is called 'climate.' Our surroundings have changed magnificently over the years, some for good and some for bad. The concrete has replaced the green in the form of roads, buildings, adventure parks, houses and much more. With that, the increase in carbon emitting vehicles and industries have also shaped up the climate. This carbon is absorbed by the surface water of the oceans which have found to be 30 times more acidic ever since the Industrial revolution began (Climate Change: How do we know. 2017).

The climate change itself is a controversial or debatable topic, for not all people believe that change is happening rather they call it a façade. However, for those who believe in the phenomenon of climate change, the situation in the current status is alarming. The amount of trees being cut, chloro-flouro carbons (CFCs), industrial waste, smoke of transporting vehicles and industries is increasing rapidly. The carbon dioxide level is 400 parts per million (Climate Change: How do we know. 2017), this is the highest concentration in the history of mankind. Since 2001, the Earth has had the warmest 15 to 16 years. Between 2002 and 2005, ice sheets in Greenland and Antarctica have lost 150 to 210 and 152 cubic kilometers of ice respectively. The effects of climate change have been observed globally; major climate disasters include Hurricane Katrina in 2005, Japan's nuclear reactor incident, Haiti's earthquake and many more. However, less and less people are aware of the reasons behind these. In an era of globalization, people still aren't in connection with problems happening across the globe. In the literature reviewed below, it has been found that people mostly get to know about (any issue) climate change when they themselves have been affected. Not very long ago, the metropolitan city of Pakistan, Lahore, was covered in thick smog for days. Not too much surprise, the public misconstrued it for fog until the people and media took the issue to the social media identifying the issue correctly. After that multiple ideas with regards to environment and climate strolled over social media. Several public and private campaigns for saving the environment have been initiated.

Social media is said to be very powerful and revolutionary. It proved monumental in bringing revolts like the Arab Spring. It has also been used by multiple people, groups and NGOs for fighting for justice and rights. Social media in Pakistan has been used for creating political awareness among the youth and addressing issues of education, poverty, blasphemy, patriarchy, child labor, sexual abuse and even climate. However, it is yet to be found if the discussions and trends on social media have created awareness about an issue as critical as climate change.

This research would assist people researching on climate change and also how impactful social media is. The tool of social media can be used wisely and unwisely as well. The power this tool holds is monumental, but has this been sufficiently and efficiently used in Pakistan for creating awareness on climate change and have the people benefitted from it or not. This can help students, teachers and researchers. This may also help social media activist as this research is aimed at seeing if social media is an optimum way of creating awareness amongst the masses. This also includes the existing and thorough literature on causes of climate change and the role of social media in imparting information about it.

The primary objective of this research is to find the relationship between social media and imparting of information of climate change. In this study, social media is the independent variable and the information/awareness is the dependent variable. The objective is to find out whether social media has played an instrumental role in imparting climate change. It will also investigate the factors contributing to do so. The aim is to understand how the people of Pakistan perceive climate change especially on the social media.

Research questions:

R1. Is social media playing an important role in imparting climate change in Pakistan?

R2. Do changes in climate affect social media activism on environment in Pakistan?

Hypothesis:

H1. If social media is imparting climate change then social media users should post/repost/comment about climate change on social media outlets.

H2. Awareness/social media activism about climate change increases with the adversity or intensity of climate change within the country.

Key Concepts

Social Media: Social Media is the independent variable in this research. Internet based applications where users produce or share information with other users. A respondent in this research must be an active account holder on at least one social media outlet. For an active account holder the minimum time using social media is one year with at least 30 minutes spent on that account daily. Social Media outlets refer to Facebook, Twitter, Instagram, YouTube and Snapchat.

Climate change: Observation of long-term and large-scale shifts in Earth's weather patterns. This includes floods, volcanic eruption, tsunamis, droughts, cyclones, global warming, greenhouse gases, ozone layer depletion, heat wave, snow storm, land sliding and wildfire.

Imparting: Reception and transfer of information about climate change between users on social media. The information received or transmitted is the dependent variable in this research. This includes following pages, taking part in discussions regarding climate change, posting information or photos, commenting about climate change and getting informed about climate change through social media outlets.

Literature Review

Deforestation is considered to be one of the major contributing factors in climate change. Agriculture is dependent on climate but due to cutting of forests, the climate has found to be getting warmer and drier. One of the lifelike repercussions of deforestation is reduced amount of rain. Though if a small patch of forest is cleared it may increase the rainfall but, realistically the amount of deforestation that's been happening in the tropics has been reducing the rain. The climate change has also increased the heat in the tropical regions which has had negative implications on the agriculture. This trend of climate change may extend out of the tropical regions as well (Lawrence, 2014).

(Coe, Marthews, et.al, 2013) finds that deforestation in Amazon has an impact on wind direction in the forest, evapo-transpiration and precipitation. The deforestation in Amazonian forests since 1970s has been the reason in the delay of rainy season by 18 days. Fires in the forests have also had a large impact on the droplet size of rain which has reduced

and the duration and height of clouds has increased. This has been due to the large amounts of aerosol produced due to fires. As the rains are reduced the period of drought especially during the dry seasons has enlarged. This could potentially increase the chance of the SSE (South-South Eastern) Amazon becoming the primary source of carbon. The article also suggests that if the greenhouse gas emissions, changes in drought and rainy seasons may alter the structure of the SSE Amazon, control on all such contributing factors should be managed at a global level to lessen, if not finish, the impact on the forests.

Urban areas are relatively hotter than their less urbanized surroundings. One reason being that concrete infrastructure that absorbs heat and natural evaporation is hindered. Much of the vegetation is replaced by houses, buildings or roads. This is why the hot months are hotter and longer. A major evident indicator is the ongoing and rapidly increasing air pollution contributed majorly by transportation, industrialization and commercialization. The release of gases from air conditioners, automobiles and industry are increasing pollution. These changes are directly proportional to the extreme changes in climate. Rainfall or storms are increasing in magnitude causing flooding however, the time span between rains is widening, increasing chances of drought. This urbanization and its affect has great implications on human health. The demand in energy is in direct correspondence with changes in climate; if the weather is hotter; more use of air conditioners is witnessed. Alternate energy sources can be used to cope with the demand. (Sclar, Close & Brown, 2013).

This book (Klein, 2015) deliberates on how the race of capitalism has led to increased industrialization, which in turn has led to increase in pollution, causing distinctive climate changes. 'A Swedish expert Andreas Malm has described the 21st century as emission explosion.' When China became the blooming economy it also became the blooming chimney, the country has been responsible for two-third of the world pollution and 48 percent of this has been due to producing goods for import. The great amount of carbon emission from across the globe from transport and especially industries is the reason for depleting the layers of ozone. The idea of globalization and free trade has majorly aided the notion of increased industrialization for a country's economic growth. The concept of allowing multi-national corporations to stream across the globe in search of cheap labor, created major industries in Mexico, South Korea and later China. For saving the climate, there is a need to change the way economies are growing. The focus needs to be shifted towards biodegradable energy and other sources which have minimum carbon, nitrogen and sulfur emissions. Kyoto Protocol was a big deal capturing the heads of all the big money makers who were exploiting the environment for their capitalist interests, but with changes in administration come the changes within all leading agreements concerning environment. According to the author the ideas of growing economies and saving the environment can't coexist.

Multiple leading newspapers have had to let go of their science and environmental staff. In 1980s, over ninety newspapers in the United States had science sections published on a weekly basis but, the number reduced to less than twenty by the end of the year 2013. The manner in which newspapers have led the debate on environmental changes and particularly crises have shaped the perceptions of the readers and viewers of the electronic media. This extended to online comments sections, editorials and letters to the editors as well and they've become the battle field for arguments on climate. The bloom of social media has made it easier for the information to reach out to the masses. However, it has been found that information on social media is not to be conversant rather it is to validate one's own stance in topics as critical as environment. Users find people holding similar opinions to make communities. Similar to the internet search, the social media also suggests user material based on their search history hence, greater the chances of strengthening the same opinion. This is a hurdle in the discourse of public perception about climate change. (Hoffman, 2015).

(Williams, McMurray, Kurz & Lambert, 2015) argue that with the increasing trend of using hashtags, any idea can be made viral in minutes; such is the power of social media. Such platforms are pertinent for debate on climate change and are also known to impact the attitudes of the audience. However, there's a segregation between the users of this platform, either who interact with people having similar opinions or those who discuss or argue with varying narratives. The former type has a positive sentiment in the discussion while the latter holds a negative sentiment. People who use social media or have access to internet have been found to be the opinion leaders on political issues like climate change whereas the impact on offline users is also considerate.

Another key factor that has been identified (Schmidt, Ivanova & Schafer, 2013) in an article is, how awareness about climate change is the adversity or intensity of climate change itself within the country. The research shows that countries that are under the influence or impact of the Kyoto Protocol have had high level of debate on issues of climate change. However, irrespective of this factor, an average level of awareness about the conservation of climate has risen worldwide. The outreach of this message or debate has been increased by the general people and NGOs using social media.

Unless there is big news or something personally linked to climate change, people do not pay heed to the debate of climate change. An issue serves as a stimulus for stirring up the debate which causes intrigue amongst masses to gather information. Other than that, people mostly land on information relevant to environment or climate whilst devouring entertainment or politics. In addition to this, the multi-tasking nature of social media lessens learning, which in return increases the problem of retaining or even gaining public attention at a broader level. Major focal events which stirred the climate debate around the globe were the oil spill in the gulf in the year 2010. (Dryzek, Norgaard & Schlosberg, n.d.)

The idea of this book is that social media has played a monumental role in matters of natural disasters. In such issues the social media has aided in terms of immediacy, outreach to masses and impact. It is quick in collecting and imparting information along with correcting information with debauched speed. Social media has taken the place of conventional mainstream media with every person being a journalist and a reporter dissipating information. (Drake et al, 2015)

In environmental crisis, social media plays a critical role. Nonetheless, the traditional communication theories reject the role of the medium rather they stress on the nature of the crisis and the strategy adopted for communicating it to the masses. With respect to the nuclear crises of Fukushima in Japan that resulted from massive environmental fluctuations, a comparison of the mediums was done; Facebook and Twitter versus the traditional newspapers. The outreach of the communication to the masses was found to be of greater impact through social media however, actions resulting from such communication, for instance abstention from a brand or a company harming the environment was found to be dominated by the conventional media (newspapers). The reason being, that people regard the information of the newspaper more reliable and credible. Credited to the same reason, people were found to be more inclined towards newspapers for sharing or discussing the information. Another key factor that was shaping the crises communication was found to be the dominance of rationalization and lack of emotions or empathy in the news stories of the newspapers. (Sonja Utz, Friederike Schultz, Sandra Glocka. 2013).

The primal point of this literature revolves around the optimal use of social media by the ordinary masses also known as citizen journalism. If one wants to affect the masses by voicing one's opinion on climate and its issues the best medium is the social media for it has a wider audience. Scientists and activists for a long time used social media for addressing the problems associated with climate; however, many efforts went in vain. For a message to be effective there's an essential need for understanding the audience and nature of the platform being used. In order for science and pertinent issues like climate change to reach the masses, it is necessary to understand the need of the society which currently has shifted its focus on the new digital media also known as social media. (Nouraini, 2016).

The prevalent use of visual images in the fifth report of UN on climate change (IPCC) is a clear indicator of how the climate change matter is now being discussed through the concept of visual imagery. It is known to create a bigger impact on the viewer. The discourse on environmental crises can potentially be led by artists using the platform of media and especially social media. However, in communities like that of Vietnam where media content is self-censored by the community, it is difficult to gather the maximum audience and that too which is active rather than passive. For fulfilling this purpose the strategic use of tools like the world web and social media can build up regional and global networks. Towards the expiration of the 20th century, the conventional or mainstream media (electronic and print) provided 'packaged' news stories about the environmental crises. This functioned as a barrier for the debate and discourse needed for public awareness about environmental crises. Around the 1990s, citizen journalism began with the boom of social media and smart phones, which drastically changed the way environmental issues are offered and conversed. This platform is being used by the NGOs proficiently. However, the variations found in internet accessibility and availability throughout the globe has also greatly affected the implications of climate change but, environmental incidents of great intensity like the Fukushima nuclear disaster was amplified by discussion, debate, lobbying and public art in the social media. This, however, can be termed as 'conference than conversation.' (Larissa Hjorth, Sarah Pink, Kristen Sharp, Linda Williams. 2016)

People living in the United States have found to be referring to impacts of changes in weather as 'global warming' or 'climate change'. These terms on social media have served to be the indicators of public interest about the issue. More than two million tweets were found on Twitter in a span of two years, this trend would regress with respect to time and changes in weather. All of this was found to be dependent on the changing weather. Changes in weather had a direct impact on people addressing the issue on social media. (Kinilenko, Molodtsova & Stepchenkova, 2015).

The revolution brought in by digital media and phones in Africa has remained underdeveloped. The matters of social development and unrest of high importance however, data relevant to them isn't recorded proficiently or isn't readily available, at least. Similar is the case with issues of climate change. However, the recent boom of cell phone market in Africa has brought a change along with the increase in access of internet. This has broadened the opportunities for people

to get information on issues of climate. There have been major climatic changes resulting in arid lands and lack in vegetation. Online projects like Cyber Shepherds Project have linked herders amongst each other and have eased the entire process. The project also holds the ability of issuing a warning in case of a predictable disaster. The amalgamation of internet and social media serves as a crowd sourcing for bringing a wider audience and collecting data in matters of climate and conflicts. (Urmilla Bob, Salomé Bronkhorst, 2014.)

The media is regulated by the state and its policies. The impact of social media has not been found to be monumental as the governmental policies have an impact on this medium as well. The information from the mainstream media is copied to the social media activists of climate change. Hence, there's a repetition of the similar content that resurfaces on the social media platform. This hinders the addition of new or fresh content. There's more information found in relevance to the negative impacts of climate change. Much of the debate and discourse about climate change on social media is being led by the non-governmental organizations (NGOs). However, in Russia, environmental NGOs aren't powerful to create an impact. All media outlets, whether conventional or digital, are controlled by the state in Russia. However, the extent and intensity of the control exercised by the state depends on the nature of the issue. Climate change being a non-representational issue has had to face less control by the state. (Marianna Poberezhskaya, 2015)

Theoretical Framework

Theory of Diffusion of Innovation's first phase was developed by Ryan and Gross in 1943, the second phase was contributed by E.M Rogers in 1962 and the third phase of the theory was given by Valente in 1996. The theory at its core explains how a new idea, product or behavior over a period of time gains impetus and then diffuses/spreads within a specific group of people or the society. Adoption of any new idea, product or behavior initiates by dismissing the previous one. The adoption isn't concurrent in the masses at an equal level. Some people adopt it quicker than the others and their attributes differ. The second phase of the theory explains five types or categories of adopters;

Innovators: The people who are the risk takers, very little needs to be done to make such people get attracted to the new innovation.

Early Adopters: These people are opinion formers or leaders, they are comfortable with change for which they need little information.

Early Majority: Such people do adopt the new ideas after confirming the success of the innovation through evidence and users.

Late majority: These people are cynical about new ideas and products, they'd only try it if it's been tried and approved by the majority.

Laggards: these are the conservative people and are very hard to adapt to changes. To make them adapt to new ideas or products statistics, fear and pressure of the users.

The third phase explains the threshold models; the role of social models and the process of diffusion occurring between the adopters. Each society has its own construct of ideas making a social network. Within this network the adoption of new ideas is directly proportional to an individual's encounter with the societal threshold. The lesser the threshold more are the chances of adaption of ideas and vice versa. Such people who can lead the opinion due to early adoption are called 'opinion leaders,' which can/may influence people facing higher societal threshold. These thresholds are influenced by the variation in time in which the innovation reaches to the adopters. The opinion leaders hold the ability of accelerating the process of diffusion. The leader needs to be knowledgeable about the society's dynamics and the innovation. (Valente, Davis, et al. 1996).

Social media itself is an innovation that has been diffused widely within the masses including all five above mentioned adopter categories. However, now the social media serves as a platform for the diffusion of different new ideas and products within the masses. The social media previously has been used for political awareness during Arab Spring, US elections, human activism campaigns. In the recent alm of environmental changes and increase in global carbon emission, there have been evident activities on social media discussing this topic. The idea of climate change is subjective to individuals based on their global location, surrounding environment and individual experience. In correspondence to the theory social media is such an innovation that is dependent on the access of internet services. Some people within the society have had access to social media for a long time while the others have recently been introduced to it. Reasons may vary from demographical differences, gender or any other societal prejudice. These all create differences amongst the masses which leads to the differentiation of people as opinion leaders on social media and followers. Some people are found to be more

vocal, opinionated and followed than the others. The research is aimed at identifying the extent of the diffusion of the idea of climate change within the masses of Pakistan.

Methodology

A deductive and quantitative method is applied on the research to find out the awareness of climate change in the people using social media. A survey/questionnaire is used to find out the result. The universe for this research includes all people being affected by the climate change and having access to internet. The population for this research is the educated youth having access to internet. This is based on data collected by Statista ("The Statistics Portal,"2017). According to which Face book is the most used social website and 'We are Social' according to which Pakistan's Facebook monthly users in Pakistan are 30 million (21 million males and 6 million females) out of which the largest user group is of 18 to 24 years of age. University students from both private and public universities of Lahore, Pakistan have been taken for the study. The sample size for this research is 200 respondents. Random sampling technique has been used since it is convenient and taking both public and private institutes ensures balance. The responses of the people taking the survey are measured through **Likert scale**. According to this scale the respondents have the option of choosing from 1 to 5.

Findings and Discussions

Reliability Statistics of the study

Cronbach's Alpha	N of Items
.896	43

The findings of the research are given to explain people's opinions reflecting upon their awareness about Climate Change. Following figures have been used to explain the demographics of the respondents

5.1 Demographics

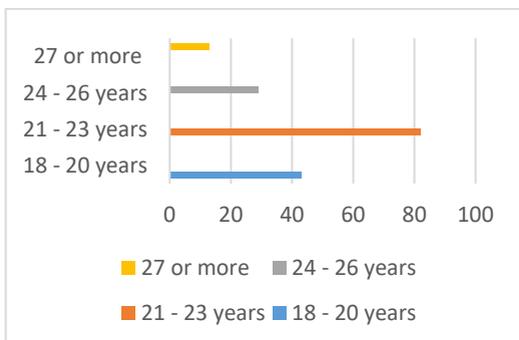
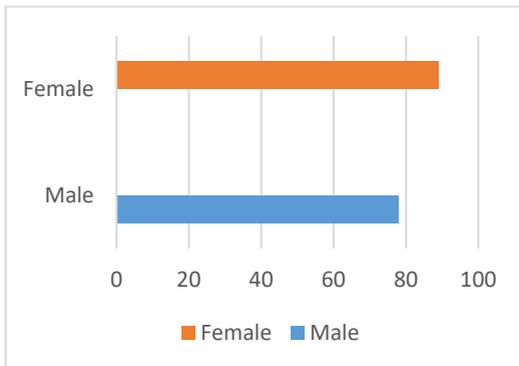


Figure 5.1.1 Gender of Respondents

Figure 5.1.2 Age of Respondents

According to figure 5.1.1, 167 respondents 89 (53.29%) are female and 78 (46.7%) were male. Figure 5.1.2 shows the age bracket of the respondents, 82 of the respondents are of 21 to 23 years (49.1%), followed by 43 (25.74%) respondents are of 18 to 20 years, then 29 (17.36%) respondents are of 24 to 26 years and lastly, 13 (7.78%) respondents are of 27 and more years.

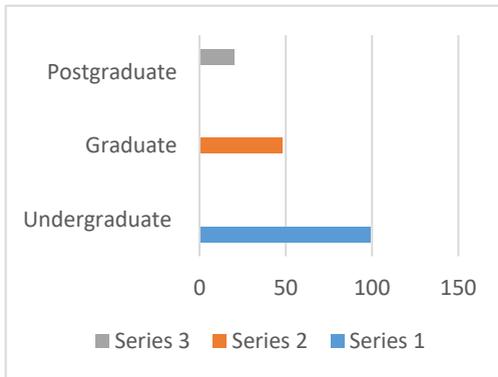


Figure 5.1.3 Qualification of Respondents

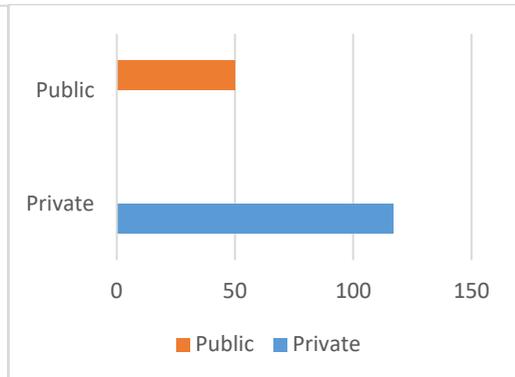


Figure 5.1.4 Institute of Respondents

As shown in Figure 5.1.3 out of 167 respondents 99 (59.28%) are undergraduates, followed by 48 (28.7%) graduates and the least are postgraduate students 11 (11.97%). In Figure 5.1.4 between private and public, 117 of the respondents are from private institutes (70.5%) and 50 (29.94%) respondents are from public institutes.

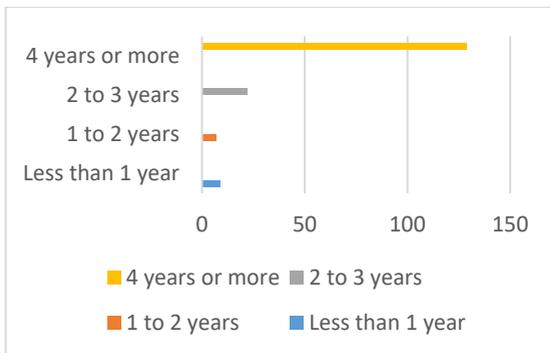


Figure 5.1.5 Years spent on Social Media

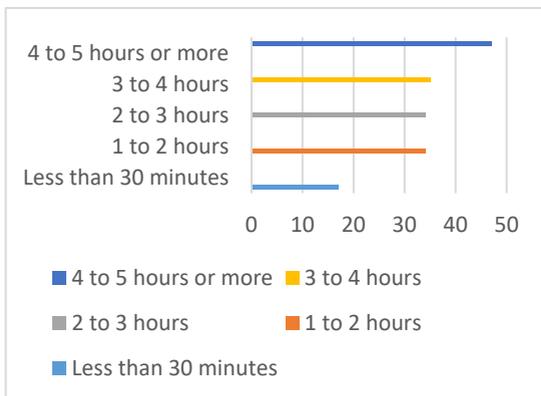


Figure 5.1.6 Time spent on Social Media

In Figure 5.1.5 out of all the respondents who use social media 129 (77.4%) have been using it for the past 4 years or more, followed by 22 (13.17%) respondents who have been using social media for 2 to 3 years, followed by 9 (5.38%) respondents who have been using social media for less than a year and lastly are 7 (4.19%) respondents who have been using social media from 1 to 2 years (4%).

Figure 5.1.6 shows the duration for which the users use social media, 47 (28.1%) respondents use social media for 4 or more hours daily, followed by 35 (20.95%) respondents who use social media for 3 to 4 hours daily (22.6%), then equal number of respondents i.e. 34 (20.34%) respondents use social media daily for 1 to 2 and 2 to 3 hours, and lastly, 17 (10.17%) respondents use social media outlets for less than 30 minutes.

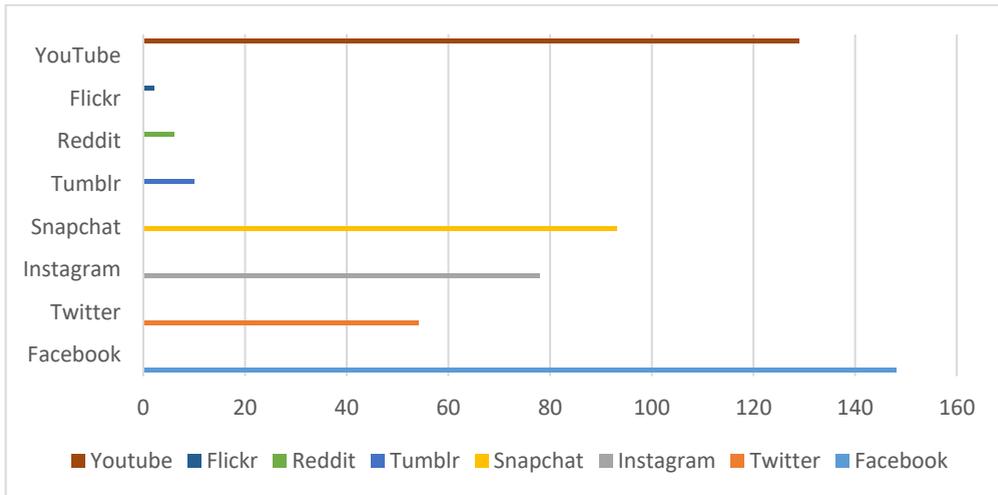


Figure 5.1.7 Active Social Media Accounts of Respondents

Figure 5.1.7 shows that when respondents were inquired about the multiple social media outlets they are actively using, 148 respondents (88.62%) are using Facebook, 129 (77.24%) are using YouTube, 78 respondents (46.70%) are using Instagram, 93 respondents (55.68%) are using snapchat, 54 (37.33%) respondents are using Twitter, 10 respondents are using Tumblr (5.98%), 6 (3.59%) respondents are using Reddit and only 2 respondents are using Flickr (1.19%).

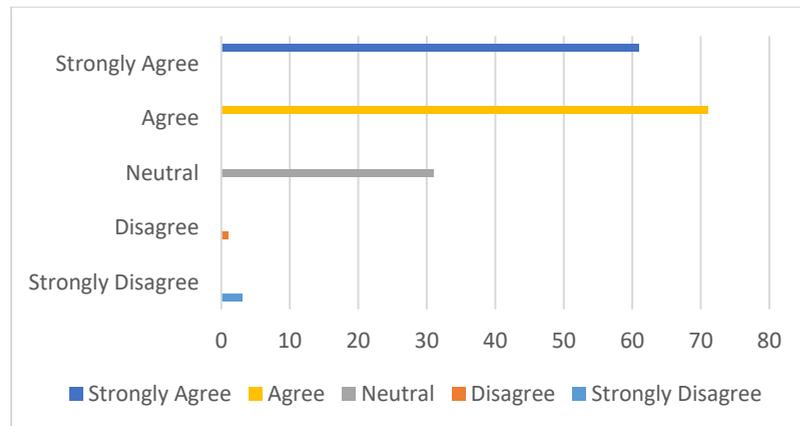


Figure 5.1.7 Respondents have heard/read about Climate Change

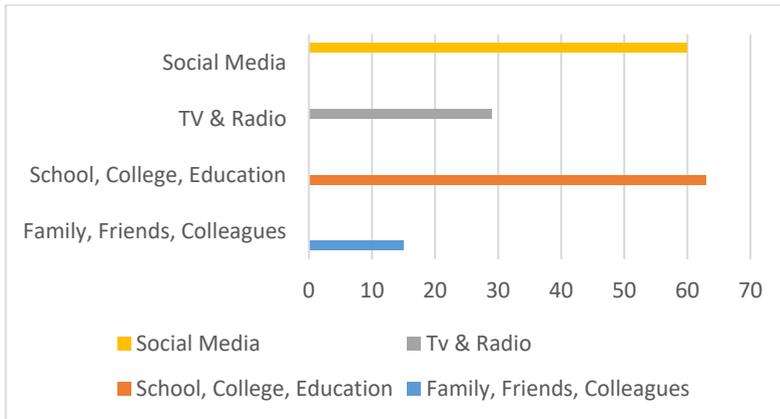


Figure 5.1.8 Source of Information for Respondents about Climate

When asked if the respondents had heard about Global Climate Change, 61 (36.52%) strongly agreed to it, 71 (42.51%) agreed to it, 31 (18.56%) had a neutral response whereas only 3 (1.79%) and 1 (0.59%) strongly disagreed and disagreed respectively. The respondents were asked to choose the source of information 63 respondents (37.72%) said they get the information about climate from education, 60 respondents (35.90%) credited the information to social media, 29 (17.36%) respondents found the information from broadcast media (TV and Radio) and only 15 (8.98%) respondents found about climate change from family, friends or their colleagues.

5.2 Univariate Analysis

Univariate Analysis is conducted for all variables, to test the standard deviation and variance in the results of each variable.

Figure 5.2.1 Awareness, reliance and participation on Social Media

	Rely on social media for info	Well Informed about climate change	Social Media imp source of info	Pay attention to climate posts	Run/Follow campaigns on social media
Mean	3.41	3.75	3.45	3.43	2.80
Std. Deviation	.913	.861	.797	.888	1.037
Variance	.833	.741	.634	.788	1.075

Figure 5.2.1 shows the results about respondents' reliance on social media for information, the level of information they have about climate change, whether or not they consider social media an important source of information, if they pay attention to posts about climate change on social media and if they have run or followed campaigns about climate change on social media. All variables' results have turned out to be highly significant. For all these variables, the respondents' results are significantly widespread.

Figure 5.2.2 Posting/Sharing about imp issues on Social Media

	Got/Shared info on Paris Agreement from social media	Got/Shared info on Smog in Lahore from social media	Got/Shared info on Glacier melting in Pak from social media	Post/Share content on Climate Change	Post/Share on climate crises/disasters
Mean	2.71	3.82	3.35	2.90	3.17
Std. Deviation	1.141	1.002	1.017	1.128	1.081
Variance	1.302	1.004	1.035	1.273	1.168

Figure 5.2.2 explains the mean value, variation and deviation in answers to questions about whether respondents' post or share information about important issues like Paris Agreement, Smog in Lahore, Glaciers melting in Pakistan and climatic disasters. The standard deviation and variance is highly significant for all above 5 variables.

Figure 5.2.3 Awareness/Post/Share about imp events of Climate Change in world

	Aware of GreenTube campaign on social Media	Followed IPCC on social media	Got/shared info on Earth hour from social media	Got/shared info on Endangered Species from social media	Got/shared info on Carbon Marketing/Trading from social media	Got/shared info on Green/electric from social media
Mean	2.60	2.38	3.31	3.46	2.95	3.37
Std. Deviation	1.087	1.027	1.171	1.063	1.110	1.132
Variance	1.181	1.056	1.372	1.129	1.232	1.281

Figure 5.2.3 illustrated significant deviation and variance in the respondents' answers about the important social media campaign GreenTube, IPCC's fifth report, Earth Hour, Carbon Marketing, Green cars, the nuclear disaster of Fukushima reactor plant and the melting of ice caps in the Antarctica and Polar regions of the world.

Figure 5.2.4 Post/Share about Climate Change in Pakistan

	Got/shared info on recent floods and rains in Pak from social media	Got/shared info on Thar drought from social media	Actively posted/shared info about recent heat wave in Pak from social media	Post/Repost on social media when climate shifts around the respondent
Mean	3.66	3.39	3.13	3.12
Std. Deviation	.967	1.091	1.147	1.118
Variance	.935	1.191	1.315	1.251

Figure 5.2.4 shows highly significant variance and deviation in respondents' answers about important climate issues in Pakistan including the recent floods and high rains, the drought in Thar, heat wave across Pakistan and the shifts in climatic conditions in their surroundings

Figure 5.2.5 Effectiveness/Accessibility of Social Media

	Minimum	Maximum	Mean	Std. Deviation	Variance
Social Media is optimum to post/share content on climate change	1	5	3.49	.897	.805
News on Climate Change is more accessible on social media	1	5	2.93	1.141	1.303
Discuss climate change on social media	1	5	2.95	1.113	1.239
Post/Repost on social media when world climate shifts	1	5	3.12	1.118	1.251
Post/Repost on social media when climate shifts around the respondent					

Figure 5.2.5 shows that for sharing and posting content on Social Media about Climate Change the deviation and variance is highly significant in the answers of the respondents. Whereas the respondents' answer about the effectiveness and accessibility of Social Media as tool shows marginal significance.

5.3 Inferential Analysis

Table 5.3.1 Correlation between Posting about Climate and its Awareness

		Heard/Read about Climate Change
Heard/Read about Climate Change	Pearson Correlation	1
	Sig. (1-tailed)	
Post	Pearson Correlation	.218**
	Sig. (1-tailed)	.002

** . Correlation is significant at the 0.01 level (1-tailed).

To test the first hypothesis, correlation between respondents' sharing, posting or commenting and their awareness about Climate Change was found. The correlation between these two variables is found to be positive (.218) and the significance of the relation is significant. This shows that as people get aware of climate change, they post about different national and international events/incidents of climate. This could also be verified by the earlier results of this research shown in the demographics' Figure 5.1.7 and 5.1.8 according to which, (61%) and (71%) respondents strongly agreed and agreed respectively about hearing or reading about climate change and (60%) respondents had credited it to social media.

Table 5.3.2 Correlation of respondents' discussing climate change and climate events worldwide and in Pakistan

		Discuss climate change on social media
Discuss climate change on social media	Pearson Correlation	1
	Sig. (1-tailed)	
Worldwide	Pearson Correlation	.671**
	Sig. (1-tailed)	.000
Pakistan	Pearson Correlation	.649**
	Sig. (1-tailed)	.000

** . Correlation is significant at the 0.01 level (1-tailed).

To test the relationship between respondents' discussing climate change with climate events happening across the globe and the respondents' surrounding, a correlation test was performed. According to the results, a strong positive correlation was found between both the cases; discussing climate when there is a shift in climate worldwide and discussing climate when there is a shift in the climate in the respondents' surroundings. Since all the respondents belonged to the city of Lahore, Pakistan. The surroundings of the respondents are conceived as Pakistan and its climatic events. The correlation between discussing climate change and the shift in climate worldwide was found to be marginally greater (0.671) than discussing climate when there's a shift in the respondents' surrounding climate (.649). This shows that respondents post/share/comment (impart) information about climate change when there is a shift in the climate both globally and nationally. However, the significance of both these correlations has been found to be negligible.

Conclusion

The purpose of this research was to find whether or not a relationship exists between social media and climate awareness. Climate change has become a global concern and a critical matter of debate at international, national and local platforms. Hence, an increased amount of focus and attention is given to the topic of Climate Change. However, in a world that is capitalist (Klein, 2015) the concern of climate seems neglected. One substantial proof is environmental sustainability being the seventh priority in the global millennium goals' list. The political and economic fluctuations in Pakistan have always been the center of focus and debate on all major platforms including TV, newspapers, radio and even social media. The effectiveness of social media has been amplified by trends like hashtags. This can be used to the advantage of increasing awareness about climate change. Another key factor that has been identified in the research is that highlighted events of climate change are discussed on social media; respondents were from Lahore and majority agreed to posting and sharing about smog in Lahore. The research explains how adversity in surrounding climate directly corresponds to the participation in awareness about climate.

Social media being an independent platform holds greater influencing power, hence, as consumers of the environment the users hold the responsibility of producing and sharing content at a global platform about climate. Matters of politics, economy and religion seem to have overshadowed the significance of climate.

Future research on this topic should include a bigger sample size and a large number of questions. People who have been inflicted by climate change at a broader level should be incorporated. Northern areas of Pakistan that have been stricken by floods and large scale shifts in temperature should be a part of the research sample. A deeper understanding of social media's use and power should also be considered to broaden the research sphere.

References

- [1] Bob, U., & Bronkhorst, S.(Ed.). (2014). *Conflict- sensitive adaption to climate change in Africa*. Retrieved from https://books.google.com.pk/books/about/Conflict_sensitive_Adaptation_to_Climate.html?id=L5AZBQAAQBAJ&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false
- [2] Climate change: How do we know? (n.d.). Retrieved from <https://climate.nasa.gov/evidence/>

- [3] Coe, M. T., Marthews, T. R., Costa, M. H., Galbraith, D. R., Greenglass, N. L., Lmbuzeiro, H. MA., ... Levine, N. M. (2013, April 22). Deforestation and climate feed backs threaten the ecological integrity of south-southeastern Amazonia. Retrieved from <http://rstb.royalsocietypublishing.org/content/368/1619/20120155.short>
- [4] Dryzek, J. S., Norgaard, R. B., & Schlosberg, D. (2011). *CLIMATE-CHALLENGED SOCIETY*. Retrieved from https://books.google.com.pk/books?hl=en&lr=&id=BSVnAQAAQBAJ&oi=fnd&pg=PP1&dq=John+S.+Dryzek,+Richard+B.+Norgaard,+David+Schlosberg.+2011.+New+York.+NY:+Oxford+University+Press.+&ots=SExD8D-MgL&sig=YQvYn5LQwA7u4uRpev6hB5Q2YWk&redir_esc=y#v=onepage&q&f=false
- [5] Hjorth, L., Pink, S., & Williams, L. (2017). Screen Ecologies: Art, Media and the Environment in the Asia-Pacific Region. *International Journal of Communication*, 11, 327-329.
- [6] Hoffman, A. J. (2015). *How Culture Shapes The Climate Change Debate*. Retrieved from <http://www.sup.org/books/title/?id=25621>
- [7] Imparting. (n.d.). Retrieved from <http://www.thefreedictionary.com/imparting>
- [8] Kinlenko, A. P., Molodtsova, T., & Stepchenkova, S. O. (2015). People as sensors: Mass media and local temperature influence climate change discussion on Twitter. *Global Environmental Change*, 30, 92-100. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0959378014001952>
- [9] Klein, N. (2015, August 4). This Changes Everything: Capitalism vs The Climate. Retrieved from <https://www.amazon.com/This-Changes-Everything-Capitalism-Climate/dp/1451697392>
- [10] Lawrence, D., & Vandecar, K. (2014, December 18). Effects of tropical deforestation on climate and agriculture. Retrieved from <https://www.nature.com/nclimate/journal/v5/n1/full/nclimate2430.html>
- [11] Nouraini, S. (2016). *Social Solutions for Climate Change:How to Inspire Action Through Social Media*. Retrieved from https://books.google.com.pk/books/about/Social_Solutions_for_Climate_Change.html?id=A0s3MQAACAAJ&redir_esc=y
- [12] Poberezhskaya, M. (2016). *Communicating Climate Change in Russia: State and Propoganda*. Routledge.
- [13] Utz, S., Schultz, F., & Glocka, S. (2013). Crisis communication online: How medium crisis type and emotions affected public reactions in the Fukushima Daiichi nuclear disaster. *Elsevier*, 39(1), 40-46.

Appendix

Questionnaire

Gender	Do you own any social media accounts?	4-5 hours and more
Female	Yes	You are an active user of how many social media outlets
Male	No	Facebook
Age	For how long have you been owning a social media account?	Twitter
18-20 years	Less than 1 year	Instagram
21-23 years	1-2 years	Snapchat
24-26 years	2-3 years	Tumblr
27 and more years	4 years and more	Reddit
Education	How much time on average do you spend on social media platforms daily?	Flickr
Undergraduate	Less than 30 minutes	YouTube
Graduate	1-2 hours	I have heard/read about 'Global Climate Change'
Postgraduate	2-3 hours	Strongly Disagree
Educational Institute	3-4 hours	Disagree
Private		Neutral
Public		Agree

Strongly Agree	I have run/followed campaigns on climate change on social media outlets	Agree
If yes, from where did you hear about it?		Strongly Agree
Family, friends, colleagues	Strongly Disagree	I post/share/comment on Social Media outlets when there is a climatic crises/disaster
School, college, education	Disagree	Strongly Disagree
Broadcast media (TV, Radio)	Neutral	Disagree
Social Media	Agree	Neutral
I rely on social media for information.	Strongly Agree	Agree
Strongly Disagree	I got/shared information on Paris Agreement from Social Media outlets	Strongly Agree
Disagree	Strongly Disagree	Social Media outlets are optimum for producing and sharing content on climate change
Neutral	Disagree	Strongly Disagree
Agree	Neutral	Disagree
Strongly Agree	Agree	Neutral
You are well informed about climate/environmental issues.	Strongly Agree	Agree
Strongly Disagree	I got/shared information about Smog in Lahore from Social Media outlets	Strongly Agree
Disagree	Strongly Disagree	News on Climate Change is more accessible on Social Media
Neutral	Disagree	Strongly Disagree
Agree	Neutral	Disagree
Strongly Agree	Agree	Neutral
Social Media outlets are a source of information on important climate issues	Strongly Agree	Agree
Strongly Disagree	I got/shared information about melting of Glaciers in Northern Pakistan from Social Media outlets	Strongly Agree
Disagree	Strongly Disagree	I am aware of social media campaign GreenTube for climate change
Neutral	Disagree	Strongly Disagree
Agree	Neutral	Disagree
Strongly Agree	Agree	Neutral
I pay attention to Environmental/Climate Awareness posts on Social Media outlets	Strongly Agree	Agree
Strongly Disagree	I post/share/comment on content related to Climate Change on Social Media outlets	Strongly Agree
Disagree	Strongly Disagree	I followed IPCC fifth report on social media outlets
Neutral	Disagree	Strongly Disagree
Agree	Neutral	Disagree
Strongly Agree		Neutral

Agree	Neutral	Strongly Disagree
Strongly Agree	Agree	Disagree
I got/shared information about Earth Hour from social media	Strongly Agree	Neutral
Strongly Disagree	I got/shared information about green/electric cars from social media	Agree
Disagree	Strongly Disagree	Strongly Agree
Neutral	Disagree	Updates on recent rains and floods in Pakistan are more accessible on Social Media
Agree	Neutral	Strongly Disagree
Strongly Agree	Agree	Disagree
I get/share information about endangered species from Social Media	Strongly Agree	Neutral
Strongly Disagree	I got/shared information about Fukushima Nuclear Disaster from social media	Agree
Disagree	Strongly Disagree	Strongly Agree
Neutral	Disagree	I got/shared information about drought in Thar from social media
Agree	Neutral	Strongly Disagree
Strongly Agree	Agree	Disagree
I get/share information about carbon marketing/trading from social media	Strongly Agree	Neutral
Strongly Disagree	I get/share information about ice cap melting from social media	Agree
Disagree		Strongly Agree

Evaluation of Intertextuality Concept in Photography Through Ugo Mulas's Artworks¹

Fulya Betes

Istanbul Gelisim Univesity, Lecturer

Ugur Kutay

Yildiz Technical University, Ph.D. Lecturer

Abstract

This research is a summary of the existence, transformation and development of the concept of intertextuality in the contemporary photographic art, which has been talked about in recent years in post-modern thought. In the context of this study, reflections of intertextuality on the photography art is investigated. Italian contemporary photographer Ugo Mulas, who use intertextual approach successfully in photography, has been examined through his works, especially "Verifications" photography series. Mulas's intertextual transactions, that he used his works, are explained and his works are analyzed in terms of context and style.

Keywords: Photography, Ugo Mulas, Intertextuality, Art, Post-modernism

1. Introduction

When the history of art is examined, it can be seen that most of the artworks, which produced throughout history, were influenced by political and social factors. And different understandings and forms were preferred at every period. Therefore, a unique expression form has been developed in each period of art history. Especially postmodernism is impressed many artists and art forms in our era. According to Jameson (2011: 29), postmodern thought emerged in the late 1950s or early 60s. In other words, the concept of postmodernism began to use for analyzing and characterizing of artistic developments as in other fields in the second half of the past century.

In the postmodern thought, the individual became increasingly important. During this period of work, it can be seen that the artists have adopted a regressive style that makes the audience's knowledge and experience active.

As Zeka (1994: 83) has stated, nowadays the stylistic ideology has collapsed, and "the past" has become the only source that can be used by culture producers. Postmodernism is an imitation of dead styles, as Zeka (1994: 83) says; it is conceived as a speech through all the masks and voices that are exhibited in the imaginery museum of culture that covers the whole world. With postmodernism, works in past art movements are emerging as a text interpreted by differentiation rather than combination.

Accordingly the concept of 'Open Work', that Eco was used to tell there is no more pure discourse and genuine work, has taken a fundamental place in postmodernism. As Barthes (2016: 29) states, "once we have gone out of the way", there are no distinctive moments or places: a centerless, uninterrupted text confronts us and it leads us to the concept of intertextuality.

2. Text and Intertextuality Concepts

2.1. Text Description

Text can be defined as whole of words that compose a writing with its form, narration and punctuation features (TDK, 1945). After briefly mentioning this general definition of the text, it is necessary to emphasize the definition of a new text after the

¹ This paper has been derived from Fulya Betes's thesis titled "Fotoğrafta Metinlerarlık Kavramının Ugo Mulas Çalışmaları Üzerinden İncelenmesi" prepared under the supervision of Ph. D. Lecurer Ugur Kutay at Yıldız Technical University, Social Sciences Institute, Art and Design MA Program.

studies on the literature in the first quarter of the original 20th century.

According to Barthes (1998:64);

"Text means Tissue; but whereas hitherto we have always taken this tissue as a product, a ready-made veil, behind which lies, more or less hidden, meaning (truth), we are now emphasizing, in the tissue, the generative idea that the text is made, is worked out in a perpetual interweaving; lost in this tissue-this texture-the subject unmakes himself, like a spider dissolving in the constructive secretions of its web. Were we fond of neologisms, we might define the theory of the text as an hypology (hyphos is the tissue and the spider's web)."

2.2. Concept of Intertextuality

While Russian critic Mikhail Bakhtin explains to the concept of intertextuality, he focuses on the concepts of discourse and speech in text analysis.

According to Bakhtin;

"A text is a knit of discourses and utterances, and these discourses and utterances are not definitely the first, they are in a way speaking in a text. This way of speaking add plurivocality feature to the text. Bahtin, moving from the semantic and historical interactions of the words stated that no text can be 'pure', saying 'there is no word lacking in the dimension of dialogue' (Aktulum, 1999:40)."

Julia Kristeva is another important name that develops the concept of intertextuality likely to Bakhtin's ideas. According to Kristeva; "Each text occurs like a quotations mosaic, each text is a mixture and a transformation of another text in itself (Aktulum, 1999:41)" Concept of intertextuality that means a text influence, giving reference or transformation of another text in literature, it is also used in the other branches of art with the meaning of a singular artwork influences another artwork.

3. Intertextuality in Photography

In today's postmodern era, the artworks that were woven with intertextual relationship mentioned above and as in other branches of art, photography is also fed from these intertextual connections.

As noted by Roland Barthes (2000: 47), photography itself can not exist alone and it has a homogeneous structure. For example; In Mapplethorpe's photographs, he represented a lily's stalk, just as an Oriental painter's style. Today, the function of representation of photography is the source of intertextual transactions.

4. Analysing of Intertextual Transactions in Ugo Mulas Artworks

The Italian photographer Ugo Mulas (1928 - 1973) is one of the most successful and influential artist that practised the intertextual approach in photography. Along with that in the early stages of postmodernism, he adopted intertextual approach consciously. All of these reasons make Mulas even more valuable in this study.

In his artworks, Mulas focused on the relationship between photography and the other works of art. In the "New York The New Art Scene" series, Mulas had the opportunity to take photographs of many famous artists of his time, such as; Marcel Duchamp (see Figure-1), Helmut Newton, Andy Warhol (see Figure-2) and Roy Lichtenstein.

Because of the fact that he preferred to take photos of artists with their artworks or during the process of the artwork production. His photographs can be defined as character portraits. Therefore, the photographs in his series go beyond the ordinary understanding of portraits. The portraits of this series give some tips to the audience related the art movements to be involved, the artworks to be produced from model and the model's artistic attitudes.



Figure-1: Marcel Duchamp, 1965.



Figure-2: Andy Warhol, New York, 1964

"Ossi di Seppia" project that includes the interpretation of Italian Poet Eugenio Montale's poems via photography is another successful example of intertextuality in photography. In Figure 3, Mulas interprets Montale's following lines:

"It flares in the chile
the vast expanse, ripples, then blends smoothly
and mirrors in his vast heart this poor issue
troubled life.
Or my trunk that you add,
in this late ebrietudine,
every reborn aspect with the flowering shoots
on your hands, look." (Pirelli, 1965:67)

In Figure 4, the following lines of Montale are interpreted by Mulas:

"Oh then tossed
like the cuttlefish bone from the waves
fade away little by little;
become
a wrinkled tree or a stone
smoothed by the sea; in colors
merge with sunsets; disappear meat
to bring out drunken source of sun,
from the sun devoured ..." (Pirelli, 1965:69)



Figure-3: Per "Ossi di Seppia", Monterosso, 1962.



Figure-4: Per "Ossi di Seppia", Monterosso, 1962.

"Verifications (1968-1972)" that is the last photography series of Ugo Mulas, before his death, is completely based on the use of intertextual transactions in photography. Mulas has tried to draw attention to the importance of masters in the history of the art and photography in his own art and subjective view. In addition to many photographers, Mulas also expressed his gratitude to the artists who produce works in different branches of art such as Duchamp in this project.

Ugo Mulas describes the artistic perspective and intertextual relations in the series Verifications that dedicated to artists that are the inspiration sources of his art, shortly before his death as follows:

"I have called this series of photos Verifications because they were meant to clear the meaning of those operations I have been repeating for years, hundred of times a day, without ever stopping to consider their inherent value and always seeing only their utilitarian side. I have dedicated the first of these photographs or verifications to Niepce. ...But my remarks have only one aim: to reconstruct and understand the things I was reflecting upon some years ago when I started thinking to this photograph and non photograph which is my work dedicated to Niepce. ... The unused, unexposed roll which has been only developed, fixed and printed, loses its utilitarian meaning and produces a series of reactions whose outcome is the group of photographs I gathered under the title of Verifications." (Mulas,2015:145,147).

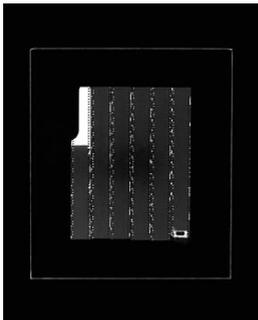


Figure-5: Homage To Niepce,1969.

Mulas (2015:145) devoted the first photograph (see Figure-5) in this series to Niepce. Because the film and sensitive surface were found and developed by Niepce. Therefore, his photography adventure started with film that is based on Niepce lithographs.

With this work, Mulas offers his respect and gratitude to Niepce. For this reason, this photograph is just a medium format film negative that does not represent anything other than itself. This work consists of a developed roll film which was not exposed. There is a small starting piece of the film. A small initial part of the film, which is exposed by light after being placed in the camera, is used in the artwork and it is a photographic reality.

Mulas wanted to protect the end that ties the film to the spool, as well as a small piece that is exposed to the light. This piece is never used, no light comes to this part and this piece is always discarded before it is used. Emphasizing this little piece is to take the exposed film out of the camera and emphasize the moment of taking it to the laboratory. It means closing. This is also a photographic existence because it is connected with glue and the light can not pass to this point. This work represents disappearances or rejections of 36 photographs.

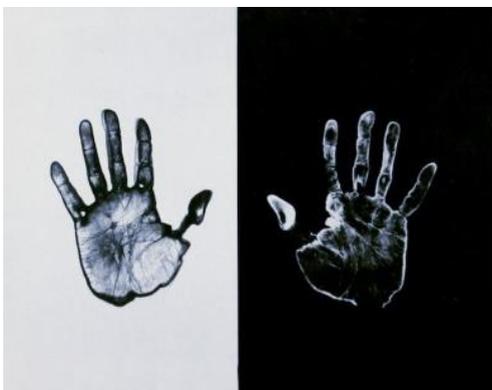


Figure-6: The Laboratory, A Hand Develops, The Other Prints To Sir John Frederick William Herschel.

In laboratory verification (see Figure-6), the development and fixing chemical steps, that the camera is not included in the dark room, are emphasized. Mulas was devoted this work to the famous chemist Herschel, highlights that everything is done by hand in the laboratory. The paper is taken out, the paper is placed under the enlarger, the focusing is done, enlarger is lifted and lowered, the paper is taken again, the paper developing chemical, washed, reinserted and placed in the fixing bath. In this work, the hands are the main character of the story, and the only subject is a pair of photographs. Artist; He put and pressed his hands on the photographic paper under the enlarger and to divide the paper to pairs two parts.



Figure-7: Caption To Man Ray.

Ugo Mulas dedicated this work (see Figure-7) to the famous photographer Man Ray, Man Ray is photographed while he is pointing at the architectural panel, which is the imitation of the frame on the wall. He shows the empty and framed area that is written "Ça c'est mon dernier tableau" (This is my last tableau). The image reveals nothing. Because Man Ray does not exhibit an aesthetic visual pose or expression. Subject is the words here. Mulas has taken this sentence's photo. It is Man Ray's work and also Ugo Mulas photograph.



Figure-8: End of the Verification. To Marcel Duchamp.

Mulas preferred to finish his series with the first work of this series (see Figure-8). In this work, the artist used the glass item as the different from the first work of this series. Glass has added a new character to this composition physically and visually. Alongside broken glass associated with brings to mind the works of Duchamp (like Large Glass), it is significant that this fracturing process can never be repeated in the same way.

In this work Mulas (2015:172); wanted to draw attention to importance of Duchamp's place in modern art and contribution of his personal art vision. He devoted his work to Duchamp. Because he thinks that if Duchamp wasn't existing his work couldn't be existed.

5. Conclusion

Photography is constantly in the process of transaction with different art disciplines and it moves goes toward in this direction. Various examples have been produced in the art of photography, especially in postmodern thought by using new working styles. Whereas photography has developed as a branch of art, it also influenced to other art branches and trends. When the link with the reality of photography and one of the contemporary art's aim that is to 'remove the separation of art and life' is thought, photography has become an important tool in contemporary art (Barthes, 1993:39).

Before modernism, it was adhered to patterns such as documenting the past, reflecting the truth in the photography art. With modernism, more free and abstract works have begun to be produced. Along with postmodernism, photographers have adopted a new understanding by making quotations from the movements of the past periods. Photography proved that it is more than a technical process, it affects the other art branches and it continues to interactions with different disciplines like painting, cinema and literature. Since the 19th century, it has been seen that there are intertextual relations in the photography. In this direction, it has been observed that intertextuality brings along different aspects of view over time.

One of the important representatives of intertextuality in the 20th century contemporary photography art is the Italian photographer Ugo Mulas. His "Verification" series in particular is an example of intertextuality itself. Photographer was referred to many artists and photographers like Neipce, Talbot, Lee Friedlander, John Frederick William Herschel, Davide Mosconi, Man Ray and Marcel Duchamp in his photo series. In this project, it's emphasized that the work of the photographers' and artists' understanding of art and the contributions of art, mentioned above. All of these artists and their contributions to the history of art have been interpreted and re-examined in Mulas's reflections and artistic standpoint.

In conclusion, the intertextuality that can be indicated in the works of Ugo Mulas gives a chance to look at a work of art from a new perspective and opens the way for a new evaluation of the existing work. Thus, works from previous periods can be quoted and applied to a new form, which can be transformed into a new meaning. By this way, all of these works are prevented from becoming stereotyped and forgotten. However, it is expected that in order to understand the works produced intertextually, the audience should have information about the work or the artist who is referred to. In other words, it also appears that the viewer has enabled the intellectual accumulation and encouraged the viewer to use this accumulation.

As stated by Eco (2016: 148) artwork of fiction is pointing to some information that the viewer should have. However, surely, it doesn't load with a charge to discovering the whole encyclopedia.

7. References

- [1] Aktulum, K. (1999). *Metinlerarası İlişkiler (F. Betes, Trans.)*. Ankara: Öteki Yayınevi.
- [2] Barthes, R. (1993). *Göstergebilimsel Serüven (F. Betes, Trans.)*. İstanbul: YKY.
- [3] _____, R. (2000). *Camera Lucida* (3rd ed.). (R. Akcakaya, F. Betes, Trans.) İstanbul: 6:45 Yayınları.
- [4] _____ (1998). *The Pleasure of the Text (R. Miller, F. Betes, Trans.)*. Canada: Harper Collins Canada Ltd. -23. Printing
- [5] _____ (2016). *Göstergeler İmparatorluğu* (4th ed.). (T. Yücel, F. Betes, Trans.) İstanbul: Yapı Kredi Yayınları.
- [6] Eco, U. (2000). *Açık Yapıt (T. Esmir, F. Betes, Trans.)*. İstanbul: Can Yayınları. Translation: Fulya Beteş.
- [7] _____. (2016). *Anlatı Ormanlarında Altı Gezinti*. (9th ed.) (K. Atakay, F. Betes, Trans.) İstanbul: Can Yayınları.
- [8] Jameson, F. (2011). *Postmodernizm ya da Geç Kapitalizmin Kültürel Mantiği* (S. Demirkol, F. Betes, Trans.). Ankara: Nirengi Kitap.
- [9] Mulas, U. (2015). *La Photographie (C. Sahbaz, Trans.)*.Vérone: EBS.
- [10] Mulas, U., Solomon, A. (1967). *New York: The New Art Scene*, Canada: Rinehart & Winston of Canada Limited.
- [11] *Rivista Pirelli* (1965). (E.Toy, Trans.). No: 5, p: 65-76.
- [12] *TDK Türkçe Sözlük* (1945). (F. Betes, Trans.). Ankara: Türk Dil Kurumu Yayınları.
- [13] Zeka, N. (1994). *Postmodernizm Jameson - Lyotard - Habermas*. (3rd ed.). (F. Betes, Trans.). İstanbul: Kıyı Yayınları.

Figure References

Figure-1: Mulas, U., Solomon, A. (1967). *New York: The New Art Scene*, Canada: Rinehart & Winston of Canada Limited. p. 74.

Figure-2: Mulas, U., Solomon, A. (1967). *New York: The New Art Scene*, Canada: Rinehart & Winston of Canada Limited. p. 308.

Figure-3: *Rivista Pirelli*. (1965). No: 5, p: 67.

Figure-4: *Rivista Pirelli*. (1965). No: 5, p: 69.

Figure-5: Mulas, U. (2015). *La Photographie*.Vérone: EBS. p.149

Figure-6: Mulas, U. (2015). *La Photographie*.Vérone: EBS. p.161.

Figure-7: Mulas, U. (2015). *La Photographie*.Vérone: EBS. p.169.

Figure-8: Mulas, U. (2015). *La Photographie*.Vérone: EBS. p.173.

Function of Symbols in the Setting of the Novel "The Silent Angel" by Heinrich Boll

Somayeh Aghajani Kalkhoran

Assistant professor at Hankuk University of Foreign Studies.

Abstract

The story atmosphere includes the setting, scene components, and all the descriptions the author uses to further advance the plot, events, and introduction of characters. In a good story, none of the words and parts of the story are futile and are used in the direction of the author's purpose for the artistic treatment of events and characters of the story. In the novel "The Silent Angel" by Heinrich Boll, the author uses tools such as dark and negative color like yellow and black, describes the scenes and people with negative words and uses several statues to create a cool and sober atmosphere of war also confusion and discouragement of people and inconvenient events and shows them more tangible and powerful to the reader of the story. Heinrich Boll, using the power of symbols in colors and words, brings the reader fully into the story atmosphere and creates all the emotions in the reader that can be seen and received from the warrior city and its people.

Keywords: Setting, Symbol, The Silent Angel, Heinrich Boll

Introduction

In a good story all words have their own role and make the components of the fiction such as plot, setting, characters and so on. These words represent the whole story which is the result of interaction between the author's internal and external worlds that are under influence of situation and society circumstances. In these paper we study how world war I as an external effect, has affected on a novel and how a skillful writer uses the literary elements to create wonderful scenes for his novel and throw his readers in the real and sensible pictures.

Literature and war

Literature is the representation of life and life is the representation of literature. Both have interact with each other and make each other. One of the categories that has existed since the beginning of human history and has always been reflected in the literary works as the way an artist contacts with external world, is the war.

Reflection of this category may has first entered the verse and later in the prose; here, novels and short stories. Any territory that is wanted or unwittingly encountered in war is, of course, affected by the consequences. What is usually represented in the War and Resistance Literature in the world is the resistance of the people and the soldiers, escape, fear, destruction, courage, betrayal, loyalty, and all components that combat and resist an invading force (internal or external) in different shapes.

An artist; painter, writer, poet, and so on, tries to showcase a corner of the war events and its consequences. Sometimes artists who portray the war are opposed, some consider it necessary in the face of an attacker's defense. Sometimes the ruling powers do not allow the publication of certain works due to the fear of their weaknesses or what they consider to be against themselves. In most cases, when the artists live in attacked countries, they capture the war with all their might and desire, depicting the bad attributes for the enemy and good attributes for their country army force. Artists occasionally look at from human perspective and equality of people and their companions and their kind, and these artists try to consider their soldiers and of the enemy and all People, are human friends. They know themselves and "enemy" soldiers, two sides of a spectrum, which were plagued by the excesses of politicians. In these stories, author's country forces help the injured enemies, and enemy forces also refuse to shoot at the author's country forces in some scenes. In some wars stories, sometimes artists from an invading country try to portray war from another point of view so that they can more and more sympathize with the people which their army has attacked. They want to show and say that their people are hurt and not guilty despite the invading state and military force (like Germany).

In all cases, the artist can, through using tools and facilities his/her own, look at the own and special point of view, take a look at different aspects of the events. There are many literary and linguistic tools that has always played an important role in literary works and help the author; one of them is symbol.

Literature and symbol

Every word can help the fiction audience to understand the fiction world better. Sometimes happen that authors cannot or do not want to say something directly. In such a circumstances they use symbols; use some words or situations but mean the others. We can see this issue in "fables"; stories which their characters are animals but the society they illustrate is human society. "In the broadest sense a symbol is anything which signifies something; in this sense all words are symbols. In discussing literature, however, the term "symbol" is applied only to a word or phrase that signifies an object or event which in its turn signifies something, or has a range of reference, beyond itself." (Abrams, 1999, p. 311) It seems the works which use symbols or basically they are symbolic, are more challenging for the audience mind.

As we know there are many components in a literary work; novel, that act together to create a lasting and remarkable manuscript. One of them is "setting" which depends on time and place and any tiny things in the novel' atmosphere. It can just be a "setting": "The overall setting of a narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs; the setting of a single episode or scene within such a work is the particular physical location in which it takes place.

When applied to a theatrical production, "setting" is synonymous with décor, which is a French term denoting both the scenery and the properties, or movable pieces of furniture, on the stage." (Abrams, 1999, p. 284) or sometimes do generalize it and known as the atmosphere: "Atmosphere is a general term encompassing the elements of setting, tone, feeling and mood." (Lieberman 1968, 10)

As the novel "The Silent Angel" is a work written about world war II, we need to look at to this war and its influences closer.

World War II

On September 1st 1939, Germany attacked Poland, thus World War II begun. The Polish Army was completely backward in the modern equipment, and vice versa. France and Britain, who had security pledges with Poland, declare war on Nazi Germany in accordance with their commitments and with a pre-coordinated action. The war extends across Europe, the Pacific, Southeast Asia, the Middle East, the Mediterranean, and North Africa. In this incident, the countries of the world were divided into two groups: the Axis Powers and Allied Powers.

As a result of this massive war, the Allied Powers won, the United Nations was founded, the Soviet Union and the United States became the two superpowers of the world, and the Cold War began between them. It was the widespread war in which more than 100 million people fought. "'Hitler's war" is not a bad title for the Second World War. For he was its architect. But, in fact two wars waged quite separately, though more or less simultaneously, made up the struggle. These could be called the German war and the Japanese war." (Young, 1966, p. 5)

Although Germany was under pressure from the economic point of view, "however, this war was undoubtedly a war of ideas. The Germans deliberately fought for National Socialism. Germany's victories did not merely benefit the border changes, but these victories also consolidated the principles and methods of national-socialist action: "The Germans are the superior race, and all other nations must be humiliated and partly destroyed." (Taylor, 1937, p. 18)

The response of the peoples of the occupied lands to the underground resistance occupation. Underground resistance in all occupied countries has continued to spread despite the differences in the geography of countries. The people showed their courage and were waiting to hear their news. "They, listening to the good news, were listening to the Allied radio programs - to Boston, Moscow, and especially the BBC; they provided this news, with promising messages and then practical guidelines, through the publication of the newsletter. And by distributing newspapers that are published somewhat on a regular basis everywhere." (Henri Michel, 1937, p. 56)

German literature and world war II

In 1933, Hitler came to power in Germany and through the brutal attitudes, he hurt all the cultural aspects of the German people and, consequently, the development of literature. During this twelve years period, the period of stagnation, Germany's connection with the civilized world was cut off, many writers were exiled, a lots of books burned, all literary activities were heavily controlled. Because of the neutrality of Switzerland, many German and Austrian intellectuals went there and continued to migrate to the United States, the Soviet Union, or Latin America. From the beginning of the twenty

dedicate in the reaction to the successful Russian revolution and the emergence of communist movement throughout Europe, the writers were divided into two groups that during the war, polarization became more intense and after the war, became the German Literary Index.

"German literature since world war II revolves almost exclusively around the moral catastrophe of Nazism and its frightful heritage, the physical catastrophe of the war." (Friederich, 1965, p: 279) The beginning of the new post-war literature was based on a young group of German prisoners who published a publication called "Der Ruf" between 1945 and 1946. The group became "47" in the future, and during its 27 years of activity, it had an enormous impact on all aspects of the people's culture. The best writers after the war and the winners of the prestigious awards were members of this group; one of them was Heinrich Böll.

In the early post-war years, the situation of literature and culture was disappointing. The group and well-known writers tried to erase the German language from past pollution, focusing on issues such as death, destruction, destroyed cities, and many soldiers who returned to home, created many works and tried to act in the domain of realism.

"The literature that came directly after the end of the war was deeply influenced by the events of the war and attempted to show the sad, burning face of the war. The question of the fault and responsibility of the German people in this war was raised after some time and to this day, this question has not gone away from the German literature, and remains. Post-war literature had three different paths:

Literature of Immigrants who returned to their homeland.

Literature of writers who remained in the German National Socialist era.

Young Generation Literature." (McClelland, 1374, p. 186-190)

The Silent Angel and Heinrich Böll

"Heinrich Böll was born on December 21, 1917 in Cologne. His father was a carpenter. He studied the German literature, and at the beginning of the war between 1939 and 1945, he abandoned studies at various fronts, went for attendance in the war and several times wounded. After the war, he continued to study and published his short stories in literary magazines. His first long story, "Timely Train," was published in 1949. He received the Nobel Prize in 1972 for novels, stories, radio plays and many articles that he wrote. He died in 1985." (Rahnama, 1376, p. 139-140)

Böll has many novels and short stories. Many of them were published when he was alive but some of them like "The Silent Angel" published years after his death. "In the same year [1951], Group 47 awarded Böll his first literary prize for the story "Die schwarzen Schafe" [Black Sheep], a humorous tale of how a family's black sheep makes good in a hostile bourgeois world." (Conrad, 1981, p. 26) Among the writers ... who appeared in the fifties and have usually gained international recognition with the acknowledgment of the 47th group, the greatest success has been achieved both inside and outside Heinrich Böll. ... Since the beginning of the fifties, his collection of short stories and novels has been admired in East and West Germany.

Because of the prolonged presence of Böll in the war, his stories, are full of live scenes, can be deduced from his own experiences. "The Silent Angel" relies on the issues, patterns and symbols that Böll has touched upon and expanded in his later works. One of its most prominent examples is his rising fustigation against post-war Catholic substandard ideas. ... The novel "The Silent Angel" has a key role among all his works. Regardless of what has been said, this novel also includes the characteristic of returning to homeland and the literature of ruins." (Böll, 2014, p. 218)

This novel was written in 1945 but published 1992. It was the second book Böll wrote. The main character of the story is Hans, a German soldier. He fights in the war. If this escape was to be found in war stories in other war novels, the novels that were written from the invading countries point of view, it would be anti-persuasive, but lit seems that the scape in this story is a positive sign. Hans escapes from a battlefield that his country has been an invader, so he fled to avoid killing innocent people, and this is a positive point; his escape is a representation of resistance, a negative resistance.

The numbed soldier Hans Schnitzler returns to Cologne under an alias to deliver a dead soldier's will to the widow, Elisabeth Gompertz. Hans was supposed to be shot as a deserter, but military court stenographer Willy Gompertz switched jackets with him and was killed instead. Hans's love interest is another war widow, pious Regina Unger, whose baby has been killed by German machine-gun fire just days before they meet. Hans also gets caught up in a dangerous web of intrigue involving a struggle over Gompertz's will waged between Elisabeth and the two-faced Professor Fischer. A lawyer, Goethe scholar and editor of a religious journal, Fischer is also a former Nazi Party member not above filching a 15th-century

Madonna from a bombed church. He tries to seize Elizabeth' heritage that her husband put for her. In the other hand, Fisher has an ill daughter who Regina sells her blood for her without knowing Regina and Fisher each other.

Reading this novel, it seems to be somehow a symbolic novel. "As tight and reflexive as poems, symbolist novels insinuate their meanings by a concert of elements. Images, allusions, hints, changes of rhythm, and tone in short, all the devices of suggestion support and sometimes carry the principal burden." (Tindall, 1955, p. 68) Studying symbols can help to understand the novel better.

Symbolic components:

1. The Church

The Most part of the story and description of setting happens in the church. So many elements from the church like candle and bell can be the part of church symbol. Church could be the symbol of religion and calmness. In spite of these meaning, darkness and unpleased color like black and yellow, also ruined place and presence of ill and dead people, all in the church make the church atmosphere the opposite, so, negative. "Böll's moral response to the events of history was shaped in his childhood by devout Catholic parents who reared their children with respect for Christian teachings as embodied in The Sermon on the Mount and Christ's command to love one's neighbor as oneself, but with a critical attitude to the church as an institution." (Conrad, 1981, p. 18-19)

2. Angel statue

The description of the stone angel statue is a description of the atmosphere of the war: a gentle and painful smile, dark hair and dark faces, a wavy hairless, chalky smile (first, Hans finds a gentle smile on the statue's face, but over again it blows away the dust from the sculpture, the cold and stony face emerges.)

Fischer, who finds the precious Saint Mary's sanctuary in the church's barn and invaluable possessions, is very happy and "for the first time came to the conclusion that the main foundation of religion was the sacredness of Mary, which people brought to it; the sweet and strange praise that he has hate it up to now, for no reason at all ... "(Böll, 1393, p. 125)

The term *angel* literally means "messenger," and it is in this prominent role that angels take part in the Christmas story. Understandably, images of angels have become a familiar symbol of Christmas. Several references throughout the Bible imply that angels have assignments not only to people, but to churches, nations and even. In positive point of view can be said that it is necessary to believe in religion in order to survive and return to religion.

3. Blood

In Fischer mind, Mary is a cool word and fetus is an unpleasant word that is Mary's companion. Perhaps Dr. Fischer hated the fetus because of his daughter's illness. When Fischer pays money from a bullfighter to someone who has given blood to his daughter, he thinks that money has sweet smell: "A sweet trash which reminded him the concept of a brothel, but at that moment he realized that it is the smell of blood, the blood smell, the very sweet and soft smell of the blood." (Böll, 1393, p. 132)

"Blood as Mephistopheles reminds Faust, "is an altogether singular juice". A substance so vital to human life and so striking in appearance is bound to have many symbolic meanings. From the time of Hippocrates to very recent times, blood was taken as one of the four vital fluids or "humors" whose balance is essential to human health and sanity. Blood, according to Burton, is "a hot, sweet, temperate, red humor". Occasionally in classical poetry "blood" can refer to a person. Christ's blood is the blood of sacrifice, renewing the "blood of the covenant": "This cup [of wine]," he says, "is the new testament in my blood, which is shed for you" (Ferber, 1999, p. 29-31)

From above symbolic meaning for blood, in this story we can see, the word "sweet", Fischer hints. Also Mrs. Unger, gives her blood to Fischer daughter and she feel faint; so, one person gives her blood it means her life, so other person gets the blood, gets the life; for surviving and being one, one should sacrifice.

Why is money, which is called "trash" by Fisher, is reminds him the "brothel"? Is he has had many relationships with women? A person who claims is a religious one and preserves the statue of Mary? Blood and money are two categories of politics and war. Fischer is a man who publishes a religious journal and has been a member of the Nazi Party, and also has influential friends in the church. Here one can consider the relationship between political and religious institutions and their relationship with war. Sweet prayer, sweet smell of money and sweet smell of blood symbolize the concepts of religion, power and politics and war.

4. Colors

The atmosphere described in the story is an urban atmosphere in the war. Words that are used to describe the scenes of the story, especially the church, are negative words (yellow and black, dirty and dirty, dirt and debris, unpleasant smell, etc.) and very frequent in this story, especially yellow and black, repetitive, which, along with the above words, helps to create a bloated, undesirable and warlike atmosphere. An example of this war-torn urban conditions can be found here:

"Soiled and dirty glasses, muddy stairs, dark yellow / yellow light / ... The abstract fluid constantly grew larger and blended with mud and slipped the stairs like the floor of the aquarium." (Böll, 1393, p. 10) "Everywhere was filled with layers of plaster and mortar. Filled with pieces of stone, bricks, rubbish and things that come around after every air attack." (Böll, 1393, p. 111) "The unpleasant smell of hot water, onions, and so on." (Böll, 1393, p. 111)

Yellow candle with iron base / black box Aunts / light yellow and wider / Fingers and fingers with broken nails / Uneven and ugly wall / puddle muddy mud / smell and foxy in the corridor / smell Pungent smoke / Soak smoke and soap / Smell of ghastly ash and hazelnut / Smell of spicy sweat, Piss and heat of bed / Smell heavy Moisture / Large wall and yellow / Burned black wall / Yellow and large smoke / yellow / black striped scarves / white and rubber gloves that were bloody and black / water with chlorine and nausea / odorless chapped eyes / grim eyes / cattle Strangers and dirty stones / candles Yellow and curved meadow and NATO / wet dirt and black / yellow notebook / On the way of Mrs Gompertz's home, people were dirty and Bored. Dirty / dirty pots / dirt-stubborn dogs / Mrs. Gompertz's house: Burned and black house, scattered clothes, couched and chairs, piano-ling and mustache-like veins, in the room of Mrs. Gompertz, the statue of Mary, The dress is black / a very large and black statue of Jesus Christ crucified ... "(Böll, 1393: 111)

Yellow and black colors are repeated abundantly and frequently in this story so it can be sparking: "Yellow is the warmest, most dispersed and burnt color, and hardly can be turned off. Yellow always violates the framework that it contains, just as the sun's rays pass through the sky and show God's power in the other world.

Yellow is eternity, just as gold is an eternity metal. Both are the basis of Christian rituals. ... Catholic priests among these golds and yellows direct the dead to eternal life. All ghost guideers use yellow more often, including Mitra, and also, in many oriental traditions, hell dogs, including dogs Yellow Zand Avesta ... Yellow indicates the decline, aging and proximity of death, and eventually replaces black. On the other hand, yellow is in relation to black, because it is antagonistic or complementary. ... In the Chinese symbolism of yellow, it comes out of black." (Chevalier, 1378, p. 450-451)

As can see, this color is also associated with the pastor and the environment in which the elements of theology, namely, the angel, the church and the death, means the conversion of the church to the hospital and the death of the people, as well as the application of these two colors together and in similar scenes, the connective rings which link between war and death. Black symbolism is often described as "cold", "negative", and "inhale" of all colors, and is associated with primitive darkness and primitive darkness.

"Thus, when black is considered at the lowest point in the earth, it is a sign of absolute passivity, a stage of complete death and absolute stagnation ... the black is the color of mourning, the mourning is not at the white but more demanding than that. In the science of discernment and symbols, the black color means sand, indicating its affinity to sterilized soil, which is often overshadowed by yellow, and often substitutes black. Black is a reminder of death, in the mourning quarters and special priests' clothing, in the funeral or in the holy mass of Christians." (Chevalier, 1378, p. 685-693)

As seen, black and yellow have negative meaning and connect to each other and has connected with death and Cristian. The church covered by darkness, black and yellow color, became a place for death.

5. Iris

The stone angel, is repeatedly viewed from the beginning of the story and is described in various forms and in different scenes. It has an "Iris" in its hand: "Iris, in the Greek mythology was the godfather of the gods, and especially the messenger of Zeus and Hera. She was also a woman of Hermes. Like Hermes, winged, legs and teats, a winged half-foot on a foot and a bowl, a rainbow-colored dress, and flown in the air. Iris was the symbol of the rainbow, and in the general order of the interface between the earth and the earth, and between the gods and men. "(Chevalier, 1378, p. 316/1)

Thus, the Iris, with the divine representation beside the angel, which is a supernatural and divine element, has a strong connection between this war, death and the other world, in such a story which half-dozen episodes happen in the church, connected with the priests and the nuns. The story, as it is seen, begins with the death and a war-torn city, and also the

rescue of Hans by the death of Mr. Gompertz instead of him, and finally by the death of Mrs. Gompertz; there is death in beginning and end of the story.

Conclusion

The story of the "The Silent Angel", based on the aforementioned materials as anti-war stories, can be called an "anti-war novel". All symbolic components; the church, Angel statue, colors, blood and iris are connected to gether in negative way and make a strong negative atmosphere, All of them related to death. The "angel" is an element of superficiality and, of course, a name and an adjective used for women. In this story, Hans, a German runaway soldier and a protagonist, at the beginning, encounter with an angel statue with a cool, chalky smile. Mrs. and Mr. Gompertz, the family of the devotee of this story, die; Mr. Gompertz is dead at the beginning of the story, and Mrs. Gompertz died at the end of the story.

There are also German military who have killed the child of Regina unintentionally. All of these cases are spelled out. Homeland (Germany, Regina is its symbol) like a mother has lost her son (Regina's child is the symbol of all innocent were killed in the war), and Hans, the symbol of the German army, now defeated and dismembered, returns to live with her mother, who is no longer has any child.

The angel bring messages from heaven to universe and establishes the relationship between the earth and the heaven. An angel who now has not a real smile due to the German invasion, has not brought a message to the German people. An angel who has been silent may show that the sky, which is the place of faith, hope and belief of the people, does not do anything for this earth (Germany) and its people because it is either incapacitated (like passive statue) Or has turned back from this land and its people.

Bibliography

- [1] Abrams, Meyer Howard "Mike". (1999). *A Glossary of Literary Terms*. Boston: Heinle & Heinle, a division of Thomson Learning,
- [2] Böll, Heinrich. (1993). *The Silent Angel*. Translated by Saeed Farhoudi. Tehran: Nun.
- [3] Chevalier, Jean and Gheerbrant, Alain. (1978). *Dictionary of symbols*. Translation by Soodabeh Fazaeli, Tehran: Jeyhun.
- [4] Conrad, Robert C. (1981). Heinrich Böll. Boston: Twayne,
- [5] Ferber, Michael. (1999). *A dictionary of literary symbols*. New York: Cambridge University Press.
- [6] Friederich, Werner P. (1965). *History of German Literature*. New York: Barnes and Noble.
- [7] Liberman, Myron M. and Edward E. Foster. (1968). *A Modern Lexicon of Literary Terms*. Glenview: Scott Foresman and Company.
- [8] McClelland, Charles E. and Scher, Steven P. (1974). *Postwar German Culture*. Translated by Hossein Garshaspi. Tehran: Center for International Cultural Studies.
- [9] Michel, Henry. (1978). *World War II*. Translated by Abbas Aqahi, Mashhad: Astan Quds Razavi.
- [10] Rahneama, Touraj, (1976). *Today's Literature in Germany*, Tehran: Cheshmeh.
- [11] Tindall, William York. (1955). *The literary Symbol*. New York: Columbia University.
- [12] Taylor, Alan John Percivale. (1995). *World War II*. Translated by Bahram Fardamini, Tehran: Scientific and Cultural publication.
- [13] Young, Peter. (1966). *World War 1939-45*. New York: Tomas Y. Crowel Company.

Learning Styles of Students in Prva Riječka Hrvatska Gimnazija

M. Edu. Anita Jokić

Prof., Prva riječka hrvatska gimnazija, Rijeka, Croatia

Abstract

Learning is the process of acquiring new or transforming the existing knowledge. Teachers have an important mediatory role in motivating and supporting their students on their path to success and creating friendly working atmosphere. Numerous researchers (Jensen, Dryden, Vos, Willis, Armstrong etc.) recognize that each person prefers different learning styles and techniques and have concluded that most learn using a combination of learning styles. Educators in Croatia have only recently started to recognize these styles and are beginning to shape their teaching techniques and strategies according to their students' needs and their different or mixed learning styles (visual, aural, verbal, physical, logical, social or solitary). In this paper author describes methods, findings and results of the research conducted on 152 students of Prva riječka hrvatska gimnazija (secondary level school). Research was underdone using a structured questionnaire and the results were used to improve and adapt techniques in teaching English as second language. Author has identified preferred learning styles of a specific class (eight classes), groups inside a class and individual students. Also, feedback was given to each student, with advice and suggestions on how to adapt their learning habits to their learning style.

Keywords: learning styles, teaching EFL, teaching strategies, teaching methods

Introduction

Learning is an important process in which knowledge is generated through the transformation of experience by which a person changes its behaviour, influenced by internal and external conditions (J. Linhart, 1985). According to Mayer (2015), learning is the relatively permanent change in a person's knowledge or behaviour due to experience and is affected by the duration of the change (long-term rather than short-term), the locus of the change (content and structure of knowledge in memory or the behaviour of the learner) and the cause of the change is the learner's experience in the environment.

For a teacher, it is helpful to understand and recognize learning styles of one's students and learn about the the learning techniques that complement them. Educators in Croatia have only recently started to recognize these styles and are beginning to shape their teaching techniques and strategies according to their students' needs and their different or mixed learning styles (visual, aural, verbal, physical, logical, social or solitary). The author has conducted research on 150 students of Prva riječka hrvatska gimnazija (secondary level school) and has implemented the results into everyday teaching and learning process through adapting teaching and learning methods and preferences.

Learning foundations

Learning requires time, effort and motivation and is considered a slow process that usually happens over months or even years. Concentration, practice and prior knowledge can prove to be a very useful aid when acquiring new knowledge. Since our minds respond well to multimedia input and average learners are both visual and auditory, it may be concluded that human brains are susceptible to multi-sensory stimuli.

Brief history and background of learning styles

Beginning of 'learning styles' concept dates to 1917 when a young psychologist, Arthur Otis (1918), created the multi-choice format Army Alpha Test for USA recruits. The test determined a recruit's placement within the military, based on grading between A and E. More than 2 million recruits took the test during a one-year period so, due to its success, the group ability test evolved into different test forms throughout the following twenty years. At the same time, IQ tests came into existence, and were used to select aviation trainees. However, the test lacked instruments which would score special skills, orientation and perception tasks and decision-making.

After WW2, a model which would be capable of measuring skills was proposed: the VAK model. This model states that people naturally fit into one of the three categories according to which they process information: visual learners (V), auditory learners (A) and kinaesthetic learners (K). Variations of VAK model have been around ever since (Coffield, Moseley, Hall & Ecclestone, 2004). Two distinct views on learning styles have emerged through decades: advocates of 'learning styles' and opponents. Most prominent proponents include: David Kolb's experiential learning model (2015), Peter Honey and Alan Mumford's model (2006), VAK - Learning modalities by Walter Burke Barbe and colleagues (1981), Neil Fleming's VAK/VARK model (2014), Grasha-Reichmann Learning Style Scale (1996) and NASSP model. The idea of learning styles has been critiqued by Frank Coffield (2004), Mark K. Smith and Kolb (1996), David Hargreaves (2005) and others.

Although it cannot be deduced that recognising your students' style will enable them to learn faster, it also cannot be denied that knowing what the natural tendency (tendencies) of your students is (are) can only help a teacher with learning and teaching process since a teacher is able to advise his/her students on techniques and methods of learning (various mnemotechnics or suggestions etc.).

Styles as preferences

It can be suggested that learning styles, in fact, represent learning preferences. When a teacher is teaching using methods compatible with their students' preferred way of learning, the students tend to be more satisfied and motivated, hence, more productive. It can also be noted that learners move from one style to another depending on the situation, material, tasks or the final product they are to deliver. Teachers should try to use a scope of activities when presenting material. If nothing else, they will statistically meet a broader range of student learning styles and help their students develop or expand their learning preferences, i.e. strategies.

Learner differences

Learning comes in many different forms and every student is an individual with a unique way of learning and with different learning needs. Some of the concepts and information that need to be considered when considering different types or learners are: intelligence of students, their learning and thinking styles, individual differences and the law which enables equal chances to all students, working with challenged and gifted students. A good teacher will always seek to find the appropriate methods and preferences when teaching a SEN (special education needs) or a gifted student. Author believes that it is the same with average/regular students who represent majority of students in a regular classroom. Good teachers should investigate students'/learners' styles and preferences, adapt their teaching methods and skills to get the best from their students.

Influence of teachers on students' learning

Many factors contribute to a student's academic performance, including individual characteristics and environment a student lives in. However, most research suggests that, among school-related factors, teachers matter the most and researchers such as Marzano, Pickering, and Pollock (2001) have begun to quantify the average effects of specific instructional strategies: "When properly implemented, instructional strategies such as identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition can result in percentile gains of 29–45 points in student achievement. Such an increase would mean that the score of an average student at the 50th percentile might rise to the 79th or even the 95th percentile with the effective use of selected instructional strategies." (Tucker and Stronge, 2005)

When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. Although learning styles can be controversial in connection on how they apply to learning it is worthwhile taking time to explore and adapt one's classroom instruction to meet learners needs. Learning styles look at how one prefers to learn so they are influenced by the environment in which a student learns, and they can increase students' motivation and confidence during the learning process. Therefore, it is up to the teachers to motivate their students and recognize if their students prefer free-flowing/creative learning or structured straight forward tasks and take into account the way a student memorises data or acquires certain skills best.

Learner styles

Most people, just like most students, are not aware of their preferred learning style even though they have a broad idea or a 'feeling' which 'tells' them that they learn better using pictures, sounds, graphs or reading etc. A good teacher should try to include various forms and methods of teaching, thus enabling full potential of their students, development of both their

weak and strong styles. It must be noted that no learning style or preference is better or worse than the other; it resembles a person's signature – it is unique and no better or worse than a next person's.

Learning styles (descriptions and characteristics)

Research (learning-styles-online, adapted) shows that each learning style uses different parts of the brain and by involving more of the brain during learning, our students remember more of what they learn. Using brain-imaging technologies, researchers have been able to find out the key areas of the brain responsible for each learning style:

Visual: The occipital lobes at the back of the brain

Aural: The temporal lobes, especially right temporal

Verbal: The temporal and frontal lobes

Physical: The cerebellum and the motor cortex

Logical: The parietal lobes, especially the left side

Social: The frontal and temporal lobes, the limbic system

Solitary: The frontal and parietal lobes, and the limbic system.

Characteristics of individuals according to preferred learning styles (learning-styles-online, adapted):

Visual (spatial): they prefer using images, pictures, colours, and maps to organize information and communicate with others. They easily visualize objects, plans and outcomes, have a good spatial sense and a good sense of direction. They can easily find their way around using maps, rarely get lost.

Aural (auditory-musical-rhythmic): they like to work with sound and music, have a good sense of pitch and rhythm, can sing, play a musical instrument, or identify the sounds of different instruments. They notice the music playing in the background of movies, TV shows and other media. They often hum or tap a song or jingle.

Verbal (linguistic): involves both the written and spoken word. They find it easy to express themselves, both in writing and verbally, they love reading and writing, like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks etc.

Physical (bodily-kinaesthetic): they use their body and sense of touch to learn about the world, they like sports and exercise, and other physical activities such as gardening or woodworking. They rather go for a run or walk if something is bothering them, rather than sitting at home. They notice and appreciate textures, for example in clothes or furniture. They use larger hand gestures and other body language to communicate.

Logical (mathematical): they like using their brain for logical and mathematical reasoning, recognize patterns easily, classify and group information to help them learn or understand it. They work well with numbers and can perform complex calculations. They typically work through problems and issues in a systematic way, and they like to create procedures for future use. They like creating agendas, itineraries, and to-do lists, and typically number and rank them before putting them into action.

Social (interpersonal): they have a strong social style, they communicate well with people, both verbally and non-verbally. People listen to them or come to them for advice, and are sensitive to their motivations, feelings or moods. They listen well and understand other's views, may enjoy mentoring or counseling others. They prefer to work through issues, ideas and problems with a group. They typically like games that involve other people, such as card games and board games.

Solitary (intrapersonal): they have a solitary style, are more private, introspective and independent, can concentrate well, focusing thoughts and feelings on current topic. They are aware of your own thinking and may analyze the different ways they think and feel. They spend time on self-analysis, and often reflect on past events and the way they approached them. They like to spend time alone and may have a personal hobby. They prefer traveling or holidaying in remote or places, away from crowds.

Learning styles, preferences and techniques

Visual learners should use images, pictures, colours and other visual media to help them learn. They should use colour, layout, and spatial organization, eg. pictures, mind maps, system diagrams and highlighting.

Aural learners should use sound, rhyme and music in learning. They should use sound recordings or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song.

Verbal learners should use the techniques that involve speaking and writing. For example, use recordings of their content for repetition. They should use rhyme and rhythm, read important words aloud. Acronym mnemonics, recorded scripting or dramatic reading and role-playing should also be used.

Physical style learners are advised to touch, move and do hands-on work. Flashcards can help them memorize information because they can be touched and moved around. Writing and drawing diagrams are physical activities, so big sheets of paper and large colour markers should be used.

Logical learners aim to understand the reasons behind the content and skills. They should explore the links between various systems and note them down. They should create and use lists by extracting key points, highlight logical thoughts and behaviours. They may sometimes overanalyse certain parts of learning or training which can lead to analysis paralysis so they should write 'Do It Now' in big letters on post-it notes and place them in strategic places around their work or study area.

Social learners aim to work with others as much as possible. They should try to study with a class or a study group with others at a similar level. Rather than reciting assertions to themselves, they should try sharing key assertions with others which strengthens their assertions. It may be useful to share their reviews, review checklists and 'perfect performance' scripts with the group as well. Seeing the mistakes or errors that others make or errors you make are helpful to you and others.

Solitary (intrapersonal) learner prefers to learn alone using self-study. They should set the goals, objectives and plans, define ultra-clear visualizations or scripts, understand the reasons for undertaking each objective, and ensure that they are happy with your learning goals. They should create a personal interest in topics, keep a log or journal, be creative with role-playing because they can create plenty of people on their own using visualization.

Research: learning styles in PRHG

The school in which the author is employed has participated in several international projects and teacher trainings in London and Finland (Erasmus +, KA2 partnership) with an emphasis on teaching methodology, use of digital tools, students' motivation, learning and teaching styles. With motivated students in mind, author has noticed that not only different students, but whole classes learn the same concepts differently. It was noticed that some methods worked well in some classes and not so well in others. After a year of taking notes of such instances, author has presumed that the occurrence might be connected to the prevailing learning style(s) in a certain class.

Methodology

The author has searched for a straightforward, easy-to-use, easy-to-understand and useful tool, i.e. questionnaire to research learners' styles and process data. The Memletics project ([learning-styles-online](http://learning-styles-online.com)) proved to be the logical solution since it provides clear standardized questionnaire, graphic results and detailed descriptions and advice for learners according to their learning style.

Research was underdone using a structured questionnaire and the results were used to improve and adapt techniques in teaching English as second language. Sample was represented by 152 students of Prva riječka hrvatska gimnazija, school where the author teaches English language. The author has collected all the questionnaires, entered the answers manually into the Excel Spreadsheet provided by learning-styles-online.com, and has compared and analysed all the data acquired in eight classes. Questionnaire included 70 questions, as follows:

Questionnaire:

Answer each statement by typing 0, 1, or 2 into each answer box. Use these ratings as a guide when you answer each statement:

- 0 - the statement is nothing like me
- 1 - the statement is partially like me
- 2 - the statement is very much like me

- | | |
|---|--|
| 1 | You have a personal or private interest or hobby that you like to do alone. |
| 2 | You put together itineraries and agendas for travel. You put together detailed lists, such as to-do lists, and you number and prioritise them. |

- 3 Jingles, themes or parts of songs pop into your head at random
- 4 Maths and sciences were your preferred subjects at school.
- 5 You are happy in your own company. You like to do some things alone and away from others.
- 6 You enjoy learning in classroom style surroundings with other people. You enjoy the interaction to help your learning.
- 7 You like to read everything. Books, newspapers, magazines, menus, signs, the milk carton etc.
- 8 You can easily visualise objects, buildings, situations etc from plans or descriptions.
- 9 You are goal oriented and know the directions you are going.
- 10 You prefer team games and sports such as football/soccer, basketball, netball, volleyball etc.
- 11 You navigate well and use maps with ease. You rarely get lost. You have a good sense of direction. You usually know which way North is.
- 12 You prefer to study or work alone.
- 13 You like being a mentor or guide for others.
- 14 You spend time alone to reflect and think about important aspects of your life.
- 15 In regular conversation you frequently use references to other things you have heard or read.
- 16 You enjoy finding relationships between numbers and objects. You like to categorise or group things to help you understand the relationships between them.
- 17 You keep a journal or personal diary to record your thoughts.
- 18 You communicate well with others and often act as a mediator between them.
- 19 You love sport and exercise.
- 20 You like to listen. People like to talk to you because they feel you understand them.
- 21 You like listening to music - in the car, studying, at work (if possible!).
- 22 You can balance a chequebook, and you like to set budgets and other numerical goals.
- 23 You have a number of very close friends.
- 24 You use lots of hand gestures or other physical body language when communicating with others.
- 25 English, languages and literature were favourite subjects at school.
- 26 You like making models, or working out jigsaws.
- 27 You prefer to talk over problems, issues, or ideas with others, rather than working on them by yourself.
- 28 Music was your favourite subject at school
- 29 In school you preferred art, technical drawing, geometry.
- 30 You love telling stories, metaphors or anecdotes
- 31 You like identifying logic flaws in other people's words and actions.
- 32 You like using a camera or video camera to capture the world around you.
- 33 You use rhythm or rhyme to remember things, eg phone numbers, passwords, other little sayings.
- 34 In school you liked sports, wood or metal working, craft, sculptures, pottery.
- 35 You have a great vocabulary, and like using the right word at the right time
- 36 You like the texture and feel of clothes, furniture and other objects.
- 37 You would prefer to holiday on a deserted island rather than a resort or cruise ship with lots of other people around.
- 38 You like books with lots of diagrams or illustrations.
- 39 You easily express yourself, whether its verbal or written. You can give clear explanations to others.
- 40 You like playing games with others, such as cards and board games.
- 41 You use specific examples and references to support your points of view.
- 42 You pay attention to the sounds of various things. You can tell the difference between instruments, or cars, or aircraft, based on their sound
- 43 You have a good sense of colour.
- 44 You like making puns, saying tongue-twisters, making rhymes.
- 45 You like to think out ideas, problems, or issues while doing something physical.
- 46 You read self-help books, or have been to self-help workshops or done similar work to learn more about yourself.

- 47 You can play a musical instrument or you can sing on (or close to) key
- 48 You like crosswords, play scrabble and word games.
- 49 You like logic games and brainteasers. You like chess and other strategy games.
- 50 You like getting out of the house and being with others at parties and other social events.
- 51 You occasionally realise you are tapping in time to music, or you naturally start to hum or whistle a tune. Even after only hearing a tune a few times, you can remember it.
- 52 You solve problems by "thinking aloud" - talking through issues, questions, possible solutions etc.
- 53 You enjoy dancing.
- 54 You prefer to work for yourself - or you have thought a lot about it.
- 55 You don't like the sound of silence. You would prefer to have some background music or other noises over silence.
- 56 You love the theme park rides that involve lots of physical action, or you really hate them because you are very sensitive to the effect the physical forces have on your body.
- 57 You draw well, and find yourself drawing or doodling on a notepad when thinking.
- 58 You easily work with numbers, and can do decent calculations in your head.
- 59 You use diagrams and scribbles to communicate ideas and concepts. You love whiteboards (and colour pens).
- 60 You hear small things that others don't.
- 61 You would prefer to physically touch or handle something to understand how it works.
- 62 You are OK with taking the lead and showing others the way ahead.
- 63 You easily absorb information through reading, audiocassettes or lectures. The actual words come back to you easily.
- 64 You like to understand how and why things work. You keep up to date with science and technology.
- 65 You are a tinkerer. You like pulling things apart, and they usually go back together OK. You can easily follow instructions represented in diagrams.
- 66 Music evokes strong emotions and images as you listen to it. Music is prominent in your recall of memories
- 67 You think independently. You know how you think and you make up your own mind. You understand your own strengths and weaknesses.
- 68 You like gardening or working with your hands in the shed out the back.
- 69 You like visual arts, painting, sculpture. You like jigsaws and mazes.
- 70 You use a specific step-by-step process to work out problems.

Results

When all data was collected and processed, a 'typical student of a class' was created, according to preferred learning styles in a class. Recognizing an answer as 'typical' in a class required 70% of students to provide the same answer. Remaining 30% of students was not taken into account since making an average student through a median would result in a 'compromise' between different learning styles and would not give precise results and peak results would blend in (eg. 1+19 is 20, However, this is much different from 10+10 when analysed as separate components).

This way, the author was able to 'create' a 'typical student' who represents at least 70% of the class. The following six graphs represent eight typical students of eight different classes: A, B, C, D, E, F, G and H. Classes consist of 11 to 28 students, aged between 14 and 19.

It may be concluded that class (D) is the closest to a 'balanced class', which means that learning styles have been approximately equally developed (social 18/20, physical 16/20, aural, logical and solitary (15/20), verbal (11/20) and visual (9/20). Other classes have at least one strong(er) learning style, as following: A class: social, B class: physical, C: verbal, E: social, F: logical, G: solitary and H: visual.

Also, it can be noticed that the least dominant learning styles are: A class: physical, B class: logical, C: visual and logical, D: visual, E: logical, F: physical, G: social and H: aural and verbal.

It is interesting to notice that no class has a dominant aural style, nor solitary as the least dominant. Logical style proved to be the least dominant learning style and social the most dominant in eight classes. This means that the students of PRHG on average, prefer studying in groups and discussing. However, when classes are analysed individually, the results are somewhat different.

Author has noticed some similarity between the classes, eg. classes that have more lessons of native and foreign languages per week (classes B and C), do not prefer logical style of learning, and they prefer the same level of aural and solitary style.

Physical learning style proved to have greatest difference between the classes and this confirms author's presumption that some techniques of teaching do not work the same in different classes (average answer ranges from 6 to 16 out of 20). The same may be concluded for solitary style (average answer ranges from 10 to 20 out of 20), verbal style (average answer ranges from 7 to 18 out of 20) and logical (average answer ranges from 3 to 17 out of 20).

It is interesting to notice that class D has a score of 15/20 in solitary and 18/20 in social so it can be concluded that the students enjoy working in groups and discussing, while at the same time, prefer doing certain tasks alone.

Also, class H has a high visual learning style (17/20) and rather low aural (7/20) and verbal style (7/20). This means that the class responds well to pictures, use of different colours and drawing mind maps, but does not enjoy writing, listening tasks nor roleplay, which the author has confirmed in practice.

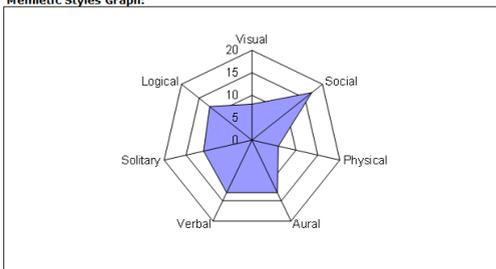
Memletic Styles Quiz - Results Graph

Your overall scores:

Visual Style	8 / 20
Aural Style	13 / 20
Verbal Style	13 / 20
Physical Style	6 / 20
Logical Style	12 / 20
Social Style	17 / 20
Solitary Style	11 / 20

Are learning styles the answer to faster learning? In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts. To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



Graph 1. Class A

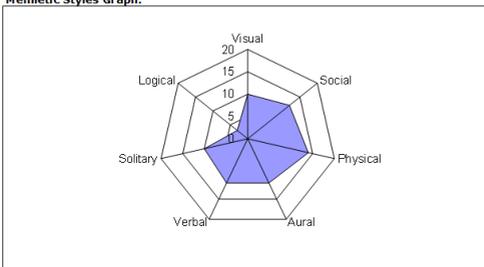
Memletic Styles Quiz - Results Graph

Your overall scores:

Visual Style	10 / 20
Aural Style	11 / 20
Verbal Style	11 / 20
Physical Style	14 / 20
Logical Style	3 / 20
Social Style	12 / 20
Solitary Style	10 / 20

Are learning styles the answer to faster learning? In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts. To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



Graph 2. Class B

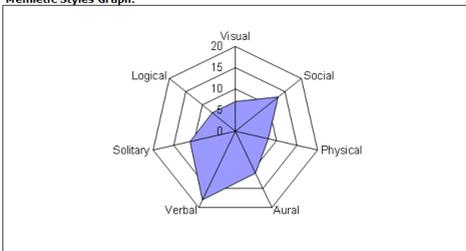
Memletic Styles Quiz - Results Graph

Your overall scores:

Visual Style	7 / 20
Aural Style	11 / 20
Verbal Style	18 / 20
Physical Style	8 / 20
Logical Style	7 / 20
Social Style	13 / 20
Solitary Style	11 / 20

Are learning styles the answer to faster learning? In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts. To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



Graph 3. Class C

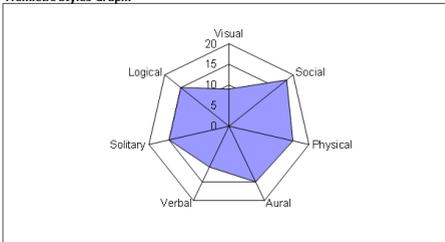
Memletic Styles Quiz - Results Graph

Your overall scores:

Visual Style	9 / 20
Aural Style	15 / 20
Verbal Style	11 / 20
Physical Style	16 / 20
Logical Style	15 / 20
Social Style	18 / 20
Solitary Style	15 / 20

Are learning styles the answer to faster learning? In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts. To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



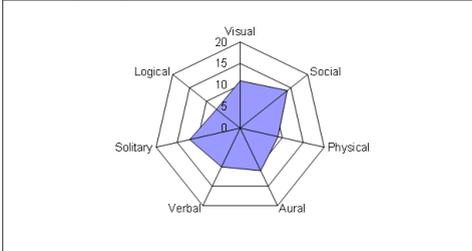
Graph 4. Class D

Memletic Styles Quiz - Results Graph

Your overall scores:
 Visual Style 11 / 20
 Aural Style 11 / 20
 Verbal Style 10 / 20
 Physical Style 9 / 20
 Logical Style 7 / 20
 Social Style 14 / 20
 Solitary Style 12 / 20

Are learning styles the answer to faster learning?
 In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts.
 To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



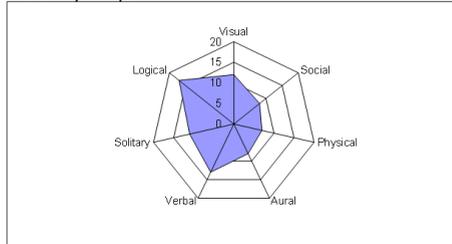
Graph 5. Class E

Memletic Styles Quiz - Results Graph

Your overall scores:
 Visual Style 12 / 20
 Aural Style 8 / 20
 Verbal Style 13 / 20
 Physical Style 7 / 20
 Logical Style 17 / 20
 Social Style 8 / 20
 Solitary Style 11 / 20

Are learning styles the answer to faster learning?
 In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts.
 To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



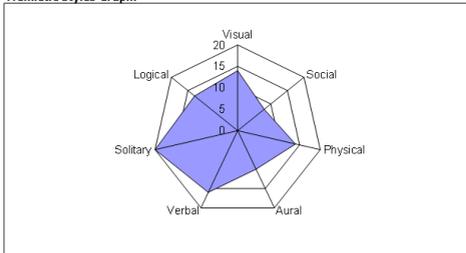
Graph 6. Class F

Memletic Styles Quiz - Results Graph

Your overall scores:
 Visual Style 14 / 20
 Aural Style 10 / 20
 Verbal Style 16 / 20
 Physical Style 14 / 20
 Logical Style 13 / 20
 Social Style 8 / 20
 Solitary Style 20 / 20

Are learning styles the answer to faster learning?
 In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts.
 To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



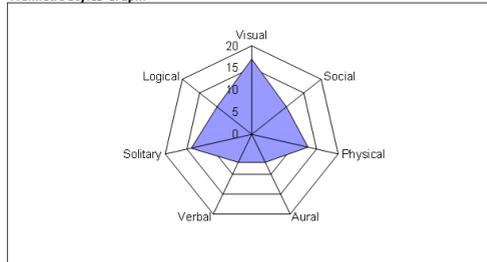
Graph 7. Class G

Memletic Styles Quiz - Results Graph

Your overall scores:
 Visual Style 17 / 20
 Aural Style 7 / 20
 Verbal Style 7 / 20
 Physical Style 13 / 20
 Logical Style 10 / 20
 Social Style 10 / 20
 Solitary Style 14 / 20

Are learning styles the answer to faster learning?
 In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts.
 To understand more, visit <http://www.memletics.com/manual/contents.asp>

Memletic Styles Graph:



Graph 8. Class H

After in-depth analysis, results were presented to each of the classes, respectively. Also, each student was given his/her personal graph, description, and advice on how to enforce different techniques of learning and adapt them to their learning preferences.

Further research

The author has so far compared results between eight different classes and has successfully recognized the patterns that occur in groups or between the classes. Author has also implemented learning and teaching strategies that coincide with a specific class and has noticed that a certain material explained in three different ways (eg. grammar rules explained using pictures vs. using rhyme vs. step-by-step list) has made an impact on students from different classes and, finally, this has had a positive impact on number of points in a follow-up test and the overall learning of students.

Author plans to conduct further research on learning styles of all students of PRHG (540 students) and analyse the data according to classes, types of classes, sex and age of learners. Also, further research into the remaining maximum of 30% of students who did not represent the vast majority in a class is planned.

Conclusion

Author's motivation for research of learners' styles and preferences comes from everyday teaching and noticing different effects of same teaching methods on different classes. The author was intrigued by the occurrence and has underdone

further research on preferred learning styles inside a class. Using a structured questionnaire, author has gathered data from 152 students and categorised it accordingly. Analysis has proven that indeed differences between typical students (majority) between classes exist and that this could be the answer to the starting question. The classes show a dominant learning style (or two styles) and differ greatly one from another. In accordance with the results, author has used more techniques and strategies to meet the learning styles of classes and has noticed that different approaches worked in different classes, with the same result: better test scores and easier learning. Author will continue teaching using all learning styles since mixed strategies help develop both preferred and non-preferred learning styles. However, certain material will be presented with attention to classes' preferred learning style to increase students' interest and motivation, and finally – to achieve better results.

The paper also seeks to point out the need for teachers to continuously monitor the learning process, adapt teaching styles and strategies to the needs and preferences of students. The research can be used as a starting point for further exploration of learning styles on an institutional level with in-depth analysis of differences between types of classes, students' age, sex and interests.

References

- [1] [1] Farley F, Alexander PA, Baker EL, Berliner DC, Calfee RC, De Corte E, Greeno JG, Hoy AW, Mayer RE. Perspectives on the past, present, and future of educational psychology *Handbook of Educational Psychology: Third Edition*. 415-432. (2014)
- [2] [2] Otis A, manual of directions for primary and advanced examinations, Otis Group Intelligence Scale. (1918)
- [3] [3] Kolb, David A., Experiential learning: experience as the source of learning and development (2nd ed.). Upper Saddle River, NJ: Pearson Education. (1984)
- [4] [4] Honey, P; Mumford, A. Learning styles questionnaire: 80-item version. London: Maidenhead. (2006)
- [5] [5] Barbe, W. Burke; Milone, M N. "What we know about modality strengths". *Educational Leadership. Association for Supervision and Curriculum Development*: 378–380. (1981)
- [6] [6] Barbe, W. Burke; Swassing, R. H.; Milone, M. N. *Teaching through modality strengths: concepts practices*. Columbus, Ohio: Zaner-Bloser (1979)
- [7] [7] Armstrong, T. 7 (Seven) Kinds of Smart: Identifying and Developing Your Multiple Intelligences (1999)
- [8] [8] Grasha, Anthony F. *Teaching with style: a practical guide to enhancing learning by understanding teaching and learning styles*. Curriculum for change series. Pittsburgh: Alliance Publishers (1996)
- [9] [9] Coffield, F; Moseley, D; Hall, E; Ecclestone, K. Learning styles and pedagogy in post-16 learning: a systematic and critical review (PDF). London: Learning and Skills Research Centre. (2004)
- [10] [10] Smith, Donna M.; Kolb, David A. *User's guide for the learning-style inventory: a manual for teachers and trainers*. Boston: McBer. (1996)
- [11] [11] Beere, J; Swindells, M; Wise, D; Desforges, C; Goswami, U; Wood, D; Horne, M; Lownsbrough, H; Hargreaves, D. About learning: report of the Learning Working Group (2005)
- [12] [12] Darling-Hammond, L. *Teacher quality and student achievement: A review of state policy evidence*. *Education Policy Analysis Archives*, 8(1). (2004)
- [13] [13] Marzano, R. J., Pickering, D. J., & Pollock, J. E. *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. (2001)
- [14] [14] Introduction to machine learning for brain imaging, Steven Lemmac et al. NeuroImage Volume 56, Issue 2, 15 May, Pages 387-399 (2011)
- [15] [15] <https://www.learning-styles-online.com/> <http://www.memletics.com> Advanogy.com (2003)
- [16] [16] Dryden, G., Vos, J. *The Learning Revolution*. Network Educational Press. (1999)

- [17] [17] Stronge, J. H. Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development. (2002)
- [18] [18] Jensen, G.H. Learning Styles in Applications of the Myers-Briggs Type Indicator in Higher Education, J.A. Provost and S. Anchors, Eds. Palo Alto: Consulting Psychologists Press, 181-206. (1987)
- [19] [19] Willis M, Hodson V K. Discover Your Child's Learning Style: Children Learn in Unique Ways - Here's the Key to Every Child's Learning Success. (1999)
- [20] [20] Tucker P D, Stronge J H. Linking Teacher Evaluation and Student Learning (2005)
- [21] [21] Fleming, Neil D. "The VARK modalities". vark-learn.com. Archived from the original on 14 March 2015. (2014)

The Analysis of Students' Cognitive Ability Based on Assessments of the Revised Bloom's Taxonomy on Statistic Materials

Ayu Rahayu

Master of Sciences, Faculty of Mathematics and Natural Sciences, Universitas Gadjah Mada Indonesia

Abstract

This research is descriptive research with quantitative approach that aims to describe students' cognitive abilities based on assessment of the Revised Bloom's Taxonomy on statistics material. The subjects of this research were 36 students of class XI Science. Data obtained by using a research instruments that was learning achievement test accordance with the Revised Bloom's Taxonomy on statistic material. The data analysis technique was descriptive analysis. The results of this research indicate that: (1) on factual knowledge the ability percentage of student's cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create); (2) on conceptual knowledge the ability percentage of students' cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C6 (create), and C5 (evaluate); (3) on procedural knowledge the ability percentage of students' cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C6 (create), and C5 (evaluate); (4) on metacognitive knowledge the ability percentage of students' cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create).

Keywords: Descriptive Analysis, Cognitive Ability, Revised Bloom's Taxonomy

Introduction

Background oh the Study

Education quality of a nation is one of the key aspects of the country development, since with education each individual can have a chance to enhance the quality of their existence and participate in the development process. Along with the rapid change of the world in the globalized era, especially in the field of science and technology, Indonesia's national education has to be sustainably improved together with the era development.

National education aims to improve the quality of Indonesia's human resources, to be specific, to produce human beings who believe in God Almighty, have virtuous characters such as independent, advanced, tough, intelligent, creative, discipline, hard-working, professional, responsible, productive, and physically and mentally healthy. Those aspects become more crucial after it is mandated that the objective of national education is to enhance the quality of education on all kinds and levels of education.

Related to the issue above mentioned, Hamalik (2003:16) states that the goals of education are a set of educational outcomes achieved by learners after the implementation of educational activities. All of the educational activities that are teaching guidance and practices are directed to reach the goals of education. To this extent, the goals of education constitute the components of educational system that occupy the central position and function.

Hadis dan Nurhayati (2010:67) argue, "Teachers are the determinant of quality and success of education by their good performances both on institutional and instructional levels".

On the contrary, teachers tend to focus on measuring students' cognitive aspect that only focuses on three lowest aspects of Bloom's Taxonomy: know (C1), understand (C2), and apply (C3) that are included in factual, procedural, and sometimes conceptual dimensions. However, measuring other cognitive aspects (such as to analyze, evaluate, and create) included in the four knowledge dimension is also necessary so that they can have the whole picture of students' ability on a particular field.

Taxonomy is a categorizing process. Teachers expect that learners succeed in learning a particular thing. The success, by all means, has to be assessed or measured. Bloom's Taxonomy means to bring ease to teachers in classifying things that have to be learnt by the learners at a certain time.

Bloom's taxonomy in cognitive domain is one of the basic frameworks for categorizing the goals of education, curriculum, and test preparation throughout the world (Chung, 1994; Lewy dan Bathory, 1994; Postlethwaite, 1994). This education taxonomy is contained in the book *The Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook I: Cognitive Domain* that has been published in 1956 as a work of Benjamin Samuel Bloom (editor), M.D. Engelhart, E.J. Furst, W.H. Hill, dan Krathwohl.

Bloom's Taxonomy makes defining of learning objectives easier for teachers. Learning goals are equipped with verbs and nouns. Verbs define the cognitive mastery desired; while nouns indicate knowledge expected (Anderson et al., 2001; Sausa, 2006).

An article reveals the comparison between the benefits of the old Bloom' Taxonomy and the revised one and concludes that the use of the Revised Bloom's Taxonomy for "Pre-service Teachers" in Turkey shows positive results if compared to the use of the old Bloom's Taxonomy in terms of arranging lesson plans (Bümen, 2007). The implementation of the Revised Bloom's Taxonomy in the design of "Computer Based Assessment" has been published with the details and thus it can be concluded that Revised Bloom's Taxonomy helps design assessment (Mayer, 2002).

Based on the initial observation, the researcher received information that teachers in general have not implemented cognitive aspects of the Revised Bloom's Taxonomy, teachers only give questions focusing on three cognitive aspects of Bloom's Taxonomy that are know (C1), understand (C2), and apply (C3) in which the three of them are only included in three knowledge dimension so that such ability has not been able to give a detailed picture of every cognitive skill of the students based on the Revised Bloom's Taxonomy covering remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6) and the four categories of knowledge dimension. Due to the facts, the researcher considers that conducting a study regarding students' cognitive ability based on the assessment of the revised Bloom Taxonomy is important.

Objectives

This study aims to describe students' cognitive abilities based on the assessment of the Revised Bloom's Taxonomy on the subject matter of statistics for twelfth grade of one senior high school in Indonesia.

Methodology

This research is a descriptive research employing quantitative approach. Descriptive research aims to describe a status of condition or phenomenon. Therefore, the research will be able to analyze and give the picture of students' cognitive ability based on the assessment of the Revised Bloom' Taxonomy on the subject matter of statistics. This research involved 36 students taken from 144 students of SMA Negeri 3 Polewali, West Sulawesi, Indonesia. The instrument used in this research was a cognitive test. The cognitive test included questions regarding Statistics divided into six categories based on cognitive domain and four knowledge levels of the Revised Bloom's Taxonomy. The questions given consisted of fifteen multiple choice and nine essay questions.

The data were collected by utilizing an instrument that was the mathematical tests given to the students to observe the validity of instrument items. This test method was hired to observe students' cognitive ability. Validation of multiple-choice questions was examined by hiring the biserial correlation coefficient test; while validity of each question item was examined by using Pearson's correlation coefficient test.

The data analysis technique used was the descriptive-statistic data analysis technique examining the data percentage. Descriptive statistics is the statistics employed to analyze data by describing or defining the collected data as they are without any intention to draw a general conclusion. The descriptive-statistic analysis has objectives on describing students' cognitive ability based on the Revised Bloom's Taxonomy on statistic materials in one senior high school in Indonesia.

To comprehend such ability, scores were given to students' responses. Then, the responses were grouped into four dimensions of knowledge by the Revised Bloom's Taxonomy that are factual, conceptual, procedural, and metacognitive knowledge as well as six cognitive processes of the Revised Bloom's Taxonomy that are remembering, understanding, applying, analyzing, evaluating, and creating. Scores were given to responses of multiple choice and essay questions by being based on the question rate.

Theoretical Framework

Blooms' Taxonomy and Revised Bloom's Taxonomy

In 1949, Benjamin S. Bloom proposed an idea on division or cognitive taxonomy to ease the preparation process of question bank in order to create the same learning objectives (Krathwohl, 2002). Bloom and his team published the taxonomy in 1956. 45 years later, David R. Krathwohl, a member of Bloom's team proposed the Revised Bloom's Taxonomy. To formulate the taxonomy, Krathwohl worked with seven experts of psychological education and education (Anderson *et al.*, 2001). The change from the original frame of mind to the revision is illustrated in Table 1.

Table 1. Bloom's Taxonomy and Revised Bloom's Taxonomy

Bloom's Taxonomy (1965)	Revised Bloom's Taxonomy (2001)
Knowledge	Remember (C1)
Comprehension	Understand (C2)
Application	Apply (C3)
Analysis	Analyze (C4)
Synthesis	Evaluate (C5)
Evaluation	Create (C6)

Anderson and Krathwohl (2001:66-88) suggest six cognitive taxonomies of the Revised Bloom's Taxonomy that are remember, understand, apply, analyze, evaluate, and create. Each category consists of two or more cognitive processes. Specifically, there are nineteen cognitive processes described by the means of verbs. The detail explanation is as follows:

Table 2. Six Process Categories of Cognitive Process Dimension

Process Category	Other Names	Cognitive Process and Example
Remember: Taking knowledge from long-term memories		
Recognize	Identify	Positioning knowledge in long-term memories suitable for the type of the knowledge itself (ex. recognizing important dates of Indonesia historical events)
Reremember	Pick	Picking relevant knowledge of long-term memory (ex. rerecalling important dates of Indonesia historical events)
Understand: Constructing meaning of learning materials including learning materials stated, written, and illustrated by teachers		
Intepret	Classify, paraphrasing, represent, translate	Altering a description (ex. number) to be another description (ex. paraphrasing importan statements and documents)
Give examples	Illustrate, give examples	Finding examples or illustrations of a concept or principle (ex. providing examples of movements of art of painting)
Classify	Categorize, group	Placing a certain thing in one category (ex. classifying the examined or described mental disorders)
Make summary	Abstract, generalize	Abstracting general themes or main points (ex. making a summary of phenomena shown at the television)
Conclude	Abstract, extrapolate,	Making a logic conclusion based on received information (ex. formulating grammar based on examples given during foreign language learning)
Compare	interpolate, predict	Determining the relationship between two ideas, two objects, and so on (ex. comparing historical events to current condition)
Explain	Contrast, map, match	Making a causality model in a system house (ex. explaining causes of important events)
	Make a model	
Apply: Implementing or utilizing a certain procedure in a certain condition		
Execute	Execute	Implementing a procedure in a familiar task (ex. dividing one number to another number, this two numbers are consisted of several digit numbers)
Implement	Utilize	Implementing a procedure in a unfamiliar task (ex. utilizing a correct context)
Analyze: Breaking a material into several structuring fragments and determining the relationship between those fragments and the relationship between those fragments and the whole structure or objective.		
Differentiate	Isolate, sort, focus, select	Differentiating relevant study materials from irrelevant study materials, important materials (ex. differentiating relevant numbers from irrelevant numbers in a mathematical problem)
Organizing	Find the coherence,	
Attribute	integrate, design an outline, describe roles	Determining how elements perform their works or function in a

Process Category	Other Names	Cognitive Process and Example
	Structure, deconstruct	certain structure (ex. compiling evidence in a historical narrative to be either supportive evidence or opposing evidence of a historical description) Determining a point of view, bias, value, or intention of a learning material (ex. pointing a writer's point of view in a certain essay based on the writer's political perspective)
Evaluate: Taking decision based on criteria and/or standards		
Examine Critique	Coordinate, detect, monitore, test Assess	Finding inconsistency or falseness in a process or product; determining whether a proces or product has an internal consistency; finding the effectivity of a procedure being practiced (ex. examining whether or not a scientist's conclusion are in accordance with the observed data) Finding an inconsistency between a product and external criteria; determining whether a product has an external consistency; finding the accuracy of a procedure to solve a certain problem (ex. determining one best method of two methods to solve a problem)
Create: Integrating fragments to form a new, coherent material or to make an original product		
Formulate Plan Produce	Make hypotheses Design Construct	Making hypotheses based on criteria (ex. making a hypothesis of causes of a certain phenomenon) Planning a procedure to finish a task (ex. planning a research proposal about a certain historical topic) Creating a product (ex. creating a habitat for a certain species with a certain objective)

Findings and Discussion

Based on the test given to students, the researcher gained the data of students' cognitive abilities based on assessment of the Revised Bloom's Taxonomy. The test results gathered were analyzed based on the number of students' correct answers. The researcher determined one correct answer of multiple choice question should be given one point; while the score of one correct answer of essay problem was determined by using assessment rubrics. Those problems were categorized based on the Revised Bloom's Taxonomy. The data of analysis of 36 students' cognitive abilities based on assessment of Revised Bloom's Taxonomy on statistic materials of twelfth grade are presented in Table 3.

Table 3. The Percentage of Students' Cognitive Ability

Bloom's Revised Taxonomy						
Knowledge Dimension	Cognitive Process Dimension					
	C1 Remember	C2 Understand	C3 Apply	C4 Analyze	C5 Evaluate	C6 Create
Factual	72.22 %	66.67%	47.22%	27.22%	19.44%	13.89%
Conceptual	80.55%	75%	41.67%	36.11%	19.44%	26.11%
Procedural	52.78%	47.22%	36.11%	33.33%	13.89%	23.89%
Metacognitive	48.61%	42.36%	39.58%	23.33%	22.22%	20%

Table 3. displays that in general, the ability of remembering achieves the highest percentage in every knowledge dimension if compared to other abilities of cognitive process dimension. Moreover, the ability of creating on the conceptual and metaconitive knowledge dimensions has the lowest percentage if compared to other abilities on the cognitive process dimension. Moreover, in the conceptual and procedural knowledge dimensions, the ability of creating (C5) gains the lowest percentage on the cognitive process dimension. Furthermore, Table 3. also indicates that the highest percentage of all knowledge and cognitive process dimensions is conceptual knowledge on the ability of remembering; while the lowest percentage is obtained by the ability of creating on factual knowledge and the ability of creating on procedural knowledge.

Table 4. The Category of Students' Cognitive Abilities

Bloom's Revised Taxonomy	
Knowledge	Cognitive Process Dimension

Dimension	C1 Remember	C2 Understand	C3 Apply	C4 Analyze	C5 Evaluate	C6 Create
Factual	Middle	Middle	low	Very low	Very low	Very low
Conceptual	High	High	low	Very low	Very low	Very low
Procedural	low	low	Very low	Very low	Very low	Very low
Metacognitive	low	low	Very low	Very low	Very low	Very low

Table 4. shows that conceptual knowledge on the abilities of remembering and understanding has a 'high' category; whereas factual knowledge on the abilities of remembering (C1) and understanding (C2) has the 'middle' category. Besides, the abilities of analyzing, evaluating, and creating on each level of knowledge dimension possess the very 'low' category.

The result of descriptive data analysis reveals that the ability of remembering on the conceptual knowledge is higher than the ability of remembering on factual knowledge. This indicates that students in general are more capable of remembering factual knowledge than remembering procedural knowledge and possess a good awareness level in remembering learning materials.

Furthermore, the ability to remember conceptual knowledge is higher than the ability to remember factual knowledge. This proves that students are better at understanding conceptual learning materials than understanding the factual ones. The ability to understand factual knowledge is higher than the ability to understand procedural and metacognitive knowledge. This fact indicates that students tend to understand factual knowledge better and that students have a good awareness to understand learning materials.

Furthermore, the analysis result also displays that the ability to apply factual knowledge is higher than the ability to apply conceptual knowledge. This indicates that students are more capable of applying factual learning materials than applying the conceptual one. The ability to apply conceptual knowledge is higher than the ability to apply procedural and metacognitive knowledge. This proves that students is better at applying conceptual knowledge and that they own the awareness level to apply learning materials better than to apply procedural knowledge although the cognitive process of applying is closely related to procedural knowledge.

From the descriptive data analysis result, the researcher also figures out that the ability to analyze conceptual knowledge is higher than the ability to analyze procedural knowledge. This indicates that students are more capable of analyzing conceptual learning materials than analyzing procedural learning materials. Besides, the ability to analyze procedural knowledge is higher than the ability to analyze metacognitive and factual knowledge. This reveals that students tend to be better at analyzing procedural learning materials as drawing conclusion than analyzing factual learning materials as determining the size of data distribution in the form of symbol and that students is more capable of realizing their analyzing ability than realizing their factual knowledge.

Another finding from analyzing the descriptive data is that students are more advanced in evaluating metacognitive knowledge than evaluating other three types of knowledge. Hence, students have more skills to realize their abilities to evaluate statistic learning materials than to realize their abilities to evaluate the conceptual ones. Besides, students are also more capable of evaluating conceptual learning materials than evaluating factual and procedural learning materials.

The researcher is also able to draw a conclusion that the ability to create factual knowledge is higher than the ability to create conceptual knowledge after conducting the descriptive data analysis. This means that students are more skillful at creating factual learning materials than creating conceptual learning materials. Moreover, the ability to create conceptual knowledge is higher than the ability to create procedural and metacognitive knowledge. Therefore, students are more capable of creating conceptual knowledge. Students' ability to create procedural knowledge is better than their awareness of their ability to create questions based presented data.

Conclusion

Results of this research provides conclusion that twelfth graders taking education at the subject school have better conceptual knowledge than the procedural and metacognitive ones in every level of abilities on the cognitive process dimension. Besides, students have weakness on metacognitive knowledge and the abilities of applying, analyzing, evaluating, and creating. Thus, teacher should pay more attention to every level of students' cognitive ability on every type of knowledge based on the assessment of the Revised Bloom's Taxonomy.

Acknowledgments

This publication was partially supported by Indonesia Endowment Fund for Education (LPDP) Ministry of Finance Republic Indonesia. I thank my colleagues from Universitas Gadjadara who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations or conclusions of this paper. I thank Awi Dassa and Usman Mulbar for comments that greatly improved the manuscript and always encouraging author to accomplish it. I would also like to show my best gratitude for my parents, thanks for your pray. The last all my friends for sharing their pearls of wisdom with us during the course of this research and being together during working and finishing this paper.

References

- [1] Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., et al. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman
- [2] Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., dan Krathwohl, D.R. 1956. *The Taxonomy of Educational Objectives the Classification of Educational Goals, Handbook I: Cognitive Domain*. New York: David McKay.
- [3] Bümen, N. T. (2007). *Effects of the Original Versus Revised Bloom's Taxonomy on Lesson Planning Skills: A Turkish Study among pre-Service Teachers* *Review of Education*, 53, 439–455.
- [4] Conklin, J. (2005, Spring). Book Reviews : *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. *Educational Horizons*, 83, 154-159.
- [5] Hamalik, O. (2003). *Kurikulum dan Pembelajaran*. Jakarta : Bumi Aksara.
- [6] Krathwohl, D. R. (2002). *A Revision of Bloom's Taxonomy: An Overview*. *Theory into Practice*, 41(4)
- [7] Mayer, R. E. (2002). *A Taxonomy for Computer-Based Assessment of Problem Solving*. *Computers in Human Behavior* 18 623–632.
- [8] Rukmini, Elisabeth.(2008). *A Description Revision of Bloom's Taxonomy*. Yogyakarta: Universitas Negeri Yogyakarta
- [9] Sausa, D. A. (2006). *How the Brain Learns*. Thousand Oaks: Corwin Press.

Consultancy Services and Their Impact in Financial Reporting - Case of Albania

Brisejda Zenuni Ramaj

PhD Candidate at the Department of Accounting, University of Tirana, Faculty of Economy, Lecture in Financial and Accounting Department, University of Vlora "Ismail Qemali", Vlore, Albania

Mirela UJKANI MITI

PhD. Lecture on Accounting Department, Faculty of Economics University of Tirana Albanian, Tirana, Albania

Abstract

As part of an effective strategy of risk management and internal control, security services and consultancy are focused on providing reliable and qualitative information, which includes the best information at the moment of decision making by the company and they have their impact in the process of making important decisions. The values it carries report of consultancy services, which should have adjustments in use and excellence, are recognized as definitions of quality. Security services are independent professional services in the field of accounting that improve the quality of the information or its contents for stakeholders in the decision making process. As elsewhere, also Albania has started offering security services, consultancy and these services are expanding more and more in the field of accounting, especially over the last decade. Through a descriptive analyze, in this paper, we will rely mainly on the development and application of consultancy services in different sectors like telecommunication, energy and water supply in Albania. In this study we will focus on the in consultancy services in the field of accounting, also the from processing of data collected in the questionnaire will be given a clear description of actuality in Albania which will be to a great help in giving end to the necessary recommendations of stakeholders for this service.

Keywords: accounting and consultancy services, consultants, standards of providing security, assurance.

Introduction

The accounting profession in Albania is increasing rapidly during the last years and in the meantime areas of its use are being expanded. The list of works which were previously performed by accountants adds a lot of new services that require professionalism, skill, and implementation of standards. However, with the new technological changes, accounting is being transformed into something more than just recording, summarizing and reporting of transactions to overcome these routines and practical functions expanding and including the organization, functions delegated processing methodologies, controls and outputs expected, which all together are considered as "system". The system is in fact "the anatomy" of accounting. It includes all dimensions of business operations, including the flow of financial data across the organization and beyond.

An overview of the literature review

We have often found in literature studies and efforts to tell the role of the consultant in entities. The role of auditors is increasing constantly, referring to the fact that in recent years, the external auditors are required to perform a set of services that go beyond the audit of financial statements. The way to pass from the audit of financial statements in security Services, was anything but easy. In 1986 the American Institute of Certified Public Accountants, AICPA developed standards for granting Security Services. Core Concepts of Consulting for Accountants Publisher: Wiley.

Publication Date: 2001 highlights the strong influence that guidelines of AIS have had in various sectors of the economy, including organizational behavior, interpersonal skills, and management of giving security in order that accountants realize and provide consulting services. Tavares LV "Advanced Models for Project Management" (Boston, Kluwer, Academic Publishers) stresses how important is the management of time and resources at the time of the consultancy and security services.

In July 2000 the International Federation of Accountants¹ published an international standard on giving security Services. His objective was to help professional accountants worldwide to provide services over diversified information, including data, systems, process and behaviors.

Reeb Wiliam.C. 2008² identifies the importance and environmental management of internal and external of an entity.

In 1998 Robert Elliot predicted that although the security services were conducted by the audit services, accountants and auditors need to compete effective programs signatures, lawyers etc. According to the report NO.86 the LP's (Szadek, Raynard S, M P & Forstater, 2004) security services are offered by external and internal providers.

In 1997 in Albania was established the Institute of Authorized Accounting Experts in Albania (a non-profit organization) as a professional organization, in order to improve and strengthen the public oversight of the profession of accounting expert of legal auditors. As each country in transition, in our country in the accounting field, we started reforms whereby we would establish the Law on Accounting and Financial Statements in 2004 and the establishment of the National Accounting Council as a public body with full competencies draft and publish accounting standards and regulate accounting in accordance with the requirements of this law. Subsequently, in 2009 Law no. 10091, dated 05.03.2009 "On Statutory audit and organization of professions of registered accounting expert and approved accountant" was approved, law that has undergone recent changes. Studies in the field of providing consultancy services are fewer, but among them we will include the study of Shuli I and Cepani L (2011)

From the results of the study related to the future of accounting profession and auditors in Albania (Shuli.I, Cepani.L, 2011) we come to the conclusion that security services in Albania are mainly offered by different companies accounting audits, which in fact are the first to reflect the challenges and opportunities of a global market using the new services strategy.

Methodology

In order to identify the Albanian situation we have used data whose primary analysis will be the main basis and providing recommendations at the end of the paper. We have also prepared a modest questionnaire, which is the essential instrument of this research and that relates to a series of written questions, relative, according to the scope of this paper. It distributed about 150 respondents of which only 100 were collected. The Target groups this questionnaire are professionals in the field of accounting, with a distribution 35 in the city of Vlora, 15 in Pogradec and 50 in Tirana, employed mainly on small and medium entities. This sample can be considered valid for highlighting the knowledge that accountants of those cities have about security services and consultancy. The questionnaire of this paper is formed by several different sections, divided according to the problems or arguments that are going to be analyzed. Some of the questions are opened, while some of them are closed, giving thus the respondents the opportunity to express their thoughts. These questionnaires were distributed in electronic format as well as hand delivery which give you the opportunity to work on problems that could face the respondent by the interviewees. The analysis of the data is descriptive and comparative. Also in the treatment of paper were used secondary sources such as foreign and domestic literature, which served to create a theoretical basis for the scope of the paper. Undoubtedly, this paper has its limitations, but it can easily serve as a mean to create an image on the importance of security services and consultancy in accounting profession in Albania.

Consulting services in the field of accounting

The quality of accounting services is what customers consider important in their job performance. The quality of services is accompanied by a high level of customer satisfaction. Nowadays, we know very little about the agreements between service providers and their users. It is important to consider these aspects for some reason.

First of all, despite the fact that the quality of each service depends on the customer though, it is also the product of what users expect.

Second, the outcomes of technical accounting are often based on the concepts and techniques that users can not fully understand which can have a direct impact on the perception of quality.

¹ IFAC-International Federation of Accountants

² Reeb Wiliam.C "Start consulting"-How te walk and talk.(New York:American Institute of Certified Public Accountants) 2008

Finally, the perceptions of service quality accounting are likely to be affected by two informal accounting factors (according to the status and reputation within the organization) and objective criteria (ex, education, professional experience and certification of providers accounting services).

Although accounting services should be designed to satisfy customer's demand, the lack of a mutual understanding of the capacity of users, together with a poor communication may hinder these efforts. The result may be a gap between providers and users.

Types of consulting services in different fields

Consulting services provided in different fields for solving problems and legal issues that economical unit face during the development of their activity:

Table 1. " Consulting services"

<p>Main Services</p> <ul style="list-style-type: none"> • Solve problems and barriers facing business units, including tax analysis, legal protection (avoiding penalties) and fiscal. • Provision of consultancy in connection with the application for licensing business <ul style="list-style-type: none"> • rules regarding the reporting of income, for taxes and sales taxes and "hiding" them. • Consultancy regarding the selection of software for accounting and recording and implemented by these software-s cost-benefit analysis. • Training of staff in relation to the accounting and taxes <p>Provided financial analysis</p>	<p>Business Plans</p> <ul style="list-style-type: none"> • Plans can be prepared for two purposes 1-internal and 2 external • advice on securing funding and lines of credit • measurement of performance and motivation of key employees in the organization • buy-sell agreements, predictions, analysis and strategic planning flexibility <p>Giving the consultancy regarding litigation and bankruptcy proceedings.</p> <ul style="list-style-type: none"> • planning to do about bankruptcy, and asset management in kind • Problems of loan repayment. • insolvency of the unit • addressing the problems of fraud and errors that occur in the organization
--	--

The need that Small and Medium Enterprise (SME) and their increasing needs to improve accounting and financial reporting systems make it more likely to feel the need to seek expert assistance in the accounting field. Once these businesses rarely have available the necessary skills to meet these needs to be successful and strong competitor at the right time, what they really want is a solution that will meet their needs, will fit to their business and have an effective cost to implement.

Consultancy facilitates services-This service includes specialist consultancy that gives the customer or a third party (responsible person) to reach the expected standards of customer care. In this group of services may also be included a list of services that are available to the community, third party. Consulting services may include some assistance to the client or third party security selection of care and level of care for each type of care required.

Consulting services -Consulting services include traditional commitments accountants as business tax calculation. They are a continuity of business planning that takes into consideration how your business will continue depending by the way you see it as a whole picture.

In accounting services operate only successful officers and directors that have clear how to spend their time using it effectively and efficiently. One of the main factors that may affect the provision of services of consulting is the environment where businesses evolve. The way many industries across the world compete each other has changed rapidly. The same happens in Albania. This change is increasing rapidly and is nearly impossible to be stopped. Terms of a competitive environment make the world of business much more dangerous, where the investments needed to compete in the global view are increasing and becoming larger, thus failure consequences and risks are very high and severe. Different factors have greatly influenced in creating competitive environments.

Researchers have shown that the external environment plays a very important role in increasing the benefits of a business. Environmental conditions with which different businesses have to be faced today have changed radically in recent decades.

Technological changes and the detonation of the use of the information technology as well business proficiency for the elaboration of this information require a careful decision-making and a critical need for people to consult with experts in different fields.

Sociological rapid changes that are occurring in many countries have an impact on the manpower as well as on the nature of the products required by a variety of increasingly consumers.

Government policies and laws strongly affect the way how and where firms will operate as well as the way they will compete each other.

Companies have to be conceit as well as to understand the effects of these factors in order to be able to compete. Through a range of different methods businesses try to understand their external environment gathering information on competitors, on clients and on other principals in the external environment.

At the local level the external environment consists of macro environments and industry environment (five factors of Porter). In the environment where they compete, firms should very carefully analyze competitors therefore a number of the recently researchers have been inserted in the external environment and on the competitor environment.

Macro environment consist of distant elements into more of an integral part of the particular society which may be necessary to industries and businesses. These elements are grouped in politico-legal factors, economical, socio-cultural, technological, demographic and global factors.

Specialists in the field of consultancy need to carry out an accurate analysis of the five key factors that make up the so-called PEST analysis as these factors are precisely influencing effective decision-making that will be associated with achieving success and increasing revenue. Businesses can't control and influence these factors, on the contrary the challenge lies in the way it influences any of its components and factors as shown in the table below: Many businesses operate in an increasingly troubled, complex and global environment, which makes the latter very difficult to predict and interpret. Regardless of the methods used to analyze the external environment, the main objective is to identify the chances and threats.

Table 2: Macro environment: factors and elements

Macro environment: factors and elements	
Legal political factors <ul style="list-style-type: none"> • Un-trust Laws • Laws on employment • Taxes • Education Policies • Norms and Laws • Sustainability 	Technological factors <ul style="list-style-type: none"> • Product Innovation •Government cost • Innovations in development process • Applying knowledge • Communication
Economic factors <ul style="list-style-type: none"> • Inflation rate • Level of personal savings • Interest rate • Level of corruption • The trade deficit • GDP • The budget deficit 	Demographic factors <ul style="list-style-type: none"> • The number of the population • National minorities • Age • distributions of the incomes • Geographical distribution
Socio-cultural factors <ul style="list-style-type: none"> •Workforce • Environment • The diversity of the workforce • The trend for career • Habits and norms •Products/required services 	Global factors <ul style="list-style-type: none"> •Important political events •Recently industrialized countries •Markets • Institutional and cultural powers

Source: The Impact of Micro and Macro Environment Factors on Marketing, oxfordcollegeofmarketing.com/2014/11/04/the-impact-of-micro-and-macro-environment-factors-on-marketing, December 2016.

Macro environment and its factors affect every industry and business. The matter is on scanning, monitoring, forecasting and evaluating those factors and many other elements which come to be important. Results must include the changes, trends, opportunities and intimidation created in the environment. Changes then are being compared with basic competencies of company. When these comparisons and the results that emerge from them are successful it can be said that the companies compete successfully in the environment where they operate.

An industry is a group of businesses which produce products and services needs which can substitute each other as well as be so related to each other.

Compared with Macro environment, industrial environment has an impact on most of strategies and profits of a company. The degree of competition and the potential for benefits to industry are a function of the 5 forces: New enters suppliers, clients, replacers as well as the competition itself.

While studying the competitive environment companies concentrate on businesses that have a direct competition.

In addition to focusing on the clients, a better determining method than that of determining the limits of industry necessary for determining the market, a company must also analyze the geographical limits.

The analyses of the industries in which in our country operates must be carefully considered by the consultant. Due to the impact that globalization has on today industry analysis should include the international markets and their rivalry. In fact researches have shown that international variables are more important than national variables in the determination of competition in some industries. Moreover due to developments in the global markets and industries structures which are not limited by boundaries most structures are often global industries.

Consultants must review the Situation of knowing and understanding the objectives, strategies, assumptions and capacities of the competitor. In successful companies the process of analyzing the competitor is used for determining:

- Which are the long-term objectives?
- What is the competitor doing and what can he do based on its current state.
- What does the competitor believe that is going to happen with him and the industry in which he operates?
- Which are the competitor's capabilities presented by capacity?

The information on these issues is helping to prepare the analysts to a detailed profile for each competitor. So an effective result on competitor analysis can help a business to understand, interpret and foresee the actions and initiatives of its competitor.

Analysis of the data

In Albania, the consultancy service, although there is a long time offered, we think it is in its first steps and if you ask an accountant what he understands with consultancy service then the answer you will get is very confusing and unclear so on the basis of some questionnaires addressed to the independent professionals who provided this service to our country the results of the collected data from questionnaires addressed to accountants were presented as follows;

The legal form of the respondent consists of: 15% were a limited liability company (KPS) and 85% were Physical Persons.

Employees of companies that provide consultancy services in most of the societies around 90% had Occupation: Economists (The Institute of Authorized Chartered Auditors of Albania (IEKA), Financier, and Manager), Lawyer, and attorney for litigation.

While 10% of respondents except economists and lawyers had the engineers of different fields such as:

1. Plumber
2. Environmental engineer
3. Surveyor
4. Electro-mechanical engineer
5. Geologist

Which cooperate to provide qualitative consulting services?

Areas in which consulting services were provided:

Fiscal and legal consultancy 41.5%

Consultancy regarding the "Law for traders and Commercial society 15.5%

Consulting "Prevention of Money Laundering" 1.4%

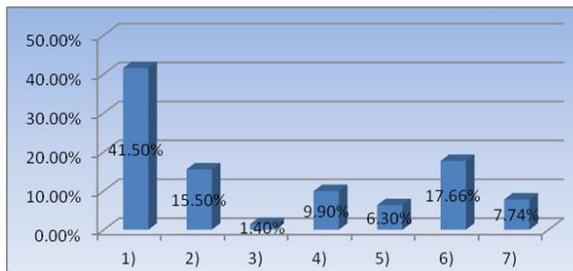
Legal consulting about technical and sanitary conditions of food production, dairy products which provide consultancy regarding quality management 9.9%

Consulting for foreign companies which are seeking to invest in our country. By providing detailed studies of the market and competitive environment 6.3%

Consulting issues for appeal court fines and other legal issues.17.66%

Consultancy in public infrastructure, water, sanitation sector and environmental protection 7.74%

Graphic 1: Areas in which consulting services were provided



Source: Authors

1. Fiscal and legal consultancy
2. Law for traders and commercial companies
3. Prevention of Money Laundering
4. Legal advice for technical and sanitary conditions
5. Consulting for foreign investment in our country
6. Consulting for the appeal of fines
7. Consulting for public infrastructure

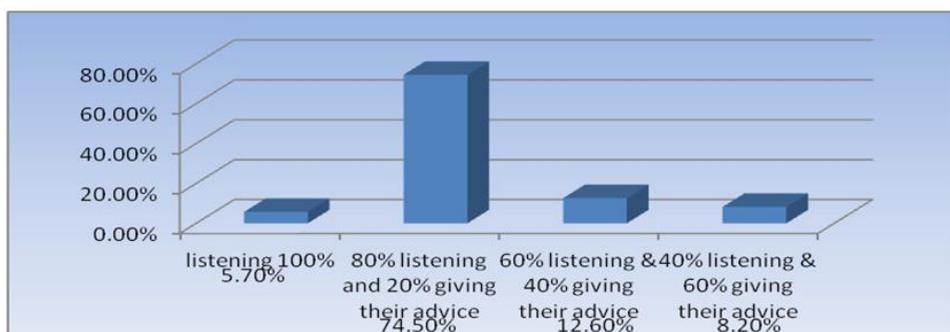
About 94.7% of respondents signed an agreement with their customers, while 5.3% do not.

And these agreements were valid for about a 1 year (81.4% of them) and 1-3 years (18.6%).

The Forms that different clients developed were:

- a. 74.5% of them (80% listening and 20% giving their advice)
- b. 5.7% (listening 100%)
- c. 8.2% (40% listening & 60% giving their advice)
- d. 12.6% (60% listening & 40% giving their advice)

Graphic 2: Forms those different clients developed



Source: Authors

Time Management

From the moment the client appeared in the company unit for a consulting service until the problem was solved, an average of 1-2 weeks was needed, but very important to note that the time management depends on the complexity of the problem.

Albanian question whether the market has the capacity required for the provision of consultancy services respond to 100% yes.

Once respondents felt that you were given full consultancy businesses, but depended on how much they were willing to implement the consultant's advice because in our country there is also a very important phenomenon that the informal economy and implementation of law by economic units will compete with those businesses that do not implement it (the law) will led in a bankruptcy of companies.

Question whether end customers remain satisfied service?

You are 100% responded yes

Conclusions and recommendations

In Albania, the accountant's profession is becoming more and more demanding. The areas of its use have been added. The list of jobs that formerly performed by accountants add to the many new services that require professionalism, skill, and implementation of standards.

Obviously, in the context of regulating the accounting profession, it should be assumed that the relevant legal basis should also respond to new requirements for new services added to the list of services currently performed by accountants. In addition to preparing the approval of the respective regulatory framework, we also need to improve the level of preparation of accounting specialists at the university and postgraduate level.

More concretely, all necessary steps should be taken to regulate as soon as possible the profession of consulting services in the field of accounting.

From the study and data analysis we have found that the consultancy services in our country are provided by the economic units as a complete package, not only accounting but also in other areas such as legal, engineering, etc. This is because the organization of the professionals in a single economic unit made it possible to realize the packages of consultancy services. This service was provided through direct contact with the client and the most widespread form was "Consultation-Consultation". The services provided provided a very high level of customer satisfaction.

The national economy of a country relies on the financial, capital, human and product markets. The lack of equilibrium between these four components led to a social clash. But it should be noted that the countries in which there is a difference between these markets are very attractive to businesses. Consequently, what we suggest is that in our country, even though there is a law on free professions, a full legal basis must be established to respond to ever-increasing demand for consultancy services, especially in the field of accounting, as they exist for other services provided, such as legal, or engineering.

Human resources should be given priority, which through effective management of training and retraining, qualifications and incentives can be turned into a true treasure, a good source to create a competitive edge in the field of accounting and directly or indirectly in the provision of consultancy services.

References

- [1] Core concepts of consulting for accountants, Nancy A.Bagranoff, Stephanie M.Brayant, James E.Hunton, Wiley. (2000) The Use of Technology in the Delivery of Instruction: Implications for Accounting Educators and Education Researchers. Issues in Accounting Education: February 2000, Vol. 15, No. 1, pp. 129-162.
- [2] Tavares L.V "Advanced Models for Projekt Management" (Boston, Kluwer, Akademik Publishers) Dreger, J. B.: Project Management, Van Nostrand Reinhold, New York, 1992. 3 . Tavares, L. V.: Advanced Models for Project Management, Kluwer Academic Publishers, Boston,. 1999. 4. Weglarz, J. (ed.): PROJECT SCHEDULING: Advances in Modeling, Algorithms, and Applica- tions, Kluwer Academic Publishers.
- [3] Weglarz.J."Project Scheduling:Recent Models, Algorithms, and Applications"(Boston, Kluwer, Akademik Publishers) International Series in Operations Research & Management Science ; Series Volume: 14; Copyright: 1999

- [4] Reeb William.C."Start consulting"-How to walk and talk.(New York:American Institute of Certified Public Accountants) 2008
- [5] Strategic Management: Competitiveness and Globalization, Concepts and Cases (Available Titles CengageNOW) 8th Edition 2013
- [6] Michael A.Hitt, Strategik management: Competitiveness and globalization Revista e IEKA 2014, page 21.
- [7] Dean Fraust, "First Sue All the Consultants: Malpractice Actions Against Them Are On The Rise ", Business Week.
- [8] Phillips, F., & Kalesnikoff, D. (2006). Q-Dots Incorporated: Assurance for nanotechnology buyout. Issues in Accounting Education, 21(2), 147–155

Web Resources

- [1] <http://www.SmeToolkit.org>.
- [2] <http://www.ProformOffshore.com>
- [3] <http://www.cbiz.com>
- [4] <http://www.allbusiness.com/accounting/>
- [5] <http://www.allbusiness.com>
- [6] <http://www.e-PersonalFinance.com>
- [7] <http://www.startaconsultancy.com>
- [8] <http://www.wordtracker.com/>
- [9] <http://www.keyworddiscovery.com/>
- [10] <http://www.goodkeywords.com/>
- [11] <http://www.ctsguides.com> (The Requirements Analyst-Software Selection tool)
- [12] <http://www.outsourcing.com> (The outsourcing Institute)
- [13] <http://www.saveonsupport.com>
- [14] <http://www.shelko.com>
- [15] <http://www.p3software.com>
- [16] <http://www.referenceforbusiness.com/management/Log-Mar/Macroenvironmental-Forces.html#ixzz569xtS5o7>

Problems with the Competition Policy Formation in Georgia

Nino Orjonikidze

Professor at Gori State Teaching University, Georgia

Nino Liparteliani

Professor at Gori State Teaching University, Georgia

Abstract

In Georgia, since the declaration of independence, there has always existed an attempt to establish legal and regulatory mechanisms that would improve competition. Numerous laws and legal acts were formed with the purpose to analyze the process of holding dominant positions by economic agents at markets, to eliminate the abuse of such positions, to reveal the attempts of limited competition at market, as well as to provide established market with fair competition rules. Georgia has always aspired to integrate with European Union structures. The country is a member of World Trade Organization and a part of multiple bilateral, regional, multilateral agreements and international organizations (that collaborate within international competition field) as a full member or as an observer. Based on the above mentioned issues, the improvement of competition policy becomes inevitable in Georgia.

Keywords: competition, antimonopoly regulation, euro-integration, regulation, monitoring.

Introduction

The methodology of the study: The following general scholarly methods were used during the research: analysis and synthesis, observation, comparison, hypothesis and analogy.

Problems with the Competition Policy Formation in Georgia

Competition is an inevitable component of market relations and implies rivalry between economical agents to provide better conditions for goods [service] production and sale. A market economy is impossible without competition the same as competition without market relations. Although, a victorious competitor is guaranteed to have solid positions and highest profit, gaining a victory in competition is not an easy task. It is experienced by those few who complying the "fair game" manage to give economical preferences to their production, arouse customers' interest and attract them. Competition phenomena has long been expanded from local scale to global scale. Today, competitiveness as a principal indicator of development significantly determines a role and a position of each country in international division of labor. [1]

Since the declaration of independence in Georgia, there has always existed an attempt to establish legal and regulatory mechanisms that would improve development of competition and would not allow monopolies to be formed in the market. Multiple laws and legal acts have been constituted with the purpose to analyze the process of taking dominant positions at markets by various economic agents, to eliminate the abuse of such dominant positions, to reveal the attempts of limited competition at market, as well as to provide established market with fair competition rules. In Georgia, a new antimonopoly law was constituted and antimonopoly service – Competition Agency was established. However, to introduce the legal norms into practice, the programs for competition development and antimonopoly regulation should be started and an action plan should be drawn up based on the abovementioned. Let's discuss the issues that would actually improve contemporary, European type of antimonopoly regulation. To study the problem and to explain the reason why the antimonopoly system has not been functioning properly during the last two decades, we need to briefly review the history of establishment of antimonopoly regulation in Georgia and those hindering legal and institutional factors that affected its operation, we also need to analyze the initial stage, current condition and required steps to be taken for the future. [2]

An independent antimonopoly service has been functioning in Georgia since 1995 but there has always been a problem of free competition at market. Nonexistence of competition, cartel agreements, corruption schemes were explained by the defects of antimonopoly law and the weakness of the service. The way out of the situation was considered to be the

reorganization. One of the thoroughgoing reforms was implemented in 2005. Between 2005-2013, the antimonopoly service was acting as a department of nominal importance instead of being a service with administrative duties. Its effectiveness did not turn for the better after transformation. Therefore, effective antimonopoly policy does not depend on the "strict" or "mild" rights entitled to the antimonopoly service, but it rather depends on correct formation of legal and institutional base, the extent of expressing political will by the state power and professionalism of people employed at the service.

The stages of competition policy formation and reorganization in Georgia could be set up by years in the following way:

1992 – 1996. After the declaration of independence, the first document "Regarding the restriction of monopoly business and development of competition" (1992) was issued which regulated the activities by monopoly units in Georgia. They should not have made obstacles to the formation of market economy.

1996 – 2004. The competition and free market legislation, which was based on the European experience, was created during this period. Antimonopoly Service was established at the Ministry of Economy and it was obliged to control the companies that were holding dominant positions. First monopolists were created in this period of time.

2004 – 2013. Implementation of liberal reforms began in Georgia after the Rose Revolution. The Antimonopoly Service was abolished and instead, Free Trade and Competition Agency was established which actually had only analytical functions.

After the new government came into power, the law "regarding competition" was amended in march, 2014 and Competition Agency was established. The regulation was approved in accordance with the resolution N288 of Georgian Government, dated as April 14, 2014, "Regarding the Approval of the Regulation of Legal Entity of Public Law – Competition Agency". The Competition Agency is an independent LEPL. It is accountable to the Prime-Minister of Georgia and society. The goal of the agency is to promote market liberalization, free trade and competition in Georgia. [3], [5]

In 2008, the fact-finding board of European Commission emphasized the antimonopoly regulation after evaluating the competitive environment in Georgia. Afterwards, in 2010, the government of Georgia developed "The comprehensive strategy of competition policy", and in December same year, Competition and Procurement Agencies were united as one service. [4]

European Union had two requirements towards Georgia regarding the competition field.

The first – to establish clear competition policy and law regarding the competition;

The second – to form a relevant competition agency which would be responsible for execution of the law.

"Law Regarding Free Trade and Competition" was issued by the Parliament of Georgia in May, 2012. Working on the antimonopoly legislation, as well as the competition policy reform were the priority fields to push negotiations regarding the Deep and Comprehensive Free Trade Agreement between EU and Georgia.

- What is the situation today in the country regarding the antimonopoly activities?

According to "The Global Competitiveness Report" of The World Economic Forum 2015-2016, Georgia gained three positions and moved from 69th to 66th position (with 4,22 points) among 140 countries. The Ministry of Economy reports that in the list of Global Competitiveness Report, Georgia outscored countries such as Slovakia (67th), Montenegro (70th), Croatia (77th), Ukraine (79th), Greece (81st), Armenia (82nd), Moldova (84th), Albania (93rd), Serbia (94th). Georgia improved its positions in 1 factor out of 3 factors, 7 elements out of 12 elements and 58 sub-elements out of 114 sub-elements. The improved factors are: Efficiency Enhancers – gained 2 positions and moved to 77th position (4.0 points).

Higher Education, training – gained 5 positions and moved to 87th;

Efficiency of product market – gained 12 positions and moved to 48th;

Efficiency of labor market – gained 9 positions and moved to 32nd;

Development of financial market – gained 8 positions and moved to 68th;

Market capacity – gained 4 positions and moved to 99th position.

Global Competitiveness Index (GCI), which is determined by the World Economic Forum, measures the quality of macroeconomic environment, state of public institutions of a country and level of technological readiness. The rating is based on the publically open (statistical) data (WB; UNESCO; World Health Organization, IMF, etc.) and the research

results conducted by executive authorities of the World Economic Forum and includes the completion of questionnaires by business sectors. It considers the strong and weak points of a country, identifies the priorities to encourage the implementation of political reforms. The research held in 2015-2016 included 140 countries. GCI covers three principal stages in country development (factor-driven, efficiency-driven, innovation-driven) that combine 12 pillars: The 12 pillars that are grouped into three factors include 114 indicators. Georgia has been a member of GCI research since 2004.

The table summarizes the information according to the ranking. ¹

Table 1: The position of Georgia according to the ranking

Ranking by Groups	Position in the World	Point (max. 7)
Basic Requirements	46	4.9
Institutions	43	4.4
Infrastructure	65	4.1
Macroeconomic Environment	40	5.2
Health and Primary Education	64	5.9
Efficiency Enhancers	69	4.1
Higher Education and Trainings	89	4.1
Goods Market Efficiency	46	4.6
Labor Market Efficiency	43	4.5
Financial Market Sophistication	58	4.2
Technological Readiness	65	4.2
Market size	101	3.0
Innovation and Sophistication Factors	113	3.2
Business Sophistication	102	3.6
Innovation	116	2.8

source:¹

In spite of the fact that some of the indicators are improved, Georgia received low evaluation in several categories from the Global Economic Forum. Georgia maintains a good position in rating regarding the promotion from the state to start a business and reduction of state regulations. However, the situation is very unsuccessful in the field of regulation of domestic goods market. Particularly, Georgia holds 128th position by local competition. This is a very considerable fact. It points out the nonexistence of free competition and antimonopoly regulation in the country.

In Georgia, hidden monopolies exist in many fields. According to the official statistics, the small and average business held 15% portion in total business turnover of Georgia in 2014, while in 2000, only the small business portion was 33%. This value indirectly indicates that competition level at Georgian market has significantly decreased by almost 2,5 times in recent years, which is reflected in high prices on products and low quality. [6] The opinion is being propagandized in the society that antimonopoly agency will restrict private business which is wrong approach. In the countries with developed economy, the general function of antimonopoly bodies is to prevent the state from interfering in business because the state is the power which enables an entrepreneur with more preferred position compared with other competitors.

The leniency program, which is one of the main tools to fight against the noncompetitive behavior from an economic agent in the USA and Europe, is being introduced and established in Georgia. The program offers the economic agent the partial or total release from statutory responsibility if it collaborates to the agency during elimination of noncompetitive action. The leniency program enables the agency to obtain required information for the investigation regarding the noncompetitive behavior of the economic agent. The functions of the agency and regulating authority were significantly marked of. Any kind of interference from the state which makes potential obstacles or directly impedes the competition is prohibited. Efficiency of competition policy and effectiveness of the agency is also improved during controlling the state assistance which is related to the facts of unlawful restrictions of competition, in order to provide open and transparent market, to protect principle of equality in business, to prevent government institution from establishing administrative, jurisdictional and discriminative barriers for entering the market and to avoid unlawful restriction of competition. [7],[14]

- Why are the local Georgian entrepreneurs in haste to put antimonopoly legislation into force?

In past, up to 70 flour-mill plants used to be operating in Georgia, while today, only one fifth of the mentioned number continues working. Majority of the companies which stopped working in the past years explained that the reason of their break was Azerbaijani company "Karat Holding". According to them, they could not withstand the competition and had to be closed. Those who stayed on market are on the edge of bankruptcy. Their share on market is reducing day by day and is taken by the Azeri company. The flour-mill plants are watching for the antimonopoly law because existence of such agency is their last chance to survive.

'Progresi' Ltd, which is located at Rustavi Highway, is one of the old flour-mill plants in Georgia. The plant is able to process 120 tons of wheat daily which is considered as a middle scale of production. The flour-mill plant sells part of the flour production at market and uses the other part of it to bake bread. The company continued to grow till 2007 when Azerbaijani company "Karat Holding" appeared on the market. The appearance of powerful competitor disturbed the peace on the flour market. The Azeri company entered the market with huge financial resources and purchased the largest flour-mill plants after two years. It grabbed the country's four biggest flour-mill plants out of five and became the leader of the market. The company holds "Karmenka" Ltd in Kakheti, flour-mill plant in Kachreti which owns the biggest 120 tons of grain storage elevator (large building is used to store grain and is equipped with elevating, conveying, ventilating, drying and other facilities). Besides, the Azeri company owns "Mzekabani" Ltd in Tbilisi and "Agrosistemebi" Ltd in Kvemo Kartli with Marneuli elevator which is the largest in Georgia and is able to process 600 tons of wheat a day. "Karmeni" Ltd, which is also included in the holding, allocates the flour-mill plant in Gori with 350 tons of daily production.

According to the data of Flour-Mill Plants Association, Karat Holding holds about 70% of flour market and 90% of elevators existing in Georgia (except port elevator in Poti). All four plants can process up to 1200 tons of wheat a day which absolutely satisfies daily demand of the country,

The flour-mill plants which still stay at market. Only 12-13 flour-mill plants out of 70 are going on working. Among them five plants are relatively big. All of the small and middle size flour-milling plants were closed. The monopolist Karat Holding does not leave even 20% of market free. They artificially raise or cut the prices at their convenience. All of the flour-mill plants will be closed very soon. There will be only one company on the market which will dictate prices and local farmers will be dependent on it. The farmers will have no way but to reduce the price if the company requests. The government of Georgia must manage the issues related to the monopolists by coercing them to work at 35% and leave space for other entrepreneurs to exist at market.

1100-1200 tons of wheat is necessary to satisfy the daily demand on bread for Georgian population. Karat Holding flour-milling plants manage to process 1200 tons of wheat a day. This means that this company has enough resources to meet the country's demands completely. At the same time, as we mentioned the company holds 90% of existing elevators. The company is able to store and keep large amount of purchased wheat in its own elevators. Other flour-milling plants does not have such resources. These issues endanger food market safety of the country. Moreover, the Azeri company owns the flour-mill plants in the areas where wheat is grown. As a result, it dictates prices to the local farmers. The competition almost disappeared from the market. The flour-milling plants are no more able to withstand the oppression. It is possible that they will stop flour-milling and start to import ready flour. [8]

The Competition Agency of Georgia studied the flour market in 2012-2015. According to the research, the Agency considers that the defendant economic agent, consisting of "Agrosistemebi" Ltd, "Karmeni" Ltd and "Karmen K" Ltd, as interdependent parties, is holding the dominant position at wheat flour goods market of Georgia. However, facts of abusing the dominant positions by them are not verified.

Georgia has always aspired to integrate with European Union structures. The country is a member of World Trade Organization and a part of multiple bilateral, regional, multilateral agreements and international organizations (that collaborate within international competition field) as a full member or as an observer. Based on the abovementioned, the improvement of competition policy becomes inevitable in Georgia and therefore, we need to work to provide the elements, such as:

- Existence of clear and predictable rules of competition;
- Effective control from the state power to protect the rules;
- Reliable and transparent practice of execution.

In every country, the enhancement of competitive policy is considered as a crucial course. The opinion can be supported by the work of international organizations in this aspect, as well as by competitive policy of over 100 countries and steps made to maintain stability of the policy.

Recommendations

Although, the agency has long been established, its role still remains ineffective and unfortunately, the events might continue the same like past years' scenario, unless necessary measures are taken that would encourage proper functioning of this service;

The antimonopoly service should timely start to monitor the behavior of monopolist companies at market in order to prevent them from abusing the dominant position. The idea should not be understood as "tighten the screw" policy because old and new laws do not prohibit the monopolist condition, but abusing this condition. For instance, a particular business might be quite successful, while having a good strategy and lots of customers and consequently, it can hold 70-80% of the market. In this case, the controlling body should not be interested in the size of the company's share on the market, but the body should avoid abusing such dominant position. In other words, to prevent the company from fixing such high prices or special conditions that would make troubles for customers;

Competition policy is very important for prevention of corruption in the country. Sometimes, so-called elite corruption, which is quite frequently talked about in Georgia, is expressed in granting the privileged conditions for particular companies (those with having political ties). The precondition for eliminating corruption is the presence of an independent and powerful competition agency which would be entitled with due proper capability and authority.

Newly-established competition agency could not be effective without active collaboration with regulation bodies (commission for communications regulations, gas, water and electricity regulation commissions)

It is essential to develop methodologies of qualitative and quantitative evaluations of market, as well as to create and improve methods of revealing the monopolies. Each of such documents should find out whether it restricts suppliers' number and customer's choice or not.

The antimonopoly service must be a regulatory agency which regulates the behavior of companies at the market so that to provide maximum social welfare and it should not be regarded as a crime-fighting institution. Crime-fighting is a prerogative of governmental powers and not of regulatory body.

The regulatory agency should establish sanctions, fines, pricing limits. The amount of fines should be equal to the social disbenefit; In all respects, the recourse distribution instrument will be ineffective and will create even more loss than it does during monopolies.

The regulatory commission should reveal monopolistic price and not a monopolist company. It is not the presence of monopoly that reduces social benefit, but only the monopolistic price provokes losses. To find the monopolistic price, the agency should investigate the market demand, i.e. the amount of products sold at different prices. Afterwards, the agency should collect information regarding expenses and incomes of the company and subsequently, it should calculate values of the company's marginal expenses and marginal incomes based on the information. The agency should also calculate the level of sales amount where the company's marginal expenses and marginal incomes equal to each other and bases on that, it should find out conformity of restricted demand amount to demand price. The result should be compared to the market price and only if they are identical, it could be considered that the market price is definitely monopolistic.

Literature review

During the work, we discussed information material published in the following Georgian magazines:

The magazine – Economy and Business;

The magazine – Economist;

The magazine – SEU and Science;

The magazine – Science and Life;

The monthly magazine for entrepreneurs and finance experts – Audit, Calculation and Finances;

The magazine – Forbes Georgia;

The magazine – New Economist;
The magazine – Social Economy;
The magazine – Economy of Georgia;
The magazine – Tabula;
The magazine – Liberal.

References

- [1] The rational antimonopoly policy for the best quality of life of people. Revaz Lortkifanidze. The magazine "Economy and Business". November-December no.6. p.45-46. Tbilisi 2014.
- [2] The aspects of antimonopoly and sectoral regulations. Slava Fetelava. The magazine "Economist". Gugushvili Institute of Economics. October-November no.5. p.22-32. Tbilisi
- [3] The competitive policy and antimonopoly regulation in Georgia. The magazine "SEU and Science" no.1. p.162-166. Tbilisi 2014.
- [4] The origin of antimonopoly activities in Georgia. Solomon Pavliashvili. The magazine "Science and life" (Tbilisi Teaching University) no.2(10). p.12-20. Tbilisi 2014.
- [5] The antimonopoly legislation came into force. Temur Iobashvili. The monthly magazine for entrepreneurs and financial experts "Audit, Calculation, Finances" no.9(177). p.25-28. Tbilisi 2014.
- [6] What should effective antimonopoly policy look like? Irakli Lekvinadze. The magazine "Forbe Georgia". February no.27. Tbilisi 2014.
- [7] The practice of antimonopoly regulation. Slava Fetelava, Shalva Gogiashvili. P.462-468. Tbilisi 2013.
- [8] Antimonopoly control and responsibility for competition law abuse. Shalva Gogiashvili. The magazine "Economist" no.6. p.25-34. Tbilisi 2013.
- [9] The practical guidebook for antimonopoly regulation. Murtaz Kvirkvaia. The magazine "New Economist" no.4. p.86. Tbilisi 2013.
- [10] Types of antimonopoly policy. Koba Sokhadze. The magazine "Social Economy". September-November no.4-5. p.34-36. Tbilisi 2013.
- [11] Antimonopoly law and prospects for its development in Georgia. Nika Sergia. The magazine "New Economist" no.3. p.74-79. Tbilisi 2013.
- [12] Antimonopoly policy and competition. Irakli Dogonadze. The magazine "Economy of Georgia" no.12(177). p.24-29. Tbilisi 2012.
- [13] The Antimonopoly Service will legitimate monopolies. Akaki Tsomaia. The magazine "Tabula" no.120. p.44-47. Tbilisi 2012.
- [14] New policy of competition (Antimonopoly legislation). Tatia Khaliani. The magazine "Liberal" 15-21 October #111. P.22-24. Tbilisi 2012.
- [15] "International Transparency – Georgia". New antimonopoly policy. The magazine "Liberal" no.91. p.38-41. Tbilisi 2011.
- [16] Internet Resources:
- [17] The Global Competitiveness Report 2016–2017. Insight Report. Klaus Schwab, World Economic Forum.
- [18] http://www3.weforum.org/docs/GCR2016-2017/05FullReport/TheGlobalCompetitivenessReport2016-2017_FINAL.pdf
- [19] business.org.ge
- [20] The Global Competitiveness Report 2016–2017. Insight Report. Klaus Schwab, World Economic Forum

Citizen Participation: A Matter of Competency

Sassi Boudemagh Souad

Korti Rafika

Constantine03university, architecture and urbanism institut, managemant of project department, AVMF laboratory, Algeria

Abstract

Citizens are social actors willing to give their time and energy to participate in collective projects, in order to live better in their built environment. Thus, the inhabitant is not only apprehended as a figure of belonging to a place, but he is perceived as being able to act on his environment, to be in connection with it. He is the one who invents his living environment and, beyond, transforms the city in the same way as the other actors. Individuals must acquire skills to become effective participatory citizens and live together in peace and on an equal footing in democratic societies. The recent work in the social sciences, which deals with "scholarly knowledge" and "ordinary knowledge", makes it possible to conclude on this notion of skills and to make the link with the question of the participation of the inhabitants. The "scholarly knowledge" is classified as scientific academic and professional knowledge, opposing knowledges qualified as profane or ordinary, that is to say, shared "by all or part of the social world". From a systemic point of view, the process of participation would be the meeting of these academic knowledge and lay knowledge. The purpose of this article is to understand what types of skills the resident uses, as a resource person, a living force, to engage in the process of participation.

Keywords: the citizen, citizen participation, skills, scholarly knowledge and ordinary knowledge.

Introduction

The Council of Europe publications on the project "Education for Democratic Citizenship" (Council of Europe, 1997) gave different definitions of participation, including:

Participation is a "power based on the possibility of influencing the social and economic aspects of life in the wider community" (Golubovic, 1982, cited in Council of Europe, 1997, p.13).

In another 1990 European publication, participation is defined as "the right of young people to be included, allowed and encouraged to assume duties and responsibilities and to take decisions that affect them" (Council of Europe, 1997, p.13).

On the other hand, the participation process is part of a logic of solidarity, where human, democratic and citizen values take shape in the identity construction of an actor. From this process arise attitudes, skills, knowledge, that enable the inhabitant "as a main actor in the process of participation" to act in an effective way.

Understanding the parameters of "citizen participation" requires matching their "knowledge", value systems and skills.

This is a current notion that occupies an important place in pragmatic sociology. Indeed, the emergence of skills is studied in the theoretical field of public policies, around the notion of "capacitation".

This notion refers to the human, social and technical capacities. As long as it is a question of designating, the relation that the actor maintains to the acts that he poses¹. So, do inhabitant have particular skills promoting their participatory process?

¹Katia GRENIER, « La participation des habitants : des compétences partagées entre les différents acteurs ? Etude à partir de projets de centres sociaux des Alpes-Maritimes », Diplôme d'Etat d'Ingénierie Sociale Région PACA, soutenue en décembre 2009, Institut Régional de Travail Social PACA et Corse.

This research work is mainly inspired by Council of Europe publications on the project "Education for democratic citizenship" and the studies of Guy Le Boterf¹

The concept of competency

The competency of a person in an area of expertise are relevant past experiences that may influence a person's will to participate in an organization, project or take a particular role.

This concept is studied in different fields, namely, human resources, anthropology, social sciences, pragmatic sociology and sociology of work...

The term "competence" is used in many ways, including in ordinary language as a synonym for "aptitude" or, more technically, as part of the education and professional training, or to refer to the ability to meet complex requirements in a given context.

The long-standing Council of Europe² in the fields of education for democratic citizenship and intercultural dialogue has defined competence through the ability to mobilize and use values, attitudes, skills, knowledge and skills or relevant understanding in order to respond effectively and appropriately to the demands, challenges and opportunities that arise in democratic and intercultural situations. Competence is treated as a dynamic process in which an individual mobilizes and uses a set of psychological resources in an active and flexible way to respond to unexpected situations³.

The educational sciences define this concept as follows: A competency is an integrated set of capabilities that allows one to spontaneously grasp a situation and respond to it in the most appropriate way possible.

Guy le Boterf proposes another definition: "Competence is the mobilization or activation of several knowledge in a given situation and context". (...) The Competences are mainly exercised in professional or social life or in leisure. (...) Finally, Competences are the culmination of knowledge⁴.

The dimensions of Competences

From the studies of Guy Le Boterf, we can analyze this notion by breaking it down into three aspects of knowledge: knowledge, know-how and know-how to be or attitude. In the same way, these three categories of knowledge are exerted in three domains specific to the social being, they are: the cognitive domain, psychomotor domain and socio affective domain. However these three knowledge are linked. Because it is the concomitance of these three elements that creates a particular "dynamic". These aspects of knowledge are therefore all three necessary for the accomplishment of urban projects where the process of the participation of inhabitants is inscribed.

Knowledge, know-how and know-how to be are the resources that a person can mobilize in the action in order to prove his competence. These are complementary resources referring to different dimensions of the competency:

Knowledge (cognitive competences)

Every human being has knowledge. This is the body of knowledge acquired through learning (studies) or experience. This knowledge tends to be enriched, but it can also be degraded, and it has especially the precious quality of being usable and communicable.

It can be said that knowledge is a source of power and enrichment for its holder. Knowledge gains full value only when it leads to action.

¹Guy Le Boterf : conseiller en ressource humaines, en formation de management dans de très nombreuses entreprises et organisations.

²Une organisation de défense des droits de l'homme du continent. Il comprend 47 États membres, dont 28 sont également membres de l'Union européenne, site web : www.coe.int.

³MartynBarrett. « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>.

⁴Forum Pédagogique, Savoir, oui ... mais encore ! FM. GERARD, X. ROGIERS, 1993, Concevoir et évaluer des manuels scolaires, Bruxelles de Boeck Université, mai 2000.

Knowledge is a foundation of knowledge, called theoretical, which is constructed and evolves according to personal history. It is always personal, articulated according to the history of the subject but also with the cultural and social context of the latter. The relation to knowledge can be defined as a process by which a subject, based on acquired knowledge, produces new singular knowledge enabling him to think, to transform and to feel the world¹.

Drucker² sees knowledge as the only resource that has meaning in the perspective of the new economy, which is mainly characterized by the dematerialization of trade and production (from the book "Post-capitalist society", 1993).

Grant³ states that knowledge is information and know-how, held by individuals and not by organizations, and is the most important resource of the company (from the book "Toward a knowledge-based theory of the firm", 1996).

He refers to theoretical or declarative knowledge : it is the mastery of vocabulary, norms and laws, data and characteristics on products, tools or services ... By knowledge, we mean all the information that a person possesses and which are indispensable for effective participation:

Knowledge of communication

This is knowledge of:

The fact that people who have other cultural references may follow verbal and non-verbal communication conventions that are different from their own, important from their point of view, even if they use the same language;

The social impact and impact on others of different communication styles, including how different communication styles may be incompatible or result in a break in communication;

The fact that there are multiple ways to speak in a given language and multiple ways to use the same language⁴.

Different communication tools and their dissemination methods.

Knowledge of politics and law

It encompasses knowledge of:

Basic political and legal concepts related to participatory democracy, such as democracy, freedom, justice, equality, citizenship, rights and duties, the need for laws and regulations, and the state of law ;

Democratic processes and the functioning of political institutions, including the role of political parties;

Various ways in which citizens can participate in public debate and decision-making, and influence politics and society, including the role that civil society and NGOs can play in this regard.

Knowledge of human rights

That is knowledge of:

the fact that human rights are based on the inherent dignity of all human beings;

¹Katia GRENIER, « La participation des habitants : des compétences partagées entre les différents acteurs ? Etude à partir de projets de centres sociaux des Alpes-Maritimes », Diplôme d'Etat d'Ingénierie Sociale Région PACA, soutenue en décembre 2009, Institut Régional de Travail Social PACA et Corse.

²Peter Ferdinand Drucker (1909-2005), professeur, consultant américain en management d'entreprise, auteur et théoricien, il est à l'origine de nombreux concepts utilisés dans le monde de l'entreprise, comme l'esprit d'entreprise et l'innovation systématique.

³Robert M. Grant (1948), est un spécialiste sur les questions de management, de stratégie et de leadership. Il fut un des premiers chercheurs au monde à se pencher dans les années 1990 sur la théorie du management par les ressources et sur la théorie du management par la connaissance.

⁴Martyn Barrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>, P 54.

the fact that human rights are universal, inalienable and indivisible, and that while human rights are recognized for every human being, everyone must respect the rights of others, regardless of their national origin, ethnicity, race, religion, language, age, sex, gender, political opinion, birth, social origin, wealth, disability, sexual orientation or any other situation; States and governments' human rights obligations¹.

Know-how (practical competence)

The know-how corresponds to the control of the operating modes and processes. This knowledge concerns the mastery of one or more techniques essential to the practice of a craft or an art. We can extend our know-how to other areas of our private life, to highlight our talents. The know-how is not acquired forever, it is constantly rehabilitated and updated by the experiences, whether professional, voluntary or personal.

It is defined as a skill to implement one's experience and knowledge acquired in any art or craft. This combination of two infinitives, Know and do, combines knowledge and action, and comes from field experience.

Professor J.M. Mousseron gave another definition of know-how: "technical knowledge, transmissible, not immediately accessible to the public and not patented, and for which someone would be willing to pay to know it".

Jean Verré (1997) recognizes the usefulness of introducing the notion of aptitude. He justifies the psychological dimension of studies and admits that the experience (know-how) is changing at varying rates, depending on the skills and individual characteristics. Verré speaks of ability, defined in part by "*the natural or acquired disposition of someone 'one to do something' and on the other hand, by the psychological sense 'dimension according to which the individuals are differentiated* » (Verré 1997).

We also defend the idea that aptitude is only a potential to activate to become a skill. In this, we reach Aubret who, from the definition of the aptitude, releases restrictive factors and affirms that the aptitudes are considered like cognitive characteristics responsible for the acquisition and the treatment of the information (Aubret, Gilbert et al., 1993). Moreover, they point out that the concept of aptitude is not an observable but a cognitive construct.

In psychology, the word aptitude refers to the psychological characteristics that make it possible to predict interindividual differences in future learning situations. The concept originates from the Latin word *aptus*, which means "capable of".

We must distinguish between the use of the term in colloquial language and that of psychology. In the common language, aptitude refers to the ability of a person to perform a task / activity correctly. In psychology, contrariwise, the term includes both the cognitive abilities that emotional characteristics and personality. That said, aptitude is associated with intelligence and natural dispositions or those acquired through a learning process².

It is the ability to perform complex and organized modes of thought or behavior by adapting evidence to reach a goal or a particular purpose.

Abilities come from a wide variety of skill abilities that, in turn, have a link to several logical and mathematical abilities for effective citizen participation, ability can belong to listening and observation, to understanding verbal and written expression, communication and cooperation, conflict resolution...Etc.

Ability to listen and observe³

These are the skills needed to understand what others are saying and to learn from their behavior. Understanding what others say requires active listening - paying careful attention not only to the content of the words but also to the way they are expressed by the tone, timbre, loudness, flow, and fluidity of the voice. As well as the body language of the person, especially eye movements, facial expressions and gestures. Careful observation of the behavior of others can also be an

¹MartynBarrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>, P 55.

²« Définition de l'aptitude », <http://lesdefinitions.fr/aptitude> consulté le 07/01/2017.

³MartynBarrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>, P 48.

important source of information about the behaviors that are most appropriate and effective in various social and cultural contexts, and can help the learner to control these behaviors by retaining this information, and reproducing this behavior in later situations of the same type. Therefore, listening and observation include the capacity or ability:

- to pay attention not only to the content of the words but also to the way they are expressed, as well as to the body language of the author of the words;
- to pay attention to possible inconsistencies between verbal and non-verbal messages;
- to pay attention to the subtleties of meaning and to what can only be partially said, or indeed what is implicit;
- to be very attentive to the behavior of others and to retain information about this behavior, in particular the behavior of people perceived as having cultural references different from their own;
- to be very attentive to the similarities and differences in the way people react to the same situation, especially those perceived as having cultural references different from their own.

Capacity for cooperation

Cooperation within a group is of a social nature. It can be covered by individual evaluation or even by observation of social interactions. Individuals have very different social skills, which should have decisive effects on their relationships and their mode of cooperation in larger groups, when they are implemented on others¹.

To work in a group, it is necessary to understand the changing nature and purpose of the standards and rules, and have practical experience. These are the skills necessary to participate fully, with others, in common activities, tasks and projects; it is also about taking action jointly with other people.

Ability to resolve conflicts²

These are the skills required to process, manage and peacefully resolve conflicts, namely, in particular, the ability or capacity:

- to mitigate or prevent aggression and negativity, and to create a neutral environment in which people feel free to express their differing opinions and concerns without fear of reprisal;
- to encourage and enhance receptivity, mutual understanding and trust between the parties to the conflict;
- to recognize the inequalities of power and / or status between the parties to the conflict, and to take steps to reduce the possible effects of these inequalities on communications between these parties;
- to hear and understand the points of view of the various parties involved in the conflict;
- to help others resolve conflicts by helping them understand the options available to them;
- to assist and guide the parties concerned to agree on an optimal and acceptable solution to the conflict.
- Communication, but also team problem solving are central aspects of human behavior that can only be studied through observation (Gottman 1994, Vuchinich, Vuchinich & Wood, 1993).

The know how to be (moral competences)

The know how to be translates the opinions, attitudes and behaviors of the person.

The know how to be manifests what the person is basically, that is to say, his human qualities. It belongs to our social knowledge related to our representations, to our ability to communicate. This knowledge manifests the way of apprehending one's own person, the others, the environment, situations and life in general; he thus determines his way of acting and reacting. It is the way to behave in public, to react to changes, to deal with a new situation.³

¹Fritz Oser, Manuela Ullrich, Horst Biedermann (2000), « Jeunesse et citoyenneté : Expériences de participation et compétences individuelles », Département des sciences de l'éducation de l'université de Fribourg, Chaire de pédagogie et de psychopédagogie, Regina Mundi, rue Faucigny 2, CH-1700 Fribourg.

²MartynBarrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>, P52.

³Katia GRENIER, « La participation des habitants : des compétences partagées entre les différents acteurs ? Etude à partir de projets de centres sociaux des Alpes-Maritimes », Diplôme d'Etat d'Ingénierie Sociale Région PACA, soutenue en décembre 2009, Institut Régional de Travail Social PACA et Corse.

This notion is used interchangeably as equivalent to "behavioral skills" or "behavioral knowledge". Similarly, the decomposition of attitudes shows that the notion can also cover "attitudes".

The human being is inserted from birth into social relationships with his community. He speaks, he makes contacts, he reads, writes, etc. Thus, Damon (1998), in a panorama of studies on political development, found that the history of inter-human relationships of a person is a backdrop for its democratic behavior within society. So «*A person's ability to act as a civilian member of a community is always at the heart of democratic political engagement, and the genesis of this ability can be traced throughout the history of the person's interpersonal relationships.*»¹

He considers the moral identity of a person as playing an important role in the exercise of his participative skills and in his social attitudes. "*Moral identity is an essential component of political development because it is needed to turn judgment into action. Moral identity provides a powerful incentive for driving because it engenders a sense of responsibility to act in accordance with one's self-concept.*"²

But unfortunately the theoretical hypotheses of Damon (1998) are not experimental because one can not know the complete history of the reports of the people and their "moral identity" is not directly measurable.

Indicators should therefore be defined, describing the aspects of personality and moral identity, which are capable of constituting factors encouraging participation in a democratic society.

After several researches, we extracted traits that reflect the moral skills of a person, they were presented by Damon (1998) and the project of the Council of Europe, we grouped them in two sub-dimensions: value and attitude

Values :

Value is a fundamental notion in public life. According to several authors (Tocqueville, Weber, Durkheim). They are at the origin of the laws, rules, conventions and customs that govern the groups and the relations between the individuals that compose them (Brée, 1994). They are used to characterize individuals or societies, to track change over time, and to explain the basic motivations behind attitudes and behaviors.

They have been a very important subject of research in many fields of study, sociology, psychology, anthropology and all related disciplines.

They have thus seen different definitions, such as: "Sustained belief that a specific mode of conduct or purpose of existence is personally and socially preferable to other behaviors or goals" (Rokeach, 1968). But also, "collective preferences that appear in an institutional context and participate in its regulation" (Boudon and Bourricaud, 1983); "Adherence of individuals to goals that satisfy interests in motivational domains and of greater or lesser importance in everyday life" (Schwartz and Bilsky, 1987); "What men value, like, desire, recommend, even propose as ideal" (Rezsohazy, 2006).

"Value": idea or conceptual reference (which can be embodied in a person) that guides or directs our judgments and actions. Talk about principle rather than value? Yes, in the sense that the value means conviction, opinion, attachment, subjective preference, individual or collective, that the individuals would share in more or less number, that they could one day accept, another refuse, simple beliefs neither respectable nor not respectable, simply factual and subject to infinite discussion.

Values are needed to explain organization and change, at the level of society as well as of individuals.

When we think of our values, we think about what we think is important in life. Each of us assigns various degrees of importance to many values (success, security, benevolence)³. What distinguishes one value from another is the type of purpose or motivation that this value expresses; we do not have the same values.

According to our field, we have chosen the values related to participation that must be mobilized and used to respond to the demands and challenges of democratic situations, they are essential to conceptualize the skills to participate in a culture of democracy.

¹Damon, 1998, p. 622

²Damon, 1998, p. 627

³Shalom H. Schwartz, « Les valeurs de base de la personne : théorie, mesures et applications », Revue française de sociologie 2006/4 (Vol. 47), Pages : 320 ; <http://www.cairn.info/revue-francaise-de-sociologie-1-2006-4-page-929.html>.

As a result, the values defined in our model lie at the very heart of the democratic competence and are essential to describe this competency.

Values : valuing democracy: equality and freedom:

This set of values is based on a group of beliefs about how societies should function and be governed. Notably, that among others, that all citizens should participate actively in the democratic procedures in force in their society, social justice, equity and equality should exist at all levels of society and that the rule of law should prevail, so that all members of society are treated fairly, equitably, impartially and equally, in accordance with the laws applicable to all¹.

We will not return to the controversies surrounding the question of the universality of values² and admit that some of them are unavoidable when we speak of a participative and pluralistic democracy: justice, freedom and solidarity. Each of these values refers to others that extend them back; justice implies equality, freedom implies responsibility, and solidarity leads to commitment³.

Equality

Equality is undoubtedly the founding and structuring value of democracy. This principle of equality is a fundamental rule of law that the community institutes and applies in all its decisions without any question of challenging it in the name of other ideas or values or beliefs.

It is a principle of the political reason according to which we declare, we affirm, we want that all men are equal in rights, abstracting from the accidental differences which characterize them (kind, origin, social environment, religion ...) and which do not do not touch their human essence⁴.

It is about organizing the allocation of power so that all citizens have an equal opportunity to obtain it, to exercise this power, without some of them being privileged and others excluded.

It is a sense of social justice and social responsibility to ensure that all members of society enjoy fair and equitable treatment, including equal opportunities for all, regardless of national origin, ethnic origin, race, religion, language, age, sex, gender, political opinion, birth, social origin, fortune, disability, sexual orientation or any other situation⁵.

Freedom

In the sense of not depending on an external and transcendent authority that would force us to follow certain rules of life and to target certain goods without being able to judge, to decide, to refuse. Freedom, in the sense of independence of the individual who intends to be the author of his existence in a community that protects him without submitting to him, to develop his capacities, to exercise his talents, to benefit from the fruits of his labor in a sense and under conditions that he will have the right to judge alone.

It is about taking part, participating in the exercise of common power. Being an active citizen in its own right, who participates in the elaboration of the law to which he is supposed to obey: "The obedience to the law that is prescribed is freedom" (Rousseau)⁶. Aristotle⁷ (Politics, VI, 2) was, in a more radical sense, indicating that democratic freedom consists of the

¹MartynBarrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>.

²Nous avons à l'esprit le débat relatif à la compatibilité des valeurs universelles aux particularismes culturels. Voir, notamment: Mondialisation et Particularismes, éléments de critique, coll. Thématiques, Nos3, Genève, Cifedhop, Juin 1995.

³Véronique Truchot, « L'école et les valeurs démocratiques », www.cifedhop.org/Fr/Publications/Thematique/thematique4/Truchot.pdf.

⁴J.-C. Gay IUFM d'Auvergne-UBP, « Valeurs de la démocratie et valeurs de la république », CAVL 11 mai 2011 page 4

⁵MartynBarrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>.

⁶Rousseau Jean-Jacques, Du Contrat social ou Principes du droit politique (1762), coll. Folio- Essais ou en ligne sur www.wikisource.org.

⁷Aristote, Les politiques, Traduction et présentation par Pierre Pellegrin, GF-Flammarion, 1993 (en particulier le livre III).

citizen being alternately governed and governing, capable today of governing those to whom he will be able to obey tomorrow. Essence of the democratic logic: to be free is to participate in the exercise of the common power in order to be free even in the obedience to the law, to have no master except the law that one wanted oneself either way¹.

In addition, more generally, the promotion of freedom is the recognition of the need to protect individual freedoms, especially people whose point of view is a minority.

Associative membership is still a good indicator of the democratic vitality of a society. Interlocated between the individual and the state, voluntary associations are localized democratic bodies, promoting the cohesion of society².

Attitudes

The American psychologist Gordon Allport³ defined the notion of attitude as "*a mental and neuropsychological state of preparation for action, organized after the experiment, which concerns a dynamic influence on the behavior of the individual with regard to all the objects, and all the situations related to it*".

Attitude is the "state of mind" of a subject or group vis-à-vis an object, an action, another individual or group. It comes out of someone's skill. It is a mental predisposition to act in one way or another. Above all, it refers to an intention and is therefore not directly observable. It is an indispensable concept in the explanation of social behavior and a necessary notion in the explanation of reactions to a task⁴.

It is a hypothetical construct that represents the degree of resemblance or dislike of an individual for an object. Attitudes are generally viewed as a kind of disposition to various aspects of the world, including people, events and subjects⁵.

For Thomas and Znaniecki, an attitude is always oriented towards an object. It can predict the actual and potential behaviors of an individual in the face of social stimulation. As the social objects in relation to which individuals are called to be situated are collective values, the attitude is defined by these authors as "a state of mind of the individual towards a value". This idea of a necessary connection between attitude and value is taken up by Park. But the latter specifies the definition by adding a number of properties : an attitude varies in intensity ; it is based on experience. The first property therefore indicates that an attitude is susceptible of degrees. The second is introduced essentially to distinguish the notion of attitude from that of social instinct⁶.

It has generally been thought that change of attitude is necessary before other behavioral changes can be made (Zainuddin, 1977).

Rishi (2003) emphasized that understanding attitudes is one of the central concerns in social life and that it is relatively crucial for bringing about the desired change in behavior.

The collective and personal acts of people are directed by their attitudes. Attitudes help to predict and control behavior, which is useful for implementing participation successfully.

Research by Kosecik&Sagbas (2004), says that the attitude of citizens affects their participation and is an essential element to increase it.

¹J.-C. Gay IUFM d'Auvergne-UBP, « Valeurs de la démocratie et valeurs de la république », CAVL 11 mai 2011, page 6.

²Bernard Roudet, « Les jeunes Européens et les valeurs démocratiques », Presses de Sciences Po (P.F.N.S.P.) Agora Débat/Jeunesses, 2009/2 (N° 52) Pages : 112, <https://www.cairn.info/revue-agera-debats-jeunesses-2009-2-page-53.htm#pa5>.

³Gordon Willard Allport est un enseignant-chercheur en psychologie américain, il étudie principalement les problèmes de la personnalité. Imprégné de behaviorisme, il s'intéressa au concept d'« attitude » en le présentant de façon plus psychologique et plus comportementaliste.

⁴Attitude (psychologie), [https://fr.wikipedia.org/wiki/Attitude_\(psychologie\)](https://fr.wikipedia.org/wiki/Attitude_(psychologie)), consulté le 01/05/18.

⁵Seyed Hamid Mohammadi, Sharifah Norazizan et Nobaya Ahmad "Citizens' Attitude toward's Local Government and Citizen's Participation in Local Government", Journal of American Science

⁶Raymond BOUDON, « ATTITUDE », Encyclopædia Universalis [en ligne], consulté le 01/05/18
URL : <http://www.universalis.fr/encyclopedie/attitude/>.

Aspden and Brich (2005) have shown that there are a number of factors and issues affecting public attitudes to participation in local affairs and decision-making.

Their justifications consist of; the interest of citizens and their understanding of local government, citizens' satisfaction with their involvement, citizens' trust in local government and its members, and previous experience with volunteer activities (Aspden and Brich, 2005)¹.

The guide on the culture of democracy (Council of Europe) set out attitudes that could influence the participation of citizens, the most important ones being chosen:

The respect

To have respect for someone is to treat him with respect and esteem in order not to harm him or harm him. The word "respect" comes from the Latin *respectus*, "respect", "consideration". Respect can be simply a mark of politeness, an agreed formula, but on the other hand, the feeling and the recognition that one has of the value as a person impose the respect of others.

At Kant², this term takes on a particular meaning. Respect does not come from feeling and sensitivity, but from the moral law erected by practical reason. his respect therefore becomes a moral obligation³. Respect is an attitude towards someone or something (eg a person, belief, symbol, principle, practice, etc.) that is considered to be of some importance or a value or interest that guarantees positive consideration and esteem. On the contrary, it is an attitude of positive appreciation of the dignity and the right of others to have their own references, beliefs, opinions or practices, while recognizing and accepting the differences between themselves and the other⁴.

Respect for others, is therefore based on the acceptance of a principle of equality between men. We know that the other has the same rights as us, and the same duties. It is then a question of a positive consideration and esteem for others as equal human beings who share a common dignity and enjoy exactly the same rights and freedoms, regardless of their cultural background, beliefs, opinions, lifestyles or practices.

The responsibility

The term "responsibility" has several meanings, one of which is particularly relevant for effective participation, namely moral responsibility. It is a notion that refers the individual to his or her own actions; it is also a person who is in charge of making decisions.

It comes into play when a person is required to act in a certain way and deserves praise or criticism for having acted or otherwise neglected to act in this way. The conditions necessary to consider that a person deserves such praise or criticism being that she is able to reflect on her actions, to formulate intentions as to how she will act and to carry out the chosen actions.

- The responsibility of his actions thus requires:
- The adoption of a thoughtful and serious attitude towards his acts and their possible consequences ;
- Decision-making regarding the actions to be performed (which in some cases may consist of not performing any actions), given the circumstances ;
- Willingness to assume responsibility for the nature or consequences of one's own decisions and actions ;

¹Seyed Hamid Mohammadi, Sharifah Norazizan et Nobaya Ahmad "Citizens' Attitude toward's Local Government and Citizen's Participation in Local Government", *Journal of American Science* 2010; 6(11):575-583]. (ISSN: 1545-1003). <http://www.americanscience.org>.

²Emmanuel Kant (1724-1804), est un philosophe allemand, fondateur du criticisme et de la doctrine dite « idéalisme transcendantal ».

³Qu'est ce que respecter autrui? <http://www.aide-en-philosophie.com/dissertations/respecter-autrui-11985.html>.

⁴Martyn Barrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>, p42.

- Willingness to act with courage when deemed necessary¹.

Conclusion

As we stated at the beginning, this article introduces the skills that people must acquire to participate effectively and live in peace with one another, on an equal footing, in democratic societies. According to literature and other research, having skills is one of the most important and effective factors of participation that play an important role in encouraging citizens to participate.

Based on the research of Guy Le Boterf, we have defined the concept of competence from the notion of "knowledge", these knowledge could be cognitive, technical and relational (knowledge, know-how and know-how to be), an attempt is done to classify them, and the table below summarizes the whole model set:

Table N ° 01: Competence Concept Analysis Model

Concept	dimensions	Sub-dimension	Indicators
Competencies	Knowledge		Knowledge of communication
			Knowledge of politics and law
			Knowledge of human rights
	Know how to be	Values	Equality
			Freedom
		Attitudes	Respect
			Responsability
	Know how	Aptitudes	Capacity of listening and observation
			Capacity for cooperation
Conflict resolution capacity			

Source : author, 2018

This competency analysis model that we presented in this work serves as a support and reference framework for future research in order to study the level of competence of residents in a participatory process.

Our study provides only a partial treatment to this vast and complex question of the participation of the inhabitants. It would thus be necessary to make sure that the motivation and the ethics are very present among the inhabitants, so that it can be reflected on other actors, allowing the process of participation to be prolonged.

References

- [1] Martyn Barrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>.
- [2] Seyed Hamid Mohammadi, Sharifah Norazizanet Nobaya Ahmad "Citizens' Attitude toward's Local Government and Citizen's Participation in Local Government", Journal of American Science 2010;6(11):575-583]. (ISSN: 1545-1003). <http://www.americanscience.org>.
- [3] Shalom H. Schwartz, « Les valeurs de base de la personne : théorie, mesures et applications », Revue française de sociologie 2006/4 (Vol. 47), Pages : 320 ; <http://www.cairn.info/revue-francaise-de-sociologie-1-2006-4-page-929.html>
- [5] Katia GRENIER, « La participation des habitants : des compétences partagées entre les différents acteurs ? Etude à partir de projets de centres sociaux des Alpes-Maritimes », Diplôme d'Etat d'Ingénierie Sociale Région PACA, soutenue en décembre 2009, Institut Régional de Travail Social PACA et Corse.

¹Martyn Barrett, « Compétences pour une culture de la démocratie, vivre ensemble sur un pied d'égalité dans des sociétés démocratiques et culturellement diverses », Éditions du Conseil de l'Europe F-67075 Strasbourg Cedex, Avril 2016, <http://book.coe.int>, p 44.

- [6] Fritz Oser, Manuela Ullrich, Horst Biedermann (2000), « Jeunesse et citoyenneté : Expériences de participation et compétences individuelles », Département des sciences de l'éducation de l'université de Fribourg, Chaire de pédagogie et de psychopédagogie, Regina Mundi, rue Faucigny 2, CH-1700 Fribourg.
- [7] J.-C. Gay IUFM d'Auvergne-UBP, « Valeurs de la démocratie et valeurs de la république », CAVL 11 mai 2011, page 6.
- [8] Aristote, *Les politiques*, Traduction et présentation par Pierre Pellegrin, GF-Flammarion, 1993 (en particulier le livre III).
- [9] Forum Pédagogique, *Savoir, oui ... mais encore !* FM. GERARD, X. ROGIERS, 1993, Concevoir et évaluer des manuels scolaires, Bruxelles de Boeck Université, mai 2000.
- [10] MUTWIRI GIDEON KIMATHI, Factors influencing public participation in the county integrated development planning process "a case of county government of Meru", Master thesis, Nairobi university June 2016.
- [11] Rotter, J. B. (1966). "Generalized expectancies for internal versus external control of reinforcement". *Psychological Monographs: General & Applied*. 80 (1): 1–28. doi:10.1037/h0092976
- [12] LE BOTERF (G), 1995, De la compétence, essai sur un attracteur étrange, Paris, Editions d'organisations.
- [13] LE BOTERF (G), 1997, compétence et navigation professionnelle, Paris, Editions d'organisation.
- [14] LE BOTERF (G), 2000, construire les compétences individuelles et collectives, Paris, Editions d'organisations.
- [15] KATZ R.L., Skills of an effective administrator, Harvard Business Review, Vol. 51, 1974.
- [16] DE MONTMOLLIN (M), 1984, l'intelligence de la tâche. Eléments d'ergonomie cognitive, Berne, Peter Lang
- [17] SAMURCAY (R) et PASTRE (P), 1995, Outiller les acteurs de la formation pour le développement des compétences ", in Education permanente N° 123
- [18] DE ROMAINVILLE (M), 1998, L'étudiant - apprenant - grilles de lecture pour l'enseignant universitaire, De Boeck.
- [19] TREMBLAY (N), les quatre compétences de l'autoformation, Les sciences de l'Education 39 1-2,
- [20] DELORS (J), 1999, Education : un trésor est caché dedans, Editions UNESCO
- [21] Commission européenne - Enseigner et apprendre : vers la société cognitive.
- [22] BARBOT (M.J) et CAMATARRI (G), 1999, autonomie et apprentissage, l'innovation dans la formation, Paris, PUF.
- [23] COULON (A), HAEUW (F), les compétences du formateur en Formation Ouverte et A Distance, étude téléchargeable sur le site ALGORA <http://www.algora.org>
- [24] « La participation des citoyens et l'action publique », Centre d'analyse stratégique,
- [25] Documentation Française, Paris, mai 2008, 157p.
- [26] Groupe de travail « référentiel » de la plate-forme « Métier du développement territorial », *Référentiel de compétences, Cœur des métiers*, UNADEL, septembre 2005, 30p.
- [27] « Le référentiel de compétences des professionnels du développement territorial », Les cahiers de développeur économique n°8, ARADEL, octobre 2005, 28 p.
- [28] Zaïr KEDADOUCHE, « Rapport sur la participation des habitants dans les opérations de renouvellement urbain, à l'attention de Jean-Louis BORLOO », IGAS, Avril 2003, 20p.

Supportive Relationship Between Teachers And Students And Among Peers

Enkeleda Stefa, PhD. Cand.

European University of Tirana, Albania

Abstract

This study highlights the importance how a positive environment at class and school affects the relationship between teachers and students and among peers. The positive spirit in a classroom is a determining component for creating a favorable learning environment. Various studies have come to the conclusion that students learn better in an environment, both supported by teachers and other students. Positive relationships provide support, motivation, and better performance for school students. Besides that, improving students' relationships with teachers has a significant, positive and long-lasting impact on students' social and scholastic development. Different studies have shown that students who experience close, positive, and supportive relationships with their teachers have higher levels of achievements compared to other students who have experienced more conflicting relationships. Primary, secondary and high school students make greater efforts if they learn in environments where teachers and peers support is not lacking. Students of all ages, especially teenagers, are very much influenced by their peers. According to the motivational perspective, positive relationships between students help their engagement towards school, because they meet their needs for belonging and the connection with the environment, nourish positive feelings, important for the good functioning of the individual and their role as students. Support grows a sense of motivation and leads the student towards school success. Peers' support affects motivational elements as self-confidence and academic achievement and significantly affects an effective engagement.

Keywords: positive relationship, peer support, teacher support, higher motivation, better performance

Introduction

During the time that the students spend in the school, they have only one main role model, that of the teacher. This means that the teachers have a great impact in the individual and social development of the students. Teachers, being the second most important grown-up people in the students' life, besides their parents, the relationship created between them help a lot in the overall teaching process and in the development of their learning skills.

From a research that was conducted by Bridget Hamre and Robert Pianta, who kept records for the children of a specific region who were registered in the kindergarten and that also followed their studies at the same region till the 8th grade, came to the conclusion that the teacher-student relationship in the kindergarten (based on the disagreements between the two parties, the student's dependency on the teacher and the way that the teacher felt about the student) defined the student's overall school performance and behavior till the end of the 8th grade. This mostly affected the students that were not that very well-behaved. Even when their ethnic and genitive factors of their behavior and overall performance were taken into consideration, the teacher-student relationship was still something that strongly determined the student's overall performance. According to a different research that was conducted among the children starting from four and a half years of age till they reached the 5th grade, Pianta and his colleagues noticed that the emotional warmth that the teachers offered to the students and the teacher's ability to identify the work according to the student's needs, helped students a lot in subjects such as that of Mathematics and Literature. There are a lot of factors that indicate that there is a strong connection between the quality of the teacher-student relationship, starting with the student's performance in the early years and of his overall performance in the years after that (Woolfolk A. , 2011).

Teachers devoted to their students, even though they have to deal with many students' difficulties and problems, such as different family situations and other problems regarding their abilities and disabilities, must adapt teaching and assessment methods to students' needs. The teacher must always try to explain the abstract things in a way that are realistic and understandable to all the students. Besides the academic concepts that the teachers offer to their students, they also have to always pay attention to the students' emotional needs, by boosting their self-esteem and by teaching them to be

responsible for what they do. These teachers are able to notice and find out why one of their students seems so tired. They are reflective, which means that they are constantly thinking about certain situations, analyzing what they are doing and the reasons for why they do such things and this analysis helps them in improving their work with the students.

If students are asked to describe a "good teacher", their descriptions determine three qualities. First, good teachers establish good interpersonal relationships - they care about their students. Second, good teachers keep order in class and preserve their authority without being shown rude or rigid. Third, good teachers manage to motivate their students - they are able to make interesting lessons, being creative and innovative, and making students understand and perceive something regarding the lesson (Woolfolk A. , 2011).

Some other researches that were conducted among the middle-school and high school students show that in cases when teachers were helpful, the students have studied more. It seems to be a direct connection between the teacher's support and the students' motivation into studying more.

The improvement of the teacher-student relationships has a great impact to the social and the educational development of the student in the following years. But this is not the only thing that improves the students' overall performance. However, those students who get along really well with their teachers tend to achieve higher results compared to the conflictual students.

Therefore, the students who consult and talk with their teachers regarding specific issues tend to get a higher evaluation from their teachers. As a result, the student tends to believe his teacher more, to be more participating and to behave more properly and all these things lead him to achieving higher academic results. The positive relationships between teachers and students attract the latter to the learning process and help them into promoting their desire to learn (assuming the content of the classroom material is all-inclusive, age-appropriate and well-matched with the student's abilities). The teachers, who establish more positive relationships with students, create a more favorable environment in the classroom in order for the students to learn and fulfill their developmental, emotional and academic needs. The positive relationship that is created between the parties, consisting of few conflicts, high levels of closeness and low support and dependence, results in better adaptation of students to school and it also helps them into promoting their social skills and academic performance. The teachers who have established better relationships with their students have said that their students didn't tend to leave the school but learn and be more participating instead (Kaufman & Sandilos, 2017).

The quality of the early teacher-student's positive relationship has a long-term impact. Particularly, students who had had more conflicts with their teachers or were more dependent on them during the time they were in kindergarten had lower academic achievements (in math and language courses) and more behavioral problems (for example: worse working habits), during the eighth grade. The biggest impact was on boys rather than on girls (Hamre & Pianta, 2001).

Further studies showed that the kindergarten children, who were closer to the teachers and had fewer conflicts, developed better social skills during the high school years than the kindergarten children who had had more conflicting relationships in the past (Berry & O'Connor, 2009).

A recent study, examining the teacher-student relationship during elementary school (first to fifth grade), concluded that close teacher-student relationships were directly related to reading achievements, while conflicting teacher-student relationships were related with low reading achievement (McCormick & O'Connor, 2014).

Teachers, who follow each student's focused approach (for example: methods that take into account individual student changes, involving decision-making students, who recognize developmental, personal, and student relationships) are able to motivate their students more than teachers who do not follow such methods (Daniels & Perry, 2003).

Students' group work also requires for the teacher to create a pleasant and a welcoming environment in the classroom. Such assignments require for the students to work together, thus helping them into improving their learning skills and into exchanging valuable information with each other. The teacher's actions in this case are strongly determined by the way that the students respond. The teacher's responsibility is to create a welcoming and warm environment for the students in order for them to understand the value of the group work and by giving them the idea that the teacher is also being part of their work. By maintaining a positive attitude regarding the student-teacher and student-student relationship, it will eventually lead to having a warmer and a more welcoming environment in the classroom. If this would always be put into practice, the students would learn how to respect other students' ideas. The teachers should always try to support their students into improving their learning skills and they also should try to create a warm and positive environment so the students working together can learn faster (Musai, 2003).

Teachers should encourage and nurture student motivation in order for them to improve the student's learning process, they should take into account the students' interests, and they should support their ability to grow. Motivating, means to promote people's interest and internal resources, their inner sense of ability, self-esteem, autonomy, and self-realization.

According to different research, students tend to learn more when they are supported not only by their teachers but also by their classmates. Students of every age, and more precisely the teenagers tend to be influenced by their peers' opinions.

If students do not get along with their peers, they tend to not be that much participating during the classes and as a result they get lower grades at the very end (Woolfolk, 2011).

According to another motivating perspective, the positive relationships between the students help their engagement in school because they meet the needs of belonging and the connection with the environment, nourish the positive feelings important to the good functioning of the individual and their role as a student. Peer support affects academic performance, school adaptation, motivation to learn, and pro-social behaviors (Veiga, et al., 2014).

In a study that Estelle and Perdue (2013) conducted with the fifth-grade students, they came to the conclusion that the peer support influences their performance later on in the sixth grade, in their overall behavior (during their work in the classroom) and in their active and effective participation in the class. The researchers interviewed different students to get information regarding their interpretation for the peer support, whereas from the interview that was conducted with the teachers, the researchers evaluated the percentage of the students' participation during the classes. The results showed that the peer support helps a lot when it comes to achieving higher results, especially when it comes to the teenage years. Peer support affects the student's self-esteem and their academic achievements. This kind of support motivates the students and helps them into achieving higher academic results.

Fredricks (2011) defines peers with a positive academic orientation as people who represent a model of learning, share information, explain questions, collaborate, develop a sense of belonging, adopt positive social norms, and show emotional engagement, behavior, and knowledge.

Sometimes, the help of another student who has found the solution to the problem is very useful for a student who has not found it. Placement close to a good student with a not so good student makes it possible to gain knowledge by exchanging explanations, questions, answers and solutions that come together. Students learn through dialogue and discussion of various issues (Woolfolk, 2011).

When peers build constructive relationship among them, they help each other in having a higher motivation, a higher self-esteem and a better academic performance. The inclusion of the students in the school assignments is easily achieved when there is support from both the peers and the teachers (Veiga, et al., 2014).

School and class students are surrounded by other peers and teachers. As such, their opinions and choices are also influenced by the actions, behaviors, and suggestions of these people. The studies regarding the influence of the students in the social context where they are part of are mostly concentrated on the influence that the teachers and parents have on their students rather than the influence that the students have among themselves. However, we will also see that the relationship between the peers has a great impact in the inclusion, motivation and the well-functioning of the students in the learning process.

The interactions with the peers might be related to the school issues or not and it is impossible not to notice the great impact that these interactions have on the motivation or the inclusion of the students at the school. Peers interactions have a great impact on the motivation, inclusion and the overall achievements of the students at the school and this can be achieved via the exchange of the information and models that strengthen the principles and the values of the peers (Ryan, 2000).

Support from peer students also occurs during group tasks or projects. During teamwork, each of the students can succeed, as the tasks are shared and if any of the group members is weaker, it will be assisted and supported by others. Collaborative learning not only provides supportive opportunities for students but also enables them to enrich their knowledge by building academic and social skills (Jacobs, Ranandya, & Power, 2016).

The studies conducted in this field of study show that despite the importance of the peers support, the support that the teachers and the parents give them is way more important when it comes to the students' overall achievement at the school. A study that was conducted among 822 Chinese students, aimed at studying personal and contextual factors affecting student involvement in the learning process, showed that there is a correlation between student involvement in learning and support provided by teachers, parents, and peers. Support from teachers has the greatest impact on students.

According to Wentzel (2012), learning occurs in social environments and social support encourages inclusion in the classroom, affecting the emotional and psychological functioning of students. This author suggests that the students' purposes will be guided by the evaluation that is given to them by their peers and their teachers, and when they feel that these two factors are contributing in fulfilling those purposes, they tend to believe more in themselves and as a result they take more responsibilities (Veiga, et al., 2014).

The students embrace the support that they take from their peers and teachers. Having a social and a positive spirit in the classroom contributes into having a more favorable learning environment.

Bibliography:

- [1] Berry, D., & O'Connor, E. (2009). Behavioral risk, teacher-child relationships, and social skill development across middle childhood: A child-by-environment analysis of change. *Journal of Applied Developmental Psychology, Vol. 31(1)*, 1-14.
- [2] Daniels, D., & Perry, K. (2003). "Learner-centered" according to children. *Theory into Practice Vol. 42(2)*, 102-108.
- [3] Estelle, D., & Perdue, N. (2013). Social support and behavioral and affective school engagement: the effects of peers, parents, and teachers. *Psychology in the Schools, Vol. 50(4)*, 325-339.
- [4] Fredricks, J. (2011). Engagement in school and out-of-school contexts: a multidimensional view of engagement. *Theory Into Practice, Vol. 50*, 327-335.
- [5] Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, Vol. 72*, 625-638.
- [6] Jacobs, G., Ranandya, W., & Power, M. (2016). Student-Student Interaction. Simple, Powerful Strategies for Student Centered Learning. *Springr: Briefs in Education, Vol. 17*, 11-18.
- [7] Kaufman, S., & Sandilos, L. (2017). *Improving Students' Relationships with Teachers to Provide Essential Supports for Learning*. Tratto da American Psychological Association: <http://www.apa.org/education/k12/relationships.aspx>
- [8] McCormick, M., & O'Connor, E. (2014). Teacher-child relationship quality and academic achievement in elementary school: Does gender matter? *Journal of Educational Psychology*.
- [9] Musai, B. (2003). *Metodologji e Mësimdhënies*. Tiranë: CDE.
- [10] Ryan, A. (2000). Peer Groups as a Context for the Socialization of Adolescents' Motivation, Engagement, and Achievement in School. *EDUCATIONAL PSYCHOLOGIST Vol. 35(2)*, 101-111.
- [11] Veiga, F., Wentzel, K., Melo, M., Pereira, T., Faria, L., & Galvao, D. (2014). Students' engagement in school and peer relations: A literature review. *International Perspectives of Psychology and Education*, 196-211.
- [12] Wentzel, K. (2012). Socio-Cultural Contexts, Social Competence, and Engagement at School. *Handbook of Research on Student Engagement*, 479-488.
- [13] Woolfolk, A. (2011). *Psikologji Edukimi*. Tiranë: CDE.

Professional Ethics in Accounting as Assessed by Managers of Entities

Grażyna Voss

University of Science and Technology in Bydgoszcz – Faculty of Management, Corresponding Author: Grażyna Voss

Abstract

The code of professional ethics in accounting constitutes a collection of ethical standards, the observation of which is an indispensable part of contemporary accounting. Their scope and practical use give rise to no doubts, and for this reason all necessary measures must be taken to ensure their correct and common application. The evaluation of the practical application of ethical standards in accounting as assessed by managers of organisational units gives rise to doubts and therefore the role of professional ethics must be strengthened by means of actions to promote and educate or to apply directly precautionary measures and the ones confirming the observation of ethical standards by units. However, introduction of such solutions requires a change in legal regulations and in the approach in all the business entities operating on the market.

Keywords: ethics, accounting, code of ethics, ethical standards in accounting,

JEL Classification: G01, M21, M41.

Introduction

Conduct that did not comply with legal requirements and social norms happened as early as in the ancient times, when human societies along with moral standards, which constitute the basis of ethics, were created [Hendriksen, Van Breda, 2002, p. 237]. European ethics stems from the philosophy of ancient Greece and Rome, however, business ethics concerns the moral dimension of economic activity and constitutes a collection of standards specifying what is morally correct and incorrect in business [Klimczak, 2003, p. 81]. It led to the formulation and implementation of ethical codes, which include the principles that should be followed by managers and employees of business entities. It seems that an effective implementation of international solutions concerning creating ethical codes in accounting requires a specific preparation of the Polish society, of both employees of accounting services and managers of business entities responsible for compliance with accounting principles for supervision but also of all stakeholders [G. Voss 2016 p. 58]. In the modern world, the need to implement ethics programs exists and it results from the necessity to introduce ethical principles in the world of business so that business is run honestly [Karmańska, 2007, p. 401].

Professional accountants constitute one of the occupational groups subject to ethical judgement. Being responsible for keeping accounting records and providing reliable reports is inseparable from professional ethics, which is described in "The Code of Professional Ethics in Accounting" prepared by the Accounting Standards Committee of the Research Council of the Accountants Association in Poland. The Code constitutes a collection of rules, ethical, moral and professional principles people engaged in accounting and related areas should possess, as well as a collection of attitudes and behaviours expected from people with professions of public trust, which include accountants, financiers and related professions.

The aim of the article is to present the results of a survey conducted to specify the degree of use of ethical standards described in the Code of Professional Ethics in Accounting by the management of selected entities in the Pomeranian and Kuyavian-Pomeranian Voivodships in 2015 and 2017 and also to indicate the factors influencing unethical behaviours.

Ethical Principles in Accounting

According to the Code of Professional Ethics in Accounting, people engaged in accounting regardless of the place of employment are expected to meet the following conditions [www.skwp.pl]:

- work will be performed in accordance with professional standards,
- it will aim at achieving the highest level of conducted activities,

- it will ensure the reliability of the results of conducted activities.

Based on ethical standards and due to their role in a business entity, people responsible for keeping accounting records and preparing financial reports should be: responsible, honest, professional, systematic, and loyal towards the owner and management of an entity [Nisengole, Sasin, 2005, pp. 20-24].

The code of professional ethics in accounting defines nine ethical principles to be followed at work. Those principles are included in the code and concern among others: professional competence, high work quality, professional independence, responsibility for preparing and presenting information in accounting in accordance with applicable law, professional and ethical standards; correct conduct, professional secrecy and providing services in accounting [*The Code of Professional Ethics in Accounting*, 2012, pp. 20-22].

The principles presented in the code primarily relate to professional competence, knowledge of accounting and related areas and following ethical standards. Particular attention is paid to reliability, responsibility, independence, timeliness and objectivity. Moreover, in the implementation of the presented principles, the role of the manager of an entity is emphasised as a competent person with relevant knowledge, who follows ethical principles and is held responsible for fulfilling duties in accounting specified in Article 4 Item 5 of the Accounting Act also for supervision.

Taking into account the abovementioned standards, assessment of ethical conducts constitutes an important element in functioning of all entities and for this reason the managers of business entities from the Pomeranian and Kuyavian-Pomeranian Voivodships were asked to evaluate the use of ethical standards in accounting and to specify what main premises concerning violating the principles could be indicated [G. Voss 2017 p. 218].

Expectations of Entity Managers in Connection with the Implementation of the Code of Professional Ethics in Accounting – Presentation of the Research Results

The survey was conducted in November and December 2015¹ and repeated in the period from March to May 2017². All the 220 respondents from 2015 and 2017 were the managers of business entities functioning in the Pomeranian and Kuyavian-Pomeranian Voivodships of diverse organisational and legal forms and belonging to different sectors of economic activity. The group of entities which employed the biggest number of respondents consisted of limited liability companies (Sp. Z o. o. – 81 enterprises in 2015 and 82 in 2017) and entities of the public finance sector (50 entities in 2015 and 52 in 2017). The results are presented in Table 1.

Table 1. The employment structure of respondents in diverse organisational and legal forms

Organisational and legal form	2015	2017
cooperatives	4	2
non profit entities	6	7
public finance sector entities	50	52
natural persons	20	18
partnerships	16	17
joint-stock companies	43	42
limited liability companies	81	82
ALTOGETHER	220	220

Source: own study based on the survey.

The majority of the respondents (112 – 50.91% in 2015 and 129 – 58.67% in 2017) indicated that they were not employed in entities required to audit financial statements by statutory auditors, only 108 respondents in 2015 and 91 in 2017 were employed in big entities where financial statements were audited. The requirement of auditing financial statements is defined by the Article 64 of the Accounting Act³. The people participating in the research were employed by entities with

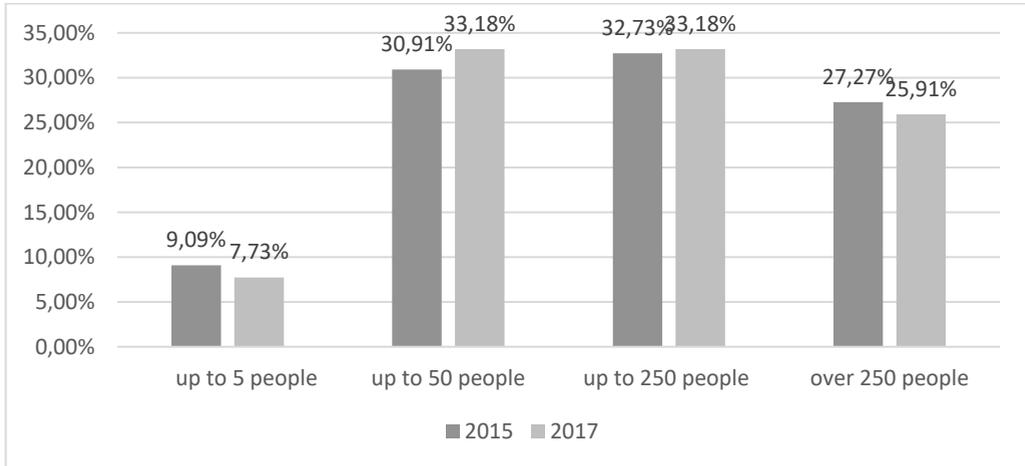
¹ The research results were published in G. Voss, *Przestrzeganie zasad etycznych w rachunkowości w ocenie kierowników jednostek*, *Studia Oeconomica Posnaniensia* 4 (11) 2016, pp. 286-301.

² For the purposes of identifying the research results, the author used a shorter version and generalisation and refers the results to 2015 and 2017 omitting complete time periods with specifying the months.

³ The Accounting Act of 29th September 1994, *Journal of Laws* 2017, Item 2201.

various number of employees. The majority of the respondents worked in entities employing up to 250 workers (72 people in 2015 and 73 in 2017). The smallest group constituted of entities with up to 5 employees (20 respondents in 2015 and 17 in 2017).

Figure 1. The level of employment (number of employees) in the enterprises employing the respondents

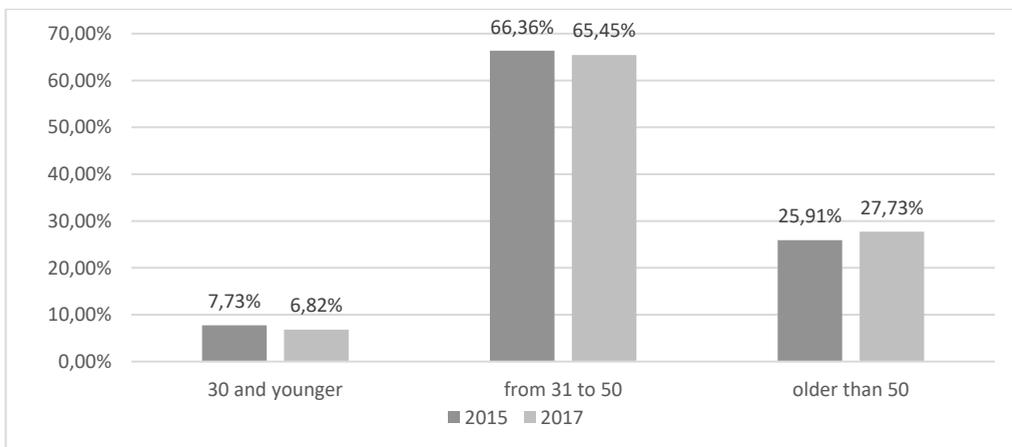


Source: own study based on the survey.

In the conducted research, a significant diversification in terms of the respondents' employment, both in terms of the organisational and legal form and the size of the enterprises with regard to the level of employment, can be noticed. The presented criteria do not have any impact on the business entities' implementation of ethical standards in accounting, which concern all business units.

The questionnaire was completed by people holding managerial positions in the examined entities. The majority of the group consisted of women (119 people in 2015 and 124 in 2017). People aged 31-50 were most numerous (146 people in 2015 and 144 in 2017), and the smallest group consisted of relatively young people of 30 and younger (17 people in 2015 and 15 in 2017). The results are presented in figure 2.

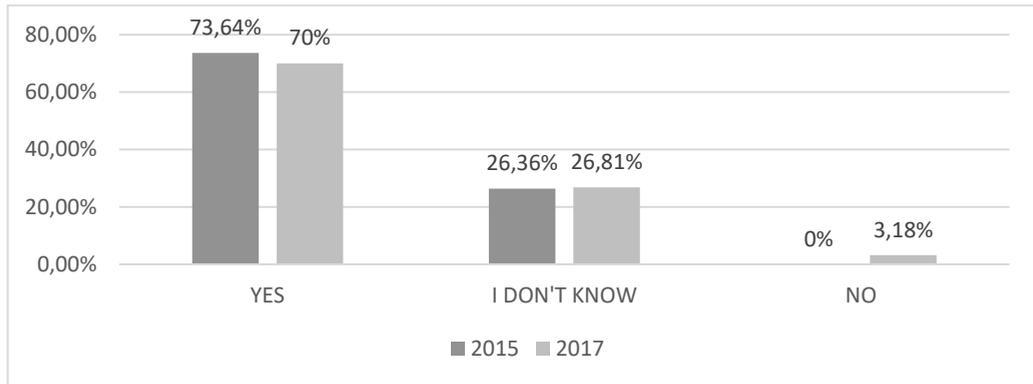
Figure 2. The age structure of the respondents



Source: own study based on the survey.

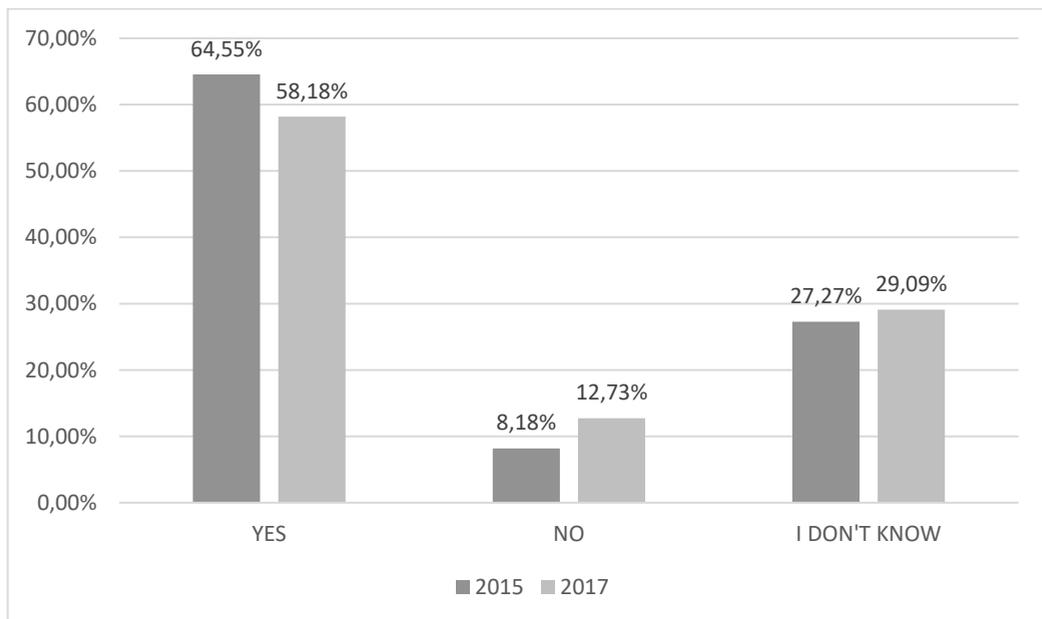
Almost 73.64% of the respondents in 2015 and 70% in 2017 indicated that the entity where they worked based on the patterns from the code of professional ethics. However, over 26.36% of the respondents in 2015 and 26.81% in 2017 did not know whether the economic entity used those standards. Special attention should be drawn to the responses from 2017, since then seven respondents indicated that their entities did not base on ethical standards in accounting, which is presented in figure 3. Moreover, the respondents concluded that the standards ensured knowledgeable, objective, reliable, professional, and honest completion of accounting tasks. Such an opinion was expressed by over 64.55% of the respondents in 2015 and 58.18% in 2017. In 2017 the respondents more often than in 2015 indicated that the standards in the code of professional ethics in accounting did not ensure or were not sure whether they ensured knowledgeable, objective, reliable, professional, and honest completion of accounting tasks. The results are presented in figure 4.

Figure 3. The structure of the entities in which accounting bases on the ethical standards included in the code (N = 220)



Source: own study based on the survey.

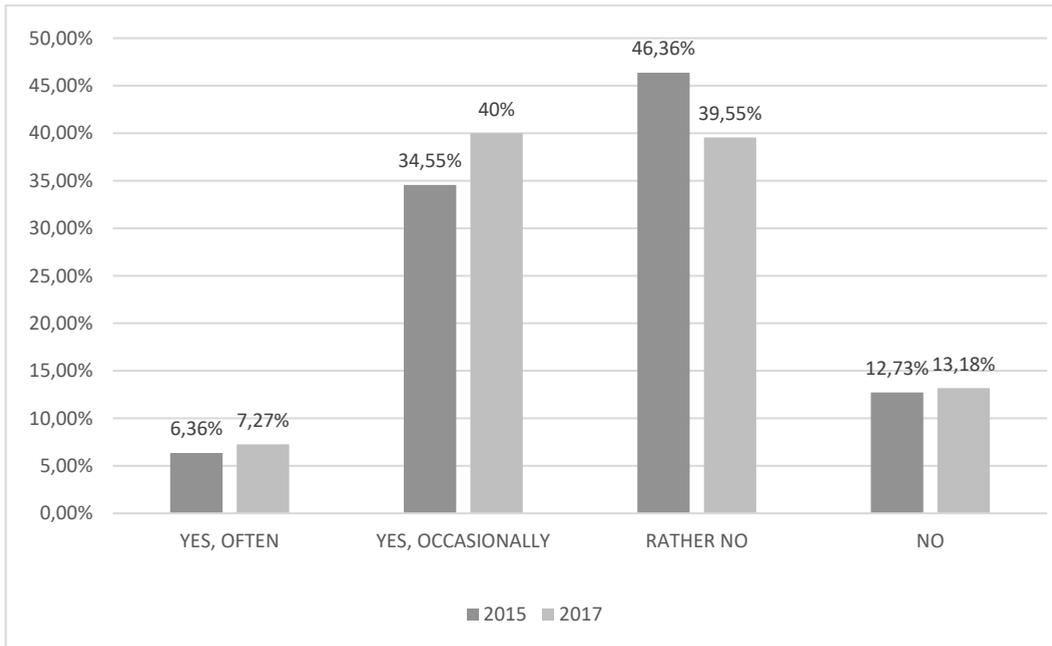
Figure 4. The evaluation of the use of ethical standards in ensuring knowledgeable, objective, reliable, professional, and honest completion of accounting tasks (N = 220)



Source: own study based on the survey.

The respondents were not unanimous regarding the prevalence of unethical conducts which they had noticed and experienced at work. In 2015 14 people noticed such conducts and 16 in 2017. In 2015 76 respondents indicated occasional contact with such conducts and as many as 88 in 2017, which means that the number of people experiencing unethical conducts is growing. As far as the group of respondents who concluded that they had not experienced unethical conducts is concerned, a change can also be noticed (2015 – 102 people, 2017 – 87 people). Disseminating information on ethical standards in accounting or ethical norms used in business might have made respondents choose the answer stating that they were not always able to identify or recognise and classify unethical conduct. The commonness of trainings and publications on this subject improves social knowledge and awareness regarding the use of ethical standards and social impacts resulting from unethical behaviour [A. Huterska, pp. 7-12]. The results are presented in figure 5.

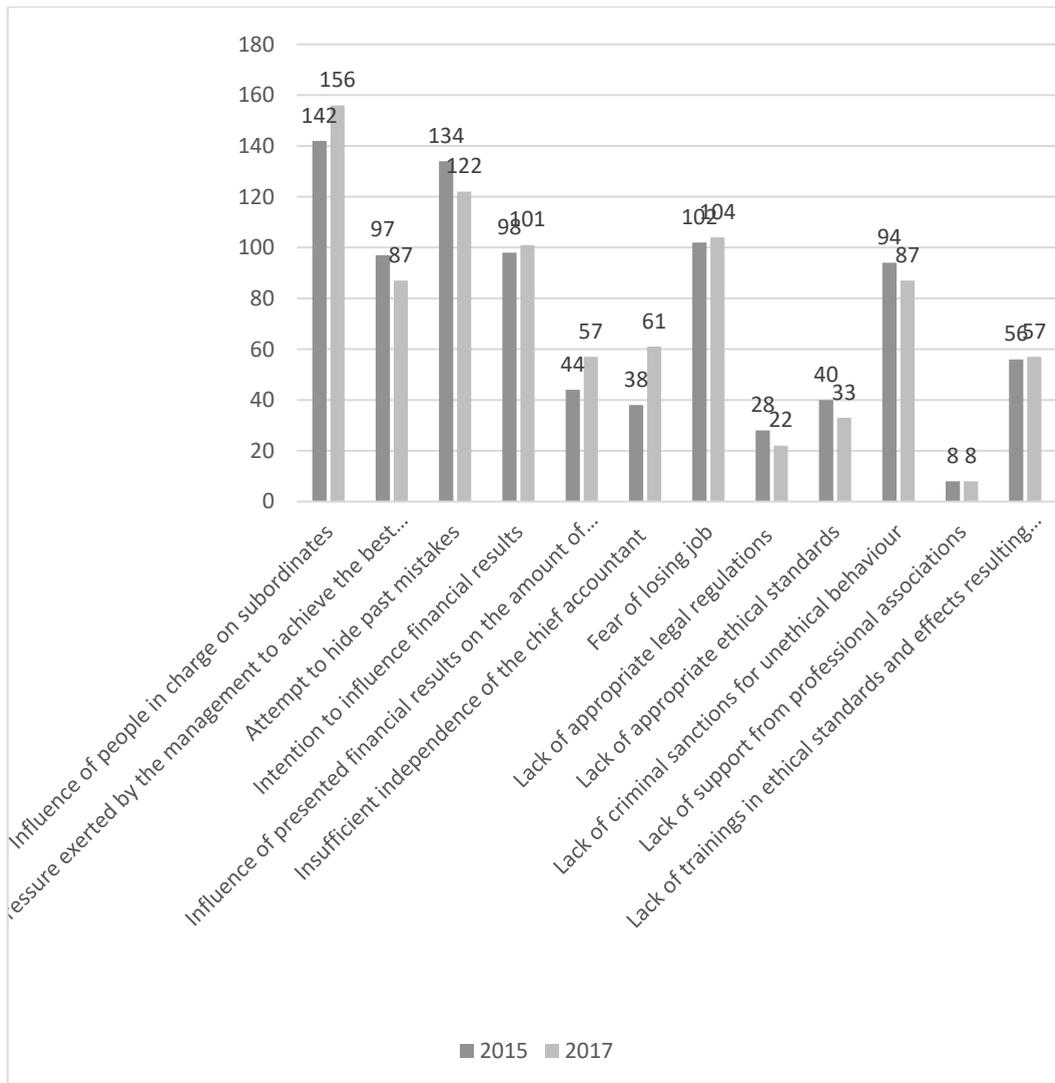
Figure 5. The percentage of encounters with unethical behaviour in accounting



Source: own study based on the survey.

The respondents were also asked to indicate a few examples which in their opinion could contribute to unethical conduct, which is presented in figure 6. The most people, 142 in 2015 and 156 in 2017, indicated the influence of managers on their subordinates, and an attempt to hide mistakes made earlier was indicated by 134 respondents in 2015 and 122 in 2017. The most significant change and an increase in the number of indications concerned the need to increase the independence of the chief accountant. In 2015 38 respondents and in 2017 61 people mentioned insufficient independence of the chief accountant. The activities that can contribute to the violation of ethical standards are varied, however, they mostly aim at benefits resulting from the improvement of results and economic indicators or keeping a job. Unfortunately, the respondents chose all the examples that could influence unethical conduct mentioned in the questionnaire. The respondents were also allowed to choose more than one answer here (220 respondents chose 881 answers). The reasons for unethical behaviour and detailed indications are presented in figure 6.

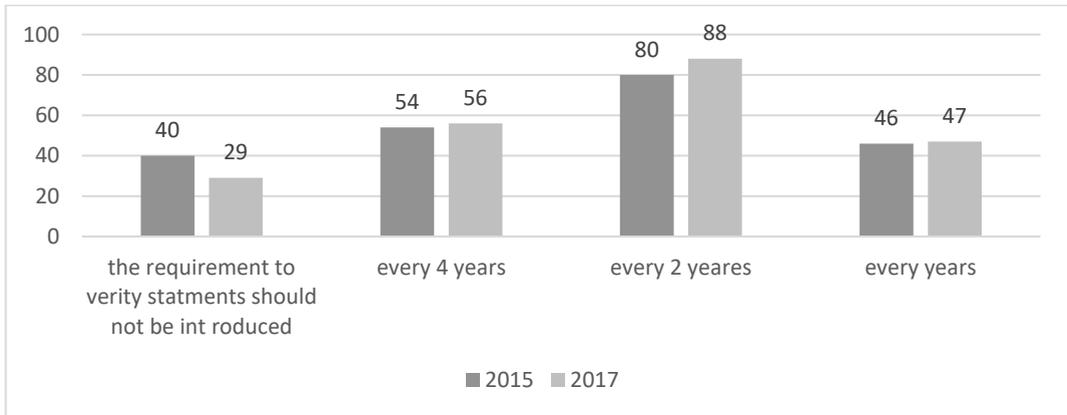
Figure 6. The assessment of the frequency of the occurrence of specific situations influencing unethical conduct (2015 – N = 881, 2017 – N = 895)



Source: own study based on the survey.

The respondents (81.82% in 2015 and 86.82% in 2017) were willing to admit that introducing a general obligation to audit financial statements by statutory auditors (in entities not mentioned in Article 64 of the Accounting Act) might contribute to promoting ethical behaviour in accounting. The main problem however is the frequency of conducting such auditing. The majority of the respondents, 80 people in 2015 and 88 in 2017, concluded that such auditing could be conducted every two years, 54 respondents in 2015 and 56 in 2017 indicated that every four years would be frequently enough. Only fewer respondents, 46 in 2015 and 47 in 2017, concluded that such auditing could be carried out every year so that all objectives could be achieved. The results are presented in figure 7. Although 108 respondents in 2015 and 91 in 2017 managed entities whose financial statements were audited by statutory auditors, over 80% of the respondents saw the need to supervise the reliability and following ethical standards. The statutory obligation to verify financial statements involves changes in legal regulations, however, it does not constitute the only solution in the area of verification of the standards of accounting and ethical norms.

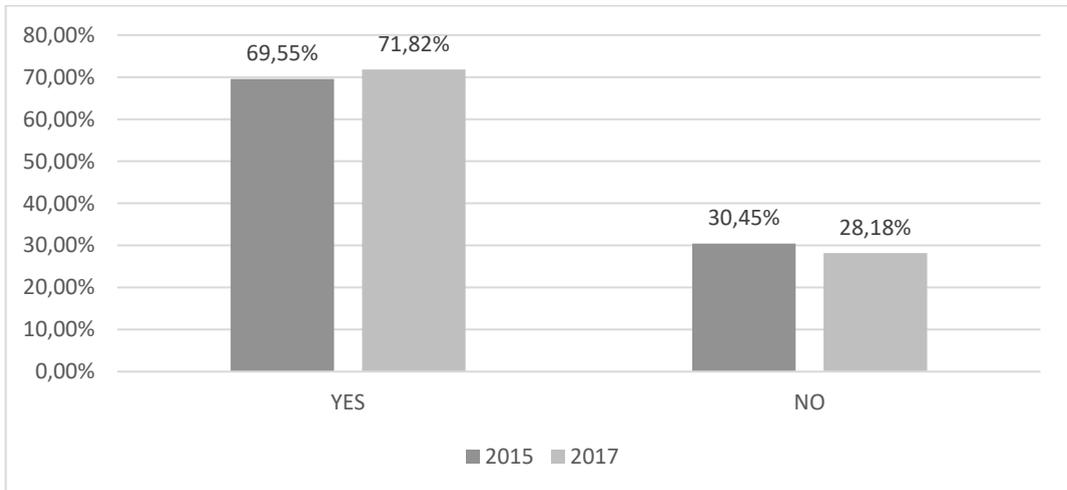
Figure 7. The evaluation of the frequency of financial statements auditing by a statutory auditor in the entities not mentioned in Article 64 of the Accounting Act (N=220)



Source: own study based on the survey.

Answering another question whether in order to ensure greater professional independence of accountants and a more significant role of ethical standards an "organisation" certifying financial and accounting activities and issuing the certificate of ethics in accounting, which would confirm ethical conduct, needs to be established, 153 people in 2015 and 158 in 2017 assumed that establishing such an organisation would ensure more independence of accountants and increase the role of ethical standards in accounting. 67 respondents expressed the opposite opinion in 2015 and 62 in 2017, which figure 8 presents.

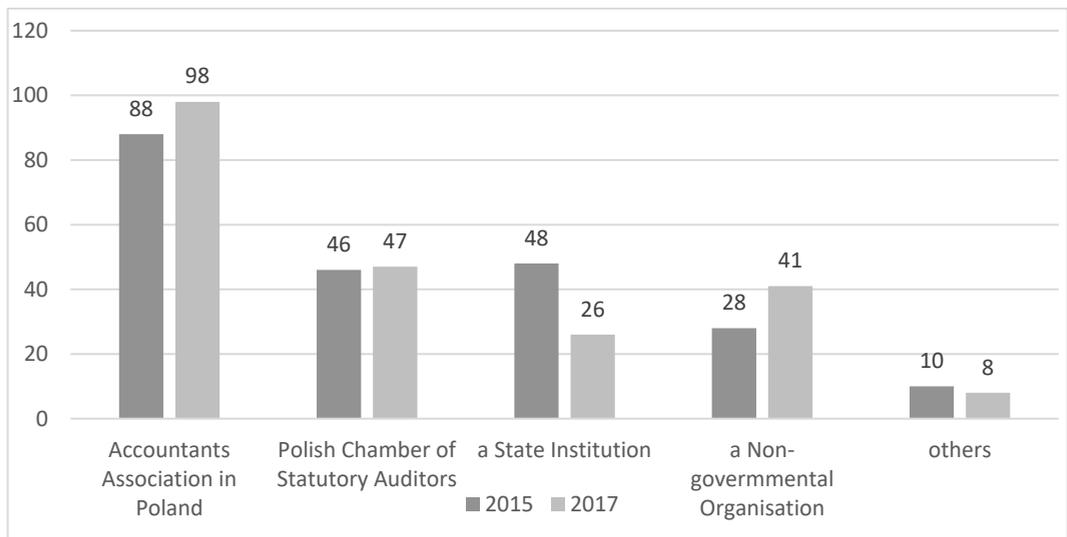
Figure 8. The assessment of the need to establish an organisation certifying the confirmation of the use of ethical standards (N = 220)



Source: own study based on the survey.

Figure 9 presents the suggestions put forward by the respondents with respect to what institution could certify ethics in accounting. 88 respondents in 2015 and 98 in 2017 concluded it could be the Accountants Association in Poland. 48 respondents in 2015 and 26 in 2017 suggested that such a role should be played by one of the State Institutions, 46 people in 2015 and 47 in 2017 indicated the Polish Chamber of Statutory Auditors, and a non-governmental organisation was indicated by 28 people in 2015 and 41 in 2017.

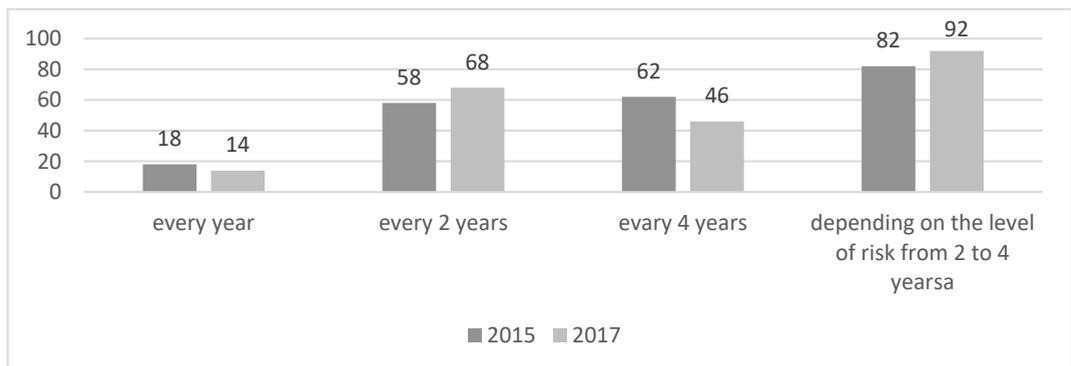
Figure 9. A list of institutions issuing the certificate of ethics in accounting (N = 220)



Source: own study based on the survey.

The question of the period of time such a certificate should be issued for constitutes another issue. Almost 28% in 2015 and 21.82% in 2017 of the respondents concluded that a period of four years would be appropriate. The need to certify every two years was indicated by 58 respondents in 2015 and 68 in 2017. However, 82 respondents in 2015 and 92 in 2017 suggested that the period of time should depend on the level and area of risks appearing in a certified entity and it should be issues for two to four years. Figure 10 presents the results.

Figure 10. The period of time for certifying (N = 220)



Source: own study based on the survey.

Introducing the certificates would constitute a showcase of a company and a confirmation for stakeholders of its reliability and accuracy in the area of following ethical standards in accounting. It would bring numerous benefits for both the interested entities and other stakeholders. Issuing them for the period from two to four years would be justified and would improve the quality of financial information presented by entities in financial statements.

Conclusion

Financial statements are based on reliable accounting books, whose rules of keeping are clearly specified by legal regulations. However, the frequency of changes in the national and international standards does not allow everyone interested to interpret the results correctly and in accordance with the changes. Financial information constitutes the basis

for making decisions for stakeholders and for this reason reliable information is a valuable source of data. An entity manager supervises the correct preparation of statements and in the case of selected units external and internal auditors confirm their reliability. Discussing the supervision attention should be drawn to various irregularities described as frauds, malpractices or financial scandals. In order to improve the situation, business ethics and ethical codes including professional codes are more and more often discussed. Accountants have the code of professional ethics. However, the conducted research shows that it can be violated by both accountants and managers. The reasons for irregularities are often connected with the influence of managers on their subordinates, an attempt to hide mistakes made earlier, fear of losing jobs, the willingness to create a financial result, pressure exerted by the management aiming at the best results and economic indicators, as well as the lack of criminal sanctions for unethical conduct. If unwanted activities are not perceived negatively by the business environment, the temptation to violate the standards increases especially in the situation when the reason for the violation is the fear of losing a job or measurable financial benefits. For those reasons the respondents indicated the obligation to conduct financial statements auditing for all economic entities. However, entities managers indicate the need to verify the following of ethical standards in accounting, issuing quality certificates and informing the public opinion about the results of verifications as alternative solutions for the problem of following ethical standards.

Bibliography

- [1] Hendriksen E. A., Van Breda M. F. 2002, *Teoria rachunkowości*, PWN, Warszawa.
- [2] Huterska A., Public-Private Partnership in Building Sustainable Development of the Kuyavian-Pomeranian Voivodship Vol 9 No 1 (2017): EJIS, p. 7 – 12
- [3] Karmańska A. 2007, *Bezpieczeństwo biznesu. dylematy etyczne i profesjonalizm zawodu księgowego*, [w:] *Rachunkowość wczoraj, dzisiaj, jutro*, (red.) T. Cebrowska, A. Kowalik, R. Stępień, SKwP, Warszawa.
- [4] Klimczak B. 2003, *Etyka gospodarcza*, Wydawnictwo Akademii Ekonomicznej im. Oskara Lange we Wrocławiu, Wrocław.
- [5] *Kodeks zawodowej etyki w rachunkowości*, 2012. wydanie drugie, SKwP, Warszawa.
- [6] Nakonieczna J. 2008, *Společna odpowiedzialność przedsiębiorstw międzynarodowych*, Difin, Warszawa.
- [7] Nisengole S., Sasin W. 2005, *Vademecum finansisty i księgowego*, Agencja Wydawnicza „Interfart” Łódź.
- [8] Ustawa z dnia 29 września 1994 r. o rachunkowości, Dz. U. z 2017r. poz. 2201.
- [9] <http://www.skwp.pl/Kodeks,Zawodowej,Etyki,w,Rachunkowosci,3356.html> (15.03.2015)
- [10] G.Voss 2016, *Kształtowanie norm etycznych a odpowiedzialność zawodowa księgowych*, Wydawnictwo Uniwersytetu Technologiczno-Przyrodniczego w Bydgoszczy
- [11] G. Voss 2016, *Przestrzeganie zasad etycznych w rachunkowości w ocenie kierowników jednostek*, *Studia Oeconomica Posnaniensia*, 4 (11),
- [12] G. Voss 2017, *Certificate of Ethics in Accounting and Professional Independence of Accountants*, *European Journal of Economics and Business Studies*.

Constrained Multi-Item Inventory Control System for Perishable Items with Random Replenishment Period

Ata Allah Taleizadeh

School of Industrial Engineering, College of Engineering, University of Tehran, Iran

Abstract

While the usual assumptions in multi periodic inventory control problems are that the orders are placed either at the beginning of each period (periodic review) or depending on the inventory level they can happen at any time (continuous review), in this paper we assume the periods between two replenishments of several deteriorating products are identical and independent random variables. Both the deteriorating and demand rates are constant and maximum inventory level (decision variables) are of integer-type. Maximum order quantity, service level, budget and space limitations are constraints of problem on hand. Shortage is permitted and fraction of the unsatisfied demand will be backordered and the remained quantity will be lost. indeed partial backordering shortage is assumed for unsatisfied demand. The proposed model is an integer nonlinear programming type and to solve it, genetic algorithm is employed. At the end, a numerical example is given to demonstrate the applicability of the proposed methodology.

Keywords: Inventory Control, Stochastic Replenishment, Deterioration, Integer Nonlinear Programming, Genetic Algorithm.

Introduction

While in multi periodic inventory control models the continuous review and the periodic review are the two major policies, the underlying assumptions of the proposed models restrict their correct utilization in real-world environments. In continuous review policy, the user is able to act at any time and replenish orders based upon the available inventory level. However, in the periodic review, the user is allowed to replenish the orders only in predetermined times [1], [2]. Ertogral and Rahim [3] analyzed an inventory problem with stochastic replenishment intervals that were assumed i.i.d. random variables. In order to develop this work Taleizadeh et al. [4] developed a multi products multi constraints inventory system with stochastic replenishment. Also they developed their previous work with fuzzy random replenishment (Taleizadeh et al. [5]). Then Taleizadeh et al. [1] developed their previous work for fuzzy holding and shortage costs factors. Chew et al. [6] extended a periodic review policy for a perishable product with a predetermined lifetime in which the price and the inventory allocation were jointly determined. Taleizadeh et al. [2] developed an inventory model with stochastic replenishment in multi-product multi-constant situation such that total quantity discount is assumed. Taleizadeh et al. [7] Optimized a multi-product multi-chance-constraint inventory control system with stochastic period lengths and total discount under fuzzy purchasing price and holding costs. Taleizadeh et al. [8] studied a multiproduct inventory control problem in which the periods between two replenishments of the products are assumed independent random variables, and increasing and decreasing functions are assumed to model the dynamic demands of each product. In the case of inventory control model for deteriorating products, Ghare and Schrader [9] were the pioneers to establish an inventory model for deteriorating items. Covert and Philip [10] extended Ghare and Schrader's [9] constant deterioration rate to a two-parameter Weibull distribution. In continue this topic was investigated with many researchers. Chang [11] extended an EOQ model under a situation in which the retailer considers permissible delay of payments for purchaser if he/she orders a large quantity. In this work shortages are not permitted and the effects of the deterioration and inflation rates, and delayed payment policy are as well discussed. Jaggi et al. [12] developed EOQ model for perishable products whereas partial backordering, linear trend in demand and inflation are assumed.

This paper provides an extension of a model of inventory control introduced in Ertogral and Rahim [3] and Taleizadeh et al. [4], [11] and [2] to multiple inventory items, integral decision variables, multiple constraints for deteriorating products. As the derived optimization models are highly nonlinear, we propose to use genetic algorithm to solve for a near optimal solution.

Modeling

2.1. Problem Definition

Consider a periodic inventory control problem in which the times required to order several products are stochastic in nature. The time-periods between two replenishments of the products are identical and independent random variables [4]. The demand and deterioration rates are constants and shortage is permitted such that partial backordering is assumed. The costs associated with the inventory control system are deteriorating, holding, purchasing, back-ordering and lost sales costs. Multi product multi constraint situation should be investigated such that the limitations are warehouse, budget, and maximum order quantity and service level for each product. It should be noted that only one supplier exists and all of the purchased products will be sold. Moreover, the decision variables which are maximum inventory level of each product are integers.

2.1. Notations

For $i = 1, 2, \dots, p$, let us define the parameters and the variables of the model as [2];

R_i : The inventory level of the i^{th} product

T_i : Random variable denoting the time-period between two replenishments of the i^{th} product
probability density function of T_i $f_{T_i}(t_i)$: The

T_{Max_i} : The upper bound of a uniform distribution for T_i

T_{Min_i} : The lower bound of a uniform distribution for T_i

h_i : The holding cost per unit inventory of the i^{th} product in each period

π_i : The back-order cost per unit demand of the i^{th} product

W_i : The purchasing cost per unit of the i^{th} product

P_i : The sale price per unit of the i^{th} product

D_i : The constant demand rate of the i^{th} product

t_{D_i} : The time at which the inventory level of the i^{th} product reaches zero

β_i : The percentage of unsatisfied demands of the i^{th} product that is back-ordered

I_i : The expected amount of the i^{th} product inventory per cycle

L_i : The expected amount of the i^{th} product lost-sale in each cycle

B_i : The expected amount of the i^{th} product back-order in each cycle

Q_i : The expected amount of the i^{th} product order in each cycle when there is no deterioration

Q'_i : The expected amount of order quantity of the i^{th} product when there is deterioration

f_i : The required warehouse space per unit of the i^{th} product

F : Total available warehouse space

C : Total available budget

C_{h_i} : The expected holding cost of the i^{th} product per cycle

C_{b_i} : The expected shortage cost of the i^{th} product in backorder state

C_{l_i} : The expected shortage cost of the i^{th} product in lost sale state

C_{p_i} : The expected purchase cost of the i^{th} product

C_{D_i} : The expected deterioration cost of i^{th} product

r_i : The expected revenue obtained from sales of the i^{th} product

Z_i : The expected profit per cycle of the i^{th} product

Z : The expected profit per cycle of all products

2.3. Inventory diagram

According to Ertogral and Rahim [3] and considering the fact that the time-periods between replenishments are stochastic variables, two cases may occur. In the first case the time-period between replenishments is less than the amount of time required for the inventory level to reach zero (see Figure 1), and in the second case, it is greater (see Figure 2).

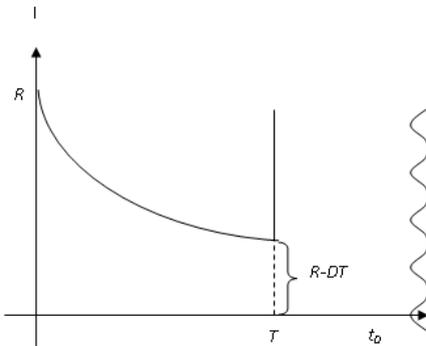


Fig.1. Presenting the inventory cycle when $T_{Min} \leq T \leq t_D$

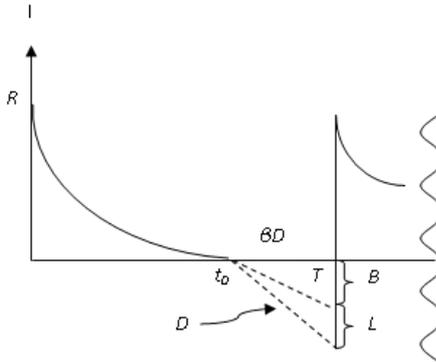


Fig.2. Presenting the inventory cycle when $t_D < T \leq T_{Max}$

2.4. Model

2.4.1. Deriving the Costs and the Profit

In order to obtain the expected profit in each cycle, we need to evaluate all of the terms in equation (1) [3]:

$$\begin{aligned}
 Max : Z &= \sum_i r_i - C_{P_i} - C_{h_i} - C_{B_i} - C_{L_i} - C_{D_i} \\
 &= \sum_i P_i Q'_i - W_i Q'_i - h_i I_i - \pi_i B_i \\
 &= \sum_i -(P_i - W_i)L_i - K_i (Q'_i - Q_i) \\
 &= \sum_i K_i Q_i + (P_i - W_i - K_i)Q'_i \\
 &= \sum_i -h_i I_i - \pi_i B_i - (P_i - W_i)L_i \quad (1)
 \end{aligned}$$

According to Figures (1) and (2) the inventory level at time t decreases because of demand and deterioration. So according to this description the changes of inventory respect to time can be shown using the following differential Equations;

$$\begin{cases} \frac{dI_i(t_i)}{dt_i} = -D_i - \theta_i I_i(t_i) & T_{Min_i} \leq t_i \leq t_{D_i} \\ \frac{dI_i(t_i)}{dt_i} = -D_i & t_{D_i} \leq t_i \leq T_{Max_i} \end{cases} \quad (2)$$

Considering the boundary condition, $I_i(t_{D_i}) = 0$, gives;

$$I_i(x) = \begin{cases} \frac{D_i}{\theta_i} (e^{\theta_i(t_{D_i}-t_i)} - 1) & T_{Min_i} \leq t_i \leq t_{D_i} \\ -D_i(t_i - t_{D_i}) & t_{D_i} \leq t_i \leq T_{Max_i} \end{cases} \quad (3)$$

So, the expected inventory level is;

$$I_i = \int_{T_{Min_i}}^{t_{D_i}} \left[\frac{D_i}{\theta_i^2} (e^{\theta_i t_{D_i}} - \theta_i t_{D_i} - 1) \right. \\ \left. - D_i \left(\frac{t_i^2}{2} - t_{D_i} t_i + \frac{t_{D_i}^2}{2} \right) \right] f_{T_i}(t_i) dt_i \quad (4) \\ + \int_{t_{D_i}}^{T_{Max_i}} \left[\frac{D_i}{\theta_i^2} (e^{\theta_i t_{D_i}} - \theta_i t_{D_i} - 1) \right] f_{T_i}(t_i) dt_i$$

Moreover, based on Figure (2), L_i and B_i are evaluated using the following equations:

$$B_i = \beta_i \int_{t_{D_i}}^{T_{Max_i}} (D_i t_i - R_i) f_{T_i}(t_i) dt_i \quad ; \quad t_{D_i} < T_i \leq T_{Max_i} \quad (5)$$

$$L_i = (1 - \beta_i) \int_{t_{D_i}}^{T_{Max_i}} (D_i t_i - R_i) f_{T_i}(t_i) dt_i \quad ; \quad t_{D_i} < T_i \leq T_{Max_i} \quad (6)$$

Moreover, according to [2] the order quantity when there is no deterioration will be;

$$Q_i = \int_{T_{Min_i}}^{t_{D_i}} D_i t_i f_{T_i}(t_i) dt_i \\ + \int_{t_{D_i}}^{T_{Max_i}} (R_i + \beta_i (D_i t_i - R_i)) f_{T_i}(t_i) dt_i \quad (7)$$

While when there is deterioration the equation will change to;

$$Q'_i = \int_{T_{Min_i}}^{t_{D_i}} (R_i - I_i(t_i)) f_{T_i}(t_i) dt_i \\ + \int_{t_{D_i}}^{T_{Max_i}} (R_i + \beta_i (D_i t_i - R_i)) f_{T_i}(t_i) dt_i \quad (8)$$

On the other hand the deteriorated quantity is $Q'_i - Q_i$.

2.4.2. Presenting the constraints

The space constraint will be [4];

$$f_i R_i \leq F \quad (9)$$

Since the shortages only occur when the cycle time is more than t_{D_i} and that the lower limit for the service level is SL_i , then [2].

$$P(T_i > t_{D_i}) = \int_{\frac{R_i}{D_i}}^{T_{Max_i}} f_{T_i}(t_i) dt_i \leq 1 - SL_i \quad (10)$$

Since the total available budget is C , the purchasing cost of the product is W_i , and the order quantity is Q'_i , then the budget constraint will be;

$$W_i Q'_i \leq C \quad (11)$$

On the other hand since the order quantity should be less than the predetermined value UL_i so another constraint is;

$$Q'_i \leq UL_i \quad (12)$$

2.4.3. Uniform Distribution Case for the period length

In this case the probability density function of T_i is $f_{T_i}(t_i) = \frac{1}{T_{\max,i} - T_{\min,i}}$. So, the multi products model with uniform

distribution function is:

$$\begin{aligned} \text{Max } Z = & \sum_{i=1}^n K_i \left[\int_{T_{\min,i}}^{\frac{R_i}{D_i}} (D_i t_i) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right. \\ & \left. + \int_{\frac{R_i}{D_i}}^{T_{\max,i}} (R_i + \beta_i (D_i t_i - R_i)) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right] \\ & + \sum_{i=1}^n (P_i - W_i - K_i) \left[\int_{T_{\min,i}}^{t_{D_i}} (R_i - I_i(t)) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right. \\ & \left. + \int_{t_{D_i}}^{T_{\max,i}} (R_i + \beta_i (D_i t_i - R_i)) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right] \end{aligned}$$

$$\begin{aligned} & - \sum_{i=1}^n h_j \left[\int_{T_{\min,i}}^{t_{D_i}} \left[\frac{D_i}{\theta_i^2} (e^{\theta_i t_{D_i}} - \theta_i t_{D_i} - 1) \right] \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right. \\ & \left. - D \left(\frac{t_i^2}{2} - t_{D_i} t_i + \frac{t_{D_i}^2}{2} \right) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right. \\ & \left. + \int_{t_{D_i}}^{T_{\max,i}} \left[\frac{D_i}{\theta_i^2} (e^{\theta_i t_{D_i}} - \theta_i t_{D_i} - 1) \right] \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right] \\ & - \sum_{i=1}^n \pi_i \beta_i \left[\int_{\frac{R_i}{D_i}}^{T_{\max,i}} (D_i t_i - R_i) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right] \\ & - \sum_{i=1}^n (P_i - W_i) (1 - \beta_i) \left[\int_{\frac{R_i}{D_i}}^{T_{\max,i}} (D_i t_i - R_i) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right] \end{aligned}$$

s.t:

$$\left[\int_{T_{\min,i}}^{t_{D_i}} (R_i - I_i(t)) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right. \\ \left. + \int_{t_{D_i}}^{T_{\max,i}} (R_i + \beta_i (D_i t_i - R_i)) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right] \leq UL_i$$

$$\sum_{i=1}^n W_i \left[\int_{T_{\min,i}}^{t_{D_i}} (R_i - I_i(t)) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right. \\ \left. + \int_{t_{D_i}}^{T_{\max,i}} (R_i + \beta_i (D_i t_i - R_i)) \frac{1}{T_{\max,i} - T_{\min,i}} dt_i \right] \leq C$$

$$\sum_{i=1}^n f_i R_i \leq F \quad (13)$$

Table2: Data for Uniform Distribution

Product (i)	1	2	3	4	5	6	7	8
T_{Min_i}	20	20	50	50	20	20	50	50
T_{Max_i}	40	40	70	70	40	40	70	70

Table3: The Best Results of R_i for Uniform Distribution

Product (i)	Solution	1	2	3	4	5	6	7	8	Z
R_i	GA	625	656	1350	1192	625	656	1350	1192	1231

Conclusions

In this paper a multi-product multi constraint inventory control model was developed. It was assumed the periods between two replenishments of several deteriorating products were identical and independent random variables. Both the deteriorating and demand rates were constant and maximum inventory level (decision variables) were of integer-type. Maximum order quantity, service level, budget and space limitations were constraints of problem on hand. Shortages were partially backordered. The proposed model was an integer nonlinear programming type and to solve it, genetic algorithm was employed. At the end, numerical examples were given to demonstrate the applicability of the proposed methodology. For the future work considering non-constant deteriorating rate, dynamic demand or quantity discount can enhance this research.

References

- [1] A.A. Taleizadeh, S.T.A. Niaki, and M.B. Aryanezhad, "A Hybrid Method of Pareto, TOPSIS and Genetic Algorithm to Optimize Multi-Product Multi-Constraint Inventory Control Systems with Random Fuzzy Replenishments", *Mathematical and Computer Modeling*, vol.49, No.5-6, pp. 1044-1057, 2009.
- [2] A.A. Taleizadeh, S.T.A. Niaki, and M.B. Aryanezhad, and A. Fallah-Tafti, "A Genetic Algorithm to Optimize Multi-Product Multi-Constraint Inventory Control Systems with Stochastic Replenishments and Discount", *International Journal of Advanced Manufacturing Technology*, Vol.51, No.1-4, pp. 311-323, 2010a.
- [3] K. Ertogral, and M.A. Rahim, "Replenish-up-to inventory control policy with random replenishment interval", *International Journal of Production Economics*, Vol.93-94, pp.399-405, 2005.
- [4] A.A. Taleizadeh, M.B. Aryanezhad, and S.T.A. Niaki, "Optimizing Multi-Products Multi-Constraints Inventory Control Systems with Stochastic Replenishments", *Journal of Applied Science*, Vol.6, No.1, pp 1-12, 2008a.
- [5] A.A. Taleizadeh, S.T.A. Niaki, and M.B. Aryanezhad, "Multi-Product Multi-Constraint Inventory Control Systems with Stochastic Replenishment and Discount under Fuzzy Purchasing Price and Holding Costs", *American Journal of Applied Science*, Vol.8, No.7, pp. 1228-1234, 2008b.
- [6] E.P. Chew, L. Lee, and R. Liu, "Joint inventory allocation and pricing decisions for perishable products", *International Journal of Production Economics*, Vol.120, pp. 139-150, 2009.
- [7] A.A. Taleizadeh, S.T.A. Niaki, and M.B. Aryanezhad, "Replenish-up-to Multi Chance-Constraint Inventory Control System with Stochastic Period Lengths and Total Discount under Fuzzy Purchasing Price and Holding Costs", *International Journal of System Sciences*, Vol.41, No.10, pp. 1187-1200, 2010b.
- [8] A.A. Taleizadeh, S.T.A. Niaki, S.M. Seyed-Javadi, "Multiproduct Multichance-Constraint Stochastic Inventory problem with Dynamic Demand and Partial Back-ordering: A Harmony Search Algorithm", *Journal of Manufacturing Systems*, Vol.31, No.2, pp. 204-213, 2012.
- [9] P.M. Ghare, and G.P. Schrader, "A Model for an Exponentially Decaying Inventory", *Journal of Industrial Engineering*, Vol.14, pp. 238-243, 1963.
- [10] R.B. Covert, and G.S Philip, "An EOQ Model with Weibull Distribution Deterioration", *IIE Transactions*, Vol.5, pp. 323-326, 1973.
- [11] C.T. Chang, "Comments on the EOQ model under retailer partial trade credit policy in the supply chain". *International Journal of Production Economics*, Vol.114, pp. 308- 312, 2008.
- [12] C.K. Jaggi, S.K. Goyal, and S.K. Goel, "Retailer's optimal replenishment decisions with credit-linked demand under permissible delay in payments". *European Journal of Operational Research*, Vol.190, pp. 130-135, 2008.
- [13] M. Gen, "*Genetic algorithm and engineering design*". John Wiley & Sons, New York, 1997.

Life and Education

Dr. Mukadder Güneri

Abstract

As it is known, the time from the birth of the human being to his death is described with the word "life". Education is knowledge and science. In other words education helps the generations to acquire the knowledge skill and understanding necessary to take their place in society life and to develop their personalities. When we look beyond the meanings of these two words, it is seen that life and education walk together until the death of man from his birth. This situation is very important today as it is important in the past of mankind. Because technological developments are continuing rapidly and the dizzying technological developments bring positive and negative change in every aspect of human life. The question of whether forensic, military, economic, administrative, cultural and political changes are sustainable does not fall on the agenda of the world. In order to understand, these changes as individuals and societies, and to shape their lives according to them, there is a need for knowledge. This is through education and training, today there are official and private educational institutions which are a force in itself and which are constantly improving. The numbers are increasing day by day. In fact, all educational institutions are aimed at educating new generations and individuals who are meant to exist. A good education connects the gates of a conscious life. Existing educational institutions are expected to assume a responsibility in order to ensure continuity in increasing the quality of life of individuals. This responsibility requires serious work. In order to reach the desired success in this study, it is possible to realize the accumulation of the past life and the education to move to the future by adding the values of today's life. Therefore, education must always remain vigorous and strong so that individuals can keep up with today's rapidly changing world. In this study, which is based on this thought and followed by the classical method, it is examined what is the important period of the individual's education life.

Keywords: Education, Change, Instruction, Continuity, Life.

1. Introduction

1.1. As it is known, the first thing that comes to mind when it comes to education is the human being. Human beings are born, grow, age and die like every living thing. When we look beyond the meanings of "education" and "life", it is seen that education and life walk together from birth to death of mankind. Whether it is, according to Socrates, "to remember ideas, born in the mind that are part of the soul or according to the philosopher John Lock, is" the human mind is an empty tab, the tablets of experience are shaped. "Since, their arrival in the world that people have come up with new generations of knowledge and skills they have acquired through interaction with their parents, family members, relatives, friends, school and social circles.

1.2. Communication between generations has been made using various tools and methods to this day. For example, things, models, motion, sound, drawing, painting, writing, signs and so on. In addition to all of these, mass media groups are called mass media. The mass media which develop in parallel with rapidly developing communication technology have inevitably become the main means of communication, education and training.

1.3. On the other hand, the technological developments affecting the military, judicial, economic, administrative, cultural, political, social and intellectual aspects of humanity both directly and indirectly have increased the importance of education and training in every period of the lives of the individuals. For this reason, educational institutions have increased their responsibilities for raising individuals, which will always raise happiness and quality of life for the future and quickly bring solutions to problems and bring new values for the benefit of mankind.

2. Education and Stages

2.1. When we look at the macro and micro world we are in, and the educational life in terms of individual and individual circumstances, we can divide ten stages; **2.1.Childhood;** 2.1.1.Mother, 2.1.2.Mother And Father, 2.1.3.Sister And Brother,

2.1.4.Aunt, 2.1.5.Uncle, 2.1.6.Grandfather And Grandmother, 2.1.7.Other Family Members. **2.2.Pre-school;** 2.2.1.Family And Family Members (grandfather, grandmother and such). 2.2.2. Nursery, 2.2.3.Private.

2.3.Primary Education Institutions; 2.3.1. Formal, 2.3.2.Pravite, 2.3.3.Various Courses(optional), 2.3.4.Various Events(optional),

2.4.Puberty; 2.4.1.Family Members, 2.4.2.The Surrounding Environment.

2.5.Secondary Education Institutions; 2.5.1.Middle School, 2.5.2.High School, 2.5.3.Various Courses (optional), 2.5.4.Various Events, (optional).

2.6.Youth; 2.6.1.Family Members. 2.6.2.The Surrounding Environment, 2.6.3.Various Courses (optional), 2.6.4.Various Events, (optional).

2.7.Universities And Colleges, 2.7.1.University, **2.7.2.**University and environment, 2.7.3.Family environment, 2.7.4.Family members, 2.7.5.Various Courses And Studies.

2.8.After College And University; 2.8.1.Family Environment, 2.8.2.The Surrounding Environment, 2.8.3.Working Environment, 2.8.4.Personal Development Activity Environments, 2.8.5.Courses, 2.8.6.Seminars And Educational Activities Such As.

2.9.Maturity; 2.9.1.Family Members, 2.9.2.The Surrounding Environment, 2.9.3.Working Environment, 2.9.4.Courses, 2.9.5.Seminars, 2.9.6.Training And Activities.

2.10.Age(after maturity)); 2.10.1.Sharing Of Acquired Knowledge And Experience, 2.10.1.Oral(direct), 2.10.2.Written(book, article), 2.10.3.Evaluating Knowledge And Experience With Current And Future Conditions, 2.10.4.Activities to improve the quality of life, 2.10.5.Travel, 2.10.6. Sports And Such, 2.10.7.To ensure the continuation of activities that the sustainability of quality of life.

2.2. In general, when looking back on the history of education, it seems that in a long historical period, the education systems of the societies are roughly the same except for exceptions. In the last decade, however, educational systems have been questioned for internal and external conditions that have changed in parallel with technological developments.

2.3. Rapidly changing conditions have directly affected the age, institutions and conditions in education and have also affected lifelong learning, becoming an individual's lifestyle, and the education systems of societies.

3. Educational Institutions

3.1. Individual and societal education and training, which has been initiated by trial and error methods due to the necessity of maintaining human life, has been institutionalized in parallel with its needs and development and in the historical process. The material and spiritual needs that are the main reason for the students have gained a new dimension today due to technological developments and rapidly changing conditions. In particular, the broad network of visual, internet and digital media has lifted the boundaries of time, space and age in education as mentioned above. On the other hand, there is also intense information pollution.

3.2. For this reason, it has become important for the individual to renew himself / herself in every aspect of his / her life, to add new knowledge and experiences to knowledge and experience, and to make this situation a lifestyle. For this reason, the responsibilities of educational institutions are changing and increasing in the field of education and training, day and day in parallel with changing conditions.

4. Today Education

4.1. When look at today's world, education and teaching, most societies today view it as a threat to daily life and future in terms of uneducated, social, economic, administrative, cultural and political. For this reason education and training are always looking for new solutions, not reducing their agenda, taking changing circumstances into consideration.

4.2. It can be said that the fact that information and sharing is easier and more accessible than in past years has led to an increase in the education and training of the societies and individuals. This has increased the interest in learning both formal and private and individual learning. This has led to the questioning of the fact that private and public education institutions should deal with education and teaching in a multidimensional way.

4.3. Today as an advanced or underdeveloped country, many educational institutions, including private or public schools, are generally expected to educate individuals who see the past, the past and the present as well as the future, and in a sense, to increase the quality of life for individuals, responsibility is expected to be undertaken.

5. Education Training And Continuity

5.1. When evaluating human life in terms of general and continuity, it would be wrong to make an assessment that this year or that year is very valuable. Because every moment of human life is very valuable. However when the subject is education and training, the turning points in human education life have been determined in general and education has been made in educational institutions in this direction for centuries.

5.2. However, the rapidly changing circumstances of today's world have led to the fact that education has never fallen from the agenda, and it has come to the conclusion that education should be lifelong. This situation has revealed the fact that all of the individuals, educational institutions, various institutions and organizations should assume joint responsibilities in terms of education and training.

5.3. In other words, it should be seen that education and training are top quality and continuity in order to be able to sustain happier and better quality life today and in future.

6. Discussion and conclusion

6.1. Generally the way of education(2.1- 2.7. and so on); 1.Pre-school, 2.Primary school, 3.Middle school, 4.High, 5.University.Today knowledge, experience and continuity stand out in post-university education and vocational education.

6.2. When the child's postnatal life communication line is examined, there are factors such as mother, father, family members, friends, school, social environment, work life in the life line in turn. At the beginning of the life line is the mother and father. At the beginning of the life line is the mother and father. The presence of your first mother also reminds us of the importance of your mother in her education. For this reason, it reveals the fact that the basic education should be considered as a whole in today's conditions (2.1- 2.7).

6.3. Today's reality is that the education of each individual (primary school, secondary school, high school and university) must be considered as a whole. It is clear that uninterrupted education and post- knowledge, experience and continuity are a necessity for today's living conditions.

6.4. Especially in today's world of information, the wide network of internet and digital media has removed the boundaries such as time, space and age from learning. For this reason, education and training have become necessary for life. Lifelong education has become the lifestyle of individuals.

6.5. As a result, the education and training of individuals and societies have always been more and more important to understand, solve, and increase the quality of life in every field, such as military, judicial, economic, administrative, cultural, political, has come to an important position.

References

- [1] Anonim, Endurun Tarihi, Belediye Kütüphanesi K. 470. Muallim Cevdet Yazmaları, İstanbul.
- [2] Aşkar, P. (15-18 Ekim 2003). " Eğitimde Teknoloji Kullanımı. " 12. Eğitim Bilimleri Kongresi, Antalya.
- [3] Aslandağ,Soylu, B., Yanper, Yelken, T. (5-8 February 2013). A New and Dynamic Phenomenon for Higher Education: Life-Wide Learning, 5th World Conference on Education Studies, Roma.
- [4] Aytaç, K. (1972, 2009,). Avrupa Eğitim Tarihi, Antik Çağdan 19.Yüzyılın Sonlarına Kadar, Dil ve Tarih Coğrafya Fakültesi Yayını, Ankara.
- [5] Burke, P. (2004). Bilginin Toplumsal Tarihi, çeviren: Tuncay, M. Tarih Vakfı Yurt Yayını, İstanbul.
- [6] Coşkun, Y.D. (2009). "Üniversite Öğrencilerinin Yaşam Boyu Öğrenme Eğilimlerinin Bazı Değişken Açısından İncelenmesi, " Basılmamış Doktora Tezi, Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- [7] Eğitim 2003, 2004, Milli Eğitim Bakanlığı, Milli Eğitim Bakanlığı Yayını, Ankara.
- [8] Geraskof, M. (1933). Talim ve Tedriste Kendi Kendine Faaliyet Prensipleri, çeviren: Hasip Ahmet, Remzi Kitaphanesi Yayını, İstanbul.
- [9] Güneri, Mukadder. (29 Nisan-1 Mayıs 2009/ 29 April- 1 Mayıs 2009). "Atasözü Ve Deyimlerin Eğitici Ve Öğretici Yönü". Adli Bildiri, Uluslar arası Karşılaştırmalı Edebiyat, Edebiyat ve Dil Eğitimi Kongresi," s. 325-332. Gazi Üniversitesi, Akara.

- [10] Güneri, Mukadder. (31 Mayıs- 02 Haziran 2012). "Yaşam Ve Eğitim " Adlı Bildiri, Eğitimin Odağında Artvin Sempozyumu, Artvin Çoruh Üniversitesi, Artvin.
- [11] <http://line.fil/en/article/researc/220132/three-perspectives-on-active-citizenship-in-lifelong-and-life-wide-education-research>.
- [12] <http://www.gse.harvard.edu/ppe/program/prek-12/portfolio/lgl>.
- [13] Kaya, Y.K. (1989). İnsan Yetiştirme Düzenimize Yeni Bakış, Bilim Yayınları, Ankara.
- [14] Knapper, C., Copley, A. (2000). Lifelong Learning in Higher Education, London.
- [15] Kurbanoğlu, S. (2010). "Bilgi Çağında Bilgi Okuryazarlığı, Bilgi Okuryazarlığından Yaşam Boyu Öğrenmeye," II. Ulusal Okul .Kütüphanecileri Konferansı, İdeal Kültür Yayını, İstanbul.
- [16] Manguel, A. (2013). Okumanın Tarihi, çeviren: Eloğlu, F. Yapı Kredi Yayınları, İstanbul.
- [17] Milli Eğitim Bakanlığı. (2012- 2013). Milli Eğitim İstatistikleri, Örgün Eğitim, Ankara.
- [18] Milli Eğitim Bakanlığı. (2013- 2014). Milli Eğitim İstatistikleri, Ankara.
- [19] OECD, (2003). Education policy analysis, Paris.
- [20] Sakaoğlu, Nejd. (2003). Osmanlıdan Günümüze Eğitim Tarihi, İstanbul.
- [21] Santrock, J.W. (2004) Yaşam Boyu Gelişim, çeviren: Yüksel Galip, Nobel Yayın arı, Ankara.
- [22] Şişman, M. (2002). Eğitimde Mükemmellik Arayışları, Pegem Yayınları, Ankara.
- [23] TÜRKÇE SÖZLÜK, Türk Dil Kurumu Yayını, Ankara.(2011).
- [24] Türkoğlu, Ad. (2007). Kent Enstitüleri, Anı Yayınları.
- [25] Unat, F.R. (1964). Türkiye Eğitim Sistemin Gelişmesine Tarihi Bir Bakış, Milli Eğitim Basımevi, Ankara.
- [26] Weiner, B(1985) Human Motivation, New York.
- [27] Yök. (2007). Türkiye'nin Yükseköğretim Stratejisi, Ankara.
- [28] Yök. (2013). [http:// bolongna.yok.gov.tr](http://bolongna.yok.gov.tr).

Images and Gender Role Development of Filipino Women on Selected Short Stories

Susan D. Tiangson, MAEd.

Pangasinan State University - Lingayen Campus, Lingayen , Pangasinan, Philippines

Abstract

The study focused on the different images depicted by Filipino women in selected short stories as well as the influence of these images to gender role development. The five images are the willing victim, the dutiful wife, the furious and resentful daughter, the protective mother and the selfless mother. The gender role developments on women embodied in the selected stories are the career woman, the vigilant mother, and the single mother. Women who are single parents, empowered women, and warriors and accomplished women are confirmations of gender role developments evident in the present society. The researcher concludes that many women in contemporary society exemplify gender role development. The single parent performing the dual role of a mother and a father, the empowered women who are leaders and warriors of the nation and the accomplished women who are professionals in their chosen careers. The gender role developments show the evolution of women as they raise themselves from the traditional world the patriarchal society has cloaked them. It is recommended that Students shall read other stories to discover other images and gender role developments of Filipino Women. Women should take advantage of the opportunities to obtain higher education and appreciation of Filipino contemporary short stories should be more enriched for a better understanding of the images and the gender role development of Filipino Women.

Keywords: Gender Role development, Images, Short Stories

Introduction

People exist in this world with the unwavering fact that men and women are created equal. This fact is in the surface of humanity substantiating the essence of all people in the same pedestal of roles and duties. Mahatma Gandhi says that "All children of one and the same God and therefore absolutely equal". It is God's supremacy which tells people that regardless of sex and social status, all are the same beings and have the same degree of importance. However, she mentioned that woman is not the weaker sex, but the better of humanity; the nobler of the two for she is the embodiment of sacrifice, humility, faith and knowledge.

Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work or through setting up business; enjoy equal access to education and the opportunity to develop personal ambitions (Brabeck, 2001).

Women, since the beginning of time, have been deemed feeble, vulnerable, and reliant on men for survival. History generally illustrates women as weak, docile, pure, reserved, caring, and nurturing and led to the kitchen. Her main concern and domain is the home; everything the woman does should be for the happiness and unity of the family.

According to Raymundo (2000), in the Philippines, many government institutions have undertaken initiative guarantee of equal work opportunities to men and women, provide equal pay for equal work, enforce labor laws for woman legislation which calls for equal job opportunities and prohibits gender discrimination at work. It can't be denied that Filipino women are more active and have participatory roles in the development process (In compliance with R.A. 7192).

Along this vein, giving distinction between gender equity roles are perceived that women are passive, emotionally dependent, demonstrative, loving, patient, self-sacrificing, peacemakers, and have wholesome relationship specially within the family.

This paper focused on the analysis of the images of Filipino women as revealed in the selected short stories. It also aimed to identify the gender role development of women as reflected in the chosen short stories as well as the gender role development mirrored in modern Philippine society.

The researcher has conceived the idea of identifying and analyzing the images of Filipino women as revealed in the selected short stories. She also envisioned to identify the gender role development of Filipino women as reflected in the chosen short stories as well as the gender role development mirrored in modern Philippine society.

Materials and Methods

The study focused on the images and gender role development of Filipino women as projected through the selected short stories, thus the descriptive method was used. The study used literary criticism through content analysis, a set of systematic and objective procedures for a qualitative study. This is deemed necessary as it is the objective of this study to describe prevailing conditions which are relative to the identification and discussion of images, roles and behaviors portrayed by women in relation to gender role development. By analyzing the selected short stories, the researcher answered the questions posited in the previous chapter on the different images and gender development role, portrayals of Filipino Women and gender role development in the modern society. Content analysis, a part of formalistic approach was employed to determine if the female characters are stereotyped by gender. In this type of analysis, the researcher used literary analysis, an approach done by looking at how meaning is constructed into literary material in the same way deconstructing the same material taking it apart to see how it works and how it came to be (Buston, 1997). To facilitate the research, the following literary forms, approaches and literary elements was employed, such as narration, description, psychological, sociological, and feminist approaches, and characterization, dialogue, setting and theme. The data for this study was generated from the short stories depicting different behaviors, actions, images and roles of Filipino women in relation to gender development. The selected short stories of Estrella Alfon, a PALANCA LITERARY awardee as the focus of literary analyses are: *Servant Girl*, *Mill of Gods*, *Magnificence* and *Compostela*.

Results and Discussion

Images of Filipino Women in Selected Short Stories

The women characters in Alfon's stories typify the Filipina image as she performs her various roles that the society has imposed on her. The images of women the **willing victim** and the **insensitive** and **inhuman** mistress mirrored in the story "**The Servant Girl**"; the **dutiful** wife and the **furious** and **resentful** daughter in "**Mill of the Gods**"; the **protective mother** in "**Magnificence**", and the **selfless mother** in the story "**Compostela**".

The images of the Filipino Women in the selected short stories were narrated and described to reveal their picturesque personality as they perform their corresponding role in the story.

In the story, "**The Servant Girl**", Rosa, the servant who is the leading character manifested the image of a willing victim; the secondary character portrayed the image of an **insensitive** and **inhuman** mistress.

According to De Guzman (1995), a victim is a woman who may either be a victim of circumstances or a willing victim. A victim of circumstances recognizes that her decision is not the best for her but she merely endures it as it is. A **willing victim** knows the risk of her choice but she still chooses this. This means that a willing victim is someone who allows others to treat her as a doormat. She does not know how to say no, even it does damage to her self-esteem, health and well being. The willing victim allows others to malign and maltreat her. Consequently, she knows the consequences of her decisions but regardless of this understanding, she still takes the risk.

Rosa in the "*Servant Girl*" is a pathetic figure because she is maltreated and abused by her mistress or lady employer.

"Her mistress' voice comes to her, calling her impatiently, and she tried to hurry. When she arrived, the woman asked her what had kept her so long, and without waiting for an answer she ranted on, saying she had heard the women jokes in the bathhouse, and she know what had kept the girl so long. Her anger mounting with every angry word she said, she finally swung out on arm before she quite knows what she was doing when she slapped Rosa's face". (Alfon, 1960:81)

Silently, Rosa bears her mistress spell of nasty words. She lived a wretched life as a servant frequently battered and nagged by an alcoholic mistress. Though she thinks of rebellion against the treatments, she receives from her mistress, she basically accepts it as a part of scheme of things. She is passive, docile and frail. She suffers a weakness of will and reason, struggling against a fate that is cruel to her. Rosa, as a character, does not do anything to elevate the position or change her condition. She just has taken her mistress verbal and physical abuses as they are.

Rosa, in "*The Servant Girl*", is portrayed as a willing victim. She does not complain but rather only weeps in the whole stay. She is hoping for her blind infatuation to save her from doom. Rosa's mind and heart are shaded by Angel's image and thus, mired the truth of reality.

While the lady employer of Rosa has shown an image being insensitive and inhuman to her servant, Rosa. The mistress was pictured to be tactless, cruel, cold, pitiless, unkind, indifferent, and unfriendly to Rosa. The mistress oftentimes maltreats Rosa physically, socially and emotional

In the story "**The Mill of the Gods**", Engracia embodied the image of a dutiful wife, while Martha, who at the beginning of the story, emerged as reflecting an image of a furious and resentful daughter.

She is the epitome of a dutiful wife who renounces pains in the name of love. She is sheltered and cultured at home and conforms to the rules of her husband. The dutiful wife must oblige herself with the duties expected of her to carry out in the family and does not complain. Engracia is in sorrow and anger. She has unfaithful husband.

The story opens with an intensive fight between wife and husband...

"Her arms were pinioned to her sides by her husband but her wild eyes, the frenzy with which she stamped her feet, and kicked him in the shins, and tried to bite him with her teeth, these were more terrible than the giant of what shinning blade."

The scenario reveals Engracias' fury toward her husband's unfaithfulness. However, in the midst of depression, while mellowing in sorrow and grief, she justifies her husband's actions by making excuses and reasons why her husband did such thing.

At the age of 12, Martha is traumatized to witness a violent quarrel between her parents.

"Martha cried with her, and caressed her mother's back with her hands, but she had no words to offer, nothing to say. When her mother at last was able to talk again, she told Martha to go back to bed. But it wasn't the child that entered who went out of that room. And yet terror of that night was not so great because it was only a terror half-understood."

She was a woman now. Martha was wise and wary. But there is no wisdom. No wariness against love. Not the kind of deep love she knew she bore him. And even as she loved him, she found within herself the old deep-abiding secret hate. Against her father. Against the laws of man and the church. Against the very fates that seem to rejoice in making her pay for a sin she had not committed. She now learned of bitterness."

De Guzman (1995) claims that the angry woman feels short change of anything given to her bitterness and resentment is a result of repressed feeling as a martyr and a victim and so she becomes a negative aspect of her character. Accordingly, the furious daughter deems cheated and unfairly treated. She feels that she is given something she does not deserve. Her resentment is a result of repressed feelings as a martyr and she becomes the reserve persona of herself through bitterness and anger.

Martha loathes and curses her father for his infidelity that has brought her to ill fate. Ironically, she carries on an illicit affair with a man despite the knowledge that he is no longer free. This is her way of rebelling against her father's loose morals, as well as her mother's apathy.

Martha is **furious** and **resentful** because fates are against her. She believes that her misfortune in love is caused by the fates.

In the story **Magnificence**, the mother portrayed an image of being protective all throughout in order to enable her daughter to remain safe, clean and pure.

The story "**Magnificence**" opens with a man named Vicente visiting the house of the two children to teach them with their lessons and home works.

The mother allowed Vicente to help her children in their homework. She did not doubt the man's intentions because he had all the praises for the two children. Trust was easily given to Vicente because the mother was deceived by his sweet talk. The mother did not foresee that her daughter will have an unpleasant experience with Vicente.

"In those days, the rage was for pencils... Add to the man's gentleness and his kindness in knowing a child's desires, his promise that he would give each of them not one pencil but two. And for the little girl who he said was very bright and deserved more, he would get the biggest pencil he could find."

Man's ultimate desire for material things often clouds his judgment. Thus, to lure children into a trap, the best way is to bribe them. Children are the easiest prey because they are helpless, innocent and trusting. Vicente uses the pencils as gifts to the children to get their approval and their **trust**. Two weeks later after his visit to the children, he brought along with

him the pencils he promised. The next evening, he was earlier than the usual time he normally goes there to teach the children. He asked the boy to get a glass of water for him. Vicente was left alone with the girl and asked the little girl to sit on his lap.

"Vicente took the girl up lightly in his arms, holding her armpits, and he held her to sit down on his lap... She looked around at Vicente, interrupting her careful writing to twist around. The girl kept squirming, for somehow she felt uncomfortable to be held thus, her mother and father. His face was all in sweat, and his eyes looked very strange, and he indicated to her that she must turn around, attend to the homework she was writing. But the little girl felt very queer, she didn't know why, all of a sudden, she was immensely frightened, and she jumped up away from Vicente's lap. She stood looking at him, feeling that queer frightened feeling, not knowing what to do."

The extent of the man's perverted intension in the story is not made explicit; but the allusions of malicious tendencies are sufficient proof.

The girl got frightened and got away from Vicente. The little girl becomes suddenly uncomfortable and afraid. As she got away, the mother came and saw what was about to happen. The mother must have felt her daughter looked scared.

"The mother went to the covering man, and marched him with a glance out of the circle of light that held the little boy. Once in the shadow, she extended her hand, and without any opposition, took away the papers that Vicente was holding to himself. She stood there saying nothing as the man fumbled with his hands and with his fingers, and she waited until he had finished... She bode Vicente go up the stairs... Up the stairs, went the man and the mother followed behind. The mother turned on Vicente. There was a pause. Finally, the woman raised her hand and slapped him full hands in the face. He retreated down one tread of the stairs with the force of the blow, but the mother followed him. With her other hand, she slapped him on the other side of the face again. And so down the stairs they went, the man backwards, his face continually open to the force of the woman's slapping... The mother thus shut his mouth, and with those hard forceful slaps, she escorted him right to the other door."

After telling the children to go to their room, she kept on slapping Vicente until he was brought to the other door and he ran away to the shadows. The mother asked to girl to take a bath before she went to bed. The mother also asked her daughter to burn the pencils Vicente gave."

"Magnificence" is a delicately woven story which provides admirable insights about the dominance of the mother-daughter relationship. It is a narrative that presents remarkable view about the power of the mother who protects her daughter and the emotional intimidation of women and children.

The typical woman transcends into a fierce warrior in defense of a vulnerable and innocent child. The mother immediately becomes alert and cautious to save her daughter from the wicked intensions of the man. The mother's magnificent act is the brightness that eats away the shadow which hides the pedophile's malevolent intentions.

The protective mother, no doubt, enables her child to remain safe. She is able to protect, love and nurture like no one else can. A mother's love, concern, protection and presence are matchless.

The story of **Compostela** embodied the image of a selfless mother who has sacrificed her life in favor of the needs and comfort of her children.

The four selected stories of which were subjected for literary analysis through the different literary approaches such as psychological, sociological and feminists demonstrate an awareness of, and a deep interest in the power of a woman. Psychological approach is used to facilitate understanding of the inner and outer lives of the female main character as they interact with each other and as revealed in their words and actions. Sociological approach is used to reflect the roles of Filipino Women in the selected short stories in terms of its connection to social, political and economic forces, and Feminism approach is used to examine women's contribution to social life and the nature of the structures and process that maintain gender inequality (Littell, 1989). These approaches were used intertwined and holistic manner to describe the gender development of Filipino women as reflected on the selected short stories.

Only three of the analyzed stories such as **Mill of the Gods**, **Magnificence**, and **Compostela**, revealed some woman characters which displayed vigilance, independence, and courage to fight for their rights, assert their freedom, participate and contribute actively to societal development and progress.

The above-mentioned stories embodied gender role development of Filipino woman, in contrast to images of the woman as a willing victim (The Servant Girl) and the dutiful wife (Mill of the Gods).

Among them are: the career woman (Mill of the Gods) who actively and assertively participates in the corporate world; the vigilant woman (Magnificence) who is aware and conscious of her rights and privileges; and the single parent (Compostela) who single handedly raises, rears and guides her child.

In the story, Martha personifies the independent career woman. Although she was described as a dull, simple and uninteresting girl in the opening of the story, there were event circumstances that happened in her life that led to the development of her character,

"And Martha made up her earlier lack of luster by shining in her class now. She was eighteen and not through high school yet, but she made for it by graduating with honors. Espeleta clapped its hands when she graduated, gave her flowers. Her father and mother were there, too. And they were proud. And to look at Martha, you would think she was proud too, if a little too shy still."

With Martha who's first love turns out tragic and regrettable, she paid attention to her studies and made up for inadequacy. Although she was a bit older when she graduated in high school, she finished with honors.

There was a transition in Martha's character. Because of her tragic and awful experiences, her attitudes, values and outlook in life changed.

"Martha studied nursing, and started having visitors in her mother's house again. Doctors this time, older men, to whom her gravity of manner appealed and the innate good sense that seemed so patient in her quiet demeanor. Espelita was now rather proud of Martha. She seemed everything a girl should be, and they cited her as an example of what religion could do. Lift you out of the shadow of your inheritance. For look at Martha, see how different she is from what should be her father's daughter."

De Guzman (1995) posits that in the process of bitterness and anger, women realize that they drained psychologically. They begin to assert their rights. Martha's bitter experiences influenced and motivated her to excel and stand out in her academics. This way, she has proven her self-worth and raised her self-confidence and self-esteem.

Martha is a single career woman. She is a professional. She was with the physician at the operating room, attending to her father.

"Anyhow, one day at the hospital, Martha was attendant nurse at an emergency case. A man had been shot. There were three bullets through his chest, but he was still alive. Martha laughed queerly to herself, saying I must be dreaming, I am imagining that man has my father's face. It was the doctor she loved who was in charge. With a queer dreaming feeling, she raised her eyes to meet his, and was shocked to see him drop his gaze, and over his face steal a twist as of pain, as of pity."

Martha remained compose, capable, proficient and functional during a critical period of her father. Martha did not let her feelings and emotions hinder her from doing her work at her utmost best.

Emotional, affectionate, caring, protective and yet firm and vigilant, a mother is the perennial source of inspiration. Being a mother is also about nurturing, guiding, and supporting. Often a mother demonstrates tenacity, protectiveness and resourcefulness. It becomes innate to a mother to create, nurture, empower and to defend her young.

In the story Magnificence, the mother who depicted an ordinary woman has transformed to a vigilant woman, rising the height of magnificent rage as she protects her daughter from a sexual pervert.

The mother was able to see Vicente's malicious intentions. She protects her daughter from the sinful purposes of Vicente. A vigilant woman is watchful and alert. She is observant with an eye to the future and is on guard for dangers or pitfalls. The mother is well-experienced in raising her children. She has become even more adept at figuring out what troubles her daughter.

A mother is able to do anything in an effort to protect or provide for her children. A mother's vigilance can turn her into an erratic and hysterical fighter with the superhero strength and ability.

"When her mother reached her, the woman held her hand out to the child. Always also, with the terrible indelibility that one associated with terror, the girl was to remember the touch of that hand on her shoulder, heavy, kneading at her flesh, the woman herself stricken almost dumb, but her eyes eloquent with that angered fire. She knelt, she felt the little girl's dress and took it off with haste and that was almost frantic, tearing at the buttons and imparting a terror to the little girl that almost made her sob. Hush, the mother said, take a bath quickly!"

The mother at the end of the story asked her daughter to take a bath and change her clothes. This act signifies the mother's desire to wipe away the unpleasant experience of her daughter.

Compostela is a story of a woman where her husband is a soldier who fights for the country's independence, while the woman is left home to take good care of their child. While the husband is away, she takes charge of the household, the decision making, and the child rearing. Despite the uncertainties, the dangers brought about by the war, the woman courageously takes the role of a mother who single handedly take charge and heads a family. As the husband is busy fighting the enemy, the woman is left at home to protect and care for her young.

"...and there again, there would come to me, wife of a husband playing soldier, the thought that all life was like a dream – a multi-phased dream, its most recurrent phenomenon, the unreal melancholy of a voice singing in a blacked-out night, singing of love in a world that should not promote love, because love endangered lives that in war could only be lost. And then the little baby would cry and I would put out a hand to quiet him and realize once more how real all this was, and war and fear."

Her attitude was almost necessary because she was solely responsible for her and son's well-being and safety. She has to provide for her child in the absence of her husband who had been called off to war. Through her actions, she has shown valiance, kindness and unconditional love for her son. In the midst of war, where people feel unsafe and anxious, where nights were spent traveling mountains and hills to evacuate and secure refuges, the mother has to be courageous to be able to surpass and endure these feats for her and her son to live mindless of all the fears and anxieties.

Estrella Alfon's short stories projected the images of the lead characters employing an indirect method of character presentation. These are languages or dialogue, setting and theme. The use of those elements explains how a writer manipulates the different elements of his craft that make her and her works different from others.

The character of Rosa, the willing victim in the story, The Servant Girl; Engracia, dutiful wife and Martha, the furious and resentful daughter in Mill of the Gods; the protective mother in Magnificence; and the selfless mother in Compostela explain and elaborate the idea of changes in language and culture base on what is happening in the society.

Dialogue is a type of characterization that explains the thought of what others say about the character. It is also a means of revealing rather than presenting the character's thoughts and responses. If the character feels pain, anger, misery, or even love, their speeches can also be exact expressions of what they feel and think or what is in their mind, in their own words.

Setting is the natural and artificial scenery or environment in which the characters live and move, together with the things they use.

The story "**Servant Girl**" took place at the mistress' house. This is where the meaningful and unpleasant experiences and incidents of Rosa happened.

The setting of the story "Mill of the Gods" is Espeleta, where the family of Martha lives. In the story, it refers to a community which functions not just as place setting but as character, too.

The story "**Magnificence**" happened at the house of the two children. The two stories started with a man named Vicente coming to the house of the two children to tutor them with their class works. The families absolutely trust him for they think that this man was always so gentle, so kind, and there was nothing to fear with when he is around.

"**Compostela**" is a small town by the sea, the hometown of the narrator's maid. Here the people lived simply, contentedly, and except for fear of the Japanese, happily too. The narrator tells of the many other jolly moods of Compostela as a musical minded village where the volunteer guards of the boys and girls chanted their jingles under the moonlight.

Theme refers to a unified scheme of content and central idea impliedly or expressly stated in the short story.

The story "**Servant Girl**" has for its theme – "A woman's dreaming caused by infatuation,"

In the story "**Mill of the Gods**", the main idea revolves on a patriarchal society where male predominates female.

Martha's philandering father was not punished for his infidelity and unfaithfulness to his wife, although his illicit affair is known to everyone. Despite his wrongdoings, he was still accepted by his wife.

The story "**Magnificence**" has for its theme which states... "How a mother will turn to a woman to fight for a mothers' right in terms of abuses. It shows the empowerment of woman."

In the story, the mother transcends into a fierce warrior in defense of a vulnerable and innocent child. She immediately becomes alert and cautious to save her daughter from the wicked intentions of the man.

The theme of the story "**Compostela**", revolves on how a single parent performs a dual role – that of a mother and a father at the same time providing the needs and security of her son.

The lone endeavour of a mother who by choice or circumstances is single takes on a responsibility to bring up her brood in the best possible way that she can.

The women characters in the selected short stories of Estrella Alfon who embody independence, strength and empowerment reveal transformation and development concerning the status of woman in Philippine society. Those woman characters whose stories were written during 1900's are still the prevailing images of women who show gender role development in the present society.

The Filipino society has moved from being a predominantly patriarchal society to a modern one. Economic transformations have brought new social charges as the concept of the traditional gender roles continues to be reinvented and transformed.

The above mentioned stories embodied gender role development of Filipino women as evident in present society. Among them are: The accomplished woman (Mill of the Gods), the Empowered Woman and Warriors, (Magnificence) and the Single Parent performs dual role as mother and father at the same time (Compostela).

In "**The Mill of the Gods**," Martha represents the independent career woman. She finished high school with high honors and managed to finish nursing in college.

Career development refers to the many jobs a person holds, and it should represent progress, whether through increased recognition or salary, or the respect one receives from colleagues. The more a person's career progresses in the manner, the more he or she will be judged successful (Gutek and Larwood, 2003). Women's career aspirations have evolved steadily during the 20th century, resulting in their increased workplace participation rates. According to Alzona (2004).

*"A new Filipino had arisen-Confident,
enlightened, strong in mind and body, in a word,
a woman eminently qualified to hold her place in
a modern intricate society."*

Woman have increasingly becomes more involved in the workforce. Gone are the days when women are confined in the corner of the house and are forbidden to see the light of modernity. The time has indeed changed by leap and bounce. Gonzales and Hollinsteiner (2006) assert that:

*"Women have an occupational and economic role to perform
not only for the family but also for the country as a whole,
The participation of women in all aspects of occupational
activities is a patient force in improving the economy
and raising levels of living."*

Before firms and businesses normally employ Filipino women for less pay and secretarial functions. But at present, Filipino women are given the same opportunities as their male counterparts in the industry. In a statistics released by the Philippine Commission on Women (2010), the result of the October 2009 Labor Force Survey (LFS) showed an increase in the Labor Force Participation Rate (LFPR) for females at 49.3% (from 48.6% in 2008), and a very slight decrease for males at 78.8% (from 78.9% in 2008).

The Filipino woman has transformed herself from a mere homemaker to a working mother or an executive. She has proven to be an asset of the managerial world. She has multiple achievements in the corporate world, likewise her emotional and social life has attained remarkable success.

At present, majority of women have contributed in the development of the country in spite of the demands they encounter as mothers and wives. Women leaders who are very visible in the political arena become presidents, senators and public officials who constitute laws that promote societal transformation and development. Corazon Aquino is well known to be the first woman president. She spearheaded the country to regain democracy and freedom of expression. Women legislators make laws that would benefit the country.

Women legislators and law makers are also active and very much visible in Philippine politics. Senator Pia S. Cayetano is continuously proving that there is no limit to what Filipino women can do and achieve. She in the 13th and 14th Congress to pass several landmarks laws that mattered to common Filipinos and the marginalized sectors, particularly to women, children and senior citizens.

The rise of feminists in the society has somehow helped change the patriarchal ideology. Women have the chance to work in a man's world. Many have made a name in a male dominated world such as politics, military management, business and economics and the like. In many ways, the Filipino woman has experienced hardships and successes, martyrdom and stardom. These women, who have gone places, have done great deeds and made their country proud; inspire the women of today wherever they go.

As the natural form of society progressed, women strived toward a higher degree of independence and gender equality. Through their efforts, women now speak and fight for their rights. Women's voices against violence are now being heard. They fight back against women's oppression and abuse.

The story "**Magnificence**" is about one magnificent who represents all women and mothers who have been in the shadows but appears into the light to fight against male abuse. In the said story has transformed to an empowered woman who stood up bravely in defense of her innocent daughter who was the subject of Vicente's malicious intentions.

The concerns on abuse and violence against women has been addressed and slowly being solved spearheaded by social institutions who promote the fight against women's oppression. This battle against women's exploitation has gained increasing awareness and many women have participated actively in the advocacy.

In the Philippines, Gabriella is a movement dealing specifically with the problems of women as women, working to free women from all forms of economic and political oppression and discrimination, sexual violence and abuse, neglect and denial of their health and reproductive rights. One of Gabriella's objectives is to promote organized action to eliminate unjust and discriminatory practices, unequal and oppressive structures that deter the full development of Filipinas as persons. Gabriella is a women's alliance for all Filipino women who valiantly respond to the challenge of struggling for liberation. They fight against problems that adversely affect women especially violence against women and children, prostitution, trafficking and other issues that concern's woman's and children's rights.

Filipino women did not only gain awareness but they have also actively participated in the crusade against women's violation and abuse. The women have found their voice through campaigns, advocacies and institutions that help promote the rights and welfare of women.

Across the globe, one could directly mention some famous and established names who have carved their names in the records of influence, popularity and history. Hillary Clinton, Oprah Winfrey, Mother Teresa, Golda Meir, Indira Gandhi, Princess Diana and Queen Elizabeth are a few among the many women who have exhibited extraordinary strength of woman power.

Women have a great part to play in the progress of the country. In the apron string of women is hidden the revolutionary energy. More and more women are rising to the leadership challenge, even in some of the most male-dominated industries. Filipino women have gained and enjoyed equal rights with men. They have become presidents, senators, congresswoman and mayors. They have served in government offices, and have held cabinet positions for presidents. Filipino women have proven that they are capable of carrying out responsibilities and tasks as well as their male counterparts.

Corazon Aquino created a record by becoming the first woman president of the Philippines. She headed an advocacy for women's rights in the Philippines that can be considered the turning point for women in the country. Gloria Macapagal Arroyo took over her and succeeds Aquino with the confidence of the nation's women as her driving force.

Women writers like Jessica Zafra, Paz Marquez Benitez, Kerima Polotan, Tina Juan, Rina Jimenez - David among others have established their credentials in the modern literary world and contributed to the literary excellence of the nation. It is heartening to know that today he country have educated women who are very keen on taking up administration work. The

Filipino woman could already have a voice and a place for leadership and movements in society. She could experience all of man's aspects for growth and development. It would carry through the mainstreams of education; business and many others. Her gender, rights and privileges could already be given due recognition and should not just be taken for granted.

The position of women has changed and they are gradually emerging as a force in social, cultural, as well as political fields in the country. The talent, patience, inner strength, power of tolerance, insight and efficiency of a responsible and good woman helps in the governance of the country and its overall progress.

Modern women have risen far above the domestic drudgery. They are educated and aware enough to deal with any situation competently. In the present time, they are no longer the inanimate objects. They have struggled hard to establish an identity of their own. They possess enough strength and self-confidence in a brave new world.

In the past few decades, the world has seen major changes in the face of the family. One of the most striking changes in family structure has been the increase of single parent families. A single parent family is defined as a family which consists of one parent who is caring for his or her children in the home. This task poses a great challenge, because of the problem arising in raising children (Andelin, 1998).

These days, it's not uncommon to meet single women raising their children alone. A mother may become a single parent because she chose not to marry and opted to raise her child alone. A single mother may also be a single woman who opted to adopt a child. Moreover, there is also a single mother who has been married before, but due to various grounds has cancelled her marriage through divorce or annulment. A mother may also end up being a single parent because of the death of a spouse wherein the wife who has a child or children chose not to remarry.

Because solo – parent families are now so prominent in society, they have become a vital subculture that will have to be accepted as a legitimate and valid unit of society (Ortigas, 1996).

In the story, "**Compostela**" the heroine is similar to a single – parent performing the dual role as a mother and father as her husband portrays the role at the same time. This study focused on identifying and analyzing the images and gender role development of Filipino Women as reflected in the selected short stories. It also focused on identifying the gender role development of Filipino women as evident in the contemporary society.

To determine the images and gender role development of Filipino Women, the researcher selected four short stories, namely: *The Servant Girl*, *Mill of the Gods*, *Magnificence* and *Compostela*.

In completing the research, the literary forms of narration and description were used to reveal the images of the Filipino Women as reflected in the short stories. Likewise, the literary approaches such as psychological, sociological and feminist were employed to describe the gender role development of Filipino women as depicted in the stories and as evident in the contemporary society.

The researcher also made use of literary elements such as characterization, dialogue, setting, and theme to identify and describe the different roles portrayed by the Filipino women in the selected short stories. They are also used to reveal the true feelings of the women today.

The choices of words given to each female character in the short story, the fierceness, assertiveness, submissiveness, vigilance, independence and courageousness of character shown in different portrayals as well as the theme played an important role in unraveling the character the traditional woman never imagined portraying.

Generally, the identified literary elements present in the short stories reflected women's aspirations of being liberated from the condition of submissiveness, unhappiness and inequality. The women who are single parents, empowered women and warriors, and accomplished women are confirmations of gender role developments evident in present society.

In conclusion, The Filipino Women reflect the image of a willing victim, dutiful wife, furious and resentful daughter, protective and selfless mother. The modern roles of women in relation to gender role development are those of a career woman, the vigilant and single mother. Many women in contemporary society exemplify gender role development such as women who are single parent performing the dual role of a mother and a father, the empowered women who are leaders and warriors of the nation and the accomplished women who are professionals in their chosen careers. The gender role developments show the evolution of women as they raise themselves from the traditional world the patriarchal society has cloaked them. When women seek change to conditions of marriage, to conditions of work; to rights, to citizenship, they simultaneously seek new definition of womanhood, and that is regard themselves on equal footing as men in human activities and endeavors.

References

Books

- [1] Aisenberg, N. (2000). **Ordinary Heroes**. New York: Continuum Publishing Company
- [2] Brabeck, M. and Brown, L. (2001). **Feminism Theory and Psychological Practice**. Washington, D.C: American Psychological Association
- [3] Buckingham (1993) UNP Research Journal.
- [4] Burton, G. (1997). **Introduction to Media Studies**, 2nd edition. USA: St. Martins' Inc.
- [5] Ezzel M. (2003). **Writing Women's Literary History**. Houston: John Hopkins University
- [6] Florito (1997). **Literary Theory and Critical Practice**. Quezon City: University of the Philippines.
- [7] Franxach (2010). **Gender and Development**. London
- [8] Gay, L. (1996). **Student Guide to Accompany Educational Research**. Englewood Cliffs, No: Prentice Hall.
- [9] Gloria D. and Kennedy X. (2007). **Backpack Literature: An Introduction to Fiction, Poetry, Drama and Writing**. London: Longman.
- [10] Hartrock, Nancy. **The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism. In Discovering Reality**. Boston. Northeastern University Press. 1983.
- [11] Hughes, M. and Kroehler, C. (2008). **Sociology: The Core** (8th edition). McGraw Hill
- [12] Kintanar (2009). **Cultural Dictionary**.
- [13] Lopata, M. (2000). **Integrated Work Careers**. Manila: National Book Store.
- [14] Maramba A. (1990). **Philippine Contemporary Literature in English and Filipino**. Metro Manila: Bookmark, Inc.
- [15] McDougal, Littell (1989). **Literature**: McDougalLittell and Company
- [16] Meriam (2005). **Meriam Webster Dictionary**.
- [17] Plotnik, R. & Kouyoumdjian, H. (2008). **Introduction to Psychology** (8th edition): Thompson: Wadworth
- [18] Ratzinger (2004). **The Filipino Women in Focus**, 2nd Edition. Quezon City: University of the Philippines Press.
- [19] Santos, Merlita Q. et.al. (2013). **Readings from World Literatures: Understanding People's Cultures, Traditions and Beliefs) A Task-based Approach**. Great Books Publishing.
- [20] Tomelden, Yolanda U. (1996). Thelma E, Arambulo, et.al. Prism: **An Introduction to Literature**. National Book Store

JOURNALS, ARTICLES AND NEWSPAPERS

- [1] Cielo (1999). **Filipino Women as Partners of Men in Progress and Development**. Institute of Philippine Cultures.
- [2] David, Corina (Oct. 1996). **World Women's Report**.
- [3] Diomo A. (2000). **Management Today: Women in Leadership Today**.
- [4] Malayo, N.J. (2008). **Manila Honors Women**. Manila Bulletin, p. 4
- [5] Norville, Valerie. (2011). **"The Role of Women in Global Society."** Washington, DC: United States Institute of Peace Press
- [6] Stone, L. (2009). **The Woman's Journal**
- [7] Tirona, Gertis A. (Feb. 2010). **National Commission on the Role of Filipino Women**.
- [8] UN Security Resolution 1325, (2000)
- [9] Villar, M. (Feb. 2008). **Empowering Women**. Manila Bulletin, p. 11

UNPUBLISHED THESES

- [1] Bulatao, Arsenio P. (1996). **Gender Equity in Governmental and Non-governmental Institutions in Region I**. Unpublished Master's Thesis, Pangasinan State University, Urdaneta Graduate School, Urdaneta, Pangasinan
- [2] Delos Santos (October 2010). **Portrayal of Women on TV Soap Operas**. Unpublished Master's Thesis, University of Baguio, Philippines
- [3] Facura, C.C. (2009). **The Feminist Issues in the Selected Short Stories of Kerima Polotan**. Unpublished Master's Thesis, Saint Louis University, Philippines
- [4] Serrano, W. (2010). **Images of the Filipino Women in Selected Contemporary Novels**. Unpublished Master's Thesis, Baguio Colleges Foundation, Philippines

- [5] Udon, Sophia. (2010) **The Emerging Images of the Filipino in Selected Contemporary Plays**. University of Baguio, Philippines
- [6] Vallao, Lovely D. (2011). **Portrayals of Filipino Women in Selected Contemporary Short Stories**. Unpublished Undergraduate Thesis, Pangasinan State University, Lingayen, Pangasinan, Philippines

ELECTRONIC SOURCES

- [1] Hnadrahan, L. (2007). **Feminist epistimology** (online) available at http://p.196ezboard.com//_peacecanaryfrmg
- [2] Henry, K (2007). **What is feminism?** (online) Available at [http://www.yoursdaily.com/women/what_is_femisnism\[2009,June 27\)](http://www.yoursdaily.com/women/what_is_femisnism[2009,June 27)
- [3] _____ (2004). **Gender Equality: Empowering Women**. Available at <http://www.Unfpa.Org/gender/empowerment.htm> (2009. June 26)
- [4] <http://panitikan.com.ph/criticism/estrellaalfon.html>
- [5] <http://www.unfpa.org/gender/empowerment.htm>

European Recommendations for the Management of Healthcare Workers Occupationally Exposed to Hepatitis

Enis Uruci, PhD.Candidate

Lecturer University Aleksander Moisiu, Durres

Abstract

Exposure prevention is the primary strategy to reduce the risk of occupational bloodborne pathogen infections in healthcare workers (HCW). HCWs should be made aware of the medicolegal and clinical relevance of reporting an exposure, and have ready access to expert consultants to receive appropriate counselling, treatment and follow-up. Vaccination against hepatitis B virus (HBV), and demonstration of immunisation before employment are strongly recommended. HCWs with postvaccinal anti-HBs levels, 1-2 months after vaccine completion, ≥ 10 mIU/mL are considered as responders. Responders are protected against HBV infection: booster doses of vaccine or periodic antibody concentration testing are not recommended. Alternative strategies to overcome non-response should be adopted. Isolated anti-HBc positive HCWs should be tested for anti-HBcIgM and HBV-DNA: if negative, anti-HBs response to vaccination can distinguish between infection (anti-HBs ≥ 50 mIU/ml 30 days after 1st vaccination: anamnestic response) and false positive results (anti-HBs ≥ 10 mIU/ml 30 days after 3rd vaccination: primary response); true positive subjects have resistance to re-infection. and do not need vaccination The management of an occupational exposure to HBV differs according to the susceptibility of the exposed HCW and the serostatus of the source. When indicated, post-exposure prophylaxis with HBV vaccine, hepatitis B immunoglobulin or both must be started as soon as possible (within 1-7 days). In the absence of prophylaxis against hepatitis C virus (HCV) infection, follow-up management of HCV exposures depends on whether antiviral treatment during the acute phase is chosen. Test the HCW for HCV-Ab at baseline and after 6 months; up to 12 for HIV-HCV co-infected sources. If treatment is recommended, perform ALT (amino alanine transferase) activity at baseline and monthly for 4 months after exposure, and qualitative HCV-RNA when an increase is detected. Introduction Bloodborne pathogens such as hepatitis B (HBV) and C virus (HCV) represent an important hazard for healthcare workers (HCWs) [1]. In the general population, HCV prevalence varies geographically from about 0.5% in northern countries to 2% in Mediterranean countries, with some 5 million chronic carriers estimated in Europe; while HBV prevalence ranges from 0.3% to 3%. The World Health Organization (WHO) estimates that each year in Europe 304 000 HCWs are exposed to at least one percutaneous injury with a sharp object contaminated with HBV, 149 000 are exposed to HCV and 22 000 to HIV. The probability of acquiring a bloodborne infection following an occupational exposure has been estimated to be on average.

Keywords: European, Recommendations, Management, Healthcare, Workers, Occupationally, Exposed, Hepatitis

Introduction

Bloodborne pathogens such as hepatitis B (HBV) and C virus (HCV) represent an important hazard for healthcare workers (HCWs) [1]. In the general population, HCV prevalence varies geographically from about 0.5% in northern countries to 2% in Mediterranean countries, with some 5 million chronic carriers estimated in Europe; while HBV prevalence ranges from 0.3% to 3%. The World Health Organization (WHO) estimates that each year in Europe 304 000 HCWs are exposed to at least one percutaneous injury with a sharp object contaminated with HBV, 149 000 are exposed to HCV and 22 000 to HIV.

We present here recommendations for the general management of occupational risk of bloodborne infections, HBV vaccination and management of HBV and HCV exposures. A description of the project and recommendations for HIV post-exposure management, including antiretroviral prophylaxis, has been previously published [2], and so issues related to occupational risk and prevention of HIV infection following an occupational exposure will not be discussed further.

General policies

Exposure prevention is the primary strategy to reduce the risk of occupational bloodborne pathogen infections. All preventive efforts should be made to reduce the risk of occupational exposures. Healthcare organisations should have a system readily available to their personnel that includes educational programmes, written protocols for prompt reporting, evaluation, counselling, treatment, and follow-up of occupational exposures that might place HCWs at risk of acquiring a bloodborne infection.

Educational programmes and training

All HCWs should be informed, educated and trained about: - The possible risks and prevention of bloodborne infections after an occupational exposure - The measures to prevent bloodborne pathogen exposures . Implementation of standard precautions . Provision of personal protective equipment and safety devices .Implementation of safer procedures. . HBV vaccination - The principles of post-exposure management and the importance of seeking urgent advice following any occupational exposure immediately after it occurs, as certain indicated interventions must be initiated promptly to maximise their effectiveness.

Reporting an occupational exposure Local health policies should specifically identify a designated healthcare provider to whom HCWs can be urgently referred in case of exposure, and who will be responsible for postexposure management, provision of prophylaxis and clinical and serological follow-up. Access to clinicians who can provide post-exposure care should be available during all working hours, including nights and weekends. HCWs should be made aware in advance of the medicolegal and clinical relevance of reporting an occupational exposure, how to report it and to whom it should be reported, and have ready access to expert consultants to receive appropriate counselling, treatment and follow-up. HBV vaccination - HCWs should be vaccinated against HBV, with a standard vaccination schedule [3]. - Before entering nursing and medical schools and before employment in healthcare settings, vaccination or demonstration of immunisation against HBV is strongly recommended [4]. - Pre-vaccination screening is not routinely indicated [5]. - Antibody titre against HBsAg (anti-HBs) should be assessed 1-2 months after completion of a 3-dose vaccination series [6]. - New vaccines or alternative schedules that could determine a higher response rate or a stronger response should be used if available [7-8]. - Combined hepatitis A and hepatitis B vaccine is recommended in case of susceptible HCWs with HCV infection or other liver diseases [9], and could be considered for all HCWs regardless of their clinical status [10].

Definitions

Primary 3-dose vaccination: three standard doses ((according to manufacturers) of recombinant HBV vaccine administered intramuscularly in the deltoid region, preferably with a 25 mm needle [11], at 0, 1, and 6 months. Responders: subjects with post-vaccinal anti-HBs levels, determined at 1-2 months from the last dose of vaccine, equal to or greater than 10 mIU/mL. Non-responders: subjects with post-vaccinal anti-HBs levels, determined at 1-2 months from the last dose of vaccine, lower than 10 mIU/mL, who tested negative for HBsAg, and anti-HBc [see section 2c].

Post –vaccination management HBV vaccination responders - Responders are protected against HBV infection [12]. - Routine booster doses of HBV vaccine are not recommended for known responders, even if anti-HBs levels become low or undetectable [13]. - Periodic antibody concentration testing after completion of the vaccine series and assessment of the response is not recommended [14].

HBV vaccination non-responders

5%-10% of the adult population will not respond to standard HBV vaccination. - Risk factors for vaccine non-response include: male sex, older age, cigarette smoking, obesity, immunodeficiency, renal failure, intragluteal vaccine administration, chronic diseases, certain HLA haplotypes and coeliac disease [15-16]. - If non-responders test HBsAg/anti-HBc negative: • Administer a fourth dose and then retest the HCWs for response 1-2 months later [17]; • If no response has been elicited, complete a full course of conventional vaccine at the standard doses (i.e. administer a fifth and sixth dose), and retest the HCW for response 1-2 months after the last dose of vaccine [17-18]. • Possible alternative strategies, that need further evaluation, to overcome nonresponse to standard HBV vaccination are: Vaccines containing S subunit, pre-S1 and pre-S2 particles [19- 20]; Three intradermal 5 ?g doses of standard vaccine, given every two weeks [21]; Combined hepatitis A and hepatitis B vaccines [22]; High-dose standard vaccine series [18, 23-24]

Management of isolated anti-HBc –

Test isolated anti-HBc positive HCWs for IgM anti-HBc and HBV-DNA [25], possibly with sensitive PCR assays, to determine whether these subjects are low-level HBsAg carriers, or in the window phase, or have occult HBV infection [26-27]. - If negative for anti-HBcIgM and HBV-DNA, initiate vaccination, and test the HCW 30 days after the first dose of vaccine: an anti-HBs titre exceeding or equal to 50 mIU/mL indicates an anamnestic response (isolated anti-HBc indicated infection with HBV) [28-29]. True positive subjects with isolated anti-HBc (those with anamnestic response) have resistance to HBV reinfection and do not need to complete vaccination or to receive HBV post-exposure prophylaxis [30].

Management of occupational exposures Immediate treatment of the exposure site - Percutaneous exposure: encourage bleeding and wash with soap and water - Cutaneous contaminations: wash with soap and water. - Mucous membranes contamination: flush with water. - Eyes should be irrigated with clean water, saline, or sterile irrigants. - Although no evidence exists that using antiseptics/disinfectants reduces the risk of bloodborne pathogen transmission, their use is not contraindicated, as both viruses are enveloped and are supposed to be relatively sensitive to many chemical agents. - The application of caustic agents (i.e. bleach) or the injection of antiseptics or disinfectants onto the wounds is not recommended [1]. Risk assessment - In case of an occupational exposure to an at risk bloodborne infection, baseline HBV, HCV, HIV immune status of the exposed HCW should be available. - For medicolegal reasons, store a plasma and serum sample of the exposed HCW at baseline. - Evaluate the exposure's potential to transmit HBV, HCV, and HIV, based on the type of exposure and body material involved [2].

Evaluate the source patient's serostatus for antibodies against HIV (HIV-Ab), HCV (HCV-Ab) and for HBsAg. If unknown, inform the source patient of the incident and obtain an informed consent. Results should be readily available. Source testing for HBsAg can be avoided when the HCW is known to be protected by vaccine or natural immunity. Direct virus assays (e.g. HBV-DNA or HCV-RNA/HCV Ag) are not recommended. - Store a plasma and a serum sample from the source for further investigations. - Consider as infected sources who refuse testing or cannot be tested. Management of exposures to HBV The management of a possible occupational exposure to HBV differs.

Management of exposures to HBV The management of a possible occupational exposure to HBV differs according to the susceptibility and serostatus of the exposed HCW [TABLES 1,2]. When necessary, postexposure prophylaxis with HBV vaccine, hepatitis B immunoglobulin (HBIG) or both must be started as soon as possible, preferably within 24 hours from the exposure and no later than one week [32-33]. This management is no different in pregnant HCWs [34]. HBsAg-positive HCWs should receive clinical evaluation and their serostatus, as well as risk for hepatitis D, should be assessed. If, notwithstanding optimal post-exposure management, acute B hepatitis develops, the person should be referred for medical management to a specialist knowledgeable in this area.

1. HCV-Ab positive, untested or unidentifiable source - Test the HCW for HCV-Ab (EIA) at baseline and 6 months from exposure; extend to 12 months for exposures to HIV-HCV co-infected sources Confirm positive results with a recombinant immunoblot assay or qualitative HCV-RNA. - Perform ALT activity at baseline, and then monthly for 4 months after exposure. - Perform qualitative HCV-RNA when an increased transaminase level is detected. - Some experts would also test for HCV-Ab at 3 months, as most seroconverters are already positive at this time, and in order to reduce loss to follow-up and the anxiety of the exposed HCW.

2. HCV-Ab negative source - In case of HIV infection, immunosuppression or other conditions (i.e. dialysis) associated with possible false negative results in the source, follow recommendations for exposure to an HCV positive source. Conclusions Accidental blood and body fluid exposures entail the risk of occupational infection by bloodborne pathogens in HCWs, mainly HBV, HCV, and HIV [39-41]. Notwithstanding effective pre- and post-exposure prophylaxis for HBV and the availability of post-exposure prophylaxis against HIV, the best approach to avert cases of occupational bloodborne infection remains to prevent these exposures. However, the adoption of a rational pre- and post-exposure management could help to minimise consequences and costs. In this regard, the recommendations here presented are complementary to the European recommendations for post-exposure prophylaxis of HIV infection in healthcare workers [2], both being developed within a project funded by the European Commission with the aim to standardise the management of occupational exposures to HIV/bloodborne infections in Europe. These recommendations must be considered dynamic documents. Indeed, scientific evidence appearing in the literature after the consensus meetings was also included in these documents, and recommendations may change in the future with further research and scientific information, as some issues remained unresolved or controversial. Among issues related to HBV vaccination, there was no unanimous consensus regarding the post-vaccinal anti-HBs level to be considered as protective. A minority of the expert panel suggested a more conservative approach, in which those HCWs who have post-vaccinal anti-HBs levels between 10 and 100 mIU/mL are

considered as low-responders. These subjects may, due to waning antibodies, develop asymptomatic hepatitis B infection and seroconversion after exposure, although only very rare cases of chronic infection/disease have been reported [42]. For these subjects, the same recommendations used for non-responders could be applied, including HBsAg determination. Indeed, among these subjects, concurrence of hepatitis B surface antibodies and surface antigen is also possible [43]. No data directly assess the efficacy of HBIG in post-exposure prophylaxis in HCWs. The use of hepatitis B vaccine alone after exposure to HBsAg-positive blood seems to achieve comparable results to HB vaccine combined with HBIG [44]; however, the vast majority of the expert panel agrees on HBIG administration. Nonetheless, in the discussion, several reservations were expressed regarding the administration of HBIG. For exposures to a source of unknown serostatus, while the majority of the expert panel would treat as if HBsAg positive, some experts would consider the option of HBIG administration according to the probability of infection of source patient (e.g. drug user, coming from high endemicity country, etc.). In unvaccinated HCWs testing anti-HBs negative, it was suggested that testing for anti-HBc would avoid HBIG administration if the subject had natural immunity. Moreover, as a protective response should be elicited in these subjects after the first three doses of vaccine during the accelerated vaccination schedule, the administration of the second dose of HBIG could be avoided; this same reservation was expressed for vaccinated HCWs with an unknown antibody response, in view of the high probability that the subject would respond to a booster dose, and for non-responders to primary vaccination, in view of the high probability that the subject would respond to a second, accelerated vaccination schedule. Cost-effectiveness issues could also be considered; for example, in young subjects, low-dose intramuscular or intradermal vaccination provides long-term effective protection and can be used as a cost-saving vaccination strategy [45-46]. Finally, for the management of non-responders, nucleic acid vaccines or DNA vaccines are candidate vaccines to prevent and treat viral hepatitis, and hepatitis B DNA vaccine seems to induce protective antibody responses in human non-responders to conventional vaccination [47]. The preliminary results of an ongoing trial are promising in this regard. Regarding the management of HCV exposures, until new anti-HCV drugs such as HCV serine protease inhibitors, which may eventually be used for post-exposure prophylaxis, neutralising antibodies to hepatitis C virus [48], or an anti-HCV vaccine are available [49], the discussion focuses on the opportunity of treating acute infection, an issue thoroughly discussed during the consensus meeting. The resulting dichotomy is mirrored in the follow-up schedule. Further well-conducted, randomised clinical trials are needed to conclusively support the treatment option. Whether treatment during the acute phase could avoid the establishment of HCV reservoirs and therefore ultimately contribute to decrease the risk of cirrhosis and hepatocellular carcinoma, however, remains to be determined. New data will be necessary to give definitive indications on these and other issues. In the meantime, it is important to maintain surveillance of occupationally exposed HCWs, and to promote a widespread implementation of preventive strategies such as standard precautions, education on exposure risk, better sharps disposal systems, personal protective equipment, and safety-engineered sharp devices to ensure a safer working environment in theand safety-engineered sharp devices to ensure a safer working environment in the healthcare setting.

Acknowledgements

This is a consensus document from the European project, 'Standardization of the management of occupational exposure to HIV/bloodborne infections and evaluation of post-exposure prophylaxis in Europe' funded by European Commission's Directorate-General for Health and Consumer Protection, Unit F4 (Project number 2000/SID/107, grant no. SI2.322294); the Ministero della Salute-ISS, and Ricerca Corrente IRCCS. The European Occupational Post-Exposure Prophylaxis Study Group wishes to thank Yohanka Alfonso Contreras for secretarial support, and Lorena Fiorentini for administrative support.

References

1. Prüss-Üstün A, Rapiti E, Hutin Y. Sharps injuries: global burden of disease from sharps injuries to health-care workers. Geneva, World Health Organization. 2003 (WHO Environmental Burden of Disease Series, No 3). Available at: http://www.who.int/quantifying_ehimpacts/publications/en/sharps.pdf [Accessed April 27, 2005]
2. Puro V, Cicalini S, De Carli G, Soldani F, Ippolito G. Towards a standard HIV post exposure prophylaxis for healthcare workers in Europe. *Euro Surveill*. 2004;9:40-43.
3. Poland GA, Jacobson RM. Clinical practice: prevention of hepatitis B with the hepatitis B vaccine. *N Engl J Med*. 2004;351:2832-8.
4. Averhoff F, Mahoney F, Coleman P, Schatz G, Hurwitz E, Margolis H. Immunogenicity of hepatitis B Vaccines. Implications for persons at occupational risk of hepatitis B virus infection. *Am J Prev Med*. 1998;15:1-8.
5. Immunization of health care workers: recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC). *MMWR MMWR Recomm Rep*. 1997 Dec 26;46(RR-18):1-42.
6. Center for Disease Control. Update on adult immunization: recommendations of the Immunization Practices Advisory Committee (ACIP). *MMWR Recomm Rep*. 1991 Nov 15;40(RR-12):1-94.
7. Raz R, Koren

R, Bass D. Safety and immunogenicity of a new mammalian cell-derived recombinant hepatitis B vaccine containing Pre-S1 and Pre-S2 antigens in adults. *Isr Med Assoc J.* 2001 May;3(5):328-32. 8. Zuckerman JN, Zuckerman AJ. Recombinant hepatitis B triple antigen vaccine: Hepacare. *Expert Rev Vaccines.* 2002 Aug;1(2):141-4. 9. Koff RS. Risks associated with hepatitis A and hepatitis B in patients with hepatitis C. *J Clin Gastroenterol* 2001;33:20-6. 10. Jacobs RJ, Gibson GA, Meyerhoff AS. Cost-effectiveness of hepatitis A-B vaccine versus hepatitis B vaccine for healthcare workers and public safety workers in the western United States. *Infect Control HospEpidemiol.* 2004 Jul;25(7):563-9. 11. Poland GA, Borrud A, Jacobson RM, McDermott K, Wollan PC, Brakke D, et al. Determination of deltoid fat pad thickness. Implications for needle length in adult immunization. *JAMA.* 1997 Jun 4;277(21):1709-11. 12. Durlach R, Laugas S, Freuler CB, Rodriguez VE, Costa M. Ten-year persistence of antibody to hepatitis B surface antigen in healthcare workers vaccinated against hepatitis B virus, and response to booster vaccination. *Infect Control HospEpidemiol.* 2003 Oct;24(10):773-6. 13. Are booster immunisations needed for lifelong hepatitis B immunity? European Consensus Group on Hepatitis B Immunity. *Lancet.* 2000 Feb 12;355(9203):561-5. 14. Immunization of health care workers: recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC). *MMWR Recomm Rep.* 1997 Dec 26;46(RR-18):1-42 15. Kubba AK, Taylor P, Graneek B, Strobel S. Non-responders to hepatitis B vaccination: a review. *Commun Dis Public Health.* 2003 Jun;6(2):106-12. 16. Noh KW, Poland GA, Murray JA. Hepatitis B vaccine nonresponse and celiac disease. *Am J Gastroenterol.* 2003 Oct;98(10):2289-92. 17. Struve J, Aronsson B, Frenning B, Forsgren M, Weiland O. Seroconversion after additional vaccine doses to non-responders to three doses of intradermally or intramuscularly administered recombinant hepatitis B vaccine. *Scand J Infect Dis.* 1994;26(4):468-70. 18. Poland GA. Hepatitis B immunization in health care workers: dealing with vaccine nonresponse. *Am J Prev Med.* 1998;15:73-7. 19. Zuckerman JN, Sabin C, Craig FM, Williams A, Zuckerman AJ. Immune response to a new hepatitis B vaccine in healthcare workers who had not responded to standard vaccine: randomised double blind dose-response study. *BMJ.* 1997;314:329-33 20. Zuckerman JN. Hepatitis B third-generation vaccines: improved response and conventional vaccine non-response—third generation pre-S/S vaccines overcome non-response. *J Viral Hepat.* 1998;5Suppl 2:13-5. 21. Playford EG, Hogan PG, Bansal AS, Harrison K, Drummond D, Looke DF, et al. Intradermal recombinant hepatitis B vaccine for healthcare workers who fail to respond to intramuscular vaccine. *Infect Control HospEpidemiol.* 2002;23:87-90. 22. Nothdurft HD, Zuckerman J, Stoffel M, Dieussaert I, Van Damme P. Accelerated vaccination schedules provide protection against hepatitis A and B in last-minute travelers. *Travel Med.* 2004;11:260-1. 23. Kim MJ, Nafziger AN, Harro CD, Keyserling HL, Ramsey KM, Drusano GL, et al. Revaccination of healthy nonresponders with hepatitis B vaccine and prediction of seroprotection response. *Vaccine.* 2003;21:1174-9. 24. Bertino JS Jr, Tirrell P, Greenberg RN, Keyserling HL, Poland GA, Gump D, et al. A comparative trial of standard or high-dose S subunit recombinant hepatitis B vaccine versus a vaccine containing S subunit, pre-S1, and pre-S2 particles for revaccination of healthy adult nonresponders. *J Infect Dis.* 1997;175:678-81 25. Noborg U, Gusdal A, Horal P, Lindh M. Levels of viraemia in subjects with serological markers of past or chronic hepatitis B virus infection. *Scand J Infect Dis.* 2000;32:249-52. 26. Silva AE, McMahon BJ, Parkinson AJ, Sjogren MH, Hoofnagle JH, Di Bisceglie AM. Hepatitis B virus DNA in persons with isolated antibody to hepatitis B core antigen who subsequently received hepatitis B vaccine. *Clin Infect Dis.* 1998;26:895-7. 27. Raimondo G. Occult hepatitis B virus infection and liver disease: fact or fiction? *J Hepatol.* 2001;34:471-3. 28. McMahon BJ, Parkinson AJ, Helminiak C, Wainwright RB, Bulkow L, Kellerman-Douglas A, et al. Response to hepatitis B vaccine of persons positive for antibody to hepatitis B core antigen. *Gastroenterology.* 1992;103:590-4. 29. Ural O, Findik D. The response of isolated anti-HBc positive subjects to recombinant hepatitis B vaccine. *J Infect.* 2001;43:187-90. 30. Quaglio G, Lugoboni F, Vento S, Lechi A, Accordini A, Bossi C, et al. Isolated presence of antibody to hepatitis B core antigen in injection drug users: do they need to be vaccinated? *Clin Infect Dis.* 2001;32:E143-E144. 31. Gunson RN, Shouval D, Roggendorf M, Zaaijer H, Nicholas H, Holzmann H, et al. Hepatitis B virus (HBV) and hepatitis C virus (HCV) infections in health care workers (HCWs): guidelines for prevention of transmission of HBV and HCV from HCW to patients. *J Clin Virol.* 2003;27:213-30. 32. EASL Jury. EASL International Consensus Conference on Hepatitis B. 13-14 September, 2002: Geneva, Switzerland. Consensus statement (short version). *J Hepatol.* 2003;38:533-40. 33. Weinbaum C, Lyster R, Margolis HS; Centers for Disease Control and Prevention. Prevention and control of infections with hepatitis viruses in correctional settings. Centers for Disease Control and Prevention. *MMWR Recomm Rep.* 2003;52(RR-1):1-36. 34. Mirza A, Wyatt M, Begue RE. Infection control practices and the pregnant health care worker. *Pediatr Infect Dis J.* 1999;18:18-22. 35. Jaeckel E, Cornberg M, Wedemeyer H, et al. Treatment of acute hepatitis C with interferon alfa-2b. *N Engl J Med.* 2001;345:1452-7. 36. Larghi A, Zuin M, Crosignani A, Ribero ML, Pipia C, Battezzati PM, et al. Outcome of an outbreak of acute hepatitis C among healthy volunteers participating in pharmacokinetics studies. *Hepatology.* 2002;36:993-1000. 37. Alvarado-Ramy F, Alter MJ, Bower W, Henderson DK, Sohn AH, Sinkowitz-Cochran RL, et al. Management of occupational exposures to hepatitis C virus: current practice and controversies. *Infect Control HospEpidemiol.* 2001;22:53-5. 38. Hoofnagle JH. Therapy for acute hepatitis C. *N Engl J Med.* 2001;345:1495-1497. 39. Ippolito G, Puro V, Petrosillo N, De Carli G. Surveillance of occupational exposure to bloodborne pathogens in health care workers: the Italian national

programme. *Euro Surveil.* 1999;4:33-36. 40. Cardo DM, Culver DH, Ciesielski CA, Srivastava PU, Marcus R, Abiteboul D, et al. A casecontrol study of HIV seroconversion in health care workers after percutaneous exposure. Centers for Disease Control and Prevention Needlestick Surveillance Group. *N Engl J Med.* 1997;337:1485-90. 41. Yazdanpanah Y, De Carli G, Miguères B, Lot F, Campins M, Kammerlander R, et al. Risk factors for hepatitis C virus (HCV) seroconversion in health care workers (HCWs). 43rd ICAAC, Chicago, US, September 14-17, 2003: Abstract V-772. 42. McMahon BJ, Bruden DL, Petersen KM, Bulkow LR, Parkinson AJ, Nainan O, et al. Antibody levels and protection after hepatitis B vaccination: results of a 15-year follow up. *Ann Intern Med.* 2005;142:333-341. 43. Zaaijer HL, Lelie PN, Vandenbroucke-Grauls CM, Koot M. Concurrence of hepatitis B surface antibodies and surface antigen: implications for postvaccination control of health care workers. *J Viral Hepat.* 2002;9:146-8. 44. Palmovic D, Crnjakovic-Palmovic J. Prevention of hepatitis B virus (HBV) infection in health-care workers after accidental exposure: a comparison of two prophylactic schedules. *Infection.* 1993;21:42-5. 45. Erensoy S, Bilgic A, Arda B, Ozer O. Low-dose intramuscular hepatitis B vaccination in medical students: 4-year follow-up. *Infection.* 2002;30:303-5. 46. Das HS, Sawant P, Shirhatti RG, Vyas K, Vispute S, Dhadphale S, et al. Efficacy of low dose intradermal hepatitis B vaccine: results of a randomized trial among health care workers. *Trop Gastroenterol.* 2002;23:120-1. 47. Rottinghaus ST, Poland GA, Jacobson RM, Barr LJ, Roy MJ. Hepatitis B DNA vaccine induces protective antibody responses in human non-responders to conventional vaccination. *Vaccine.* 2003;21:4604-8. 48. Yu MY, Bartosch B, Zhang P, Guo ZP, Renzi PM, Shen LM, et al. Neutralizing antibodies to hepatitis C virus (HCV) in immune globulins derived from anti-HCV-positive plasma. *Proc Natl Acad Sci U S A.* 2004;101:7705-10. 49. Hinrichsen H, Benhamou Y, Wedemeyer H, Reiser M, Sentjens RE, Calleja JL, et al. Shortterm antiviral efficacy of BILN 2061, a hepatitis C virus serine protease inhibitor, in hepatitis C genotype 1 patients. *Gastroenterology.* 2004;127:1347-55.

Creative Writing as Part and Parcel of Developing Communicative & Intellectual FL Learners' Powers

Victoria V. Safonova

Doctor of Pedagogical Sciences, professor at the Department of Foreign Languages and Area Studies, Lomonosov
Moscow State University, Moscow, Russian Federation

Abstract

For many years in ELT methodology the questions of teaching writing in ELT coursebooks have been given much attention in terms of its nature, differences between written and spoken speech, ELT objectives and approaches to teaching writing, types of writing genres, writing assessment. But one rather neglected area in that regard is a graded teaching of creative writing to FL learners. The fifteen-year experience with organizing language-and-culture competitions launched by the Research Centre "EuroschooL" for foreign language /FL/ students across Russia have proved that even intermediate FL learners, not to speak about advanced students are quite capable of writing in a FL: a) poems and songs expressing their ideas about teenagers' lifestyle & visions of contemporary world; b) short stories describing family and school life experiences of their own or their peers; c) essays based on their comparative study of native and foreign cultures; d) presentations of Russian culture & other cultures of the Russian Federation in an English environment while being on exchange visits; e) translations of English poetry, short stories, excerpts from humour books, stripes of comics. The paper compares teaching creative writing in Russian and English, discusses the questions arisen from the outcomes of the language-and-culture competitions, arguing that effective teaching of creative writing presupposes: 1) teaching a FL in the context of the dialogue of cultures and civilizations, 2) introducing creative writing into a FL curriculum, 3) designing a package of thought-provoking teaching materials aiming at developing communicative, intellectual & mediating learners' powers, 4) applying appropriate assessment scales for observing the dynamics of learners' development as creative writers, 5) marrying students' bilingual and cross-cultural/pluricultural classroom activities stimulating their participation in language-and-culture competitions.

Keywords: teaching creative writing, FLT, FLL, language-and culture competitions, FLT hierarchy of creative writing types, monolingual and bilingual creative writing, cross-cultural creative tasks

1. Introduction.

Teaching writing is a key issue in any book on language methodology no matter if the mother tongue or a second language or a foreign language is taught to students, though quite different methodologies are sometimes applied in each case. It is a well-known fact that for many years writing in a FL has been mostly taught as a means of *everyday* communication (Nunan, 1991; Ur, 1991; Hedge, 2002; Richards, 2002, 2015; Scrivener, 2011), and only for the last fifteen years has there been a noticeable and absolutely necessary ELT step forward to teaching business and academic writing. Meanwhile, we do understand that writing is a multifarious culture-bound human activity which has been for centuries used as a means of self-education, self-cognition and self-expression, an instrument of recording history in all its controversy, a valuable tool of creating great national literature, not to speak about the contribution of this language activity to creating & preserving cultural heritage. Thus, on one hand, human beings desperately require to have good writing skill in order to satisfy their pragmatic communicative and cognitive needs, but, on the other hand, human civilisation in all times could hardly have been made any significant progress if there had not been those people who could produce creative writings. Creativity has become a buzz word in language pedagogy, especially in those its works that give an insight into co-learning languages & cultures (Maley, 2012; Maley, Peachey, 2012, 2015, Safonova, 2000). But there are still a number of very important questions in this ELT field that need a careful consideration, for instance, such as:

- What is exactly meant by teaching creative writing in a foreign language classroom?
- Could we clearly see to what extent creative writing methodology is developed in FLT and FLL and what is still terra incognita in this field?

- Is it possible to build up a certain hierarchy of creative writing activities and products that would help us introduce this or that creative activity at the proper place in a system of teaching and assessing writing skills?
- It is these questions that are discussed in the present paper.

2. Literature Review

Vygotsky's works on the cultural development of the child (Vygotsky, 2004), imagination and creativity during children's schooling (Vygotsky, 1991a), pedagogical psychology (Vygotsky, 1991b) have had a significant influence on the development of creative pedagogy not only in Russia, but nearly everywhere in the world. These works were written at the dawn of the 20th century, in the 1930s, however it was not earlier than the 1970s that the most significant postulates underlying Vygotsky's theory of creativity were thoroughly and purposefully studied as a theoretical basis for developing problem-based learning of different school subjects in Russia (Machmutov, 1975; Aleinikov, 1989) and later on for developing methodology of creative pedagogy (Tudor, 2008) as a sub-field of pedagogy and didactics in other countries. Among Vygotsky's postulates of special value for developing students' creative minds and skills are such as: a) Vygotsky's concept of creativity (Vygotsky, 1991a, p. 4); b) his vision of creativity as a process and as a product (Vygotsky, 1991a); c) the introduction of the concept of *zone of proximal development* (Vygotsky, 1934, p. 217) and his suggestions on educational strategies (Vygotsky, 1991b).

According to Vygotsky, a creative activity is such person's activity that produces something new or novel, no matter if the outcome of this activity will be something of the external world or a construction of mind or feeling. It lives and reveals itself only in the person himself, in his mind (Vygotsky, 1991a, pp. 4-5). More than that, in "Imagination and Creativity in Childhood" Vygotsky emphasizes that a common perception of creativity does not fully correspond to the scientific understanding of this word. In public perception, he admits, a few chosen people, geniuses, and talents are destined to create great works of art, make great scientific discoveries, or bring any improvements in the field of technology. He goes on saying that we readily and easily recognize creativity in the work of Tolstoy, Edison and Darwin, but it usually seems to us that in the life of an ordinary man this creativity does not exist at all (Vygotsky, 1991a, pp. 5-6). However, Vygotsky criticizes this point of view, arguing that creativity actually exists not only in cases when great historical works are created, but also in every case whenever a person imagines, combines, changes, and creates something new, no matter how much it has seemed new in comparison with the creations of geniuses. A huge part of everything created by mankind belongs precisely to the unnamed creative work of unknown inventors (Vygotsky, 1991a, p. 6).

And thus, from Vygotsky point of view, scientific understanding of creativity as a human activity makes us, therefore, look at it as a rule rather than as an exception. Of course, the highest expressions of creativity are still outcomes of a few selected geniuses of mankind, but in everyday life around us everything that goes beyond the limits of routine and where there is at least one iota of the new, owes its origin to the creative powers of man (Vygotsky, 1991a, pp. 6-7). These ideas expressed by Vygotsky at the beginning of the 20th century echo with what has been written by Maley in "Creativity in the English Language Classroom" in which it is clearly stated that that everyone has the capacity to exercise creativity and that it is not the preserve of a privileged elite. While not everyone will have the big 'C' creative genius of an Einstein, a Picasso, a Mozart or a Dostoevsky, everyone can exercise what some have called little 'c' creativity, which is inherent in language itself across all age ranges and all levels (Maley, 2015, p. 6).

While analyzing creativity as a process, Vygotsky gives special attention to the questions of:

- highlighting essential characteristics of creativity as a culturally and historically bound phenomenon of a human development in which language and culture are always interrelated, communicative (including interactive) and cognitive activities are interdependent & interlinked; from Vygotsky's point of view, every inventor, even a genius, is always a product of his own time and environment. His creativity comes from those needs and backgrounds that have been identified before, and it is based on those possibilities that again do exist outside of him. So, creativity is a historically successive process, where each subsequent form is determined by the preceding ones. (Vygotsky, 1991a, p. 23);
- giving a psychological description of human imagination as a tool of creating new imaginative reality, though based on the individual's pre-learned human practices & experiences, individual imaginative powers in a particular cultural environment (Vygotsky, 1991a);
- exploring the possibilities of splitting imagination process into a number of stages (Vygotsky, 1991a).

According to Vygotsky the latter involves such stages as: a) *man's external and internal perception* and *accumulation* stage (the man's accumulation of the material upon which his or her future imaginative product will be built); b) *dissociation* stage

(the man's splitting the complex whole into parts, some of these parts are focused on while others are neglected for creative purposes); c) *novel transformation* of the earlier disintegrated parts into something new and original (Vygotsky, 1991a, pp. 20-25). In other words, creativity products or, to put it more precisely, products of human imagination, go through certain stages in their development: first, the elements taken from reality are subjected to complex processing and become products of the individual's or collective imagination, and after imaginative ideas are embodied in them, they come back to human reality as cultural products and a new active cultural force changing this reality (Vygotsky, 1991a, p. 16).

The concept of the zone of proximal development /ZPD/ is a theoretical construct introduced by Vygotsky in 1932-1934 to characterize the relationship between learning and the child's mental development (Vygotsky, 1934, pp. 217-219). He proved theoretically and experimentally that the ZPD is characterised by the type and content of those tasks that a child can not yet do on his own, but he is able to do them in cooperation with an adult. And what can be done by a child at first only under the guidance of adults, then, step-by-step, it becomes his own intellectual property and power (Vygotsky, 1934, p. 220). The introduction of Vygotsky's concept of the zone of proximal development /ZPD/ was absolutely crucial for understanding the nature of children's mental development and its close interrelationships with methods of learning, teaching, forms of formal and informal education and upbringing. Vygotsky's ideas about the ZPD had and still has a profound impact on pedagogy in general and FLT in particular including teaching writing (Emerson, 1991).

Where are we now in teaching creative writing? The analysis of studies undertaken in ELT provide us with:

- a number of working definitions of creative writing as a FLT term (e.g. Neupane, 2015; Harmer, 2015; Karki, 2015);
- essential characteristics of creative writing in contrast with expository writing that have been identified by Maley (2012);
- some principles of teaching creative writing to FL students (Maley, 2015, Riocards, 2013);
- descriptions of creative language teachers' qualities, experimental data on applying creativity in teaching languages and how this creativity can be supported in the school (Richards, 2013);
- experimental project results on the ways of developing students' and teachers' awareness of themselves as writers capable to produce creative writing (Asian English Language Teachers' Creative Writing Project, 2015)
- a variety of practical techniques and procedures for teachers to use when teaching creative writing (Richards, 2013; Asian English Language Teachers' Creative Writing Project, 2015);
- a description of creative writing types as outcomes of school students' language-and-culture competitions (Creativity Rainbow 2001, 2008a, 2008b).

Hammer defines creative writing in terms of task types, saying that "creative writing suggest imaginative tasks, such as writing poetry, stories and plays" (Harmer, 2015, p. 366). But this definition seems to be somewhat narrow and incomplete. Let's have a look at the following writing done by a Russian Students in English:

The Earth's Declaration of Her Rights to the People

by Svetlana Ivankina

I, the planet Earth, the Cradle of Mankind,

convinced that it is your duty to stop my destruction and save me,

concerned that your activities undermine my ecological health,

alarmed that my body is being torn by your explosions, pits and mines,

equally alarmed that my rivers, lakes and oceans are being poisoned and the air is being polluted by cars, industrial facilities and forest fires,

convinced that our mutual love save Me and You! (Creativity Rainbow, 2001, p.18)

This writing has nothing to do with either writing poetry or stories or the like. Still, it is a piece of creative writing in a FL, because the student has produced a sample of imaginative writing by using creatively the EL form of declaration and transforming it into an imaginary declaration in order to express her ecological concerns and feelings through an imaginary appeal of the Earth as a living being to the feelings of human beings. And though this piece of writing has certainly been based on some students' knowledge of ecological facts, but this text aims not at simple informing others of ecological problems, but at expressing the author's concerns and emotions in the most possible attractive and convincing way. And it is no less expressive than the poem below written also by a Russian FL student (Creativity Rainbow, 2001, p.10).

WHO AM I?

By Olga Zhabina

On a dark October evening
When the wind and leaves cry
I always think, where I have been?
And especially who am I?
On a sunny January morning
When the streets and trees are white
I always think, where I am going?
And especially who am I?
In Spring, when April comes
I always think, what I will become?
And especially who am I?

On a shiny summer day
When everything is fun
I always think, why I am like I am?
And especially who am I?
When my pen is out of ink
And I'm ending my rhyme
I try to understand why I always think?
And especially who am I?

So, it seems that creative writing should not be limited only to writing imaginative poems and stories. But then what writings in English as a FL can be identified as creative?

3. Discussion.

3.1 Monolingual and Bilingual Creative Writing.

In the middle of the 1990s a package of new EL teaching and learning materials was approved by the RF Ministry of Education for introducing it in upper secondary languages schools (grade 10 to 11). This package of new teaching and learning materials was specifically designed for teaching English in languages schools whose curriculum differed much from curriculums of other types of schooling in Russia at that time, because in these schools pupils started learning English or any other foreign language in primary school (while in other types of Russian schools they started learning a foreign language in the middle school in the 1990s¹), they did more hours of language learning in comparison with students from other types of school, besides additional subjects were included in the languages school curriculum such as British/American Country Studies, British/American Literature, British/American History and Technical Translation from English into Russian. With the exception of a course in Technical Translation, courses in the other subjects mentioned above were taught through the medium of English.

The new package of EL teaching and learning materials was developed in the context of sociocultural problem-based approach to teaching international languages aiming at: a) teaching English as a means of intercultural communication in the contexts of the dialogue of cultures and civilizations, b) supporting bilingual education through a FL, c) developing students' intellectual, communicative and mediating powers as intercultural speakers and writers (Safonova, 1991, 1996). The teaching and learning package under consideration included an interculturally oriented course-book, a companion to written English, a Cultural Studies course-book and Assessment tasks Kit for developing and assessing students' integrated skills in listening, reading, writing and speaking in English, and, also cultural/cross-cultural skills in interpreting cultural terms, facts, events, lifestyles, national historic landmarks and cultural heritage of the English-Speaking and Russian-Speaking countries, their societies and communities on comparative interdisciplinary basis. In 2000 the Research Centre «Euroschoo» launched the first culture-and language competition mostly for upper-secondary students from languages schools across Russia, but that did not mean that students from other types of Russian schools could not take part in that competition, though it was quite obvious that it would be more difficult for the latter to do culture-bound and thought-provoking competition tasks than for languages schools students. The participants of the first culture-and-language competition (500 EL students across Russia) were to choose one of the following writing genres for demonstrating their creative talents in English:

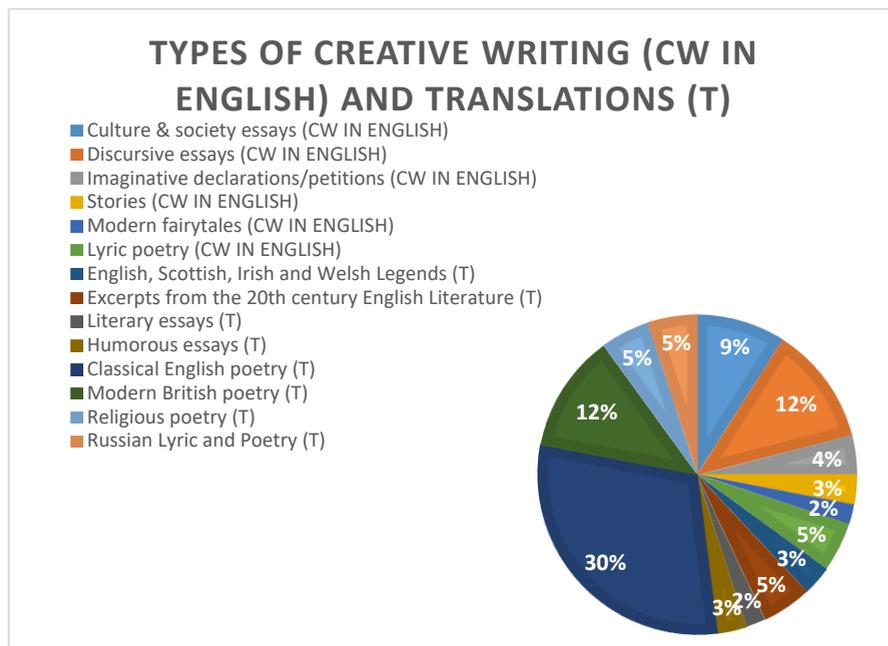
- culture & society essays (comparing Russian and British cultural events, values. cultural heritage and the like);
- discursive essays on global or local issues (e.g. Life in the 21st century who can cope with it?);
- "poeticized" imaginative declarations;
- short stories based on teenagers' vision of the world;
- modern fairytales;

¹ Nowadays every child in Russian Federation has to learn a modern foreign language in primary school no matter what type of school s/he attends.

- poetic pieces that express students' personal feelings and emotions.

There was one more competition category besides the listed above: the so-called "open task" when participants had the right not to choose any of the tasks listed above, but to submit to the competition jury one of their written works (not more than 1500 words) that in their opinion belonged to creative writing. And it is interesting to note that under the last category many of the participants decided to submit their translations of English poetry (including modern poetry), legends, humour essays, essays on British cultural heritage that were once read and discussed by them. The members of the competition jury included university and school teachers involved in teaching the English language, History, Literature and Journalism, different types of translation. The members of the competition jury that evaluated participants' creative works in English were given a number of rating scales based, on one hand, on a general set of literary criteria (e.g. aesthetic value, social value, originality/novelty of ideas & thought, expressiveness and emotiveness, participants' writing culture) and, on the other hand, on a set of some specific criteria applied when a particular genre of creative writing is being evaluated. As for the translation competition, a translation checklist was used for making judgements on participants' translation products. The diagram on the following page illustrates the 2000 competition participants' preferences in choosing a particular type of creative writing in English for its submission to the competition jury.

First, the diagram shows that the participants' preferences in choosing a particular form of creative writing in English for its submission to the jury came from their schooling experiences in producing different kinds of creative writing (writing cultural and discursive essays are their top choices). Second, it indicates that Russian students' were very keen on doing literary translations (especially poetry), despite the fact that the school curriculum included only Technical Translation as a subject, at some languages schools students were offered selective courses in different types of literary translation. The winners' works were in all categories of the creative writing genres listed above and later on they were published in the youth almanac "Creativity Rainbow" (2001). Third, this language-and culture competitions appeared to have been flexible enough to let students with different language talents and creative capacities participate in it. And, finally, these results were also very suggestive of what could be understood as creative writing at least in Russia, because it can be an umbrella term for including not only monolingual imaginative writings, but bilingual creative writing products (culture-bound media or literary translations) as well.



Among monolingual creative writings there could be identified three groups: a) monolingual and monocultural creative writings, b) monolingual and cross-cultural creative writings, and c) monolingual and even pluricultural

creative writings. All these considerations seem to be worth bearing in mind when we are in search of how to conceptualize the notion of creative writing for ELT purposes and to provide a methodological classification of different types of creative writing in accordance with students' interests, their command of language and values of a particular educational interdisciplinary environment. The 2000 language-and-culture competition results also signaled to the developers of language curricula and syllabuses, as well as to the authors of teaching and learning materials for middle and secondary schools that creative writing syllabuses and appropriate teaching & learning materials with creative input¹ were to be specifically designed for different stages of school education (primary, low- and upper-secondary school).

In 2001 the Research Centre "Euroschoo" developed a package of new problem-based and task-based ELT & ELL materials for low-secondary school students developed again in the context of sociocultural approach to teaching English as a means of intercultural communication (with native and non-native speakers of English) than consisted of a pluricultural English course-book (with European & wider world dimensions), a reading and listening companion containing materials for: a) organizing students' drama-based activities (reading, listening to/ watching English plays & films), helping students to stage some parts of the plays being studied and developing students' performing skills, b) teaching students to read, interpret and enjoy poetry in English and then to write their own pieces of modern poetry in English (e.g. limericks, haiku, lyric poems); c) making students aware of the world cultural heritage relating to leisure time activities and developing students' skills in entertaining guests whenever they organize their parties in Russian or English or in both languages at school or at home or at youth clubs; d) enriching their cultural knowledge on world cultures (including the cultures of the English speaking world) and developing their interpreting and mediating skills; e) letting them become acquainted with the best Russian translators of fiction and poetry from English into Russian and developing their skills in comparing and making judgements on the aesthetic, literary and human values of translated literary works from English into Russian (included in the teaching materials).

After the four-year piloting of the materials under considerations in different Russian educational environments (urban or rural low-secondary schools), the Research Centre "Euroschoo" launched the 2004 and 2008 language-and-culture competitions not only for upper-secondary students (grades 10-11), but for low-secondary students (only grades 8&9) as well (the number of the participants that took part in them significantly increased from 500 in 2000 to 1500 in 2004 and to 3000 in 2008). The variety of competition tasks that were offered to upper-secondary participants were nearly the same as in 2000, but what was agreed on to add to the competitive tasks in 2004 and 2008 were translation tasks (students' translations of newspaper materials or pieces of prose and poetry). The competitive tasks for low-secondary school participants included such types of creative writing as: a) discursive essays on some themes often discussed in the classroom (like "Good teachers change their students' lives and good students change their teachers' lives", "Linguistic and cultural diversity, is it a barrier to communication or a source of mutual enrichment and understanding?", "Can we live without today's world of fashion or can this world of fashion live without us?"; b) sightseeing mini-guides to the places where students live (for foreign visitors who would like to come to Russia); c) translations of poetry and prose pieces that they came across while using their language education package. The analysis of the 2004 & 2008 competitions materials clearly showed that the part of creative writing in English had been dramatically increased to 52% of all participants' creative writings submitted to the competition jury in 2004 and to 64% in 2008, whereas the number of translation works submitted to these competitions became less: 48% of all participants' works were submitted to the 2004 competition and 46% were submitted to the 2008 competition. In their interviews Russian students said that they still enjoyed very much translating prose and poetry, culture-bound media texts from English into Russian, and even translating poems from Russian into English in their free time, but they started looking more critically at their translation efforts after they had attended some elective courses in translation at their schools which made them think more carefully about what to submit to language-and-culture competitions in order to win these competitions. They also thought that they started feeling more confident about creative writing, because at school they did different types of creative writing in English on a regular basis and they were also taught how to self-assess their writing achievements. In

¹ See, for example, Safonova, V., Tverdokhlebova I., Solovova, E. (2001). *New Challenges in Reading*. Moscow: Prosvetshenie; Safonova, V., Polyakov, O., Strokova, S. (2003) *New Challenges in Reading and Listening*. Moscow: Prosvetshenie; Safonova V. (2004) *Cross-Cultural Code: Practice in Writing and Public Speaking*. Moscow: Euroschoo; Safonova, V. (2004). *English for Intercultural Communication & Critical thinking*. Moscow: Euroschoo; Safonova, V. (2004). *Introduction into Translation and Interpretation*.

other words, it is both culture-bound monolingual activities and bilingual activities that were again identified by Russian students as creative and enjoyable language practices and experiences.

3.2. The CEFR Views on Assessing Creative Writing Skills.

As has been said before, there is not an apparent consensus in ELT about neither the concept of creativity nor of the notion of creative writing. Nevertheless, there is a common feeling in ELT communities that contemporary language education badly needs creative input, because creativity is really and equally important both in life and in teaching and learning languages (Maley, Pearchy, 2015, p.6). Perhaps, that is one of the reasons that the CEFR Companion Volume with New Descriptors (2017) has introduced for the first time a six-level illustrative scale for measuring creative writing skills¹ (Council of Europe, 2017), no such scale was in the 2001 CEFR (Council of Europe, 2001) and that is certainly a step forward in developing creative pedagogy of writing in FLT & FLL. The CEFR Companion argues that creative writing involves personal, imaginative expression in a variety of text types. But what types of writing are included in the CEFR Companion scale for measuring creative skills in a FL?

Table 1 below illustrates these types of writing beginning with the lowest CEFR level and ending with its highest.

Table 1. CEFR text types/genres indicated in the illustrative scale for measuring creative writing skills.

CEFR LEVEL	TEXT TYPES/GENRES
A1	descriptions of simple objects many interrelated objects in a particular place simple phrases and sentences about themselves and imaginary people
A2	an introduction to a story, continuation of a story diary entries imaginary biographies & simple poems about people a series of simple phrases about family, living conditions, educational background, present or recent job basic description of events, past activities and personal experiences
B1	story description of real or imagined events accounts of experiences, describing feelings and emotions in a simple connected text straightforward, detailed descriptions on a range of familiar subjects simple review a review of the book, film or play
B2	clear, detailed descriptions of real or imaginary events or experiences clear, detailed description on a variety of subjects related to his/her field of interest
C1	a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind
C2	clear, smoothly flowing and engaging stories and descriptions

As is seen from the table, the scale above demonstrates rather a controversial approach to the choice of writing types. Some of them are well-known writing genres either in fiction (descriptions, poems, stories, diaries), or in non-fiction (accounts of experiences, biography, reviews). The fiction genres do belong to imaginative writing, non-fiction does not belong to imaginative writing in the traditional meaning of the word, but they may be impressive and expressive enough if critical thinking and expressive rhetorics are involved in these writing, but what about “simple phrases and sentences about themselves and imaginary people” at level A1 (Council of Europe, 2017, p.75) or “a series of simple phrases about family, living conditions, educational background, present or recent job” (Council of Europe, 2017, p.75) at A2? I am afraid these descriptors of the scale under consideration are somewhat irrelevant, because simple phrases and sentences and even a series of them can hardly be a real means of learners’ imaginative expression. It seems to me that we should start thinking about measuring creative skills only when learners’ command of language has already reached level A2 and consider the types of writing belonging, on one hand, to traditional imaginative writings (e.g. writing poems, stories, riddles etc.) and,

¹ Earlier this scale and some other new CEFR scales were piloted in about 60 countries located in Europe and on other continents.

on the other hand, to non-fiction writings involving critical thinking and language expressiveness (like reviews, biographies, critical/reflective essays about literature). The CEFR Companion has excluded essay writing from the category of creative writings and it has suggested a separate scale for measuring skills in writing reports and essays. But if writing a report is obviously nothing else as expository writing, with essay writing it is a bit another story, because essays as a writing genre include not only expository essays, but literary and/or reflective essays that may involve creativity in terms of approaches to exploring a particular literary theme, emotional colouring in the interpretation of prose or poetry and the rhetoric language means used by the writer to express his/ her thoughts, ideas, emotions and feelings. Not to speak about other methodological limitations of the CEFR Companion, it seems worth to say that the controversy of the CEFR Companion to its approach of measuring creative writings skills lies in the lack of ELT specialists' consensus on what creative writing is and what creative writing types should be introduced into ELT at particular stage or cycle of FL education. And for these purposes what is urgently needed is a didactically oriented classification of creative writing types in accordance with modern learners' interests, their real cognitive and language capacities to be involved into creating writing in a FL, ICT possibilities for them to be educated and self-educated in creative writing, and Vygotsky's postulates about the zone of proximal development.

3.3. Establishing a Graded Hierarchy of Creative Writings for FLT & FLL Purposes

Before starting describing a possible hierarchy of creative writing tasks as methodological tools for developing students creativity abilities through the medium of a FL, we would need to come back to the question of providing a didactically oriented classification of creating writings that would include fiction and non-fiction types. As for fiction writings, an endless number of fiction classifications are based on the analysis of human experiences in creating literature in a mother tongue in which core literary genres (e.g., legends, sagas, folklore tales, fairy tales, short stories, novels, plays, poems, anecdotes, riddles) and subgenres within each of the genres (e.g. animal stories, detective stories, horror stories, humorous stories, graphic short stories) have been listed century after century. With the view to FLT purposes, specific characteristics of a FL as a subject, and FL educational environments, it is obvious that it is mostly such writing genres as fairy tales, short stories, small plays, poems and riddles that can be introduced into a creative writing syllabus in a FL and may be taught in the FL classroom, selecting those subgenres of this or that genre that seem appropriate to the interests of the learner, his/her capacities within the zone of proximal development and in terms of their intellectual and communicative (language) characteristics as a writer and intercultural characteristics as a mediator (Council of Europe, 2001; Council of Europe, 2017). The recent experimental studies of the Research Centre "Euroscool" on finding a possible correlation of teaching and assessing the learner's literary writings and to the CEFR levels of the learner's communicative language competence are summarized in Table 2.

Table 2 Possible correlations of literary writings to the learner's CEFR level.

LITERARY GENRES	LITERARY SUBGENRES	CEFR LEVELS
Riddles	Riddles based on vocabulary definitions.	A2
	Riddles based on what has been read/listen to/watched.	A2-B1
	Cultural riddles belonging to the cultural leisure heritage of the target country (e.g. British "Who knocks at the door".	B2- C1
	Riddles translated from the mother tongue into the target language.	C1-C2
Prose	Narratives for picture books (familiar to the learner).	A1
	Narratives for picture books (unfamiliar to the learner, but s/he can find necessary information about the characters and their actions on the Web).	A2
	Literary descriptions of people, places, events and things in an imaginative way.	A2
	Literary imaginative transformations of something that has been read/listened to/watched into a new writing product in an imaginative way.	B1
	Diaries.	B1
	Letters to imaginary characters or characters from fiction, films and videos.	B1
	Narrative for cartoons.	B2
	Graphic short story to the visual clues provided.	B2
	Fairy tales.	B2-C1
	Short stories on everyday life topics.	B2
	Plays based on what they have read and discussed.	B2
	Sci-fi stories.	C1-C2
	Mysteries detective story.	C2
	Prose translations form the target language into a mother tongue.	C1-C2

Poetry	Vocabulary transformations of chants known to the FL learner.	A1
	Chants writing.	A1-A2
	Rap.	A2-B1
	Acrostic poems.	B1-B2
	Limericks.	B2
	Haiku.	B2- C1
	Lyric poems.	B2-C1
	Poetry translation.	B2-C2

Table 3 reflects the findings of the Research Centre “Euroschoo” about a possible correlation of the non-fiction writings to the learner’s CEFR level of communicative language competence.

Table 3 Possible correlations of the non-fiction types of creative writing to the learner’s CEFR level of communicative language competence.

GENRES	SUBGENRES	CEFR LEVELS
Essays	Reflective essays on what the learner feels about a poem/a story.	A2
	Reflective essays on twitter messages.	A2
	Reflective essay on what the learner feels about a novel/film/YouTube videos.	B1
	Discursive essays on contemporary themes.	B2
	Cultural comments on the target country media or literary products.	B2-C1
	Culture essays (on some cultural aspects of people’s life, lifestyle and life values in the target country/countries).	B2-C1
	Comparative cross-cultural essays.	C1
	Comparative pluricultural essays.	C2
	Translation of the culture-bound essays written by representative of the target country/countries.	C1-C2
Reviews	Translation of the culture-bound essays written by native and non-native speakers of English.	C2
	Reviews of foreign films, videos, books produced in the target countries.	B2
	Reviews of films or YouTube videos relating to different countries on one and the same topic.	B2
	Reviews of foreign films or YouTube videos in his/her mother tongue for local audiences	C1
PowerPoint presentation (written aspects)	Reviews of mother tongue films or YouTube videos in a FL for foreign audiences.	C2
	FL presentation posters on cultural aspects of everyday life in the learner’s native country.	A2
	FL presentation posters on traditions and beliefs traditional shared by the people of the learner’s native country.	B1-B2
	Business presentations.	B2
	Academic presentations.	C1
	Cross-cultural presentations in a FL for foreign audiences.	C1
Cross-cultural presentations in the mother tongue (for the local audiences).	C1-C2	

The integration of bilingual cross-cultural or pluricultural writing activities into learners’ language practices helps students become as cultural, then cross-cultural and even pluricultural mediators (Safonova, 2017).

The establishment of a hierarchy of monolingual and bilingual types of creative writing is a starting point for developing a methodology of teaching creative writing at different school stages or university cycles of cross-cultural or pluricultural language education. Among the objectives of cross-cultural/pluricultural education through a foreign language the priorities should be given to teachers’ strategies aiming at: 1) teaching a FL in the context of the dialogue of cultures and civilizations (Safonova, 1991, 1996, 2001) and with the view to the learners’ zone of approximal development, 2) introducing creative writing into a culture-bound FL curriculum, 3) designing a package of thought-provoking teaching and learning materials aiming at developing communicative, intellectual & mediating learners’ powers, 4) applying appropriate assessment scales for observing the dynamics of learners’ development as creative writers, 5) marrying students’ bilingual and bicultural classroom activities with their participation in language-and-culture competitions. The process of developing creative skills involves three stages:

The pre-creative writing stage aims at developing students’ general cognitive and communicative skills which are basic for starting to teach them how to write a particular genre of creative writing, making them aware of the language format and

rhetoric characteristics of a writing genre to be taught, identifying and exploring cultural themes related to everyday or academic or business communication that may be interesting for creative writing;

The creative writing stage aims at teaching students how to use their knowledge on the format and rhetoric features of a particular writing genre in their written practices, how to edit and self-assess their efforts and achievements in creating writings;

The post-creative writing stage focuses on organizing events (competitions, language clubs, school parties) at which students can demonstrate their samples of creative writings and be appreciated by their peers, school teachers and/or local/foreign communities.

Conclusions.

In contemporary FLT and FLL there is no need to argue about if creative writing should be included in FL curriculum or at least FL syllabuses and become part and parcel of developing communicative & intellectual FL Learners' powers. But a consensus should be achieved among FL specialists about the most appropriate types of creative writings that can be effectively introduced at different stages or cycles of cross-cultural or pluricultural language education. The hierarchy of monolingual and bilingual cross-cultural/pluricultural creative activities involving students' production of fiction and non-fiction types of creative writing provides the ground for further discussions of multi-level teaching and assessing creative writing in a foreign language. A graded classification of creative writing types can serve as a methodological framework for creating and providing Vygotsky's zone of proximal development in and outside the English classroom. Besides it also provides no less important ground for reconsidering the content of teacher training courses dealing with teaching writing.

References

- [1] Aleinikov, A. G. (1989) On Creative Pedagogy. *Higher Education Bulletin*, 12, pp. 29-34
- [2] *Asian English Language Teachers' Creative Writing Project*. Retrieved from: <https://flexiblelearning.auckland.ac.nz/cw/index.html?i=1397175231>
- [3] Council of Europe (2001) *Common European Framework of Reference: Learning, teaching, assessment /CEFR/*. Cambridge: CUP.
- [4] Council of Europe (2017) *Common European Framework of Reference: Learning, teaching, assessment Common European Framework of Reference: Learning, teaching, assessment. Companion Volume with New Descriptors*. Provisional edition. Strausbourg: Language Policy Programme, Education Policy Division, Education Department, Council of Europe.
- [5] *Creativity Rainbow: To Russia with Love* .(2008 b) Moscow: Euroschool.
- [6] *Creativity Rainbow: A Fascinating World of Translation*. (2008 a) Moscow: Euroschool.
- [7] *Creativity Rainbow: Students' Creative Writings*. (2001) Moscow: Euroschool.
- [8] Everson, B.J. (1991) Vygotsky and the Teaching of Writing. *The Quarterly*. 13(3), pp. 8-11.
- [9] Fish, Z.W. (2016) Fostering the Creative Mind: Creative Pedagogies in the ELT Classroom" (2016). *Theses and Dissertations (All)*. 1412. Indiana University of Pennsylvania. Retrieved from: <http://knowledge.library.iup.edu/etd/1412>.
- [10] Harmer, J. (2015) *The Practice of English Language Teaching*. 3th edition. Harlow: Person Education Limited.
- [11] Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- [12] Karki, T.(2016) Developing Creative Writing Ability through Model-Based Activities. NELTA ELT Forum on July 7, 2016 Retrieved from: <https://neltaeltforum.wordpress.com/2016/07/07/1086/>
- [13] Makhmutov, M. (1975) *Problem-Based Learning: Major Theoretical Issues*. Moscow: Pedagogy.
- [14] Maley, A. (2012) Creative Writing for Students and Teachers. *Humanising Language Teaching*, 3(14). Retrieved from: [http:// http://www.hitmag.co.uk/jun12/mart01.htm](http://www.hitmag.co.uk/jun12/mart01.htm)
- [15] Maley, A. (2015) Overview: Creativity – the what, the why and the how. In *Creativity in the English Language Classroom*. British Council, Pp. 6-13. Retrieved from https://englishagenda.britishcouncil.org/sites/default/files/attachments/f004_elt_creativity_final_v2_web.pdf
- [16] Maley, A., Peachey, N. (eds) (2015) *Creativity in the English Language Classroom*. British Council. Retrieved from https://englishagenda.britishcouncil.org/sites/default/files/attachments/f004_elt_creativity_final_v2_web.pdf
- [17] Neupane, S. (2014) Issues and Challenges of Teaching Creative Writing. *ELT Choutari*. December 1. Retrieved from: <http://eltchoutari.com/2014/12/issues-and-challenges-of-teaching-creative-writing/>
- [18] Nunan, D. (1991) *Language Teaching Methodology: A Textbook for Teachers*. New York, London et.al: Prentice Hall.

- [19] Richards, J.C. (2013) Creativity in Language Teaching. *Iranian Journal of Language Teaching Research*. Vol 1(3), pp. 19-43. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1127396.pdf>
- [20] Richards, J.C. (2015) *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.
- [21] Richards, J.C., Renandya W.A. (eds.) (2013) *Methodology in Language Teaching*. Cambridge: CUP, 17th printing.
- [22] Safonova, V. (1991) *Sociocultural approach to Teaching Foreign Languages*. Moscow: Higher School Publishing House, Amscort International. (In Russian)
- [23] Safonova, V. (1996) *Teaching Languages of International Communication in the Context of Dialogue of Cultures and Civilisations*, Voronezh: Istoki. (In Russian)
- [24] Safonova, V. (2001) *Problem-Based Tasks for English Lessons*. Moscow: Euroschool. (In Russian)
- [25] Safonova, V. (2017) Cultural Studies as a Didactic Means of Improving Intercultural Language Education. *European Journal of Language and Literature Studies*. Vol.7. №1, 77-86.
- [26] Scrivener, J. (2011) *Learning Teaching: The Essential Guide to English Language Teaching*. 3d edition. London: Macmillan.
- [27] Tudor, R. (2008) The Pedagogy of Creativity: Understanding higher order capability development in design and arts education. *Proceedings of the 4th International Barcelona Conference on Higher Education*, Vol. 4. Higher education, arts and creativity. Barcelona: GUNI. Retrieved from: https://upcommons.upc.edu/bitstream/handle/2099/5756/14_pap_Tudor.pdf?sequence=1
- [28] Ur, P. (1991) *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- [29] Vygotsky, L.S. (1934) *Thinking and Speech. Psychological Researches*. Moscow, Leningrad. (In Russian).
- [30] Vygotsky, L.S. (1991a) Imagination and Creativity in Childhood. Moscow: Prosveschenie. (In Russian)
- [31] Vygotsky, L.S. (2004) *Psychology of Child Development*. Moscow: Eksmo. (In Russian)
- [32] Vygotsky, L.S. (1991b) *Pedagogical Psychology*. Moscow: Pedagogy. (In Russian)

E-commerce in Today's Business

Ledina Hoxha, PhD

European University of Tirana

Abstract

Today's buyers and sellers are both living in an Information Age. We see companies offering clients more and more transparency in terms of their offers versus that of their competitors, with some even going as far as to provide this information within their own website. The actual economy is a truly global one. Outsourcing to another company specializing in a given function can help reduce unnecessary overheads, capital costs and investments, allowing a lot more room to maneuver and focus on providing customers with a value product ensuring success. The present paper mainly aims to discuss the role of E-commerce in today's business. In this paper are discussed the benefits and the disadvantages of this new era trading. Sellers must be focus on a manageable number of initiatives in any given time period. One of key difference between an e-commerce business and a brick and mortar business is the fulfillment. It is shown which steps to take in consideration to process a delivery.

Keywords: e-commerce, digital store, client, website.

1. Introduction

Electronic commerce or ecommerce is a term for any type of business, or commercial transaction, that involves the transfer of information across the Internet. It covers a range of different types of businesses, from consumer based retail sites, through auction or music sites, to business exchanges trading goods and services between corporations. The development of e-commerce has given birth to new terms such as electronic funds transfer, online transaction processing, electronic data interchange (EDI), Internet marketing, automated data collection systems, etc. They all designate certain key components of the sophisticated e-commerce system. The ecommerce barrier to entry continues to get lower as more tools pop up to help even the most tech-averse entrepreneurs go digital. "Almost anybody can set up an online store," which helps business owners establish their own online stores. "You don't need to raise capital or hire expensive designers and programmers. You can literally go from concept to commerce in just a few minutes for almost no money and with no technical background. It's called the 'democratization of ecommerce,' whereby what used to cost thousands of dollars and take months of preparation is now more of an afterthought to the development of a product or service. This allows entrepreneurs to focus on doing what they do best and not worry about the complications of ecommerce."

1. The Best Way to Get Started in the Ecommerce World.

1. Understand that ecommerce transcends "products."

If you're running a business based on services rather than physical products, you may not think folding ecommerce into your business is relevant. While the concept of ecommerce started with physical goods such as books, CDs, DVDs, software, apps, games and other goods, it can now be used to sell all types of professional services too. "Small businesses offering yoga classes, graphic design packages or game tickets are using ecommerce as a payment collection channel for services that may never ship, but will be consumed in a separate physical location. Small-business owners also need to go beyond just peddling products and sell their company's values as part of the ecommerce experience, particularly when communicating through their social media channels. They claim that rarely post their own products on Twitter, Facebook or to their blog, because the customers can see those on the site. They use social channels to have conversations about videos, books or photos that represent our values. It all comes down to recreating the in-person sales experience and packing all our values, loves and goofiness into their online presence."

2. Embrace the shift.

The recent years were particularly explosive years for social and ecommerce, with huge numbers of entrepreneurs relying on websites, mobile devices and Facebook shops to sell products and services. As online sales continue to grow, the

market share of sales by the top 25 online stores fell to 67.7 percent this past year, which means opportunities are opening up for smaller retailers. The priorities of small businesses progressed from controlling their presence and managing brand identity to boosting their sales. Online platforms use a number of methods to focus on money-making: traditional ecommerce, where people can buy products or services online using electronic payment; ad-supported platforms, which offer a service or content funded by commercial advertising; paywalls and micropayments, which allow sites to monetize individual units of content." Combining an online ecommerce solution with personalized offline manufacturing, marketing and sales techniques is also critical to seizing opportunities for growth. "One way to maintain an advantage includes thinking about building local and using resources in your community that may be underutilized in a shifting economy. The net result can be quicker time to market, superior quality and a story with legs. Still, business owners must be warned against trying to follow every trend that comes along. They must focus on a manageable number of initiatives in any given time period, because it is easy to see the 100 things you could be doing to improve your business. What is hard is picking the five things to tackle first and doing them well.

3. Retain the bargain hunter, but avoid the cheapskate.

Historically, consumers have proven themselves to be bargain hunters. While focusing solely on price when marketing products — and particularly, on offering the cheapest, most rock-bottom prices around — can cheapen small-business owners' products and services and attract disloyal customers that will abandon ship the second they see a lower price tag elsewhere, they still need to be aware of consumers' tendencies to look for a "deal." "Consumers focused on finding the best deals in 2011 and 2012 will continue on the same bargain-hunting path,". "Buyers browse in stores to see and touch the physical goods, then search and purchase them online looking for the best price available. Small businesses need to take charge and be sure to retain customers by being accessible via mobile, social and Web channels and by ensuring their customers know the correct URL to visit in extending their physical store experience online. Don't become a showroom for someone else's sales!" But how, as a small-business owner, can you weed out the flighty cheapskates? It's about being authentic and rewarding the best customers. "Find your most passionate and dedicated customers and fans and celebrate what they do as much as they celebrate what you do,". "However, above all, be authentic. It is important to have an authentic voice and personality that your customers can connect with, and to be continuously fostering and keeping your finger on the pulse of those connections. In order to attract and keep customers and clients who will stay true to you, you also need to pay close attention to the different signals of client retention. "There are some amazingly powerful tools like Google Analytics that are imperative to learn how to use,". "It's easy to get overwhelmed by how much information these create, so hone in on the important signals. 'Bounce rate' is a great indicator of the interest level of your visitors. A high bounce rate can mean you aren't attracting the right customers to your site or that you need to make some changes or updates to products or services to make the offering more interesting. 'Conversion rate' shows the amount of friction your customer is experiencing. If you have a low conversion rate, it can be helpful to walk through your check-out flow and see what can be removed to make it easier for customers to complete their purchase. And 'average \$ per visitor' is a good ballpark figure that helps you understand how much you can afford to spend on driving a customer to your site and can be useful as a guide to making marketing decisions."

4. Get Social.

Social media outlets are an essential supplement to ecommerce because they add interactivity and share-ability to the traditional buy/sell structure. Studies from Nielsen and other professional research firms continue to show that people trust the recommendations their friends make them online more than they do other promotional strategies. "Why would you trust an advert or even a third-party endorsement when you can access unbiased advice from the people you know in real life?". "Research found that more than 50 percent of Facebook fans and 67 percent of Twitter users are more likely to make a purchase from the brands they follow than from another brand. Data from our customers shows sales via Facebook stores at 5 percent of all sales versus 2 percent on mobile, so we've already seen it making progress." Opena Case, a company that designs cases for the iPhone with built-in bottle openers, started building a social community through Facebook and Twitter before the product even launched, which gave the first customers a public venue to immediately start buzzing about the product and recommending it to friends. "Giving customers the chance to share with their friends that they 'just bought the World's coolest iPhone Bottle Opener case' on Facebook or Twitter has 10 times the value of us placing a paid advert saying the same thing,". "When a referral comes from a trusted source such as a friend or family, you're way more likely to check it out and potentially purchase it. Before social networks you used to rely on friends recommending products and services by word of mouth. Let's say you're in the market for a new pair of shoes and a friend recommends a particular brand or model. When you finally make it to the shoe store, you will be more inclined to search for that brand — if you can remember the name of it. Social networks allow you to do the same, but with a wider reach and instant response."

5. Go mobile.

Thanks to the explosion in popularity of smartphones and apps, mobile is becoming another valuable tool for business owners. Almost half of mobile subscribers in the United States own a smartphone, and savvy companies are reaching consumers wherever they go. "The popularity of mobile should not be taken lightly by small businesses, as 2012 is predicted to include an increase of device proliferation — more mobile apps, more tablets and more Internet-connected devices,". "Make sure you have a site that can publish to different devices or even develop an app of your own."But keeping mobile and social media interactions as personal as possible instead of getting too caught up in the excitement of the technology is critical. "As an online shop, connecting with our community through social media has been paramount to everything we do at Holstee,". "Since we do not have the ability to interact with our customers face-to-face in a physical location, social media has been an essential tool to recreate that interaction online. It is important for us that our customers can get the full scope of the Holstee experience and our personality through our social channels.

2. The Different Types of E-commerce.

There are 6 basic types of e-commerce:

1. Business-to-Business (B2B)

Business-to-Business (B2B) e-commerce includes all electronic transactions of possessions or services conducted among companies. Producers and traditional commerce wholesalers classically work with this type of electronic commerce.

2. Business-to-Consumer (B2C)

The Business-to-Consumer type of e-commerce is notable by the formation of electronic business relationships amid businesses and final consumers. It links to the retail section of e-commerce, where traditional retail trade normally functions.

These kinds of relationships can be easier and more active, but also more intermittent or discontinued. This type of commerce has advanced significantly, owed to the advent of the web, and there are now numerous virtual stores and malls on the Internet, which sell all types of consumer goods, such as workstations, software, books, shoes, cars, food, etc.

When related to buying retail in traditional commerce, the consumer usually has extra information available in relations of informative content and there is also a general idea that you'll be buying cheaper, deprived of risking an equally personalized customer service, as well as guaranteeing rapid processing and delivery of your order.

3. Consumer-to-Consumer (C2C)

Consumer-to-Consumer (C2C) type e-commerce covers all electronic connections of goods or services focused between consumers. Usually, these transactions are conducted over a third party, which offers the online platform where the transactions are actually carried out.

4. Consumer-to-Business (C2B)

In C2B there is a whole hitch of the traditional sense of exchanging goods. This type of e-commerce is very communal in crowdsourcing based projects. A great number of individuals make their services or products accessible for purchase for companies looking for exactly these types of services or products.

Illustrations of such practices are the sites where designers present numerous proposals for a company logo and where only one of them is selected and efficiently purchased. Alternative platform that is very common in this type of commerce are the markets that sell royalty-free photographs, images, media and design elements, such as iStockphoto.

5. Business-to-Administration (B2A)

This part of e-commerce embraces all transactions led online between companies and public administration. This is an zone that involves a large number and a variety of services, particularly in areas such as fiscal, social security, employment, legal documents and registers, etc. These types of services have increased significantly in recent years with investments made in e-government.

6. Consumer-to-Administration (C2A)

The Consumer-to-Administration model involves all electronic transactions directed between individuals and public administration.

E-Commerce Shipping and Fulfillment: Learn the Basics!

One of key difference between an e-commerce business and a brick and mortar business is the fulfillment. Many e-commerce business owners invest heavily in marketing and advertising to attract customers and build their brand. They also work hard in identifying the right suppliers to get the best product at lowest price. However, many times they miss giving fulfillment its due attention. In brick and mortar business, the customer comes to your shop and picks up the product. However, in an e-commerce model, you need to get the product to the customer. How your customer receives the product, becomes a key part of the customer experience. Having the right fulfillment model can become a key differentiator for your business. On a broad level, fulfillment includes everything, right from the time a customer places an order to the point where she/he receives the product in their hands. Fulfillment primarily includes:

- Warehousing
- Finding and picking the ordered item
- Packaging
- Shipping to customer

Fulfillment can be done directly by the company or they may choose to partner with a Third-Party Logistics Company to cater to all their fulfillment needs. Of the above points, while warehousing facilities have a great impact on business, the two more crucial things that can impact eCommerce business are Packaging and Shipping. Thereby, making them key aspects for success of e-commerce fulfillment cycle. Right packing and packaging is not only important to deliver the product safely and securely but it is also the first physical touch point for the customer with your brand. Similarly, the customer's experience with the quality of shipping relates to his mental image of your brand. Let's look at these two in a little more detail.

Packaging. Packing of your product serves two functional purposes. It ensures that the product reaches the customer in right condition and its look and feel creates an impression about your brand. As expected, the packing of the product adds to the cost of operation, hence you need to be careful while selecting the packaging to optimize the impact and the cost. You should pay attention to following key elements of packaging.

Size. The size of the packing should be appropriate to the size of the product. Too small and it may not protect the product as needed leading to degradation of the product. Too large and it will add to the cost of the shipment and give wrong impression to the customer. Imagine getting a USB key in packing which is the size of the hard disk. Customers usually generate a negative impression if the size of packing is disproportionate to the size of the product. However, it is important that adequate safety of the product is ensured. If that needs extra material, then so be it.

Material. The packing material, along with safety also gives the impression of attention that you give to your product. A firm, good quality brown box gives a good premium impression as compared to a brown bag packing. It shows that you care about your product and the way it is received by the customer. It also provides you with a much better surface for your branding. Having a properly visible brand logo on the packing material creates a much better impression than a crumpled logo or just shipping label with no logo at all.

Arrangement. If your product has multiple components, such as wires, cords and manuals, the arrangement of these inside the box will make all the difference to the unpacking experience. A neatly arranged layout will save on your packing cost, ensure product safety and give a professional feel to the customer. Even if there is only one item in the packing, a well-arranged layout, which make the product easy to pick out of the packing, creates a better experience for the customer. The key to good packaging is the ease to pull out the product from it.

Presentation. The external look and feel of the packaging, along with any paper (shipping bill etc.) that is pasted on the box along with the internal arrangement, gives the 'unboxing' experience to the customer. Your Brand logo on the external box, the feel of the material of the box, a well pasted shipping bill (with customer details) will give a good presentation. Many times, the businesses also add a sweet 'thank you for choosing us' card to the whole packaging. Such small additional gestures go a long way in establishing an emotional connect with the customer.

Packing of the product goes a long way in establishing a premium feel for the product. If it seems overwhelming to pay so much attention to the detail by yourself, you should outsource it to a third-party logistics provider (3PL). 3PL providers have experience in providing packing service and can design packaging and pack your product to your specifications at very reasonable costs.

Shipping. How and when your product reaches the customer adds to the brand experience. It's a no brainer that a Christmas present must reach before Christmas. But if the order is placed at last minute, this quick shipping will come at a price. The question here is: who bears the shipping cost. The key consideration for shipping are: how much to pay and who pays. For a true understanding of shipping, these two questions need to be looked at, together.

Who pays. If you decide to pick up the tab on shipping, you have two options. One is to jack up the price of the product to include shipping costs. Customer can usually see through this one. They can easily compare the prices on other sites and may choose to shop there. Second is to absorb the cost of shipping. This will add to your cost of operations and reduce your profits. If the shipping charges for your product is low, the hit will be small but for large items, it will be significant. The decision really depends upon your business strategy, but one thing is clear. If you ask your customer to pay, you need to be clear upfront so that they can make informed decision. You could have marketing campaigns to absorb the shipping cost during certain periods to boost your sales. In any case, you need to be efficient, to keep the shipping costs low. Kind of packing you choose will also affect your shipping cost.

How much to pay. The decision about what kind of shipping do you want to use, standard or fast, is important. This decision will decide the cost of shipping. This decision again depends upon number of factors. If it's festive season, the shipping needs to be fast. But for white goods, customers may be willing to wait. At times, for many products quick shipping may not make sense either. Imagine providing a next day delivery for a refrigerator, say about 300 miles away. It's possible, but is it worth the cost? Do you want to provide the tracking facility to the customer? If yes, to what detail? This facility will also come at a cost and someone must bear the cost for it. Remember, the customers purchase from online store to reduce the cost thus it should be lower than what's available to him next door.

These two costs need to be looked together. You might be okay picking up the standard shipping cost, but could charge customer for quicker delivery. You might want to pick up the tab for smaller items, but might want the customer to pay the shipping cost for larger items. You will also need to consider the shipping distance while making this decision. Choosing a shipping company is also important. Each company has its strength area such as small items, large items, low cost, quick delivery, low cost over large distance etc. You might need to tie up with multiple shippers and use for their strengths.

The shipping cost is an important part of your business strategy. It can be daunting to choose the right option from the all available ones. Using a 3PL provider is advisable if you want to stay focused on your key area, i.e. the product. The 3PL providers usually have tie ups with multiple shipping providers and can help you achieve good deals for shipping. They also have the infrastructure to absorb the variation in volumes.

Fulfilment and shipping, often the easy looking part of the business, are key components of the customer experience. This is the first real world touch point you have with your customer, outside the virtual world, and it matters. With the number of decisions needed to be made to give a positive experience to the customer, it is better to outsource these to a third-party logistics service (3PL) provider. With a 3PL provider, you retain the control, while the implementation nitty gritty is taken care of by them. You also get your shipping done at the best rate.

3. Benefits and Disadvantages

Advantages

3.1. Overcome Geographical Limitations

If you have a physical store, you are restricted by the geographical area that you can service. With an e-commerce website, the entire world is your play area. Furthermore, the arrival of m-commerce, i.e., e-commerce on mobile devices, has melted every lasting limitation of geography.

3.2. Gain New Customers With Search Engine Visibility

Physical selling is driven by branding and relationships. In addition to these two drivers, online trade is also driven by traffic from search engines. It is not uncommon for customers to track a link in search engine results and land on an e-commerce website that they have never heard of. This extra source of traffic can be the tipping point for some e-commerce businesses.

3.3 Lower Costs

One of the most touchable positives of e-commerce is the lowered cost. A portion of these lowered costs could be passed on to customers in the form of reduced prices. Here are some of the methods that costs can be reduced with e-commerce:

Advertising and Marketing: Organic search engine traffic, pay-per-click, and social media traffic are some of the advertising channels that can be cost-effective.

Personnel: The automation of checkout, billing, payments, inventory management, and other operational processes lowers the number of employees required to run an e-commerce setup.

Real Estate: This one is a no-brainer. An e-commerce merchant does not need a prominent physical location.

3.4. Locate the Product Quicker

It is no longer about pushing a shopping cart to the correct aisle or scouting for the desired product. On an e-commerce website, customers can click through intuitive navigation or use a search box to narrow down their product search instantly. Some websites remember customer preferences and shopping lists to facilitate repeat purchase.

3.5. Eliminate Travel Time and Cost

It is not unusual for customers to travel long distances to reach their preferred physical store. E-commerce allows them to visit the same store virtually, with just a few mouse clicks.

3.6. Provide Comparison Shopping

E-commerce facilitates comparison shopping. There are several online services that allow customers to browse multiple e-commerce merchants and find the best prices.

3.7. Enable Deals, Bargains, Coupons, and Group Buying

Though there are physical equivalents to deals, bargains, coupons, and group buying, online shopping makes it much more convenient. For instance, if a customer has a deep discount coupon for turkey at one physical store and toilet paper at another, she may find it infeasible to avail of both discounts. But the customer could do that online with a few mouse-clicks.

3.8. Provide Abundant Information

There are limitations to the amount of information that can be displayed in a physical store. It is difficult to equip employees to respond to customers who require information across product lines. E-commerce websites can make additional information easily available to customers. Most of this information is provided by vendors and does not cost anything to create or maintain.

3.9. Create Targeted Communication

Using the information that a customer provides in the registration form, and by placing cookies on the customer's computer, an e-commerce merchant can access a lot of information about its customers. It, in turn, can be used to communicate relevant messages.

3.10. Remain Open All the Time

Store timings are now 24/7/365. E-commerce websites can run all the time. From the merchant's point of view, this rises the number of orders they obtain. From the customer's point of view, an "always open" store is more suitable.

3.11. Create Markets for Niche Products

Buyers and sellers of niche products can find it difficult to locate each other in the physical world. Online, it is only a matter of the customer searching for the product in a search engine. One example could be the purchase of obsolete parts. Instead of trashing older equipment for lack of spares, today we can locate parts online with great ease. Marketing is becoming more granular. One-size-fits-all advertising messages are already obsolete in ecommerce, and now, companies' competitive advantages are coming from optimizing micro-moments.

Disadvantages

E-commerce Lacks Personal Touch

Not that all physical retailers have a personal approach, but I do know of several retailers who value human relationship. As a result, shopping at those retail outlets is reassuring and refreshing. Clicking on "Buy Now," and piling up products in

virtual shopping carts, is just not the same for me. Different people sing to different tunes. The demise of the personal touch in online transactions can be the biggest disadvantage of e-commerce.

E-commerce Delays Goods

Unless you are using a website to merely order a pizza online, e-commerce websites deliver take a lot longer to get the goods into your hands. Even with express shipping, the earliest you get goods is usually "tomorrow" (with the exception of some Amazon services). But if you want to buy a pen because you need to write something right now, you cannot buy it off an e-commerce website. Likewise with candy that you want to eat now, a book that you want to read tonight, a birthday gift that you need this evening... You get the idea. An exception to this rule is in the case of digital goods, e.g. an ebook or a music file. In this case, e-commerce might actually be faster than purchasing goods from a physical store.

Many Goods Cannot Be Purchased Online

Despite its many conveniences, there are goods that you cannot buy online. Most of these would be in the categories of "perishable" or "odd-sized." Think about it, you cannot order a popsicle (also referred to as an ice pop or ice lolly) or a dining table set. Well, you could order both of them online, but consider the inconvenience. The popsicle would have to be transported in refrigerated trucks. Unless the seller was willing to make a huge loss, the cost of shipping that popsicle would far exceed the cost of the popsicle. Likewise, a dining table set can certainly be purchased online. In some cases, the cost of logistics is bearable. But if you have to return the furniture, you will get well-acquainted with the inconvenience of e-commerce.

E-commerce Does Not Allow You to Experience the Product Before Purchase

You cannot touch the fabric of the garment you want to buy. You cannot check how the shoe feels on your feet. You cannot "test" the perfume that you want to buy. You get the idea. In many cases, customers want to experience the product before purchase. E-commerce does not allow that. If you buy a music system, you cannot play it online to check if it sounds right? If you are purchasing a home-theater system, you would much rather sit in the "experience center" that several retail stores set up.

Anyone Can Set Up an e-Commerce Website

We live in an era where online storefront providers bring you the ability to set up an e-commerce store within minutes. The lowered barriers to entry might be a great attraction to the aspiring e-commerce entrepreneur. But for the buyer, reliability can be an issue. This could lead customers to restrict their online purchases to famous e-commerce websites.

Security

When making an online purchase, you have to provide at least your credit card information and mailing address. In many cases, e-commerce websites are able to harvest other information about your online behavior and preferences. This could lead to credit card fraud, or worse, identity theft.

What are Micro-Moments, you ask?

According to Think with Google, these include:

In-the-moment purchase decisions

Decisions to solve problems right away

The pursuit of big goals during downtime

Decisions to try new things in routine moments

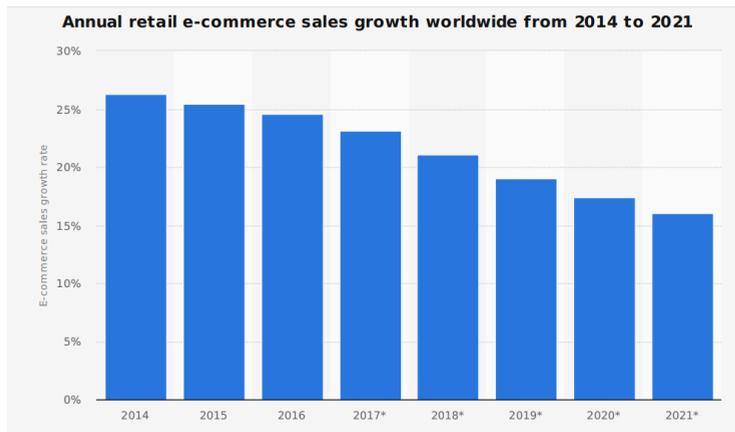
Mobile is driving these trends. Now more than ever before, shoppers can make more out of their brain breaks and downtime. In addition to creating content, promotional offers, and targeted ads on social media, ecommerce marketers should optimize every last detail—including transactional emails like shipping notifications, purchase confirmations, and and status updates.

Personalization is *the* most important concept in ecommerce today, and the reason why is self-evident: when you track and engage with shoppers on a 1:1 level, you're well-positioned to eliminate data silos and optimize customer lifetime values (LTV). Not to mention, you create more compelling and tailored customer experiences.

According to Forbes once visitors are browsing the site, the next challenge is to convert them to buyers. Traditionally, online retailers have focused on landing page optimization (ensuring that the messaging and layout of the first page that visitors see entices them to buy), streamlining the checkout process, and deep, relevant content, such as product specifications, photos, and reviews that can help shoppers make decisions.

Many online merchants have injected an additional conversion-boosting element into the Web shopping experience: fun. They have begun to adopt techniques that are tried and true drivers of impulse shopping in the bricks and mortar world: limited time or limited quantity offers.

Table 1. Annual retail e-commerce sales growth worldwide from 2014-2021



This timeline shows the retail e-commerce sales growth development worldwide from 2014 to 2021. In 2016, global e-retail sales grew 24.6 percent compared to the previous year, making up 8.7 percent of the total retail market worldwide. That year, retail e-commerce sales accounted for 8.7 percent of global retail sales. As of the fourth quarter of 2016, the UK had the highest online shopping penetration worldwide at 76 percent. South Korea was ranked second with 72 percent.

References

- [1] <https://www.shopify.com/enterprise/70543555-the-future-of-ecommerce-7-trends-that-are-changing-how-we-shop>
- [2] https://www.huffingtonpost.com/2012/05/23/ecommerce-5-things-you-need-to-know_n_1413544.html
- [3] <https://www.punchbuggy.com.au/blog/entry/the-importance-of-e-commerce-websites-in-todays-society/>
- [4] <http://10ecommercetrends.com/>
- [5] <https://www.ijccr.com/January2014/10.pdf>
- [6] <https://www.ntchosting.com/encyclopedia/internet/e-commerce/>
- [7] <http://www.synaxiom.com/impact-of-ecommerce-in-todays-business-world/>
- [8] <https://www.thebalance.com/disadvantages-of-e-commerce-1141571>
- [9] <http://sungistix.com/2016/12/22/e-commerce-shipping-and-fulfilment-learn-the-basics/>
- [10] file:///C:/Users/Djana/Downloads/statistic_id288487_retail-e-commerce-sales-growth-worldwide-2014-2021.pdf

Incorporating Task Based Language Learning Approach into a Kurdish Young EFL Learners' Classroom Through Storytelling Technique in a Basic School in Kurdistan Region

Atta Hamamrad

College of Basic Education
Halabja University

Abstract

Effective teaching of English language to EFL learners has always been an important issue. There has been continuous efforts to find and adapt teaching methods and styles which suit learners' context, needs, and interest. This paper tries to devise a lesson for Kurdish young learners of grade six in a primary school in Kurdistan Region through integrating Task Based Learning aspects with the characteristics of Storytelling Method. Efficacious language learning approaches prioritise enhancing learners' communicative performance over teaching complex grammatical structures in the early stage of learning a foreign language. Similarly, Task Based Language Learning approach aims to develop learners' communicative competence via engaging them in authentic language activities and tasks. Storytelling technique on the other hand, can create an energetic, friendly ambience in which learners are enthusiastically immersed in the lesson. They speak more confidently and are less afraid of making mistakes. The technique adapted, is new and novel in Kurdistan region's basic schools however, it falls within the scope of Communicative Teaching Approach which has recently become the popular approach for teaching English Language in basic schools of the region in the last few years.

Keywords: young learners, task based language learning, storytelling, task cycle

1. Introduction

Teaching English to Young Learners (TEYL) is a field of education which has witnessed a rapid growth around the world. English language teaching has widely been adopted in the primary levels worldwide. This trend has appeared in a time when ESL/EFL field is experiencing a remarkable shift from structural, teacher-centered approaches to communicative, task-based and learner-centered approaches. These new approaches recognize that learner engagement and affective aspect are of great significant in acquisition and learning of a foreign language. They offer an interactive, reduced-anxiety, and amusing atmosphere in which learners generally and young learners in particular, can effectively learn the target language.

2. Rationale

Task based language learning (TBLL) also known as Task Based Language Teaching (TBLT) or Task Based Instruction (TBI) concentrates on using authentic language and promoting learners' engagement and communication in the target language by providing meaningful tasks. It aims at enabling learners to acquire new linguistic knowledge as well as helping them proceduralise their existing knowledge. It has its roots in CLT approach. In TBLL, specific needs of learners and the suitable ways of learning the target language are prioritized whereas morphological, phonological and lexical elements of language like phonology, grammar, discourse and vocabulary are considered secondarily in curriculum design (Nunan 1991). According to Larsen-Freeman and Anderson (2011), TBLL aims to facilitate learning by involving learners in a variety of activities and tasks that carry a clear result. They set three stages for TBLL which are:

Teacher introduces the learners to the language that they need for accomplishing the activity or the task. The task should be purposeful and related to every day life experience so that the learners can make better sense of it.

Teacher encourages students to actively participate and engage in the task. The teacher has a monitoring role and intervenes whenever and wherever is needed. The clarity of task objective is crucial as it makes the teacher and learners be aware of when the objective of the task is achieved and can move to another task or activity.

In the last stage, the teacher addresses and identifies the problems which may arise in learners' learning. He/she also reinforces learners' learning by providing suitable feedback.

In TBLL, learners are regularly exposed to the target language through communicative and social situations which are created in the classroom. Therefore, learners are provided with sufficient comprehensible input. Learners are also given chances to participate in the communicative situations in the classroom in order to utilise target language and produce a comprehensive output.

TBLL has a close connection with young learners' characteristics. Some general characteristics of young learners and TBLL's connection to them can be highlighted as follow:

Learners' needs: young learners as language learners are always looking for meaning (Cameron 2003). They are actively engaged in formulating rules that lead them to understanding the world (Wells 1987). Meanwhile methodological characteristics of TBLL emphasize that language learning activities should directly reflect what learners actually and potentially need to do with the target language (Nunan 1991).

Focus on form: young learners are in the stage of developing first and second language and they are getting familiarized with the written form of the words (Cameron 2003). Regarding this fact, in TBLL language features are taught according to learning needs and capacity. Therefore, complex grammatical, phonological and discourse features are considered secondary and taught in later stages. Young learners in this stage do not need to explicitly be taught these elements because they are developing their skills to understand the concept of the language rule (Nunan 1991).

Communicating in the target language: young learners are less constrained and limited than adult learners to talk in the target language and if the topic of the task interests them, they will initiate communication nevertheless most of them lack self-consciences when they speak in a new language (McIlvain 2004). This aspect in TBLL has been taken into consideration and communicative tasks designed in TBLL, intend to promote communicative competence of the young learners (Ellis 2003).

Curriculum flexibility: young learners are naturally curious and like to explore new things. They tend to ask questions and experiment with the language (Tizard & Hughes 1984). This aspect has not been neglected as in TBLL young learners influence curriculum design. They can change the course of the activity or the task by going beyond the expected objective due to their natural curiosity toward new experiences. This approaches provides young learners with space, to the extent that teacher finds it appropriate and useful, to conduct the learning process. Therefore, teacher can control the instruction of the lesson in favor of a learner-centered teaching process (Willis 1996).

Correction of form: young learners have specific literacy demands and capacities. They might not be ready to grasp certain linguistic complexities and structures either in their first or the target language (McIlvain 2004). Considering this, TBLL stresses on acquiring the form which essentially fosters acquisition of formal linguistic elements but suggests that this should happen in natural interventions during accomplishing the tasks (Harley & Swain 1984).

Story-telling on the other hand, is an art, the act of narration by which language and gestures are ingeniously manipulated to generate scenes in a sequence (Champion 2003); however, this art may exceed merely telling a story and incorporate other elements like pictures, costumes, ornaments, real objects, musical instruments, school books, and so on. Young learners love stories and are always avid to listen to them. They know how a story works. They enjoy by listening to stories narrated by their parents, grandparents or elder siblings to them in bed before asleep. They are, to some extent, familiar with stories even before attending the school. Storytelling is a unique method of communication and learners express their thoughts and ideas in their own unique ways. Haven (2000 p.57) considers storytelling to be powerful, impressive and motivating and states that "Factual and conceptual information is learned faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story".

Stories also give the teacher more freedom and a better opportunity to plan and organise the lesson in a way that he/she likes. Furthermore, they suit learners' interests. Stories help young learners practice all things that they have learned in an integrated lesson environment.

Ellis and Brewster (1991) recommend teachers to integrate stories into their teaching. They also put forward some benefits of adapting stories for teaching/learning such as:

- Story is fun and motivating and generates a profound desire and interest for learners to pursue learning.
- When learners listen to a story, they share a social experience. Story instigates their shared response of sadness, anticipation, laughter and excitement.
- Story exercises learners' imagination; learners are personally engaged in the story while they are identifying with its characters and trying to analyse the narrative and illustrations.

- Stories link imagination and fantasy with learners' real life and world. They help learners make sense of and understand their everyday life.
- While learners are listening to stories, the teacher can expose them to language by introducing or revising sentence structures or new vocabulary.
- Stories introduce universal truths and moral lessons which appeal to one generation after another.

Furthermore, storytelling is an influential way for the early foreign language class because its purpose is genuinely communicative and appeals to affective side of the learners. It also gives them a chance to experience listening with a reduced anxiety (Curtain & Dahlberg 2004).

By carefully concentrating on TBLL approach and storytelling, it will be obvious that they share some similar characteristics. In Schnank (1998) s' view, elements of TBLL approach are apparent in storytelling method through two independent mechanisms which are storyteller and task environment. She poses that "the task environment provides learners with engaging, motivating activities, the teacher monitors the task environment, looking for opportunities to present tasks that will help learners to learn"(p. 105). Storytelling and TBLL help learners learn from their interactions by providing them with and exposing them to various situations, tasks and activities.

3. Teaching Context and learners' background

In Kurdistan region, English language is taught in primary schools in a drip feed situation. English language is a major subject which is taught two hours per week along with other subjects. The current curriculum for teaching English in primary schools in Kurdistan is based on CLT approach which encompasses TBLL method.

The focus of the proposed lesson is young learners of age 11 - 12 years in grade 6 in a Kurdish primary school. These young learners have been taught basics of English language like vocabulary items, writing and reading words and sentences, composing paragraph as well as certain routines and patterns from grade three. They have experienced engaging in communicative tasks and situations through 'dialogues, Look and Say, Listen and Say' activities and so on. However, they are not still competent communicators and tend to use first language in a number of situations. They are well-established at school and comfortable with school routines. They have a growing understanding of the world around them and are interested to involve in real life issues. They have a longer attention span compared to pupils in lower grades as their intellectuality is more developed so that they can engage in a task or an activity which lasts for ten or fifteen minutes without getting bored. They also have a clearer understanding, compared to younger learners, of discourse and more importantly, of why they are learning a new language (Pinter 2005).

4. Task Cycle

4.1 Aim

The aim of using storytelling for teaching young learners in this proposed lesson is to promote their oracy skills as well as focusing on some certain vocabulary items derived from the story.

Although speaking and listening are different skills but they are closely intertwined and they are fundamental elements for a successful, understandable communication. According to Cameron (2001 p.40) "Listening and speaking are both active uses of language, however they are different in the mental activity demands they make on learners with regard to finding and sharing meaning. Listening can primarily be regarded as the active use of language to access other people's meanings, whereas speaking is the active use of language to express meaning so that other people can make sense of them". On the other hand, teaching learners the vocabulary items which are frequently and commonly used, is a good means to enrich their target language repertoire. Story presents vocabulary items in a clear and vivid context and elaborations can help express meaning (Ellis & Brewster 1991).

4.2 Resources

The required materials for teaching this lesson are whiteboard, pictures which are related to the target story, worksheets, and storyteller traditional costume.

4.3 Phases of implementing storytelling process

4.3.1 Pre-task phase

According to Willis (1996 p.43) pre-task activities that present the language focus topic "should actively involve all learners, giving them relevant exposure, and [...] create interest in doing a task on this topic". Therefore, the pre-task stage, teacher should ensure that pupils (young learners) have a clear understanding of the task requirement, its goal and outcome. In addition to explaining the task, he can demonstrate the task with a good, competent pupil or show the class what previous pupils have achieved.

Skehan (1998) similarly states that since learners' attentional capacity is limited. The teacher in pre-task phase can emphasize on the general cognitive demands of the task as well as on linguistic factors.

4.3.2 During-task phase

For this stage the teacher according to Brewster, Ellis and Girard (2004) can perform the following techniques:

If possible, gathering all the pupils around in a form of a circle or semicircle so that every pupil can see and hear the teacher and illustration clearly.

Reading the story slowly and clearly so as to give the pupils time to link what they hear to the pictures they see. This also provides pupils with an opportunity to ask questions, think and make comments.

Teacher can encourage pupils to participate in the storytelling by repeating vocabulary items and key phrases and expressions.

Teacher can vary his/her tone and volume of sound to create suspense or an element of surprise by raising the voice (Skehan & Foster 1999).

Teacher can also ask questions to engage students and keep their attention.

He/She can also repeat, reformulate and expand the story elements and ideas to make sure it is comprehensible for the pupils.

4.3.3 Post-task phase

In this stage, pupils are provided with a chance to repeat the performance of the task. Teacher encourages them to reflect on how the task was performed. He can also focus on forms particularly those which were problematic during the task performance. Research has shown that there is a case for asking pupils to repeat a task (Bygate 2001) because when they repeat a task, their production improves in a number of ways such as increase of complexity, clearer expression of prepositions, and pupils become more fluent. Encouraging pupils to reflect on their performance may contribute to the development of meta-cognitive strategies of planning, monitoring and evaluating which are considered important for language learning (O'Malley & Chamot 1990). Ellis (2003) sees the primary goal of the task to be developing fluency and promoting communicative strategies while she considers focus on form as secondary goal.

5. Procedure

Estimated Lesson time: 50 mints.

Number of pupils: 25

Objectives

Promoting listening & speaking, and teaching new vocabulary.

The teacher starts the lesson by telling the young learners (pupils) that in this lesson they are going to listen to a story. Then s/he directs some brainstorming questions in the first language about the story (See appendix. A). Later, he/she shows some pictures related to the story and explains it briefly in the first language (See appendix. B). In the next step, he/she introduces the new vocabulary items which are derived from the story, writes them on the whiteboard along with their meaning in the first language. After that, the teacher reads the vocabulary items once and asks the whole class to repeat after him/her (See appendix C). S/He then asks pupils to listen to the story attentively as he begins to narrate in English language. S/He starts reading slowly and clearly so that the learners can follow and relate what they hear to what they see in the pictures. S/He can also use repetition to emphasize on a particular word or sentence during storytelling process. S/He uses gestures and asks questions in order to keep the attention of pupils and whenever s/he found that pupils have problem in understanding a particular word or sentence, s/he can use the first language for scaffolding as necessary. Another element worth focusing in this process is prediction. The teacher tells the story to the climax and then

he pauses and asks pupils to predict what will happen or what would they do if they were in that situation. Once they have verbalized their own ending for the story, the teacher continues and finishes the story (See appendix D).

In the final step of the storytelling, the teacher reads the story once more in the target language without using the first language while pupils are listening carefully. Then he extracts the moral lesson of the story, writes it on the board and explains it to the learners using first and second language.

For the post-task storytelling process, teacher can make use of the techniques stated below:

Preparing some comprehension questions for learners to answer orally (See appendix. F).

Group retelling to encourage learners to retell the story. S/He retells the story with gaps and pauses and asks learners to fill those gaps (See appendix. G)

Encouraging learners to create their own ending for the story by writing a paragraph. The teacher can assign this activity as homework so that pupils are given enough time to re-read the story at home and master the vocabulary items completely so as to use them in their writing.

Story boarding to help learners understand the plot of the story. Learners can draw pictures to show the plot of the story sequentially. The pictures can be accompanied by dialog bubbles or text.

The last useful sort of activity is project. Teacher can divide the learners into small groups and encourages them to work together and do a performance of the story or create a wall display for the story. This activity can be accomplished later, due to time constrain, as homework. Also Total Physical Response (TPR) technique can be used to keep pupils lively and focused. (See appendix. E).

6. Possible Problems

There are several anticipated problems which may occur while conducting storytelling lesson. The first problem is the large number of learners in the class. In primary schools in Kurdistan region, each classroom approximately accommodates 25 learners. When teacher tells a story, some of the learners may not be able to see and hear him clearly. To solve this, the teacher can arrange the desks in a circle or semicircle form so that all learners can vividly see and listen to him. Another problem would be noise and fear of losing control of the class (Appel 1995) which this may impede or disturb the teaching process. This is a common problem in large classes. Learners speak to each other during narrating the story, or during performing group tasks. To overcome this issue, teacher can walk around and monitor to keep order and make sure that learners are busy doing their task. The third problem might be that some learners (weak learners) may not understand the story or task instructions clearly. To cope with this, teacher can use first language to explain the instructions and consecutively repeat the instructions in the target language. He can also form groups which include weak and more competent learners together so that competent learners can cooperate and help weak learners in doing the task.

Learners' individual differences and diversity is another problem which may arise during storytelling lesson. Learners have different characteristics and abilities. They furthermore, differ in comprehending, thinking, or processing information (Jensen 1998). Some learn quickly whereas some are slow learners. Some are auditory, some others are visual or kinaesthetic. For this, teacher can provide variety of activities and aids like tape, personal narrating, pictures or videos as well as extra activities which are a little more challenging. Those learners who finish the task quicker in a correct way, are given these extra activities to accomplish.

Linguistic and pronunciation problems are another aspect that may appear during doing communicative tasks or answering questions. Teacher can let the learner continue speaking as long as he/she can convey his/her message without being interrupted. Teacher can also correct and provide scaffolding whenever the learner is stuck and meanwhile, he should avoid interrupting and correcting the learner for every error or mistake as this may lead him/her to losing or forgetting the point or being disappointed and frustrated.

Young learners are active and lively people and if they are clung to one sort of activity for a long time they may lose focus, get bored and play around or make noise. To keep them focused and attentive, teacher can adopt some total physical response (TPR) techniques.

Use of the first language in the classroom is another issue. Teachers vary in the amount of the first language they use however, it should not be over relied on (Turnbull 2001). It is most commonly used to manage classroom behaviour and activity as well as maintaining order and formality in the class. In this regard, the teacher should use the target language

equivalent of the instruction or command and repeat it (uses target language first then uses its equivalent in the first language or vice versa) so that learners will understand clearly and can simultaneously learn new vocabulary items. Moreover, sometimes learners during the lesson or performing the tasks are unable to utter the suitable word or sentence to express their meaning as a result, they resort to the first language. In this case the teacher can scaffold them by telling him/her the appropriate word or expression in the target language and asking them to repeat loudly. Thus, the learner and the entire class can hear and learn the word and expression as well as its meaning and pronunciation.

Shortage of time is another serious predicted problem. The teacher should carefully consider learners' language level and the level of difficulty of the tasks in order to manage his/her class time. He should evaluate the task and anticipate the required time for each task before starting the lesson.

Conclusion

Speaking and listening are two skills which are highly interrelated. Listening is the receptive activity which leads to speaking. When teacher speaks and explains, pupils listen and when a pupil speaks, others listen. This is in accordance with the TBLL's principles which importantly focus on boosting communication and interaction among learners. Storytelling can also enhance both skills in the classroom as it attracts the attention and the interest of pupils and involves them in communicative, interactive tasks and activities.

TBLL approach suits young learners. According to second language learning acquisition theory (Krashen 1981; Long 1991; Ellis 2003) the ultimate goal of teaching a foreign language to young learners is to enhance their communicative competence and avoid teaching complex grammatical structures in the early stages of learning or acquiring a foreign language. Likewise, TBLL's primary aim is to develop communicative competence of learners through engaging them in authentic language tasks and materials.

Storytelling can create a friendly, lively atmosphere in which pupils are actively engaged in the lesson and they feel more confident. They try to participate and use the target language. They are less afraid of making mistakes.

When choosing a story, it is necessary that teachers regard pupils' language level and their interests. The story should be motivating and interesting for pupils in order for the story and the related tasks to promote pupils language skills, creativity and bring their inner imaginative capabilities to the forefront.

However storytelling is not a common method for teaching English language in Kurdistan primary schools but I think it is a very useful method to make use of as it is in line with our community traditions (narrating stories and anecdotes that carry moral lessons to amuse children and teach them different values and manners). Also translating our stories into English and teaching them in the classroom is an influential way to re-introduce our culture and traditions to our Kurdish pupils.

References

- [1] Appel, J. (1995). *Diary of a Language Teacher*. Oxford: Heinemann.
- [2] Brewster, J., Ellis, G., & Girard, D. (2004). *The primary English teacher's guide*. London: Penguin.
- [3] Bygate, M. (2001). *Effects of task repetition and control of oral language*. In M. Bygate, P. Skehan & M. Swain Eds. Pp.23-38
- [4] Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge university press.
- [5] Cameron, L. (2003) Challenges for ELT from the expansion in Teaching Children. *ELT Journal*, 57(2), 105-112
- [6] Champion, T. B., Katz, L., Muldrow, R., & Dail, R. (1999). Storytelling and story making in an urban preschool classroom: Building bridges from home to school culture. *Topics in Language Disorders*, 19(3), 52-67.
- [7] Curtain, H. & Dahlberg, C.A. (2004). *Languages and children: making the match*. Boston: Pearson
- [8] Ellis, G. & Brewster, J. (1991). *Handbook for primary teachers*. Penguin Books
- [9] Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Clarendon press.
- [10] Harley, B. & Swain, M. (1984). *The Interlanguage of immersion students and its implications for Second Language Teaching*. Edinburgh: Edinburgh university press.
- [11] Haven, K. F. (2000). *Super simple storytelling: a can-do guide for every*
- [12] *classroom, every day*. Englewood, Colo.: Teacher Ideas Press.
- [13] Jensen, E. (1998). *Introduction to Brain-Compatible Learning*. San Diego, CA: The Brain Store, Inc
- [14] Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.

- [15] Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd Ed.). New York, NY: Oxford University Press.
- [16] McIlvain, A. (2004). Teaching English to very young learners. *Selected Papers from the Amazing Young Minds*. Cambridge: Cambridge university press.
- [17] Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL QUARTERLY*, 25(2):279-295
- [18] O'Malley, J. M., & Chamot A. U., (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press
- [19] Pinter, A. (2005). Task reception with 10-year old children. *Teachers' Exploring Tasks in English Language Teaching*. Eds. Willis, J. & Edwards, C. Basingstoke: Palgrave MacMillan.
- [20] Schnank, R., C. (1998). *Inside Multi-Media Cased Based Instruction*, (Ed.). NJ, Mahwah: Lawrence Erlbaum Associates, Inc.
- [21] Skehan, p. (1988). *A Cognitive Approach to Language Learning*. Oxford: Oxford university press.
- [22] Skehan, P. & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning*, 49 (1), 93-120
- [23] Tizard, B. & Hughes, M. (1984). *Young Children Learning*. Cambridge, Mass: Harvard university press
- [24] Turnbull, M. (2001). There is a role for the L1 in second and foreign language teaching, but? *The Canadian Modern Language Review*, 57(4), pp. 531-535.
- [25] Wells, G. (1987). *The Meaning Makers: Children Learning Language and Using Language to Learn*. London: Hodder and Stoughton educational.
- [26] Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman

Appendices

The story in Kurdish Language:

شوانه درۆز نهکه

رۆژێک له رۆژان شوانیکی لاو ههبوو که مهر مکانی برد بۆ له مهراندن له دامینی چیا بهک که دارستانیکی تاریکی لێوه نزیک بوو. ئهو به درێژی رۆژ به تعینا بوو، له بهر ئهو بهیری له پلانیکی کردموه که هم هاورێ بۆ خۆی پهیدا بکات و هم کاتیکی خوشیش بهسه بهر نیت. ئهو به پهله بۆ خوارموه بهرمو ناوایی رای کرد و هاواری کرد: "گورگ، گورگ" و خهڵکی لادیکه هاتن به دهنگیهوه و ههنیکیشیان بۆ ماوهیک لهگهڵیدا مانهوه. ئهمه کورمهکی زۆر خوشحال کرد و پاش چهن رۆژ ههمان قهیلی دووباره کردوه و دووباره خهڵکی لادئ بۆ یارمهتی به هانایهوه هاتن. بهلام پاش کهمیک له دوای ئهمه، گورگیکی له دارستانهکه هاته دهرموه و هیرشی کرده سه مهر مکان. ئهم چاره کورمهکه به دهنگی بهرز هاواری کرد: "گورگ، گورگ" بهلام خهڵکی لادیکه، که پهنتر دوو جار له لایهن ئهم لاومه خهڵمهننر ابون، ئهم چاره به دهنگیهوه نه هاتن چونکه وایان دهرانی که لاومهکه ئهم چارهش گالتهیان پهن دکات. له نهجامدا گورگهکه زیانیکی زۆری به رانه مهرمهکه گهیاوند و مهریکی باشیشی لهگهڵ خۆی برد بۆ خواردن.

کاتیکی کورمهکه (لاومهکه) گلهیی کرد که بۆ چی خهڵک به هانایهوه نهچوون، پیاویکی ژیر و زانی لادیکه پهنی ووت: "کهمیک که زۆر درۆی کرد، نهگهر راستیش بئنی نیت خهڵک متمانهی پهن ناکات"

English version of the story:

The Boy Who Cried "Wolf"

Once upon a time, there was a young Shepherd Boy who took his sheep at the foot of a mountain near a dark forest. He was lonely for all day, so he thought of a plan by which he could get a little company and some excitement. He rushed down towards the village calling out "Wolf, Wolf," and the villagers came out to meet him, and some of them stopped with him for awhile. This pleased the boy so much that a few days afterwards he tried the same trick, and again the villagers came to his help. But shortly after this a Wolf actually came out from the forest, and attacked the sheep, and the boy of course cried out "Wolf, Wolf," still louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody came to his help. So the Wolf made a good meal off the boy's sheep, and when the boy complained, the wise man of the village said: "A liar will not be believed, even when he speaks the truth".

Pre-task

A) Asking questions: (5 mints)

Teacher directs these questions to pupils in target language and then repeats them in first language and encourages pupils to respond in the target language. Whenever they stuck, he can help them with the necessary word or expression.

Do you know what a story is?

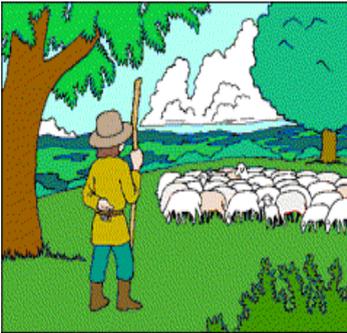
Has anyone ever told you a story?

Who used to usually tell you story?

Do you remember the name of your favourite story?

B) Using related Pictures: (8 mints.)

He shows the pupils some pictures drawn sequentially according to different stages of the story and then starts briefly telling the story in L1 by using pictures.



(1)



(2)



(3)



(4)



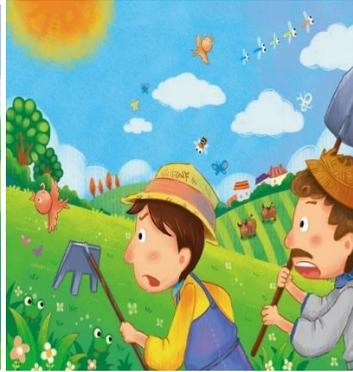
(5)



(6)



(7)



(8)



(9)



(10)

(Photos retrieved from www.google.com/images)

C) Teacher introduces the new vocabulary items of the story, writes them on board along with their meaning in Kurdish language. (5 mints.)

rush down: به پهله هاتنه خوار مه

call out: هاوار کردن ، قیراندن

fool: گالته پینکردن ، پی رابواردن

Deceive: خهڵمێاندن، فریودان

attack: ههێرش کردنه سهر ، پهلامار دان

cry out: هاوار کردن ، قیراندن

complain: گلهیی کردن

believe: باوهر کردن ، متمانه پینکردن

S/He asks the pupils to repeat each word after him chorally. Then pupils are later given time to write down the words and their meaning.

During storytelling:

D) The teacher wears storyteller traditional costume and commences the Story. (20 mints.)

“The Boy Who Cried ‘Wolf’”

Once upon a time, there was a young Shepherd Boy (**How old was he? 10 years?15 years?? More? less? Hmm,, yes, he was as young as you**) who took his sheep at the foot of a mountain near a dark forest. He was lonely and bored the whole day.(**using gestures and showing sadness and boredom using his facial expression**), so he thought of a plan by which he could get a little company and some excitement (**he pauses and asks pupils, hmm, what do thinks he will do? what do you think his plan is? Along with repetition in first language**). He rushed down (**using gestures and acting as if he is rushing down a hill or mountain**) towards the village calling out “Wolf, Wolf,” (here **he raises his voice**

and loudly says WOLF, WOLF) and the villagers came out to meet him, and some of them stopped with him for awhile. This pleased the boy so much that a few days later, he tried the same trick (**he asks pupils: Do you think he succeeded again? Also repeats the question in L1. After hearing their answer he goes on**), and again the villagers came to his help. A few days later, when the young shepherd was looking after the sheep near the forest, a Wolf actually came out from the forest and attacked the sheep, and the boy of course cried out "Wolf, Wolf," (**changing the tone and the voice and crying out loud WOLF,WOLF**) still louder than before(**He asks: Do you think people came to help him again? why? uses L1 as well, but encourages pupils to answer in the target language and tells them not to be afraid of making mistakes or saying the wrong word... Then he continues**). But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them and nobody came to his help. So the Wolf made a good meal off the boy's sheep, and when the boy complained, the wise man (**Who do you think a wise man is? using first language. Then he explains that he is a knowledgeable person in the village and villagers go and ask for his advice and help (in L1 then in L2)**) of the village said: "A liar will not be believed, even when he speaks the truth" (**he writes this sentence on the board, reading it aloud, translating it in the L1, and asks the whole class to repeat the sentence**).

Also the teacher requires the pupils to keep silence and attentively listen to him. Then he reads the story for the second time slowly and clearly without any use of the first language or gestures or questions and so on. (5 mints.)

Post task:

E) Total Physical Response: (2 mints.)

To remove their boredom and keep them lively and prepare them for the next phase. Here teacher can use variety of subjects and activities. I will use some personal hygiene actions and pupils mime.

- Wash our hands
- Comb our hair
- Brush our teeth
- Clip our hands' nails
- Wash our face

F) Comprehension questions: (5 mints.)

Teacher can prepare and ask some comprehension questions regarding the story to be aware of the level of understanding of pupils of the lesson. Students are divided into groups and are required to work and complete them together. Later teacher directs these questions to the whole class and groups can answer them (Teacher can help and scaffold wherever necessary).

Answer these questions based on your understanding of the story.

Why the young shepherd boy decided to lie?

How many times did the young shepherd deceive the villagers?

Why villagers did not come to help him in the last time?

G) Completing and retelling the story

This is an individual task. Pupils are required to accomplish this task on their own as homework.

Fill in the blanks using the given words based on your knowledge from the story. (rushed down, truth, young shepherd boy, came out, liar, called out, attacked)

Once upon a time, there was atook his sheep to the foot of a mountain near a dark forest. He..... towards the village andwolf, wolf. Shortly after a wolf and The sheep. The wiseman of the village told the boy that 'a Will not be believed even when he speaks the.....

Economic Growth Through Competitive Advantage and Specialization: the Example of Winemaking in Moldova

Prof. Dr. Tatiana PIȘCHINA

ASEM

Romeo Fortuna, PhD candidate

Abstract

This article addresses growth through economic specialization based on competitive advantage. Winemaking is one of the key branches of Moldova's economy, which stands for about 20 percent of Moldova's GDP. It has high potential in terms of contribution to qualitative economic growth. About 90 percent of Moldovan wine is intended for export to countries like Great Britain, Germany, Czech Republic, Poland, Greece, Scandinavia, US, Japan and China, and only 10 percent for local consumption. Winemaking is one of Moldova's specialties, which enjoys long-lived traditions and vivid history of Moldova's wineries, including Milesti Mici registered in 2005 as world's biggest winery by Guinness World Records. The concept of this study suggests that economic growth must be induced through competitive areas of specialization, which are present in any economy. Substantial investments are required to develop those areas. Structurally, winemaking branch in Moldova is comprised of small and medium enterprises flexible and open to innovation, which is a strong prerequisite to develop those areas into drivers of economic growth eventually resulting into new jobs, higher export, higher GDP, better living conditions. Winemaking alone cannot be the answer to Moldova's economic problem. Yet, this study highlights the importance of focusing on competitive advantage and specialized growth to create qualitative internally-driven economic growth, particularly important for nations struggling within current socio-economic affairs.

Keywords: Economic Growth, Competitive, Advantage, Specialization, Winemaking, Moldova

Introduction

Competitive Advantage and Specialization

The character and implications of globalization to the modern world, as well as its controversy (Birdsall, 2006; Stiglitz, 2012; Lenzner, 2011) require a fresh approach of economic growth particularly when it comes to developing nations. Such economies are in constant balancing act between national interests supported by the national authorities, on the one hand, and the international perspective carried by such organizations as World Trade Organization, International Monetary Fund, World Bank and others. Balancing of economic interests concerns such areas as structural priorities between various branches of the economy, as well as economic specialization. Specialization policy, in its turn, defines the effectiveness of production allocation between industries and various branches of the economy and other financial activities, therefore, affects economic growth and optimization of development potential in context of opportunities and pressures posed by globalization (Pischina, 2007, p.81). Wise specialization decisions should be balanced through the principles of comparative advantage, the principles which theoretically define basic dimensions and logic of specialization (Porter, 1985). As the result, specialization can contribute to the effectiveness and increases in productivity, to the optimization of balance of payments, and finally to the competitiveness of national economy. Slow pace of economic growth is often explained by insufficient participation in international trade. The theory of comparative advantage states that national consumption can be boosted not only by means of expanding or strengthening the internal factors, but also through participation in international trade and specialization within international division of labor, which expands the boundaries of national production capacities. Thus, the policy of concentration on the industries and products that form competitive advantage of a nation positively contributes to the structure of the demand, the structure of external trade and production factors of the trading partners, and finally, to the rate of economic growth.

Economic effectiveness with which individual nations are able to produce various goods is changing overtime. Movements in allocation of resources and technologies lead to the movements in specialization, and therefore, to changes in relative

effectiveness of production of individual economies. For instance, innovation in research development and production of synthetic fibre and artificial rubber radically altered the structure of production resources whereby increasing relative manufacturing effectiveness of those products and goods produced on their basis.

It is generally accepted that the more a factor is specialized (concentrated) in export production, the more it benefits from foreign trade. Conversely, the higher the share of the factor in the products competing with imports, the more it loses in trade. It is also believed that owners of neutral factors (approximately equally represented in both export and import substitution industries) generally benefit from foreign trade, as the country's aggregate gain from foreign trade is accompanied by an expansion in demand for these factors, especially if they can move between the sectors of the economy.

Modern economists largely modify the classical theory. The theory of factors forms the basis for quantitative models and schematics of comparative costs, carried out in the works of Clement and Springerborg (2001), Clement and Skocpol (1979), as well as P. Elsworth, C. Kindleberger, J. Mide, R. Harrod and others. According to their theories, international trade is based on rational mutually beneficial principles profitable for all participating actors. Perhaps true for the developed economies, the same is not necessarily applicable to their developing counterparts. Developing and developed nations are usually characterized by major differences in the living standards, as well as effectiveness in production and labour. Conditional upon those differences, the benefits of foreign trade for the developed economies increases, whilst profitability gains on import of the developing ones are usually limited, coupled with the fact that foreign debt for those trading partners usually increases.

Thus, developing economies should be specifically careful to observe and exploit their own national specific advantages. This means that the goals and gains from specialization directly relate to the abilities and limitations defined by the national peculiarities, the level of its economic development, as well as its socio-economic policies. In addition, regional component helps to identify both strengths and weaknesses of the national economy, and to define economic branches that may have competitive advantages.

A relatively small number of market economy laws operate in specific or somewhat peculiar economic circumstances unusual for the economic behavior in which they normally apply, especially in conditions of uncertainty of individual economies in transition, showing new, previously unknown properties. Thus, the approach to growth creation and structural transformations for the developing nations must be designed carefully, and somewhat differently, in order to avoid creating economic structures harmful and often incompatible with the peculiarities of a given society and economy. Similar aspects were described in-depth in several papers by the author (Pischina, 2001, 2007, 2007a).

For the developing nations, it is important to take into account the principles of an integrated, systemic approach. According to this principle, we propose to consider all processes, including specialization processes. Objectively, the economy of each country is part of a single global economy, which in its essence is a large closed planetary economy. The processes occurring in any part of this whole are interrelated, interdependent and affect each other and socio-economic interests of one another.

Economic strategy for developing countries must involve the definition of their niche in context of globalization that is based on reasonable considerations taking into account specialization and being able to exploit its advantages for obtaining certain benefits. Developing countries should learn how to effectively develop in conditions of international competitiveness, while preserving their uniqueness primarily in specialization of industrial and economic branches (Pischina, 2007, 2007a).

Specialization: The Example of Winemaking in Moldova

Winemaking is one of Moldova's specialties, which enjoys long-lived traditions and vivid history of Moldova's wineries, including Milesti Mici registered in 2005 as world's biggest winery by Guinness World Records. The concept of this study suggests that economic growth must be induced through competitive areas of specialization, which are present in any economy. The most important branches of the specialization of the Republic of Moldova are viticulture and winemaking. This set of industries forms 20 percent of the gross domestic product (GDP) of the country. The Republic of Moldova is one of the 70 nations with sophisticated wine-growing and winemaking complex, and the only country in the world that exports over 90 percent of the wines produced. Viticulture and winemaking have been the main activity of Moldovan population for many decades. According to the International Organization of Vine and Wine (OIV), the Republic of Moldova ranks 20th among the world's leading wine producers and as the 13th global wine exporter.

Table 1: Wine Production in the Main Producing Countries (excl. juice and musts), 2017

<i>Unit: mhl</i>	2013	2014	2015	2016 Provisional	2017 Forecast	2017/2016 Variation in volume	2017/2016 Variation in %	Ranking
Italy	54.0	44.2	50.0	50.9	39.3	-11.6	-23%	1
France	42.1	46.5	47.0	45.2	36.7	-8.5	-19%	2
Spain	45.3	39.5	37.7	39.3	33.5	-5.8	-15%	3
United States (2)	24.4	23.1	21.7	23.6	23.3	-0.3	-1%	4
Australia	12.3	11.9	11.9	13.1	13.9	0.8	6%	5
Argentina	15.0	15.2	13.4	9.4	11.8	2.4	25%	6
China*	11.8	11.6	11.5	11.4	11.4	0.0	0%	7
South Africa	11.0	11.5	11.2	10.5	10.8	0.3	2%	8
Chile	12.8	9.9	12.9	10.1	9.5	-0.7	-6%	9
Germany	8.4	9.2	8.9	9.0	8.1	-0.9	-10%	10
Portugal	6.2	6.2	7.0	6.0	6.6	0.6	10%	11
Russia*	5.3	4.9	5.6	5.6	5.6	0.0	0%	12
Romania	5.1	3.7	3.6	3.3	5.3	2.1	64%	13
Brazil	2.7	2.6	2.7	1.3	3.4	2.1	169%	14
Hungary	2.6	2.4	2.8	2.8	2.9	0.1	3%	15
New Zealand	2.5	3.2	2.3	3.1	2.9	-0.3	-9%	16
Greece	3.3	2.8	2.5	2.6	2.5	-0.1	-5%	17
Serbia*	2.3	2.3	2.3	2.3	2.3	0.0	0%	18
Austria	2.4	2.0	2.3	2.0	2.4	0.4	23%	19
Moldova	2.6	1.6	1.6	1.5	1.8	0.3	20%	20
Bulgaria	1.7	0.7	1.3	1.2	1.2	0.0	-2%	21
Georgia*	1.0	1.1	1.3	1.1	1.1	0.0	0%	22
OIV World Total(3)	290.1	269.5	274.7	268.8	246.7	-22.1	-8%	

(1): Countries for which information has been provided with a wine production of more than 1 mhl

(2): OIV estimate based on UDSA info

(3): OIV estimate: mid-range estimate. Range for evaluation of 2017 world production: from 243.3 mhl to 250.1 mhl

Source: OIV

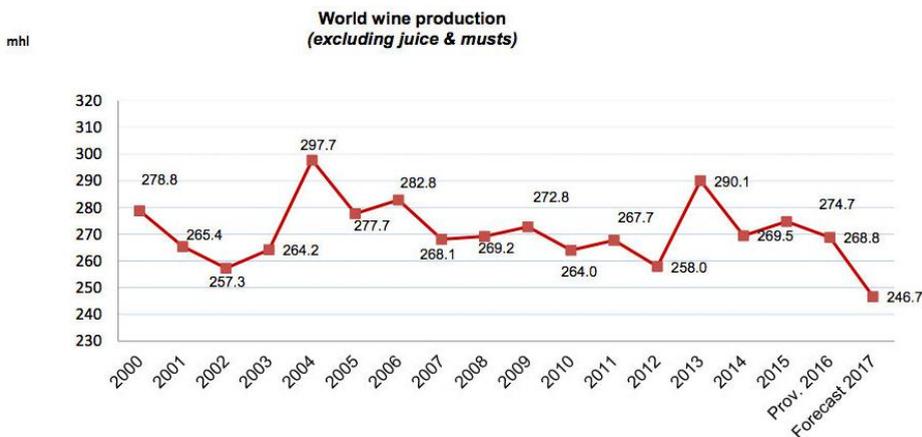
In 2017, Moldovan wines were exported to 42 countries for almost \$104 million, exceeding \$93 million in 2015. Most wines from the Republic of Moldova were sold in Belarus (20 percent), as well as in China (9.5 percent), Romania (7.5 percent), followed by Russia, Ukraine Czech Republic. Moldovan wines won about 300 medals at international competitions, 60 percent out of which were gold.

From the 1960s to approximately 1980s Moldova's plantations of vineyards and assortment of manufactured products expanded. At that time, Moldova was the main supplier of wines to USSR, when every second bottle of wine, and every third bottle of sparkling wine in the Soviet Union was produced in either in Moldova or using Moldovan wineries. In the heyday of winemaking industry, the territory covered with vineyards in Moldova was more than 220 thousand hectares, where roughly 1.1 million tons of grapes were harvested, and more than 42 million hectoliters of wine were produced (*Wine-making and Viticulture, 2017*).

In the mid-1980s, Moldova's winemaking industry experienced a rough period under the so-called 'dry law' as part of the national fight against the addiction to alcohol. Dozens of hectares of grapevine, as well as valuable wine, were destroyed in that period. Production areas were reduced more than 3 times, and priceless stocks of wine, crops and winemaking technologies were destroyed. Handling of the matter by the authorities resulted more or less into a national tragedy, encompassing cultural, but most importantly economic damage from conglomerates to single households whose income was in producing and selling wine (*Wine-making and Viticulture, 2017*).

Today the total area of vineyards in Moldova is 147 thousand hectares, including 113 thousand hectares of commodity plantations. Over 95 percent are privately owned. Currently, Moldovan winemakers produce over a hundred of various types of grapes, covering the European varieties to about 70 percent, Caucasian varieties to about 14 percent, as well as local varieties of about 16 percent. In 2017, Moldova produced 8 million hectoliters of wine, which is 20 percent increase over 2016, that is while the global wine production trend is negative, as seen in the Table 2 below.

Table 2: Trends in Global Wine Production



Source: OIV

International Vine and Wine Organization (OIV) notes that global wine production decreased by 8.2 percent in 2017, reaching 246.7 million hectoliters, the lowest level since 1961. The global decline in wine production is caused by various factors, including unfavorable weather conditions in three major wine producers in Europe: Italy, France and Spain. According to the estimates of OIV, Italy's production decreased by 23 percent to 39.3 million hectoliters, France's production decreased by 19 percent to 36.7 million hectoliters, and in Spain - by 15 percent to 33.5 million hectoliters. The statistics, however, exclude China, which is the 7th global winemaker.

In 2002, Moldovan government adopted the Program for the Restoration and Development of Viticulture and Winemaking for 2002 - 2020 (Government Decision No. 1313 of 07.10.2002), with the aim to strengthen and integrate viticulture and winemaking. The initiative helped to start revitalizing the industry and the branch of winemaking. Many winemaking enterprises emerged, investing not only in modern technologies and equipment, but also in planting vineyards, helping to form an agro-industrial winery complex – cluster. The rebirth of winemaking started to positively affect the economy as a whole. In this way, small and medium-sized enterprises emerged as the driving force behind the development of the winemaking cluster, as well as the entire economy of the Republic of Moldova. Those often family-owned companies support and develop the traditions of viticulture and winemaking, and also are among the main generators of job-creating and subsequently economic growth.

Small enterprises have certain advantages in comparison with the large ones. For example, they are less inert compared to large enterprises, more adaptive to innovative technologies. In a market characterized by intense competition, small and medium-sized enterprises are quickly adaptable and able to respond in a more flexible way to structural, market and economic changes. However, small and medium-sized enterprises have their vulnerabilities. They are at risk of financial strain, shortage of production capacities, and relatively small research base. Yet, not only in Moldova, but globally, small businesses are at the forefront of the wine industry, combining innovations with tradition. For example, in France, small to medium sector accounts for half of annual wine production, 54 percent of vineyards and 77 percent of permanent workers. That is to say, in Europe, 210 thousand small wineries united in national associations, which formed the European Confederation of Independent Wine-Growers (CEVI). In Australia and New Zealand, 80 percent of all wine producers are small. Among them there are many enterprises producing organic wines. Their role is not only in promoting wine, wine tourism and other activities associated with winemaking, but also in creating jobs. Thus, the role of such enterprises in the total economy, especially a developing economy like Moldova, cannot be overestimated. Nevertheless, the amount of small wine producers in Moldova is still relatively small.

Challenges of Moldova's Wine-making Cluster

The EU regulatory framework assumes a definition of small wine producers with the criterion being the volume of production (on average 1000 hectoliters per year). In most winemaking economies special legal norms have been established to support small wine producers. General rules have been adopted to ensure fair competition in the industry. Taxation and

the licensing costs are reduced, registration is simplified, and subventions and special funds for promotion are established. Similarly, in the United States, taxation for the small enterprises that produce less than 250 thousand gallons (950 thousand liters) is normally reduced. In Slovenia, an enterprise that has no more than 1 hectare of vineyards and produces less than 80 hectoliters of wine per year is considered small. The amount of sanctions for various violations depends on the manufacturer's category, and promotion subventions for small and medium-sized wineries reach 52 thousand euros per year for three consecutive years (MSWPA, 2010).

Unfortunately, Moldova's legislation does not assume a separate regulation supporting small enterprises and does not contain differences for small wineries. In general, the legal framework presents many obstacles. On the one hand, for over five years, the state allocated partial compensations for the planting of vineyards (including involving small enterprises in the process), but on the other hand it did not provide their owners with formal opportunity to produce and sell wines made from the crops grown on these plantations. Nevertheless, small wineries are carriers of tradition and quality. They form a real potential, which should be both supported and exploited.

In particular, small wineries find it difficult financially to fulfill the conditions for obtaining a license. The cost of the license for all wineries in Moldova is the same, standing for 20 thousand lei per year (the amount is one of the largest in the world), which contradicts the principles of fair competition. The conditions include owning own warehouse with an area of at least 500 square meters with fully digitalized accounting system (often the area of the whole enterprise is smaller) and own production capacities, including equipment for processing wines with cold, heat, filters, bottling line, laboratory with licensed personnel, trade-marks, labels approved for the respective product range. In general, most mandatory requirements are irrelevant in conditions of market economy. In many European economies, such as France, Spain, Italy, Austria, smaller winemakers in particular do not need a license for wine production. In Australia and New Zealand the license is only needed for export. Instead, other regulation models are used for registration in the wine-growing and winemaking industry, for instance, through the obligation to register plantations in the Vineyard Cadaster and wine production in the Register of Wine Producers.

Small producers are exposed to greater risks, not only financial, but also in terms of exposures, such as to climate conditions. In order to support smaller enterprises so important for economic growth, the state must share the risk and minimize exposure.

Moldovan winemaking is very attractive for potential foreign investors. A significant number of projects are being implemented in this particular industry branch. Every year the total number of wineries in the Republic grows, increasing from 120 in 2002 to 165. New plants are created not only with the help of companies and their external trading partners, but also attracting loans from both Moldovan and foreign banks and funds. Investors from France, Germany, Russia, the Netherlands, Belgium and the US recognize the potential of the wine industry of the Republic of Moldova and establish joint ventures with local companies.

Presently, Moldova's winemaking industry is focused on the efforts of the dedicated specialists, the enterprises and the state as a whole on the new vineyards, on control of the quality of raw materials, training of the specialists in line with modern production technologies, while acquisition and application of modern equipment takes place.

Moldova, which is part of the WTO, has all relevant laws regulating the activities of the industry. The wine is produced in conjunction with the European classification: high quality with a name reflecting duly controlled place of origin (VDO) and (VDOC). Moldova's wines are known in the CIS countries, as well as in the Baltic States, England, Ireland, Germany, Holland, Israel and other countries. As already mentioned, about 90 percent of wine production is intended for export, and only 10 percent is sold on the domestic market. The volume of exports in recent years is estimated at 1.3 to 2 billion lei (90-150 million US dollars). However, the Republic of Moldova has not yet managed to reach its pre-economic crisis sales volumes.

Objectively, the potential of the Republic of Moldova to develop viticulture and winemaking and to improve the quality of the wine to the level of highest global standards is quite large. In case of winemaking industry unique in its organizational structure, investments are needed in innovation of technology supporting wineries, crops, tools, in other words, the entire value chain to achieve highest quality of the end product at relevant profitability. Structurally, winemaking branch in Moldova is comprised of small and medium enterprises, which are flexible and open to innovation, which is a strong prerequisite to develop those areas into drivers of economic growth eventually resulting into new jobs, higher export, higher GDP, better living conditions. The activities associated with attracting the investments, the emergence of new plants and modernization of the old ones, with an emphasis on increasing the share of production of high-quality wines, will not only increase export volumes, but can also help conquer new markets and occupy new price positions. In addition, wine tourism, including winery

tours and promotion of Moldovan wine in conjunction with other events will help to raise the image of Moldova as a country in general.

Conclusion

Specialization is a powerful tool for solving social, economic, environmental and energy security problems, as well as demographic changes, and limitations through natural resources. For the Republic of Moldova, it is an opportunity to strengthen the economy, which will allow Moldovan companies to compete internationally. Conversely, Moldova may continue its journey as a weak economy, and exporter of cheap highly qualified labor that the country itself is unable to take advantage of. Therefore, it is absolutely crucial to create common focus on exploitation of competitive advantages and specialization of the economy, at the same time supporting small and medium size enterprises to carry out activities building up to long-term economic growth.

In order to develop socio-economic potential of the nation, it is necessary to identify and use supporting mechanisms to reorient the production structure to specialization areas and to the international markets. This study highlights the importance of focusing on competitive advantage and specialized growth to create qualitative internally-driven economic growth, particularly important for nations struggling within current socio-economic affairs. As for specialization, winemaking is one important area the Republic of Moldova is known for. It is necessary for Moldova to focus specifically on realizing its competitive advantages, developing and strengthening traditional branches of specialization, in particular, viticulture and winemaking, to which its international partners can certainly contribute through investments and various partnerships. Implementation must be supported by the state, as only common effort will allow the tradition of winemaking to turn into profitable business.

The European Union, as one of Moldova's crucial trading partners, should more actively support initiatives aimed at the existing and the new businesses due to the benefit for the citizens of the Republic of Moldova and to the European community as a whole that those businesses will create. Winemaking alone cannot be the answer to Moldova's economic problem. Specialization and support for small and medium businesses operating across economic branches step by step would help reverse current negative trends of economic stagnation and brain drain. Investment and support must be provided in synergy between public and private sectors. Technology, human capital and financial and other highly profitable sectors remain crucial to address. Thus, the example of Moldova has broader relevance and is interesting for other developing economies, as well as for the representatives of international governmental and private sector organizations.

References:

- [1] Birdsall, N. (2006). Rising inequality in the new global economy, *International Journal of Development Issues*, Vol. 5 Iss: 1, pp.1 – 9.
- [2] Clement M., R. Springborg R., *Globalization and the Politics of Development in the Middle East*, Cambridge University Press, 2001.
- [3] Clement M., Skocpol T, *States and social revolutions : a comparative analysis of France, Russia, and China*, New York : Cambridge University Press, 1979.
- [4] Lenzner, R. (2011). In *Forbes*. (Retrieved November 2016):
- [5] <http://www.forbes.com/sites/robertlenzner/2011/11/20/the-top-0-1-of-the-nation-earn-half-of-all-capital-gains/>Porter, Michael, E. (1985), *Competitive Advantage: Creating and sustaining superior performance*, NY: Free Press, 1985 (Republished with a new introduction, 1998).
- [6] Pișchina, T.V. (2001), *Macroeconomics – Main Aspects of Transitional and Market Economy*, Chisinau, Eurika Publishing, 2001.
- [7] Pișchina, T. V. (2007), *Structural Economic Priorities in Time of Globalization: Methodologies, Principles, Experience* (Teza de Dr. Habilitat în Economie cu titlu de manuscript C.Z.U.: 339.9(043.2)), Chisinau, 2007, 260 p.
- [8] Pișchina, T. (2007a). *Problems And Mechanisms For Improving The Structure Of Foreign Trade In Context Of Strengthening Global Integration Processes*. Chișinău, ASEM, Vol.1.pp.266-271.ISBN 978-9975-75-117-9.
- [9] Stiglitz, J. E. (2012). *The Price of Inequality*, W. W. Norton & Company, 448 pp. ISBN 978-0-393-08869-4.
- [10] MSWPA, *Moldovan Small Wine Producers Association* (2010), <https://www.winemoldova.com/presses/view/2> accessed in January 2017.
- [11] *Wine-making and Viticulture*, 2017, online article www.vinmoldova.md/index.php?mod=content&id=34 accessed in January 2017.

Die Wichtigkeit der Redewendungen im Deutschunterricht: Redewendungen und idiomatische Redewendungen

Dr. Valentina Ilieva

“St. Kliment Ohridski” University-Bitola Republic of Macedonia

Abstract

Im Fremdsprachenunterricht sollen Lernende zur erfolgreichen interkulturellen Kommunikation (Art. 16 und 23) befähigt werden. Auch wenn der Unterricht in seiner Gesamtheit auf dieses Lernziel hin ausgerichtet ist, gibt es Übungen und Aufgaben, die für die Förderung des interkulturellen Lernens besonders geeignet sind. Dieser Beitrag beschäftigt sich mit der interkulturellen Kommunikation und soziolinguistischen Kompetenz der Deutschlernenden und untersucht die Redewendungen in den Lehrwerken für DaF in Makedonien und stellt die Ergebnisse einer Umfrage Deutschlernender zu ausgewählten Redewendungen.

Keywords: Redewendungen, idiomatische Redewendungen, Deutschunterricht

Introduction

Die **Redewendung** ist eine feste Verbindung von Wörtern, die zusammen eine bestimmte, meist bildliche, metaphorische Bedeutung haben.¹ Die **Redewendungen** sind mehrere Wörter, die meist eine idiomatische Bedeutung haben. Synonym – Redensart.² Redensarten sind oft regionalen Ursprungs,, nahe verwandt mit den Sprichwörtern, wirken sie nicht so belehrend. Jedenfalls sind sie reich an Bildern: So hat eine vollständige Sache „Hand und Fuß“, ein ordinärer Mensch „flucht wie ein Kapskutscher“ und wenn’s zuviel wird, dann geht das „auf keine Kuhhaut“ mehr.³

Wer weiß nicht, dass es viel Mühe macht eine Sprache zu erlernen. Nicht wenige Lerner verlieren die Geduld oder lassen den Kopf hängen, denn sie meinen, sie kommen nicht vom Fleck. Und manch einer möchte vielleicht gar die Flinte ins Korn werfen.⁴

Eine Wendung ist eine Wortgruppe und diese Wortgruppe besteht aus einem Verb und einem Objekt, einem Adjektiv und einem Substantiv, einer Präposition und einem Substantiv und ähnlichen Kombinationen. Eine Verbindung zwischen einem Substantiv, einem Verb, einem Adjektiv, einem Adverb, einer Präposition mit einem Pronomen, einem Artikel, einem Partikel ist keine Wendung.⁵

Was bedeutet, dass eine Wendung nicht nur aus einem Wort bestehen kann, sondern eine Verbindung aus wenigstens zwei Wörtern z. B. Präposition + Substantiv oder Präposition + Pronomen darstellt.

Idiomatische Redewendungen sind solche Wendungen, deren Sinn ein anderer ist als die Summe der Einzelbedeutungen der Wörter.⁶ Wolf Friederich nennt einige Beispiele dafür in seiner *Modernen deutschen Idiomatik*:

- *etwas durch den Kakao ziehen*, es hat weder mit dem Kakao noch mit dem ziehen zu tun, sondern bedeutet verspotten;
- *jemandem den Kopf waschen*, hat auch nichts mit den Pflichten der Mutter zu tun weder mit dem Kopf noch mit dem waschen, sondern eine Strafpredigt oder Standpauke;
- *die Katze im Sack kaufen*, was weder mit der Katze noch mit dem Sack zu tun hat, sondern bedeutet: etwas kaufen was man nicht gesehen hat;
- *eine harte Nuss knacken*, was weder mit der Nuss noch mit dem knacken zu tun hat, sondern einen harten Brocken zu kauen zu haben bedeutet

¹ Duden, Deutsches Universal Wörterbuch A-Z, 1996, S. 1227

² Langescheidts Großwörterbuch, Deutsch als Fremdsprache, 2002, S. 797

³ Berger, F. S./Tschachler-Roth, E., „Das Blaue vom Himmel“, Herbig, 2003, S.11

⁴ Herzog, A., u.a., *Idiomatische Redewendungen von A-Z*, 2005, Langenscheidt

⁵ Friedrich, W., *Moderne deutsche Idiomatik*, 1976 Hueber

⁶ Friedrich, W., *Moderne deutsche Idiomatik*, 1976 Hueber

und weil sie mit Kakao, Kopf, Katze, Sack, Nuss nichts zu tun haben auch idiomatisch sind.

Interkulturelle Kommunikation und soziolinguistische Kompetenz

Im Fremdsprachenunterricht sollen Lernende zur erfolgreichen interkulturellen Kommunikation (Art. 16 und 23) befähigt werden. Auch wenn der Unterricht in seiner Gesamtheit auf dieses Lernziel hin ausgerichtet ist, gibt es Übungen und Aufgaben, die für die Förderung des interkulturellen Lernens besonders geeignet sind.¹ Die Aufgaben und Übungsformen bestehen aus vier Formen²:

- Aufgaben und Übungen zur Wahrnehmungsschulung,
- Aufgaben und Übungen zur Sprachreflexion,
- Aufgaben und Übungen zum Kulturvergleich,
- Aufgaben und Übungen zur Entwicklung einer kommunikativen Kompetenz in interkulturellen Kontaktsituationen.

Die Aufgaben und Übungen zur **Wahrnehmungsschulung** dienen der Förderung der affektiven Lernziele, welche die Fähigkeit zu mehrperspektivischen Wahrnehmung fremdkultureller Gegebenheiten, die Empathie und die kritische Toleranz darstellen. Diese sind in Form von freie Assoziationen³, Hypothesenbildung⁴, Bildbeschreibung⁵, Wahrnehmungsreduktion⁶ und Diskussionen⁷. Die Aufgaben und Übungen zur **Sprachreflexion** die kognitive und handlungsorientierte Lernziele unterstützen⁸ und die Wissensbestände der Lernenden im Hinblick auf die fremd- und muttersprachliche Lexik erweitert werden (Begriffsrecherchen⁹, Bedeutungscollagen¹⁰, Assoziogramme¹¹, Begriffe auf Skalen und Koordinatensysteme eintragen¹²). Aufgaben und Übungen zum **Kulturvergleich** sind Aufgaben und Übungen mit literarischen Texte, die den Zugang zu einer fremden Welt bieten, Analyse von kulturspezifischen Werten in Werbungen, Kontaktanzeigen oder Sprichwörter, Kulturvergleich von Zeit- und Raumkonzepten, Kontrastierung von Verhaltensweisen¹³, **Sammeln und diskutieren von Redewendungen, die häufig zu interkulturellen Missverständnissen führen, z.B. „How are you?“ , „Let’s have lunch some time!“¹⁴**. Aufgaben und Übungsformen zur **Entwicklung einer kommunikativen Kompetenz in interkulturellen Kontaktsituationen**, die vor allem handlungsorientierten Lernzielen dienen und die in Form von dramapädagogische Übungen und Rollenspiele, Planspiele und Simulationen, Feldforschung/ethnographische Projekte anbieten.

Die ausgehende Basis für diesen wissenschaftlichen Beitrag wird in der sprachlichen Kompetenz des Deutschlernenden gesehen. Wenn man die Frage stellt: Warum lernt ein Deutschlernender Deutsch?, bekommt man die Antwort: Um sich in den deutschsprachigen Ländern oder im eigenen Land mit den Deutschsprachigen verständigen zu können. Um dieses Ziel zu erreichen wird beim Deutschlernen: Wortschatz, Grammatik, Phonetik, Syntax und Lexikologie der deutschen Sprache vermittelt. Dabei werden bei den Deutschlernenden bestimmte Kompetenzen entwickelt, die für die Verständigung eine wesentlichen und unabdingbare Rolle spielen. Diese werden in den sechs Niveaustufen der Sprachbeherrschung im Gemeinsamen europäischen Referenzrahmen für Sprachen des Europarates in Form von Kannbeschreibungen dargestellt. Profile deutsch ist eine Publikation, die die Lernzielbestimmungen, Kannbeschreibungen, die Kommunikativen Mittel und die Niveau A1, A2, B1, B2, C1, C2 festlegt. Die elementare Sprachverwendung umfasst die Niveaus A 1 und A 2, die selbstständige Sprachverwendung bezieht sich auf B1 und B 2 und die kompetente Sprachverwendung auf C 1 und C 2. Die Niveaus von „Profile deutsch“ werden über ein zweiteiliges System von Kannbeschreibungen beschrieben: globale und detaillierte Kannbeschreibungen. Kannbeschreibungen gibt es für die sprachlichen Aktivitäten Interaktion, Rezeption,

¹ Grau, M./Würffel, N. „Übungen zur interkulturellen Kommunikation“, 2003, S. 312-314

² Bachmann et al.1996; Häussermann/Piepho 1996

³ Häussermann/Piepho 1996

⁴ Bachmann et al.1996

⁵ Bachmann et al.1996

⁶ Häussermann/Piepho 1996

⁷ Häussermann/Piepho 1996

⁸ Grau, M./Würffel, N. „Übungen zur interkulturellen Kommunikation“, 2003, S. 312-314

⁹ Müller 1994

¹⁰ Bachmann et al.1996

¹¹ Bachmann et al.1996

¹² Bachmann et al.1996

¹³ Seelye, H. N., *Teaching Culture:Strategies for Intercultural Communication*, Lincolnwood, 1992

¹⁴ Tomalin, B./Stempleski, S. *Cultural Awareness*, Oxford, 1993

Produktion und Sprachmittlung, sortiert nach der gewählten Form mündlich oder schriftlich.¹ Die globalen Kannbeschreibungen geben Auskunft darüber, **wie gut** jemand in der Sprache etwas tun kann. Sie können Abfragen nach verschiedenen Kriterien machen: nach Niveaus, Aktivitäten oder speziellen Kriterien wie Flüssigkeit, Korrektheit usw. Die detaillierten Kannbeschreibungen geben Auskunft darüber **was** jemand sprachlich kann, also in welchen konkreten Situationen er welche Aufgaben sprachlich bewältigen kann.²

Niveau B 1³

Kannbeschreibung: global Aktivität: Interaktion Typ: mündlich	Kannbeschreibung: detailliert Aktivität: Interaktion Typ: mündlich
Kann sich in Gesprächen mit Beherrschung eines Grundwortschatzes zu allgemeinen Themen äußern, wobei er/sie bei komplexeren Sachverhalten oder in weniger vertraute Gesprächssituationen noch elementare Fehler macht.	Kann in Gesprächen Fragen zu vertrauten Themen beantworten.

In jeder Kommunikation gibt es Aspekte, die stark kulturell geprägt sind. Bei ungenügendem Wissen über diese kulturellen Besonderheiten besteht für Sprachlernende und Sprachbenutzer/innen die Gefahr, dass sie in ein Fettnäpfchen treten. Das heißt, es werden zwar sprachlich-grammatikalisch korrekte Äußerungen gemacht, die aber kulturell nicht adäquat sind, weil ein Verstoß gegen eine bestimmte Norm oder „Gewohnheit“ vorliegt, die in dieser Kultur zu beachten ist.⁴ Kulturspezifische Aspekte werden im „Referenzrahmen“ an verschiedenen Stellen aufgegriffen. Das deklarative Wissen bezieht sich auf das Weltwissen und das soziokulturelle Wissen. Die Fertigkeiten und das prozedurale Wissen bezieht sich auf die pragmatische Kompetenzen und auf die soziolinguistische Kompetenzen. Relevant und grundlegend für diesen Beitrag sind die soziolinguistische Kompetenzen die mehrere sprachliche Kennzeichnungen sozialer Beziehungen umfassen: Auswahl und Verwendung von Begrüßungsformeln, Verwendung von Anredeformeln, Höflichkeitskonventionen. **Die Redewendungen, Aussprüche, Zitate beziehen sich z.B. auf: Sprichwörter und feste Redewendungen.** Die Registerunterschiede sind formelhaft bis sehr vertraut und die Varietäten sind sozial und regional, denn berücksichtigend ist die deutsche Sprache als plurizentrische Sprache.⁵ Obwohl bei den soziolinguistischen Angemessenheiten bei dem Niveau C 2 explizit über die Verfügung guter Kenntnisse idiomatischer und umgangssprachlicher Wendungen gesprochen wird, ist es wichtig schon auf dem Niveau B1 mit der Einführung der Redewendungen zu beginnen.

Lehrwerke für DaF im DU in Makedonien Niveau B 1

Eine Untersuchung der Redewendungen in den Lehrwerken für Deutsch als Fremdsprache in Makedonien ist der Gegenstand dieses wissenschaftlichen Beitrages. Es gibt vier Lehrwerke, die laut Bescheid des Ministeriums für Bildung der Republik Makedonien zugelassen und für das Niveau B 1 vorgesehen sind. Diese sind

Ausblick 1- Hueber Verlag mit Bescheid Nr. 22-3635/1 vom 01.06.2010 für die IV. Klasse Gymnasium (12.Klasse), Deutsch als 2.Fremdsprache

Delfin - Hueber Verlag mit Bescheid Nr. 11-6261/1 vom 03.11.2004 für die IV.Klasse Gymnasium, Deutsch als 3.Fremdsprache

Ping Pong 3 - Hueber Verlag mit Bescheid Nr. 22-3652/1 vom 01.06.2010 für die II. und III. Klasse Gymnasium, Deutsch als 2.Fremdsprache

Genial B 1 – Klett Verlag für die I. und II. Klasse Fachmittelschule, Deutsch als 2. Fremdsprache.

Das Lehrwerk **Ausblick** richtet sich an Jugendliche und junge Erwachsene, ist für die Mittelstufe gedacht und für das Lernen mit dem Lehrwerk **Ausblick 1** sollen die Deutschlernende Kenntnisse auf Niveaustufe **B 1** oder gute Kenntnisse auf der Niveaustufe A 2 haben. **Ausblick** beinhaltet Themen die speziell Jugendliche ansprechen, denn Jugendliche aus

¹ Glaboniat, M./ Müller, M./ Rusch, P./ Schmitz, H./ Wertenschlag, L., *Profile deutsch*, 2005, S.54

² Glaboniat, M./ Müller, M./ Rusch, P./ Schmitz, H./ Wertenschlag, L., *Profile deutsch*, 2005, S.10

³ Profile deutsch, 2005, S.55

⁴ Profile deutsch, 2005, S.83

⁵ ebenda

den deutschsprachigen Ländern sprechen über sich. Das Programm **Ausblick** beinhaltet Kursbuch+2 CDs, Arbeitsbuch mit CD und Lehrerhandbuch und Online Übungen im Internet auf der Webseite des Hueber Verlags.¹

Das Lehrwerk **Delfin** ist einbändig, zweibändig und dreibändig zu bekommen. Für unsere Analyse ist die dreibändige Ausgabe relevant und zwar das 3. Kurs- und Arbeitsbuch mit CD, denn Teil 3 führt zum Niveau B1 nach dem Referenzrahmen des Europarates (Prüfung Zertifikat Deutsch).

Es gibt einen klaren Aufbau mit fünf Doppelseiten in jeder Lektion: Eintauchen – Lesen – Hören – Sprechen – Schreiben. Die Transparenz des Lehrwerks ermöglicht eine klare Stoffverteilung. Das Arbeitsbuch kann zum intensiven Üben im Kurs und/oder zum selbstständigen Arbeiten zu Hause flexibel eingesetzt werden. Online Übungen gibt es auf der Webseite des Hueber Verlages.²

Das Lehrwerk **Ping Pong 3** bereitet gezielt mit Systematik, Spaß und Spiel auf das Zertifikat Deutsch als Fremdsprache vor. Das Arbeitsbuch bietet vertiefende Übungen zu den Lektionen, die alle Fertigkeiten trainieren und separate Übungen zum Leseverstehen. Sie sind thematisch den Lektionen des Kursbuches zugeordnet. Entsprechend den Anforderungen des Zertifikats Deutsch werden Übungen zum globalen Lesen, zum detaillierten Lesen und zum selektiven Lesen angeboten.³

Der 3. Band vom Lehrwerk **Genial** bereitet auf das "Zertifikat Deutsch" vor und erreicht das Niveau B1. **genia@I** baut auf dem bewährten Konzept von **sowieso** auf, bietet aber Schülern und Lehrern eine Reihe von wichtigen Neuerungen: 15 kurze und abwechslungsreiche Einheiten, Plateaukapitel zum Festigen und Wiederholen mit optionalen Video-Aufgaben, Lerntipps und –strategien im Kapitelverlauf, Überblicksgrammatik im Anhang, Onlineprojekte und weitere Aufgaben im Internet, Ausspracheübungen sind durchgehend in den Einheiten integriert, jugendliche und zeitgemäße Themen, klar strukturierter Lernweg. Im Mittelpunkt stehen die Haupteinsatzbereiche der Jugendlichen selbst: Schule, Freizeit, Hobbys, Familie und Freunde. Diese Themen werden mit landeskundlichen Informationen über die deutschsprachigen Länder verbunden. Die Themen richten sich nach den Vorgaben des "Gemeinsamen Europäischen Referenzrahmens für Sprachen".

Unterrichtsprogramm für das Niveau B 1

Das Entwicklungsbüro für Bildung der Republik Makedonien als zuständige Abteilung des Ministeriums für Bildung und Wissenschaft der Republik Makedonien bereitet die Unterrichtsprogramme für die jeweiligen Unterrichtsfächer für alle Schulstufen vor. Für unsere Untersuchung wurde das Programm für die reformierte Gymnasiumsbildung für den Unterricht in der III. und IV. Klasse des Unterrichtsfaches Deutsch als 2. und 3. Fremdsprache herangezogen. Diese wurde im Mai 2002⁴ und 2003⁵ geschrieben, verabschiedet und auf die Webseite des Bildungsministeriums hochgeladen und ist jederzeit abrufbar. In diesem Programm werden wichtige Informationen für die Deutschlehrer aufgeführt z.B. Deutsch als 2. Fremdsprache, für die IV. Klasse Gymnasium, 2 Wochenstunden, 72 Jahresstunden, Pflichtfach usw. Im Unterrichtsprogramm werden alle Fertigkeiten klar strukturiert und mit den Zielen und Inhalten versehen. Die Lernziele sind in allgemeine Ziele und besondere Ziele eingeteilt, erwähnenswert sind die besonderen Ziele, die unter anderem vorsehen, dass die Schülerin / der Schüler bestimmte soziolinguistische Kenntnisse erzielen soll, die ihr/ihm ermöglichen sich in unterschiedlichen Kommunikationssituationen zurechtzufinden.⁶

Analyse der idiomatischen Redewendungen in den Lehrwerken

Die Analyse der o.g. vier Lehrwerke ergab folgende Ergebnisse:

Im Lehrwerk **Ausblick** gibt es keine explizite Übung zu Redewendungen und Redensarten.

Im Lehrwerk **Delfin** von den Autoren Hartmunt Aufderstraße, Jutta Müller und Thomas Storz gibt es im Kursbuch in der 17. Lektion im Teil Schreiben auf Seite 176 und 177 Redensarten und ihre Bedeutung. Sie werden im Lehrerhandbuch mit folgendem Vorschlag zur Bearbeitung geboten: „Lesen Sie gemeinsam mit den Tn die Geschichtchen mit Redensarten

¹ <https://shop.hueber.de/de/reihen-und-lehrwerke/ausblick-134.html> abgerufen am 4.05.14

² http://www.hueber.de/seite/info_del

³ http://www.hueber.de/seite/info_kb3_ping?menu=10455

⁴ <http://bro.gov.mk/docs/gimnazisko/zadolzitelnipredmeti/GermanskijazikIvG.vtorstranskijazik.pdf>

⁵ <http://bro.gov.mk/docs/gimnazisko/zadolzitelnipredmeti/GermanskijazikIvG.vtorstranskijazik.pdf>

⁶ ebenda

und versuchen Sie gemeinsam die Bedeutungen herauszufinden. Der Schüttelkasten hilft den Tn dabei. Anschließend formulieren die Tn die kursiv gesetzten Sätze um. Vergleich der Lösungen im Kurs.“ – Lehrerhandbuch Delfin S. 287.

So sollen die Deutschlernenden die Redewendungen mit deren Bedeutung verbinden und die begonnenen Sätze umformulieren.

Redensart (Redewendung)	Bedeutung
das ganze Haus auf den Kopf stellen	überall im Haus verzweifelt suchen
aus der Reihe tanzen	alles anders gemacht als die Anderen
nur Bahnhof verstehen	überhaupt nichts verstehen
aus allen Wolken fallen	total überrascht sein
Tomaten auf den Augen haben	einfach nicht sehen können
sich die Beine in den Bauch stehen	sehr lange warten
auf die Pauke hauen	laut und fröhlich feiern
zwei Fliegen mit einer Klappe	zwei Dinge auf einmal erledigen

Als große Hilfe für die Deutschlernenden werden auch Bilder zu jeder Redewendung dargeboten, damit keine Verständigungsprobleme auftreten. Als zweite Übung zu den Redensarten bieten die Autoren des Lehrwerks Delfin im Arbeitsbuch auf S. 415 die Übung 35, wobei wieder eine Zuordnungsaufgabe den Deutschlernenden aufgegeben wird: 8 unterschiedliche Situationen sollen mit 8 Redensarten in Satzform zugeordnet werden.

Im Lehrwerk **Ping pong 3** gibt es keine explizite Übung zu Redewendungen und Redensarten.

Im Lehrwerk **Genial B 1** gibt es keine explizite Übung zu Redewendungen und Redensarten.

Umfrageergebnisse der Beherrschung der idiomatischen Redewendungen

Es wurden insgesamt 45 Deutschlernende gefragt. Von denen lernen 2 DL ein Jahr Deutsch, 6 DL zwei Jahre Deutsch, 3 DL drei Jahre Deutsch, 3 DL vier Jahre Deutsch, 4 DL fünf Jahre Deutsch, 3 DL sechs Jahre Deutsch, 5 DL sieben Jahre Deutsch, 3 DL acht Jahre Deutsch, 2 DL neun Jahre Deutsch 5 DL zehn Jahre Deutsch, 7 DL elf Jahre Deutsch und 1 DL zwölf Jahre Deutsch. Alle Befragten wussten, dass die Behauptung „Nicht immer bedeuten die Worte genau was sie sagen“ sich auf die Redewendungen bezieht und nicht auf Aussagesätze, Verben oder Fragesätze. Die Deutschlernende (DL) wurden gefragt welche von den aufgeführten Redewendungen sie kennen und wie deren Erklärung in der Muttersprache lautet: *das Geld zum Fenster rauswerfen, den Mund voll nehmen, für jemand/etwas die Hand ins Feuer legen, jemand auf der Nase herumtanzen, jemand an der Nase herumführen, einen Vogel haben, für jemand/etwas die Hand ins Feuer legen, den Löffel abgeben, jemand die Suppe versalzen, jemand auf den Arm nehmen, mit der Tür ins Haus fallen, jemand einen Bären aufbinden, den Teufel an die Wand malen, alte Zöpfe abschneiden, die Beine in die Hand nehmen, die Hosen voll haben.*

Die Redewendung *das Geld zum Fenster rauswerfen* wurde von 30 DL verstanden und mit dem makedonischen Äquivalent „*se rasrla so pari*“ oder ähnliches umschreibendes erklärt. Nur einige DL haben die Erklärung dieser Redewendung nicht gegeben. Die Redewendung *den Mund voll nehmen* ist für die meisten DL nicht klar, daher nur von 18 beantwortet, einige übersetzen sie, obwohl sie schon geantwortet, dass die Worte bei den Redewendungen nicht dieselbe Bedeutung haben. Kein einziger DL hat den makedonischen Äquivalent genannt, der „*sam se falı-falı me usto zasto ke te raskinam*“ lauten würde. 2 DL haben diese Redewendung als *jemanden beim Wort nehmen* verstanden, 6 als *mit vollem Munde*, 5 als *spricht zu viel*. Die Redewendung *für jemand/etwas die Hand ins Feuer legen* war für 39 von 45 der Befragten eindeutig klar. Die Redewendung *jemand auf der Nase herumtanzen* wurde von keinem der DL verstanden, einige haben sie einfach übersetzt, einige haben es mit der Redewendung *jemand an der Nase herumführen* verwechselt, einige haben sie mit der Bedeutung der Redewendung *steckt die Nase in alles* verwechselt, einige Male wird diese Redewendung mit Nerven verbunden *jemanden auf die Nerven gehen*. Dagegen die Redewendung *jemand an der Nase herumführen* war für viele DL eindeutig, da es eine dergleiche Redewendung auch in der makedonischen Sprache gibt „*go vlece za nos*“ – von 11 DL, einige haben sie mit der Bedeutung der Redewendung *steckt die Nase in alles* verwechselt- 2-fach, von 2 DL wurde diese Redewendung als *jemanden den Weg zeigen* verstanden, wobei der Grund dafür nicht eindeutig klar ist. Die Redewendung *einen Vogel haben* wurde von den makedonischen Deutschlernenden fast nicht verstanden und einerseits einfach übersetzt oder mit der makedonischen Redewendung „*pileto mi kaza*“ verbunden, da der Vogel auftaucht und in der Makedonischen Redewendung nach dem Vogel gesucht wurde und in der Redewendung „*pileto mi kaza*“ vorkommt. Einige sind einen Schritt weitergegangen und haben als Assoziation für den Vogel die Freiheit, das Fliegen und die Flügel gebracht. 7 DL haben diese Redewendung mit einem Teiläquivalent verbunden „*mu letna cavkata*“. Die Redewendung *den*

Löffel abgeben wurde wiederum mehrfach nur übersetzt, dann mit Schuld verbunden und einmal mit der makedonischen Redewendung „*mu padna lazicata vo medot*“ zu deuten versucht, was eigentlich ein Wohlstand bedeutet. Dagegen wäre das makedonische Äquivalent „*gi frii cevlite*“, darauf sind die DL nicht gekommen. Die Redewendung *jemand die Suppe versalzen* wurde von den DL mit Salz und Suppe verbunden, aber auch mit Paprika „*stava piper vo sekoja mandza*“ was von der Bedeutung her nicht übereinstimmt und eigentlich eine Bedeutung *mischt sich überall ein* versteht. Unter *jemand die Suppe versalzen* ist jemandem die Freude, den Erfolg verderben¹ zu verstehen, was bei den Erklärungen der DL nur 5-fach vorkommt. Die Redewendung *jemand auf den Arm nehmen* bedeutet eigentlich jemanden necken, sich lustig machen über jemanden², von nur 2 DL wurde die richtige Bedeutung verstanden und die anderen makedonischen DL haben versucht diese mit der Redewendung „*mu davas eden prst a toj ti ja zema cela raka*“, „*mu podava raka*“, „*go cuva kako kapka na dlanka*“, „*nekoj da te zeme pod raka*“, „*mu odi od raka*“, welche eine ganz andere Bedeutung haben (man gibt jemanden den Finger und er nimmt die ganze Hand, jemanden die Hand geben, er passt sehr darauf auf, wie ein Tropfen auf der Handfläche, jemanden unter die Arm greifen). Die Redewendung *mit der Tür ins Haus fallen* was eigentlich bedeutet ohne lange Vorrede sagen, was man auf dem Herzen hat³ die DL haben auch diese Redewendung wörtlich übersetzt, einmal kommt die Deutung vom Einfachen zum Schwierigen vor. Die Redewendung *jemandem einen Bären aufbinden* bedeutet jemandem etwas Unwahres erzählen, jemanden belügen, prahlen⁴ verstehen die DL als Felsen rücken oder jemanden zu überraschen mit der makedonischen Redewendung „*meckata strav mene ne strav*“. Die Redewendung *den Teufel an die Wand malen* wurde von einigen DL wörtlich verstanden *von möglichem Unheil sprechen*⁵ als Unheil hervorrufen. Die Redewendung *alte Zöpfe abschneiden* etwas Veraltetes aufgeben⁶ bedeutet für einige makedonischen DL daselbe und für die anderen man soll vernünftig werden, nach dem Alten weitermachen, ein Ereignis aus der Vergangenheit vergessen. Die Redewendung *die Beine in die Hand nehmen* schnell laufen sich beeilen⁷ wurde übersetzt und deutet auf die Kontrolle der Situation, man tut alles um erfolgreich zu sein usw. aber nicht auf die richtige Bedeutung. Die Redewendung *die Hosen voll haben* große Angst haben⁸ wurde 10-fach richtig gedeutet, bei den anderen Deutungen handelt es sich um stabil zu sein, viel Geld haben usw.

Methodische Vorschläge für die Anwendung der idiomatischen Redewendungen im DU-Beitrag zur interkulturellen Kompetenz der Deutschlernenden

Als Deutschlehrerin/Deutschlehrer versucht man sich zu helfen, um einen modernen und vor allem interessanten Deutschunterricht zu gestalten. Dazu gibt es sehr viele Zusatzmaterialien, wobei man sie am richtigen Ort und Zeitpunkt wenden sollte. Ein schnell verwendbares Zusatzmaterial ist **Wechselspiele Junior** von Michael Dreke und Sofia Salgueiro von Langenscheidt mit fertigen Arbeitsblättern, die im Unterricht sofort anwendbar sind. Besonders hilfreich für eine Partnerarbeit mit Redewendungen sind die Arbeitsblätter 42 A und 42 B. Das Arbeitsblatt 42 A wird dem einen Partner und das Arbeitsblatt 42 B dem anderen Partner gegeben. Im **Wechselspielbuch Junior Bilder & mehr** werden die methodische Empfehlungen gegeben: „In dieser Übung vermitteln sich die Lernenden gegenseitig die Bedeutung von gebräuchlichen Redewendungen. Damit dies funktionieren kann, sollte vor dem Austeilen der Blätter das Vokabular aus den Redewendungen geklärt werden. Auf dieser Basis kann die Übung durchgeführt werden. Anschließend sollte das Vokabular aus den Erklärungen der Redewendungen, soweit noch nötig, geklärt werden.“⁹ Die Fertigkeiten, die mit dieser Partnerarbeit geübt werden, sind: Sprechen, Lesen, Hör-Seh-Verstehen, Schreiben, Hören. Hiermit wird vor allem die interkulturelle und soziolinguistische Kompetenz entwickelt. Die Aufgabe ist folgende: Partner A liest die Bedeutung unter seinen Bildern (es gibt insgesamt 9) und Partner B soll auf seinem Arbeitsblatt die richtige Redewendung zu der vorgelesenen Bedeutung finden und vorlesen. Partner A erkennt die vorgeschlagene Redewendung an das sehr deutliche Bild, das zu der Bedeutung dargestellt ist.

Diese Übung zu der Bearbeitung von Redewendungen zeigte bei den Deutschlernenden einerseits eine große Motivation und Neugier, die deutschen Redewendungen zu erfahren. Es ist empfehlenswert mit diesen AB im Unterricht oder mit anderen Redewendungen zu denen es Bilder zur Bedeutung gibt, zu arbeiten oder auch andere Übungsmaterialien zu Redewendungen aus anderen Quellen in den Deutschunterricht zu verwenden, um die Deutschlernende schon auf Niveau

¹ Friedrich, W., *Moderne deutsche Idiomatik*, 1976 Hueber S. 477

² Friedrich, W., *Moderne deutsche Idiomatik*, 1976 Hueber S. 27

³ Friedrich, W., *Moderne deutsche Idiomatik*, 1976 Hueber S.502

⁴ ebenso da S. 42

⁵ ebenso da S. 521

⁶ ebenso da S. 559

⁷ ebenso da S. 28

⁸ ebenso da S. 224

⁹ Dreke, M./Salgueiro S., *Wechselspiel Junior Bilder & mehr* Langenscheidt, 2004, S. 34

B1 in den deutschen Redewendungen einzuführen und damit zu den pragmatische und soziolinguistische Kompetenzen der Sprache hinzuführen.

Literaturverzeichnis

- [1] Bachmann, S./Gerhold, S./Wessling, G., „Aufgaben- und Übungstypologie zum interkulturellen Lernen mit Beispielen aus Sichtwechsel-neu“ in: *Zielsprache Deutsch* 27 (2) 1996; S: 77-91
- [2] Berger, F. S./Tschachler-Roth, E., „Das Blaue vom Himmel“, Herbig Verlagsbuchhandlung, 2003, S.11
- [3] Dreke, M./Salgueiro S., *Wechselspiel Junior Bilder & mehr* Langenscheidt, 2004, S. 34
- [4] Friedrich, W., *Moderne deutsche Idiomatik*, 1976 Hueber Verlag
- [5] Glaboniat, M./ Müller, M./ Rusch, P./ Schmitz, H./ Wertenschlag, L., *Profile deutsch*, 2005, S. 10
- [6] Grau, M./Würffel, N. „Übungen zur interkulutellen Kommunkation“ in: *Handbuch Fremdsprachenunterricht Bausch, K.-R./ Christ, H. und Krumm, H.-J. 2003 4. Auflage A.Francke Verlag Tübingen und Basel, S.312*
- [7] Häusermann, U./Piepho, H.-E., *Aufgaben-Handbuch Deutsch als Fremdsprache. Abriss einer Aufgaben und Übungstypologie*, München, 1996
- [8] Herzog, A. unter Mitwirkung von Michel, A. und Riedel, H., *Idiomatische Redewendungen von A-Z*, Langenscheidt, 2005, S.5
- [9] Müller, B. -D., *Wortschatzarbeit und Bedeutungsvermittlung*, München 1994

Work Values as Predictors of Boundaryless Career Attitudes of Generation Y Turkish Higher Education Students

Dr.Ebru Evrensel Inanc

Bilkent University, Business Information Management Department, School of Applied Technology and Management
Ankara, TURKEY

Dr.Elif Ozdilek

Bilkent University, Business Information Management Department, School of Applied Technology and Management,
Ankara, TURKEY

Abstract

As of 2018, business world is hosting Baby Boomers (born between 1945-1964), Generation X (born between 1965-1980), and Generation Y (born between 1981-2000) as employees, and managers. The latest generation, Generation Y, follows different work values and career commitment approaches, compared to previous generations. Now, the focus is on how to capture Generation Y at a workplace for more than several years. Gen Y is known for their job mobility. They are not much interested in long term goals and plans, but rather love to live the moment, in the most desired work place of their own. If their job expectations are not met, they do not hesitate to leave and look for another job. Although they give importance to status, they reject hierarchy. They like to be motivated, do their tasks in an enjoyable environment, and prefer to be the part of the decision-making process, rather than unquestioned compliance with the existing system. They are impatient, have unrealistic self-esteem values, and high egos. They do not consider being permanent in a workplace, and thus considered as "unreliable" by their managers. These factors, together with many more, are enough to alert the business environment, especially Human Resource managers, to look for peculiar ways to make Generation Y commit to their workplace. Since Generation Y is assumed to dominate the business environment in a decade, it is becoming more and more important to understand the reasons for their non-commitment. Thus, this study is designed for Generation Y Turkish higher education students, who are the prospective work force in a couple of years, to understand their work values and how this affects their career attitudes, which will be, to our knowledge, the first in the literature. This study used self-reported online survey methodology. The survey consists of three parts. The first part is about the demographics of the participants. The second part consists of 23 items of Work Values Inventory, and the third part measures the boundaryless career attitudes of the students. In the light of being the first study about the influence of work values on the boundaryless career commitment of the Turkish higher education students, this study revealed some intriguing results. Generation Y Turkish higher education students interest in instrumental work values (pay, hours of work, security, benefits, and work conditions) have little to no influence on their physical and psychological mobility. On the other hand, cognitive (responsibility, advancement, achievement, influence, interest, feedback, meaningful work, use of abilities, independence, company, status, and contribution to society) and affective work values (relations with supervisor, coworkers, recognition, esteem, and opportunity to interact with people) have direct influence on their psychological mobility, but has no affect on their physical mobility. In a decade, Gen Y will dominate the business world. There is no doubt that work values of Generation Y, together with the new emerging career orientations should be understood well, in order to maintain an effective work environment.

Keywords: Generation Y, Turkish higher education students, work values, boundaryless career attitude

Introduction

Generation can be defined as the people who are born within the same time range. Generations differ from each other depending on the social and economic environment they were raised. These differences create variations in their character, business and social lives. The problems caused by different generations being in the same environment are due to the intergenerational perception, method, communication and practice differences. Therefore, interdisciplinary studies should

focus on how to define these variations between the generations and, thus creating solutions for the problems arising from generational differences (Arsenault, 2004; Cogin, 2012; Crampton & Hodge, 2011; Solnet, Kralj & Kandampully, 2012).

The studies carried out around the world helped to define categorization of generations based on the culture, historical date ranges, and socio-economic events. Although there are some differences in the date ranges, generally accepted generations are Traditionalists, Silent Generation, Baby Boomers, Generation X, Generation Y and Generation Z. These generations, which carry different characteristics, living together brings along cultural enrichment and collective sharing of conscious; together with conflicts and many problems, especially communication misunderstandings.

Literature review

2.1. Generations in the Workplace

In order to understand the features and characteristics of Generation Y, focus group of this study, it is necessary to refer briefly to the generations at the workforce currently. Baby Boomers are the generation born between the years 1946 and 1965. The reason for this generation to be called Baby Boomers is due to the population boost after the II. World War. Incline in the economic prosperity, together with significant changes in the political arena influenced the thinking patterns of Baby Boomers (Yu & Miller, 2005). This generation is known for their high feelings of loyalty, abstinent and hard-working. Baby Boomers prefer to work within a company for years since they believe in the importance of hard work and long working hours (Jorgensen, 2003). As mentioned by Leiter, Jackson, and Shaughnessy (2009), Baby Boomers are self-motivated and do not yearn for appreciation. At the same time, Baby Boomers are known to be workaholic, selfish and authoritarian.

People born between the years 1965 and 1979 are referred to as Generation X. They are in harmony with technology and information, innovative, target oriented and independent (O'Bannon, 2001). Generation X refrains from stressful jobs, and tries to simplify the tasks given (Rodriguez, Green, & Ree, 2003). Considering the first personal computer was introduced during this time; Generation X is known to have the fundamental understanding of technology (Feyerherm & Vick, 2005). However, they are known as being incapable of "catching up". As mentioned by Eisner (2005), when a member of Generation X becomes a high level manager, the problems are anticipated due to the fact that, Generation Y, pioneer and impatient for a quick promotion, will be working as low to medium level employees who are much more qualified in terms of technologic developments and innovations.

Generation Y consists of people born between 1980 and 2001. They are the first generation that grew up with the appeal of digital media and two third of this generation was introduced to computer before the age of five. Being able to reach their family, friends, and information any time they want, this generation is known for their optimism (Valentine & Powers, 2013). Compared to other generations, Generation Y has the eldest parents, and was raised in an elementary family concept. Thus, they are accustomed to being the center of attention, and have high expectations. They can define their target precisely, however may lack the perseverance to reach that target. They possess high adaptation potency and are prone to multi-tasking. As well as that, they are known to get easily bored from the work they are performing (Kilber, Barclay, & Ohmer, 2014; Lewis, 2015). This may be due to the fact that, they have high level of thinking and can reach and process information very quickly. Generation Y is willing to embrace the change as well as challenging the future by trying new approaches (Laird, Harvey, & Lancaster, 2015). They are smart, give importance to their freedom, and considered as technology addict, as approximately 15 hours of their daily time is spent on the media and communication technologies (Bolton et al., 2013). They do not like stressful environments (Kilber, Barclay, & Ohmer, 2014).

Generation Y, who are in their early 20s and 30s, demand flexible working hours, more "personal time" in the workplace and constant feedback and career advice from their managers (Laird, Harvey, & Lancaster, 2015). At the same time, they believe that, their managers can learn a lot from them, especially related with the technology. The most significant feature of Generation Y can be considered as preferring a dynamic workplace, and looking for quick promotion. As mentioned by Saxena and Jain (2012), this may be the result of their familiarity with hyper-connectivity introduced to them by technological advancements. Compared to other generations, Generation Y is known for their lack of loyalty and commitment to the workplace and their job, and has difficulty in understanding the hierarchical structure of an organization (Krahn and Galambos, 2014). This is why they are not much impressed with status and title a traditional hierarchical structure offers. Tulgan and Martin (2001) claim that, since they got used to being included in the decision-making process by their families as they grew up, they can not comprehend the concept of hierarchy. Generation Y believes that every employee in the organization, regardless of their status, should be informed about the organization and job related issues and ones who have a good solution to any problem should be given a chance to express him/herself. Since they get used to receiving instant replies through Facebook and Twitter like social media, they expect the same instancy in the workplace from their managers, and when that does not happen, they are frustrated. According to a study carried out by Tulgan (2009), 80% of

them expect feedback from their managers on a regular basis. They do not like to wait for six months or a year for feedback related with their work. Generation Y mostly prefers flexible work hours and flexible working environment, even flexible rewarding system. They believe that, as long as the task they are assigned to is completed, it should not be important whether it was done at the office or at home (Cogin, 2012).

2.2. Work Values Concept

Work values concept is referred to as one of the most significant topics in organizational settings currently. In a global, competitive and fast-changing business world, human resources gain the attraction it deserves. That is the reason organizations put emphasis on the value systems of individuals. The values possessed about the work is considered as "work values" and guides the individuals about what is right and wrong, what is appropriate or inappropriate on the process of realizing the mission of the organization.

As mentioned by Warr (2008), work values influence employee behaviors, and experiences directly, thus help to unfold the operational values set. At the same time, work values of an individual, determines the work expectations, job performances and even colleagues in a direct and indirect manner. Empirical and theoretical studies reveal that, if there is a match between the work values of an individual and values of the organization, it helps to increase the organizational performance, as well as have positive influence on the commitment and satisfaction of the employee.

In 1950s, Donald Super, Rene Dawis and Lylof Lofquid carried out studies related with the reflection of personal values to work values (Leut and Hansen, 2011). An individual, being aware of his/her personal values, and transforming it to the career choice is the basis of work values concept. Schein (1990; 2007) defined work values as a whole that includes an individual's skills, interests, basic values, and needs.

2.2.1 Cognitive, Affective and Instrumental Work Values

There are various categorization of work values in the literature (Dawis & Lofquist, 1984; Lyons, Higgins, & Duxbury, 2009; Schwartz, 1999; Super, 1970). Elizur (1984) created 24 items of work values list and conceptualized these items in three main dimensions; that are cognitive, affective and instrumental. According to Elizur (1984), cognitive work values can be defined as the belief system that is based on appropriate behaviours, like success. These values; rather than being material or social, can be referred to as psychological outcomes. Cognitive work values include success, promotion, feedback, status, contributing to society, being influential on the work and organization, possibilities of personal development and being able to use knowledge and skills at work. Affective work values include social relationships and consist of friendly co-workers, recognition and appreciation at work, and being able to meet and interact with others. Instrumental work values is related with material sources like pay, working hours, safety in the workplace, and clean and comfortable work environment (Elizur, 1984).

2.3. Career Attitudes

Career can be defined as the successive work experience an individual has over the years (Arthur, Khapova, & Wilderom, 2005). Career also refers to the developmental process that consists of the work and related experiences gained in a single or more various organizations (Baruch & Rosenstein, 1992). Due to the innovations introduced in this era, everything, including the concept of "career", is changing rapidly. Due to this fact, career is considered to have multi-dimensions, rather than being limited to a single organization. There may be many different opportunities beyond the organization. For example, according to protean career attitude, which is dynamically structured; and formed independently from the organization the individual is working, the employee focuses on the career success that is based on his/her own work values and experiences. This can be explained by self-directed attitude. Here, the employee is motivated by appropriately behaving to reach career, personal targets and principles. The career tenure is more important than the physical age. In order to be successful, the individual has to make necessary adjustments in his/her technological knowledge to comprehension, from job safety to employability, and from organizational career to protean career; since career is a continuing personal journey. Another new trend in career attitudes, and which is the interest of this paper, is "boundaryless career attitude".

2.3.1 Boundaryless Career Attitude

Boundaryless career attitude was first mentioned by Arthur (1994). Boundaryless career attitude refers to an individual's different career paths in different organizations. This is about the boundless probabilities in a career; and how they might benefit from being aware of and pursuing these opportunities. In the boundaryless career approach, individual intelligence

(individual being aware of the roles and tasks necessary for the job), and industrial intelligence (individual being aware of the career conditions, when to move forward and when to stop in terms of his/her position) always interact.

Boundaryless career defines an approach that is open to change in physical and psychological context; in other words it is an approach that does not carry the features of organizational career (Arthur & Rousseau, 1996). Boundaryless career does not involve a commitment to a single organization; instead it is about multiple career changes. Boundaryless career attitude happens as a result of ending their career development within an organization. This might be due to leaving the company voluntarily or to be forced to resign. The concept of boundaryless career attitude is examined in two sub dimensions; "psychological mobility" and "physical mobility" (Elizur, Borg, Hunt, & Beck, 1991). According to Sullivan (1996), boundaryless career consists of six factors; moving beyond occupational borders, moving beyond organization, shifting in the employment relations, building social and career networks from other career and sectors, shifting between the roles, and move beyond the limits within the role.

Psychological mobility refers to the concept of unlimitedness within the mind of an employee (Sullivan & Arthur, 2006). An individual may show psychological boundaryless career attitudes if that person takes support from internal or external networks, if there exists new career opportunities to be explored, and if the organization allows horizontal mobility within the company (Clarke, 2009). However, an individual may continue to work in the same organization in spite of adapting the idea of boundaryless career attitude. An employee, who is inclined to boundaryless career attitude, is motivated by commitment, autonomy and attention. As the individual's need to commitment increases, the individual internalizes the organization more, and will not tend to change his/her current organization. An interaction opportunity that helps to boost the motivation for the employee determines the level of commitment, and thus the individual continues to work for the same organization. At the same time, need for autonomy motivates the individual to move beyond the boundaries, and together with commitment to the organization, helps to develop positive and satisfying interpersonal relations. Boundaries can not be imposed to an individual who is in need for autonomy, since these people prefer to organize the tasks they feel fit to them, and that enables them to use initiative.

According to Sullivan and Arthur (2006), physical mobility refers to an individual's physically changing job, organization and country. Sources of motivation for an individual who has the tendency towards physical mobility; are pay, status and promotion. Additionally, if an individual seeks for variety and novelty, this would influence his/her motivation at work. If the organization is open to innovation and change; this would help the individual to become more committed to the workplace, and thus this would create a barrier for the physical mobility. For an employee who has tendency towards physical mobility, job stability is not motivating at all. As a result, these types of individuals are motivated by instrumental resources such as pay, status, promotion and need for attention; rather than employment reliance.

2.4. The Relationship between Work Values and Boundaryless Career Attitude

When the literature is analyzed, it can be seen that there are no studies that focused on the influence of work values of an individual on the career attitudes he/she possesses. Thus, to our knowledge, this study will be the first to study the relationship between work values and career attitudes.

Work values determine what type of features an individual expects from the career journey. These expectations have to be related with career approach that individual possesses. As mentioned by Mignonac and Herrbach (2003), work values also influence career anchors. Abu-Saad and Isralowitz (1997), examined the work values of higher education students, and concluded that male students scored higher on values like pay and independence, whereas female students scored higher on values such as cooperation, and contributing to others.

As mentioned by Posner (2010), individuals who choose their careers depending on their work values, tend to be more successful in their jobs compared to the ones who don't choose their careers based on their work values. Work values such as creativity, cooperation, pay, promotion, safety, contributing to society, and personal development are shaped in early years with experience and the impact of environment. According to several authors, if an employee finds the exact match of possessed work values within an organization, this would increase the commitment of the employee to the organization (Kristoff, 1996).

Methodology

3.1. Research Model

The proposed research model for this study is shown below:

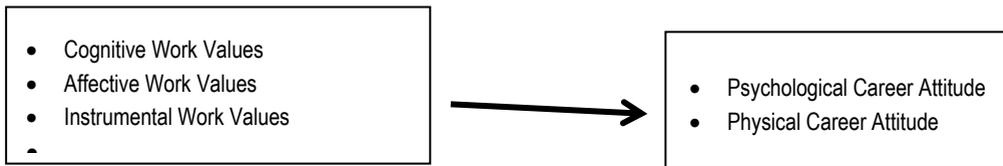


Fig. 1. Research Model of the study

3.2. Hypotheses

H1: There is a positive correlation between cognitive work values and psychological boundaryless career attitude

H2: There is a positive correlation between affective work values and psychological boundaryless career attitude

H3: There is a positive correlation between instrumental work values and psychological boundaryless career attitude

H4: There is a positive correlation between cognitive work values and physical boundaryless career attitude

H5: There is a positive correlation between affective work values and physical boundaryless career attitude

H6: There is a positive correlation between instrumental work values and physical boundaryless career attitude

3.3. Sample and data collection

The sample group of this study is higher education students in Ankara, capital city of Turkey. The respondents were informed about the study via e-mail and asked to fill an on-line self-reported survey. The survey was displayed in the academic web page of the author and could be accessed for one-month period. Totally 201 students completed the survey. There were no incomplete or missing data. %37,3 of the respondents (N=75) are female students, whereas %62,7 (N=126) of the respondents are male students.

3.4. Measures

3.4.1 Work Values Scale

In order to assess work values, the respondents were asked to rank the work values proposed by Elizur (1984) on a 6 point Likert scale (1=not important, 6=very important). Elizur et al. (1991) mentioned that, these work values are based on several theories such as; hierarchy of needs, existence needs theory (appreciation, prestige, personal development), achievement needs theory (cooperation, achievement), intrinsic motivators theory (being able to use skills and abilities, a meaningful job, independency) and, job characteristics model. Thus, the work values inventory proposed by Elizur (1991) was based on the above mentioned theories, and thus all items represent Vroom's (1964) expectancy theory components. The scale consists of 23 items.

3.4.2 Boundaryless Career Attitudes

Boundaryless career attitude was assessed by using the scale developed by Briscoe, Hall & Frautschy DeMuth (2006). The scale consists of 12 items, and the respondents were asked to answer to the extent they agree to the statements on a 5 point Likert scale (1=to little or no extent, 5=to a great extent).

Results

4.1. Descriptive statistics.

Table 1 lists the means, standard deviations (SD), and Cronbach alpha reliability coefficients for the variables.

Table 1. Descriptive Statistics, Alpha coefficients and correlations

Variable	Mean	S.D	Alpha Coefficients
2.Cognitive WV	5.06	0.71	0.89
3. Affective WV	5.44	0.73	0.80
4. Instrumental WV	5.20	0.67	0.72
5. Psychological CA	3.84	0.77	0.77

6. Physical CA	2.65	0.85	0.80
----------------	------	------	------

4.2. Preliminary Analyses

Before testing the hypotheses, first the measurement model was tested by confirmatory factor analysis (CFA) to evaluate the factor structure of the scales and to determine how well the measurement model fits to its data (Bollen, 1989).

4.2.1. Measurement model with CFA.

To test the validity of the scales AMOS 22 program was used. As a first step, the data were screened for assumptions of CFA.

For the Work Values (WV) scale, CFA results revealed that the 3-factor model provided a poor fit with the data initially. As a result for the inspection of modification indices for WV items, 4 out of 23 items (three for cognitive, one for affective) were deleted from the model and covariance terms were added between items 1 & 2. The CFA is conducted with the remaining 19 WV items and provided a relatively more satisfactory fit to the data ($\chi^2 = 350.246$, $\chi^2/df = 2.54$, GFI = 0.85, CFI = 0.95 and RMSEA = .073). All estimated loadings were significant.

For the Career Attitudes (CA) scale, CFA results revealed that the 2-factor model didnot provide an adequate with the data initially. After conducting the inspection of modification indices for CA items, 3 out of 12 items (three for psychological) were deleted from the model. The CFA is conducted with the remaining 9 CA items and provided a relatively more satisfactory fit to the data ($\chi^2 = 49.645$, $\chi^2/df = 1.909$, GFI = 0.95, CFI = 0.96 and RMSEA = .067). All estimated loadings for the scale were significant.

4.2.2. Hypothesis Testing

Structural equation modeling (SEM) is used to test the proposed hypotheses. AMOS 22 program is used for the analyses. The results are shown in Fig. 2*.

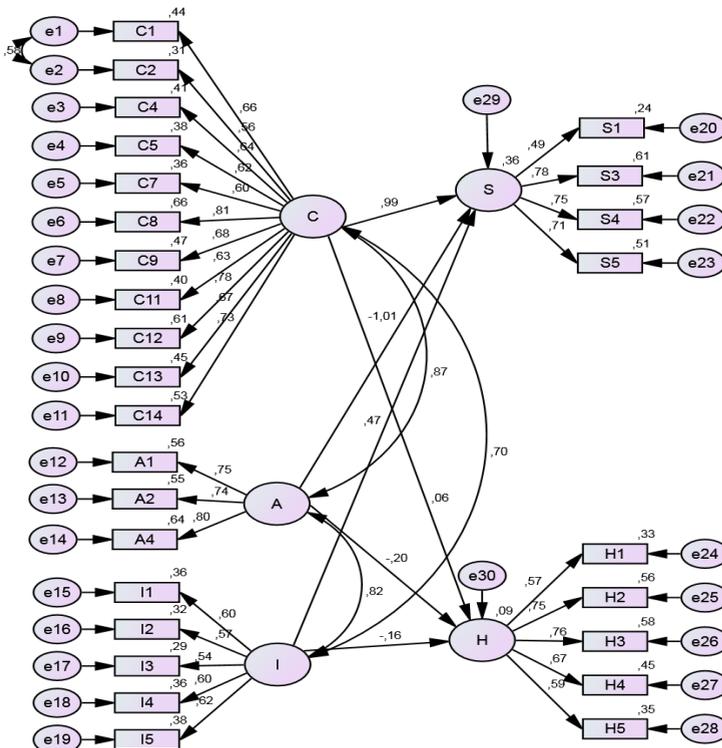


Fig 2. Results of the hypothesized model.

*: C= Cognitive Work Values, A= Affective Work Values, I= Instrumental Work Values, S= Psychological Boundaryless Career Attitude, H= Physical Boundaryless Career Attitude

Fit indices for the model reveal that the model is acceptable in terms of structure. The results are displayed in Table 2.

Table 2. Structural Model Fit Indices

	X ²	df	X ² /df	GFI	CFI	RMSEA
Fit Indices	702,863	340	2,067	0,85	0,95	0,073
Model Fit*			≤3	≥0,90	≥0,97	≤0,05
Acceptable Fit Values*			≤4-5	0,89-0,85	≥0,95	0,06-0,08

* Resource: Steiger, 1990

Table 3. Structural Equation Model Coefficients

Variables	Standardized β	Standard Error	p	R ²
Cognitive WV – Psychological CA	0,99	3,237	0,001	0,36
Affective WV – Psychological CA	-1,01	-2,305	0,021	
Instrumental WV – Psychological CA	0,47	1,751	0,080	
Cognitive WV – Physical CA	0,06	0,277	0,782	0,09
Affective WV – Physical CA	-0,20	-0,663	0,507	
Instrumental WV – Physical CA	-0,16	-0,791	0,429	

Table 3 shows the standardized β coefficients, standard error, p and R² values for SEM. As it can be seen in Table 3, among the direct effects, CWV affects psychological career attitudes (β =.99, p<0.05) and AWV has an influence on the psychological career attitudes (β =1.01, p<0.05) significantly. Thus, hypotheses 1 and 2 were supported.

On the other hand, there exist no relation between instrumental work values and psychological career attitudes (p<0.05). Therefore, hypothesis 3 was rejected. Additionally, no direct effect between the work value dimensions and physical career attitudes (p<0.05) was found. Thus, hypotheses 4, 5 and 6 were also rejected.

Discussion

This study was carried out in order to explore whether work values of Generation Y Turkish higher education students acts as a predictor of their prospective career attitude orientations. Although the literature consists of studies that inspect work values of higher education students; the researchers usually analyzed this topic in terms of its influence on work outcomes; such as organizational commitment, and turnover intentions. Additionally, the concept of “new career orientations”, that includes boundaryless career attitude has quite recently emerged (Arthur & Rousseau, 1996.; Sullivan & Arthur, 2006), and this topic has mostly been studied in terms of evaluation of its dimensions. When the literature is analyzed, there is no study that examined the influence of three aspects of work values (cognitive, affective, and instrumental) as proposed by Elizur (1991) on the boundaryless career attitude that consists of physical and psychological mobility of the employees.

In the light of being the first study, to our knowledge, about the influence of work values on the boundaryless career commitment of the Turkish higher education students, this study revealed some intriguing results. Generation Y Turkish higher education students interest in instrumental work values (pay, hours ofwork, security, benefits, and work conditions) have little to no influence on their physical and psychological mobility. On the other hand, cognitive (responsibility, advancement, achievement, influence, interest, feedback, meaningful work, use of abilities, independence, company, status, and contribution to society) and affective work values (relations with supervisor, coworkers, recognition, esteem, and opportunity to interact with people) have direct influence on their psychological mobility, but has no affect on their

physical mobility. Additionally, work values of the students have no influence on their physical mobility aspect of career attitudes.

5.1.1. Limitations and Implications for Future Research

Although Wolf, Harrington, Clark, and Miller (2013) found sample size requirements ranging from 30 (Simple CFA with four indicators and loadings around .80) up to 450 cases (mediation models) for Structural Equation Modeling, analyzing the same topic with higher number of participants might yield different results. Additionally, since this study is carried out in one city only (Ankara), the results cannot be generalized to bigger populations.

If this study can be conducted in different countries, then the results can be compared to make further assumptions about the influence of work values on the career commitment. Since Turkey is a collectivistic culture, this may explain the reluctance of employees' intentions of physical mobility, as collectivistic cultures are known for their member interdependence (Hartung, Fouad, Leong, & Hardin, 2010). This study can be replicated in an individualistic culture, such as Canada or United States of America, to compare the results from Turkish sample.

Conclusion

Both organizations and managers, together with the co-workers that come from different generations, should try to adapt to the expectations of Gen Y. Otherwise managing the Gen Y employees, and attracting and/or keeping them in the organization would not be easy.

Managers should enhance their leadership skills, in the light of the expectations from Gen Y employees, and thus get the chance to work with a creative and well-motivated team. Managers should include Gen Y employees to the decision-making process, implement a democratic decision-making mechanism, get rid of the top and bottom barriers with this generation and let Gen Y employees have autonomy in their tasks and responsibilities. In order to keep Generation Y in their organization who put affective work values, such as relationship with managers and co-workers and interaction with other people, on top of other factors, the managers should be a role-model for them by identifying the technical and managerial deficiencies of the employees, transferring them to the Gen Y employees in a constructive way, and finally creating road maps for their development opportunities. In the past traditional organizations, the employees were trying to gain the attention of their managers, and make the manager like them. However, this started to be mutual with the inclusion of Generation Y to the business life. Otherwise, Gen Y will simply prefer physical mobility, to work with a more appropriate manager who can understand his/her needs. Thus, a manager who created negative influences on Gen Y, might experience hard times finding employees, even if the organization is attractive for the employees.

Researches show that newly graduated Gen Y, will change jobs/organizations in every 2.4 years (Lyons, Schweitzer, Ng, & Kuron, 2012). Additionally the researches reveal that the cost of filling in the position of an employee who left the job, is equal to his/her one or two year worth salary. Thus, the tendency of Gen Y towards physical and psychological mobility affects the organizations in a negative way. In order to avoid this, organizations should encourage systematic internal job rotation, should create flexible work environment, and flexible rewarding system where Gen Y employees can enjoy their job and interact with their co-workers in a relaxed and fun environment. It may seem paradoxical that on the one hand the business environment is getting more and more automatized and mechanical, companies are compelled to create a more humanitarian business environment where employees can feel themselves at home. The concept of 'sense of belongingness' may seem to be too difficult to achieve for Gen Y, hence corporations should try to understand what their priorities and expectations are and whether their personal values are overlapping with the corporate values or not, so that it will be more probable to create 'us' feeling.

As a conclusion, generations change, together with their unique characteristics, expectations and sources of satisfaction from business life. It is inevitable that organizations should adapt to the changing environment, where Gen Y is expected to dominate with its 75% presence within ten years. In this change, there is no doubt that work values of Generation Y, together with the new emerging career orientations should be understood well.

Reference List

- [1] Abu-Saad, I., & Isralowitz, R. E. (1997). Gender as a determinant of work values among university students in Israel. *The Journal of Social Psychology*, 137(6), 749-763.
- [2] Arsenault, P. M. (2004). Validating generational differences: A legitimate diversity and leadership issue. *Leadership & Organization Development Journal*, 25(2), 124-141.

- [3] Arthur, M. B. (1994). The boundaryless career: A new perspective for organizational inquiry. *Journal of Organizational Behavior*, 15, 295–306
- [4] Arthur, M. B., Khapova, S. N., & Wilderom, C. P. (2005). Career success in a boundaryless career world. *Journal of Organizational Behavior*, 26(2), 177-202.
- [5] Arthur, M. B., & Rousseau, D. M. (1996). *The boundaryless career*. Oxford: Oxford University Press.
- [6] Baruch, Y., & Rosenstein, E. (1992). Human resource management in Israeli firms: Planning and managing careers in high technology organizations. *International Journal of Human Resource Management*, 3(3), 477-495.
- [7] Briscoe, J. P., Hall, D. T., & DeMuth, R. L. F. (2006). Protean and boundaryless careers: An empirical exploration. *Journal of Vocational Behavior*, 69(1), 30-47.
- [8] Bollen, K. A. (1989). A new incremental fit index for general structural equation models. *Sociological Methods & Research*, 17(3), 303-316.
- [9] Bolton, R. N., Parasuraman, A., Hoefnagels, A., Migchels, N., Kabadayi, S., Gruber, T., ... & Solnet, D. (2013). Understanding Generation Y and their use of social media: A review and research agenda. *Journal of Service Management*, 24(3), 245-267.
- [10] Clarke, M. (2009). Plodders, pragmatists, visionaries and opportunists: Career patterns and employability. *Career Development International*, 14(1), 8-28.
- [11] Cogin, J. (2012). Are generational differences in work values fact or fiction? Multi-country evidence and implications. *The International Journal of Human Resource Management*, 23(11), 2268-2294.
- [12] Crampton, S. M., & Hodge, J. W. (2011). Generation Y: Uncharted territory. *Journal of Business & Economics Research*, 7(4), 1-6.
- [13] Dawis, R.V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment*. Minneapolis, MN: University of Minnesota Press.
- [14] Eisner, S. P. (2005). Managing Generation Y. *SAM Advanced Management Journal*, 70(4), 4-15.
- [15] Elizur, D. (1984). Facets of work values: A structural analysis of work outcomes. *Journal of Applied Psychology*, 69(3), 379-389.
- [16] Elizur, D., Borg, I., Hunt, R., & Beck, I. M. (1991). The structure of work values: A cross cultural comparison. *Journal of Organizational Behavior*, 12(1), 21-38.
- [17] Feyerherm, A., & Vick, Y. H. (2005). Generation X women in high technology: Overcoming gender and generational challenges to succeed in the corporate environment. *Career Development International*, 10(3), 216-227.
- [18] Hartung, P. J., Fouad, N. A., Leong, F. T., & Hardin, E. E. (2010). Individualism-collectivism links to occupational plans and work values. *Journal of Career Assessment*, 18(1), 34-45.
- [19] Jorgensen, B. (2003). Baby Boomers, Generation X and Generation Y: Policy implications for defence forces in the modern era. *Foresight*, 5(4), 41-49.
- [20] Krahn, H. J., & Galambos, N. L. (2014). Work values and beliefs of 'Generation X' and 'Generation Y'. *Journal of Youth Studies*, 17(1), 92-112
- [21] Kilber, J., Barclay, A., & Ohmer, D. (2014). Seven tips for managing Generation Y. *Journal of Management*, 15(4), 80-91.
- [22] Laird, M. D., Harvey, P., & Lancaster, J. (2015). Accountability, entitlement, tenure, and satisfaction in Generation Y. *Journal of Managerial Psychology*, 30(1), 87-100.
- [23] Leiter, M. P., Jackson, N. J., & Shaughnessy, K. (2009). Contrasting burnout, turnover intention, control, value congruence and knowledge sharing between Baby Boomers and Generation X. *Journal of Nursing Management*, 17(1), 100-109.
- [24] Leuty, M. E., & Hansen, J. I. C. (2011). Evidence of construct validity for work values. *Journal of Vocational Behavior*, 79(2), 379-390.
- [25] Lewis, R. (2015). Generation Y at work: Insight from experiences in the hotel sector. *International Journal of Business and Management*, 3(1), 1-17.
- [26] Lyons, S., Higgins, C., & Duxbury, L. (2009). Work values: Development of a new three-dimensional structure based on confirmatory smallest space analysis. *Journal of Organizational Behavior*, 31(7), 969–1002.
- [27] Lyons, S. T., Schweitzer, L., Ng, E. S., & Kuron, L. K. (2012). Comparing apples to apples: A qualitative investigation of career mobility patterns across four generations. *Career Development International*, 17(4), 333-357.
- [28] Maxwell, G. A., & Broadbridge, A. (2014). Generation Y graduates and career transition: Perspectives by gender. *European Management Journal*, 32(4), 547-553.

- [29] Mignonac, K., & Herrbach, O. (2003). Managing individual career aspirations and corporate needs: A study of software engineers in France. *Journal of Engineering and Technology Management*, 20(3), 205-230.
- [30] O'Bannon, G. (2001). Managing our future: The Generation X factor. *Public Personnel Management*, 30(1), 95-110.
- [31] Posner, B. Z. (2010). Another look at the impact of personal and organizational values congruency. *Journal of Business Ethics*, 97(4), 535-541.
- [32] Rodriguez, R. O., Green, M. T., & Ree, M. J. (2003). Leading Generation X: Do the old rules apply?. *Journal of Leadership & Organizational Studies*, 9(4), 67-75.
- [33] Saxena, P., & Jain, R. (2012). Managing career aspirations of Generation Y at work place. *International Journal of Advanced Research in Computer Science and Software Engineering*, 2(7), 114-118.
- [34] Schein, E. H. (1990). *Career anchors: Discovering your real values*. San Diego, CA: Pfeiffer & Company
- [35] Schein, E. H. (2007). Foreword: Career research – Some personal perspectives. In H. Gunz & M. Peiperl (Eds.), *Handbook of career studies* (pp. ix–xiii). Thousand Oaks, CA: Sage.
- [36] Schwartz, S.H. (1999). A theory of cultural values and some implications for work. *Applied Psychology: An International Review*, 48, 23–47.
- [37] Steiger, J. H. (1990). Structural model evaluation and modification: An interval estimation approach. *Multivariate Behavioral Research*, 25(2), 173-180.
- [38] Solnet, D., Kralj, A., & Kandampully, J. (2012). Generation Y employees: An examination of work attitude differences. *Journal of Applied Management and Entrepreneurship*, 17(3), 36.
- [39] Sullivan, S. E. (1999). The changing Nature of careers: A review and research agenda. *Journal of Management*, 25, 457–484.
- [40] Sullivan, S. E., & Arthur, M. B. (2006). The evolution of the boundaryless career concept: Examining physical and psychological mobility. *Journal of Vocational Behavior*, 69(1), 19-29.
- [41] Sullivan, S. E., & Baruch, Y. (2009). Advances in career theory and research: A critical review and agenda for future exploration. *Journal of Management*, 35(6), 1542-1571.
- [42] Super, D.E. (1970). *Work Values Inventory*. Boston, MA: Houghton- Mifflin.
- [43] Tulgan, B. (2009). *Not everyone gets a trophy: How to manage Generation Y*. New York: Jossey-Bass.
- [44] Tulgan, B., & Martin, C. A. (2001). *Managing Generation Y: Global citizens born in the late seventies and early eighties*. Massachusetts: Human Resource Development Press.
- [45] Valentine, D., & L. Powers, T. (2013). Generation Y values and lifestyle segments. *Journal of Consumer Marketing*, 30(7), 597-606.
- [46] Warr, P. (2008). Work values: Some demographic and cultural correlates. *Journal of Occupational and Organizational Psychology*, 81(4), 751-775.
- [47] Wolf, E. J., Harrington, K. M., Clark, S. L., & Miller, M. W. (2013). Sample size requirements for structural equation models an evaluation of power, bias, and solution propriety. *Educational and Psychological Measurement*, 73(6), 913-934.
- [48] Yu, H. C., & Miller, P. (2005). Leadership style: The X Generation and Baby Boomers compared in different cultural contexts. *Leadership & Organization Development Journal*, 26(1), 35-50.

Explorative Study of the Impact of Self Confidence Among Type 2 Diabetes of Hazaribag District

Charanpreet Singh

Dr., Ph.D. (Department of Psychology) Faculty of Social Sciences,
Vinoba Bhave University, Hazaribagh, Jharkhand, India

Abstract

The fear psychosis of diabetics such as cardiac panic attack, renal failure, diabetic retinopathy, blindness etc. not only demolishes one's self confidence but also distort one's healthy personality life. Pondering over these paramount important points this research was conducted to measure and analyses the impact of self confidence among diabetics. For this 200 samples from Hazaribag District were selected. Incidental cum purposive sampling technique was adopted. The samples were divided into two groups- diabetics and non-diabetics. Again the subjects were divided on the basis of gender- (No.50-male diabetic) (No .50-female diabetic) - (No.50- non diabetic male) - (No.50- non diabetic female.) Two scales namely Personal Data Sheet and Self Confidence Scale by Rekha Agnihotri were administered on these groups. Data was collected, tabulated and analyzed with the help of Mean, SDs and t.-ratio of acquired data. And it was found that t was not significant. So, it can be said that there is no difference in self-confidence between diabetics and non-diabetics. Several factor like age, well settled retirement, religiosity, and enjoying social life same as non-diabetics etc. All this essential factors enhances their self-confidence and were also found responsible for this finding.

Keywords: analysis; self-confidence; type 2 diabetes; non diabetics

Introduction

Self Confidence:

The literal meaning of self-confidence is or reliance on one's powers. From this it can be deduced that self-confidence encompasses confidence in one's own abilities to perform a particular task successfully without doubt.

Self-confidence is considered one of the most influential motivators and regulators of behaviour in people's everyday lives (Bandura, 1986). A growing body of evidence suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984).

Terms such as "self-confidence," "self-efficacy," "perceived ability," and "perceived competence" have been used to describe a person's perceived capability to accomplish a certain level of performance. Bandura (1977) uses the term "self-efficacy" to describe the belief one has in being able to execute a specific task successfully.

The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity (Breckenridge and Vincent, 1965). Into this structure are integrated many pattern of response tendencies, known as 'traits' which are closely related to and influenced by the concept of self. Self-confidence is one such personality trait. The self is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and this attribute his personality to his worth. Self-confidence is a positive attitude of oneself to-towards one's self-concept. It is an attribute of perceived self. Self-confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. In the words of Basavanna (1975), "In general terms, Self-confident refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right." A Self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent self-reliant, self-assured, forward-moving fairly assertive and having leadership qualities.

"Self-concept" represents a composite view of oneself that is developed through evaluative experiences and social interactions. As Bandura (1986) has noted, however, a person's self-conceptions become more varied across activities

with increasing experience. Thus, global measures of self-concept will not predict the intra-individual variability in a performance situation as well as self-confidence perceptions that vary across activities and circumstances. Rather, global measures of self-concept are helpful to understanding one's total outlook toward life. However, it should be noted that people's self-concepts have also been shown to be malleable in certain situations (Markus and Kunda, 1986).

"Self-esteem" is another global construct related to self-confidence and self-concept and pertains to one's personal perception of worthiness. Although self-confidence and self-esteem may be related, individuals can have one without necessarily having the other. Certain individuals may not have high self-confidence for a given activity, but still "like themselves"; by contrast, there are others who may regard themselves as highly competent at a given activity but do not have corresponding feelings of self-esteem.

Theoretical Perspective

Self-efficacy theory was developed within the framework of a social cognitive theory (Bandura, 1986). Bandura poses self-confidence as a common cognitive mechanism for mediating people's motivation, thought patterns, emotional reactions, and behaviour. The theory was originally proposed to account for the different results achieved by the diverse methods used in clinical psychology for treating anxiety. It has since been expanded and applied to other domains of psychosocial functioning, including motivation, cognitive skill acquisition, career choice and development, health and exercise behavior, and motor performance.

Diabetes

Diabetes is possible to become one of the most widespread medically, scientifically challenging and economically taxing significant diseases of the 21st century. And globally the developed nations and many of the developing nations are becoming subject in its epidemic proportions.

India and global scenario of diabetes

The numbers of diabetic patients are speedily mounting all over the world, but the trends are different for both developed and developing countries. At some places growth rate is faster than the others. According to recent estimates, approximately 285 million people worldwide (6.6%) in the 20-79 year age group will have diabetes in 2010 and by 2030, 438 million people (7.8%) of the adult population, is expected to have diabetes. (1) The largest increases will take place in the regions dominated by developing economies. A survey conducted by World Health Organization shows that the largest number of diabetic patients in the world is in India; hence India has been accorded the status of "Diabetic Capital" of the world. In 1995 every 7th diabetic person in the world was an Indian and by 2025 every 5th diabetic person will be an Indian. In 1995 the number of diabetic patients in India was 1.94 Crore's and by 2025 this number will swell up to 5.70 Crore's the number of diabetic patients is rapidly increasing in India but what is more worrying is the factor that the younger age group is being more affected. At present 30% of the diabetic patients are in the age group of 20 to 40 years.

This ubiquitous condition will have an ever-increasing impact on all aspects of medicine and public health. Diabetes is the paradigm of a condition that necessitates a multidisciplinary and holistic approach to its care management and control of treatment. Primary care physicians, hospital physicians, surgeons, nurses, dieticians, psychologists and ophthalmologists etc. are all drawn into this process.

Diabetes mellitus is a chronic medical illness presenting a potential risk for multiple life-threatening medical complications, including blindness, kidney failure; wounds refusing to heal can cause amputation of body organs, heart disease, and stroke. Empirical literature suggests that tight metabolic control achieved through the adequate execution of self-care behaviours on the part of diabetic patients can significantly reduce the risk of developing such complications. Consequently, gaining a greater understanding of factors that determine diabetes, self-care practices are of vital importance.

There are three etiologically distinctive types of diabetes, type 1 and type 2 and Gestational diabetes mellitus. Other specific types of diabetes also exist.

Warning signs of diabetes

Frequent urination , Excessive thirst , Increased hunger , Weight loss , Tiredness , Lack of interest and concentration , Vomiting and stomach pain (often mistaken as the flu) , A tingling sensation or numbness in the hands or feet , Blurred vision , Frequent infections , Slow-healing wounds

Risk factors:



Management of diabetes:

Today, there is no cure for diabetes, but effective treatment exists. Good diabetes control means keeping your blood sugar levels as close to normal as possible. This can be achieved by a combination of the following:

Physical Activity:

a goal of at least 30 minutes of moderate physical activity per day (e.g. brisk walking, swimming, cycling, dancing) on most days of the week.

Body weight:

Weight loss improves insulin resistance, blood glucose and high lipid levels in the short term, and reduces blood pressure. It is important to reach and maintain a healthy weight.

Healthy Eating:

Avoid food stuffs containing high volume of sugar and saturated fats, and limiting alcohol consumption.

Avoid tobacco: tobacco use is associated with more complications in people with diabetes.

Monitoring:

for complications: monitoring and early detection of complications is an essential part of good diabetes care. This includes regular foot and eye checks, controlling blood pressure and blood glucose, and assessing risks for cardiovascular and kidney disease.

Literature Review

Self Confidence and Diabetes

Self-confidence beliefs, defined as people's judgments of their capability to perform specific tasks, are a product of a complex process of self-persuasion that relies on cognitive processing of diverse sources of confidence information (Bandura, 1990).

Self-confidence is the person's fire urge for optimism in the adversity of the circumstances in order to maintain the equilibrium of his rational mind without getting distracted by the negative forces. (Author)

Psychological approaches and theories and their implementation specific in health scenario and Health Psychology of an Individual

Self-efficacy theory was developed within the framework of a social cognitive theory (Bandura, 1986). Bandura poses self-confidence as a common cognitive mechanism for mediating people's motivation, thought patterns, emotional reactions, and behaviour. The theory was originally proposed to account for the different results achieved by the diverse methods used in clinical psychology for treating anxiety. It has since been expanded and applied to other domains of psychosocial functioning, including motivation, cognitive skill acquisition, career choice and development, health and exercise behaviour, and motor performance. (For reviews on specific domains, see Feltz, 1988b; Lent and Hackett, 1987; McAuley, 1992; O'Leary, 1985; Schunk, 1984a). The theory has also been found to be equally predictive cross-culturally (Earley, 1993; Matsui, 1987; Matsui and Onglatco, 1991).

Some studies that have investigated the influence of physiological or emotional states on self-confidence are equivocal (Feltz, 1982, 1988a; Feltz and Mugno, 1983; Juneau et al., 1986; Kavanagh and Hausfeld, 1986). For diving tasks, Feltz (1988a) found that perceived autonomic arousal, rather than actual physiological arousal, significantly predicted confidence judgments. Juneau et al. (1986) found that individuals who focused on their physical stamina as they mastered increasing workloads on a treadmill judged their cardiac confidence as more robust than those who focused on the negative signs. For strength tasks, however, Kavanagh and Hausfeld (1986) found that induced moods (happiness or sadness), as measured by self-reports, did not alter confidence expectations in any consistent manner. Bandura (1988) has argued that it is people's perceived coping confidence that is more indicative of capability than their perception of their physiological arousal condition. If people believe that they cannot cope with a potential threat, they experience disruptive arousal, which may further lower their confidence judgments that they can perform successfully. Evidence for this argument comes from research that has shown that it is not the frightful cognitions they that account for anxiety symptoms, but the perceived self-confidence to control them (Kent, 1987; Kent and Gibbons, 1987).

Evidence for the effectiveness of self-confidence as an influential mechanism in human agency comes from a number of diverse lines of research in various domains of psychosocial functioning, including achievement motivation (Bandura and Cervone, 1983; Schunk, 1984a), career choice and development (Betz and Hackett, 1981), health and exercise behavior (DiClemente, 1981; McAuley and Jacobson, 1991), anxiety disorders (Bandura et al., 1982) and sport and motor performance (Feltz, 1982).

There are various psychological features that affect health behaviour. It should be realized that psychological and physical well-being are interdependent. It would be important to identify the significant psychological features because it is possible to influence them. This, in turn, would enhance health behaviour and health status. In the case of diabetes, for example, psychological features may influence metabolic control either directly via neurohormonal mechanisms or indirectly through motivation and the ability to adhere to self-care practices (Helz & Templeton 1990).

Different Psychological models have been developed, which are used to explore health behaviour in more specific form. In this research work self –efficacy theory of Bandura and other Health Psychology of thoughts are mentioned with the relevance of Diabetics and overall health point of issue of a person.

Self-efficacy

The theory of self-efficacy was developed within the framework of a social learning theory, in which health is considered to be determined by behavioural, cognitive, physiological and environmental factors (Bandura 1977a). The perception of self-efficacy is crucial for human behaviour, for determining the beginning and maintenance of behaviour and for its persistence. People avoid activities that they perceive as more than they can cope with, but engage in activities that they believe they can manage. The magnitude, strength and generality of self-efficacy perceptions may vary. In other words, tasks are

ordered by difficulty level (magnitude), certainty of the ability to cope may differ (strength), and expectations may be specific to particular activities or generalized to other situations (generality). The performance of activities necessitates not only a high self-efficacy perception, but also appropriate incentives and skills. (Bandura 1977b). Self-efficacy determines the amount of expended effort and persistence when there are obstacles or aversive experiences (Bandura 1982).

Perception of self-efficacy develop on the basis of enactive attainments, vicarious experience, verbal persuasion, and physiological states related to emotional arousal. Enactive attainments, which are based on one's own experiences, are the most important determinant (Bandura 1982). Vicarious experience implies observing others and comparing oneself with other people, while verbal persuasion consist of convincing an individual by assuring him/her that he/she is able to do the behavior in question. Stressful and taxing situations cause emotional arousal, which affects the physiological state. Individuals feel somatic symptoms, which may alter the level of self-efficacy. Finally, information from all these sources is cognitively processed by the individual, and a judgement of the self-efficacy concerning a specific behaviour is formed. The perception of self-efficacy develops in the course of life: family and peers are the first important agents for developing self-efficacy, cognitive efficacy is cultivated at school, and the transition from childhood to adulthood is regarded to imply a growth of self-efficacy. Adulthood involves many demands on firm sense of self-efficacy, such as partnerships, relationships, parenthood and career. By middle age, self-perceptions have become stabilized, but self-efficacy still has to be reappraised in new situations. Especially with advancing age, when the physical capacities, sensory functions and intellectual facility diminish, self-efficacy needs to be reappraised. (Bandura 1981).

Self-esteem

Self-esteem is defined as a personal, subjective judgement of worthiness, which is expressed in one's attitudes towards oneself and is conveyed to others. The level of self-esteem is related to the subject's style of adapting to environmental demands. Coopersmith (1967). An individual with high self-esteem respects himself, considers himself to be at least equal to others, recognizes his own limitations and expects to grow and improve (Rosenberg 1965), whereas an individual with low self-esteem feels helpless and inadequate (Coopersmith 1967). General self-esteem is considered a relatively stable feature, and self-appraisals are thought to be relatively constant, because people need psychological consistency (Lecky 1945). Self-esteem evidently changes over age (Macgregor *et al.* 1997), while it is lowest around the age of 12-13, and after the age of 14 it continues to improve until early adulthood (Rosenberg 1986). Adolescent males have been shown to have better self-esteem than females of the same age, particularly concerning the quality of physical attractiveness (Rosenberg 1986), and persons in the upper and middle social classes have been found to have higher self-esteem than those in the lower social groups (Macgregor & Balding 1991). There is situational variance in self-evaluations, and self-esteem might be different in different areas (Coopersmith 1967). On the whole, the theory of self-esteem is well-known, and it has been used to analyse many different health behaviours.

A diabetic patient's self-esteem may be essential for encouraging psychological well-being, which, in turn, influences metabolic control (Bradley & Gamsu 1994). Low self-esteem has been found to contribute to depression in adults with diabetes (Bailey 1996).

Lawrance & McLeroy (1986) have concluded that the extent to which self-efficacy can be generalized between different health problems is an important outcome of health education. Previously, dental self-efficacy has been found to relate to oral hygiene practices and dental visiting (McCaul *et al.* 1985, Tedesco *et al.* 1994, Stewart *et al.* 1997) and, correspondingly, diabetes self-efficacy to diabetes self-care (Hurley & Shea 1992,

Coopersmith (1967) pointed out that the level of self-esteem is related to the way of adaptation to environmental demands, and that high self-esteem gives self-confidence in one's own ability to cope in difficult situations, which may lead to better self-care. And further, success in self-care strengthens self-esteem. This effectiveness of self-esteem should be recognized by health care professionals, because they can promote their patients' self-esteem during checkups. For this purpose, health care professionals should respect individuals and their privacy, be nonjudgmental, recognize the patients' life circumstances, and empower the patients to manage with diabetes and to solve their problems effectively (Bradley & Gamsu 1994).

Research methodology:

Aims:

To measure the impact of type 2 diabetes on self-confidence

To compare the impact of self-confidence between type 2 diabetes and non-diabetes

Hypothesis:

Diabetic patients will have lack of self-confidence then non-diabetic subjects. (Self-confidence is dependent upon several factors like high ego-strength, high social adjustment, high ambition and high performance. Any type of slowness in this factor affects self-confidence. Their self-confidence level is lowered than normal subjects. A disease person cannot make self-confidence stronger than normal subjects. That is why it is hypothesized that the diabetic patients will have lack of self-confidence in comparison with non-diabetic subjects.)

Scant research has been conducted on how people process multidimensional confidence information and the heuristics they use in weighting and integrating these sources of information in forming their confidence judgments (Bandura, 1986).

It was humble attempt of the researcher to invent how psychosocial factors play a key part in the recovery and rehabilitation process during illness.

Methodology:

Sample: 200 Samples were selected

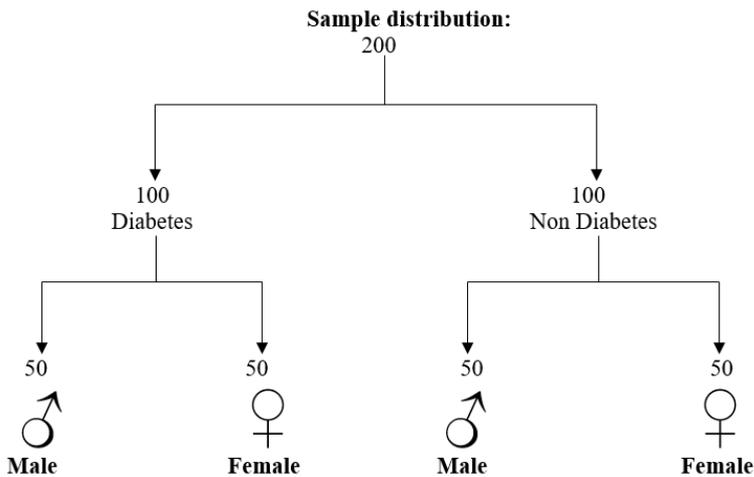
Sample area:

The sample area was Hazaribag district of Jharkhand in India

Sample Selection:

Incidental cum purposive sampling techniques was adopted because it was the most suitable method to the nature of research problem.

Sample distribution:

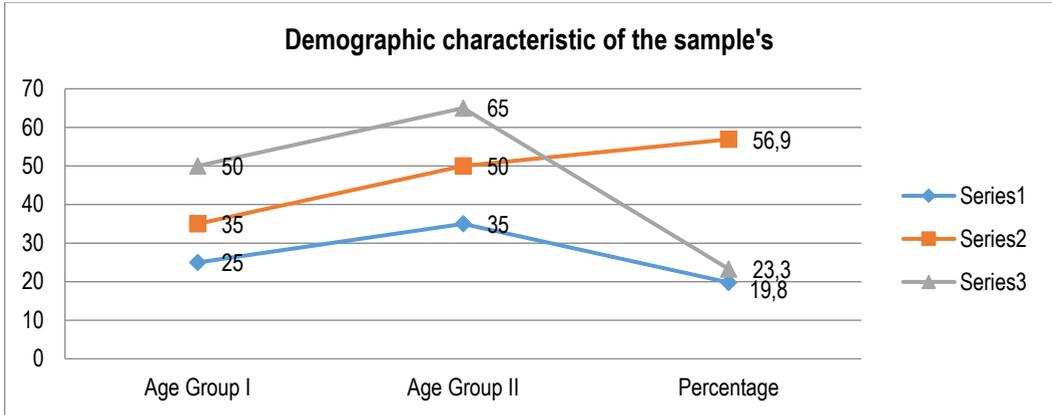


Demographic characteristic of the samples:

The sample was selected from various age groups. The age of the sample has represented in table 1.1.

Table-1.1

S No.	Age group	Percentage
1	25-35	19.8
2	35-50	56.9
3	50-65	23.3



The above figure shows that more than half of the subjects were of middle age that is 35-50. Less number of employees was of old age (that is 19.8).

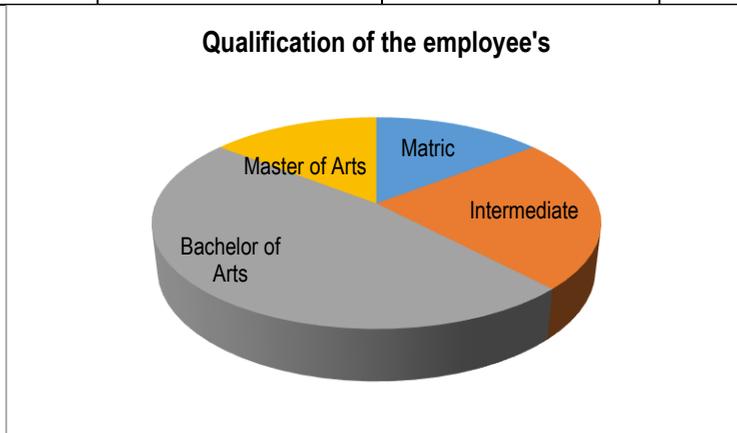
Qualification of the sample:

Subjects have different qualification. Some have master degree; some have graduation; some have intermediate degree and some had matriculation degree. This has represented in table 1.2.

Table-1.2

(Qualification of the employees)

Matric	Intermediate	Bachelor of Arts	Master of Arts
14.5%	23.4%	47.6%	14.5%



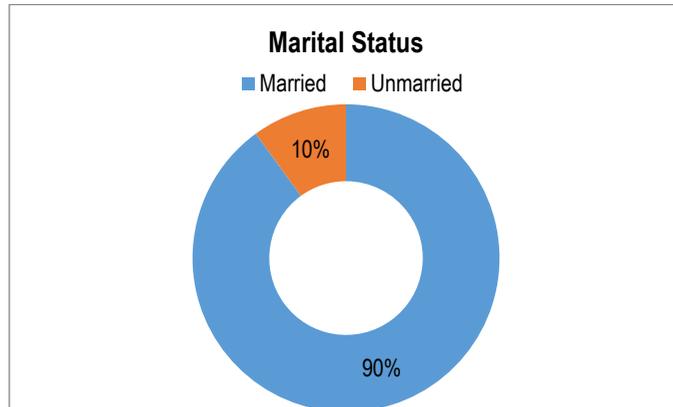
The above table shows that maximum numbers of employees were Graduate (that is 47.65)

Employment of the subjects:

Samples have different type of employment – Clerk, Supervisor, Engineer, Doctor, Bank Manager, etc.

Marital status of the sample:

Most of the subjects were married.



The above figure indicates that 90% of the employees were married.

Tools used:

Pondering over above aims and objectives of the research two tools were used.

1. Personal Data Sheet (PDS):

The PDS was used to get some information about demographic variables like, name, sex, qualification, history of diabetes, name of medicine and the like. This scale was prepared by the researcher himself.

Self-Confidence Inventory:

Self Confidence:

Self-confidence was assessed by Agnihotri's Self Confidence Inventory (ASCI) developed by Dr. Rekha Agnihotry.

Agnihotri's Self Confidence Inventory (ASCI) consists of 56 questions which includes items for the assessment of self-confidence.

The author has given the following classification criteria:

Raw score	Explanation
7 and below	Very high Self-confidence
8-19	High Self-confidence
20-32	Average Self-confidence
33-44	Low Self-confidence
45 and above	Very low Self-confidence

Scoring:

The inventory can be scored by hand. A score of one is awarded for a response indicative of lack of Self-Confidence, i.e. for making cross (X) to wrong' response to item nos. 2,7,23,31,40,41,43,44,45,53,54,55 and for making cross (X) to right' response to the rest of the items. Thus each item has a maximum score of "1" and minimum of "0" and response value of which extend from 0 - 56. Hence the lower the score, the higher would be the level of Self-Confidence and vice-versa.

Data Collection:

After deciding sample its location and its method of selection this researcher visited Dr. I.K. Sinha (Medical Officer I.C. DVC Hazaribag who is especially specialised for treating diabetes. The researcher contacted diabetic patients and took their confidence and consent immediately. Some patients filled the questionnaire same day and some took them to their home promising to return in next visit. In this way, the administered scale of the samples was procured and scoring was done in accordance with the manual, then data was collected and interpreted in light of standard statistical techniques.

Findings and discussion

The hypothesis of this work was (diabetic patients will have low level of self-confidence than non-diabetic). To verify this hypothesis two tools were used. One was personal data sheet. Which was prepared by researcher himself and the second tool was inventory used to measure the self-confidence of the subjects. It has been developed by Rekha Agnihotry. These two scales were administered on 200 samples. This was divided into two groups diabetic and non-diabetic. These two groups two were divided. Again into two groups on the basis of gender male and female. This two scales were administered on these groups and data was collected and tabulated in table no.-1.3 , and demonstrated in Bar Graph of 1.3 , 1.4 & 1.5.

Pondering over this table 1.3, it is observed that it has three comparisons. The 1st comparison is between male diabetic and non-diabetic male. The 2nd comparison is between female diabetic and non-diabetic female. The 3rd comparison is between total diabetic and non-diabetic.

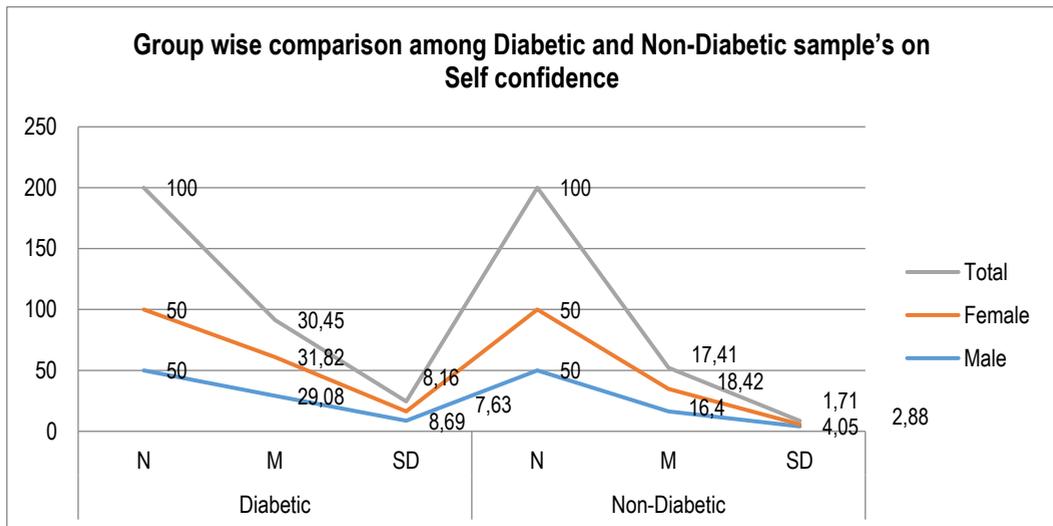
Table no. – 1.3

(N, M, SD and t – ratio of diabetic and non – diabetic samples on Self-confidence)

Group	Diabetic			Non-Diabetic			t	p
	N	M	SD	N	M	SD		
Male	50	29.08	8.69	50	16.40	4.05	1.73	Ns*
Female	50	31.82	7.63	50	18.42	1.71	1.99	NS*
Total	100	30.45	8.16	100	17.41	2.88	1.86	NS*

* NS = Not Significant

Group wise comparison among Diabetic and Non-Diabetic sample's on Self-confidence.



Comparison 1st shows that the 't' ratio between male diabetic and non-diabetic is 1.73. It is not significant on any level. It means male diabetic and non-diabetic do not vary on self-confidence. It can be said that male diabetic and male non-diabetic are not different on self-confidence.

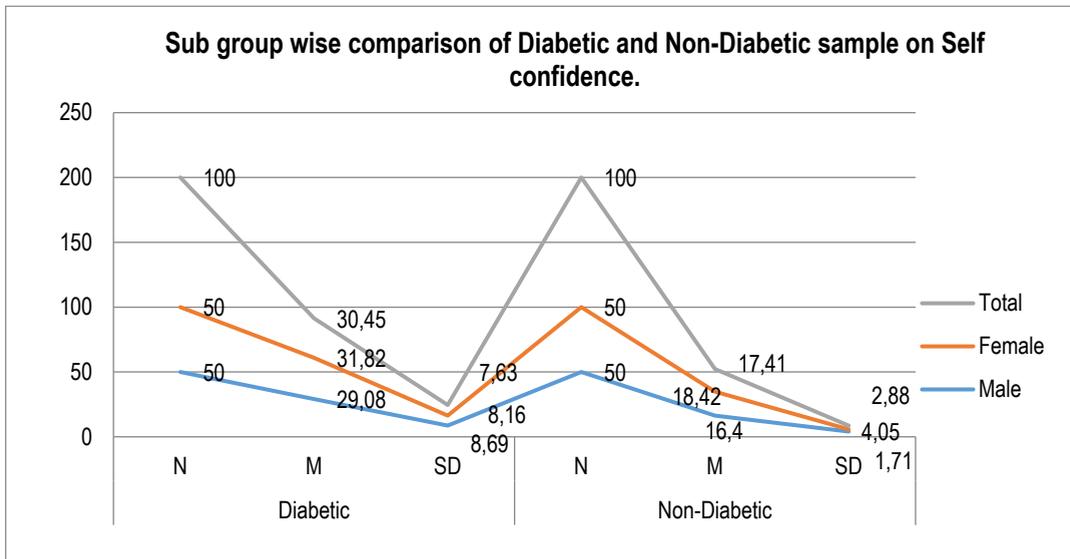
Table No. - 1.4

(N , M , SD and t – ratio of diabetic and non – diabetic samples on Self-confidence)

Group	Diabetic			Non-Diabetic			t	/p
	N	M	SD	N	M	SD		
Male	50	29.08	8.69	50	16.40	4.05	1.73	Ns*
Female	50	31.82	7.63	50	18.42	1.71	1.99	NS*
Total	100	30.45	8.16	100	17.41	2.88	1.86	NS*

* NS = Not Significant

Sub group wise comparison of Diabetic and Non-Diabetic sample on Self-confidence.



Considering second comparison, it is observed that the 't' ratio between female diabetic and female non-diabetic is 1.99. Which is not significant on any level, it means both subgroups do not vary on self confidence. It means female diabetic and female non-diabetic is not different on self confidence.

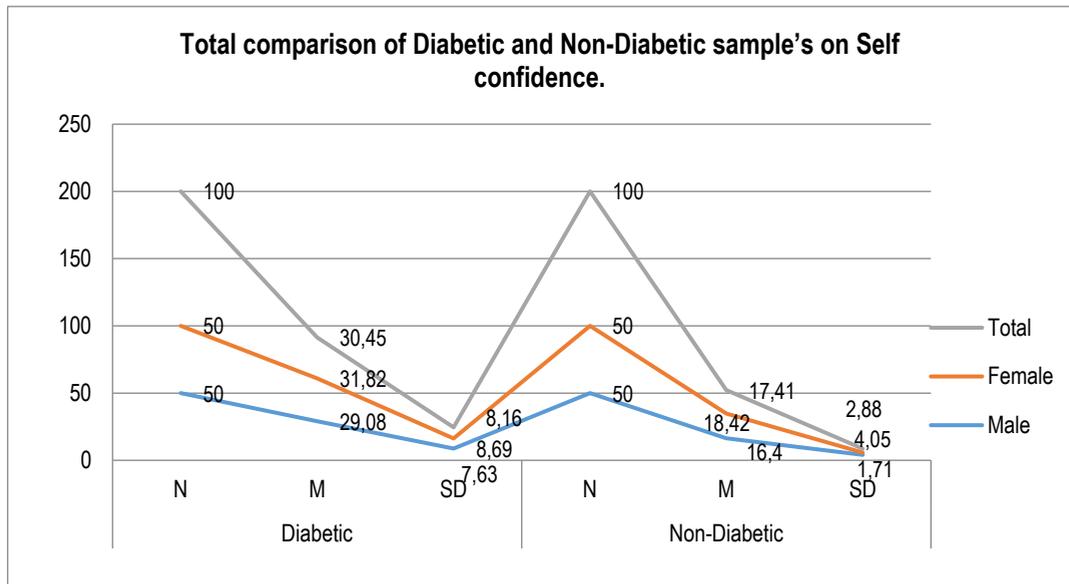
Table No.- 1.5

(N, M, SD and t – ratio of diabetic and non – diabetic samples on Self-confidence)

Group	Diabetic			Non-Diabetic			t	/p
	N	M	SD	N	M	SD		
Male	50	29.08	8.69	50	16.40	4.05	1.73	Ns*
Female	50	31.82	7.63	50	18.42	1.71	1.99	NS*
Total	100	30.45	8.16	100	17.41	2.88	1.86	NS*

* NS = Not Significant

Total comparison of Diabetic and Non-Diabetic sample's on Self-confidence.



Considering 3rd comparison, it is found that the 't' ratio between total diabetic and non-diabetic is 1.86. Which is neither significant neither on .05 level nor .01 level. It means both groups do not vary on self-confidence. In another wards, it can be said that both group are not different on self-confidence.

Considering these three comparisons and the 't' ratio, it is observed that no 't' ratio is significant neither group wise nor non-group wise. It means diabetic and non-diabetic sample are not different on self-confidence. Thus the hypothesis which says that diabetic patients will have lack of self-confidence than non-diabetic is not accepted and null hypothesis will be accepted. So, it can be says that are not different on self-confidence.

Researcher's rationale about the research

Lacking of self-confidence is the biggest hurdle in recovery aspect of an individual, other psychological and psychosocial aspect like anxiety, depressions and questions, when i will recover?, how long it will take? Etc. All this paramount important issues of Diabetes and health behavioural issues are mentioned in this study to examine health behavioural issues from different perception. Every school of thoughts, models and theories mentioned in this research work is accepted and applicable and also earlier used to analyses health behaviour and health importance and the perspectives of both diabetes and in general health care concern.

Concluding remarks

Self Confidence and Diabetes:

One of the measure aims of this research work was to measure the impact of diabetes on self-confidence. Two scales - Personal Data Sheet and Self Confidence scale by Rekha Agnihotri were used. These two scales were administered on 200 samples in which, 100 are diabetic and 100 are non-diabetic. Score was obtained and analysed with the help of mean, SD and t. It is found that t was not significant on any level. So, it was concluded that diabetic and non-diabetic samples did not differed on self-confidence. In other words, it can say that diabetes has no impact on self-confidence, due to several factors. One of the major factors is personal life of the subjects. The subjects have happy married life, well settled life, free from economic tension. These did not lower their self-confidence. The second major factor behind finding is better social life. Diabetic patients did not lack behind social life in comparison to normal subjects. Both enjoyed same social life. So, diabetes did not lack behind in self-confidence, since the subjects were older, this also built their self-confidence stronger. They did not fear with the side effects of diabetes like heart failure, renal failure, diabetic retinopathy, blindness, etc. They were contented with their longer span of life. This finding makes their self-confidence stronger.

References

- [1] Bailey BJ (1996) Mediators of depression in adults with diabetes. *Clin Nurs Res* 5: 28–42.
- [2] Bandura 1986 *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- [3] Bandura A (1977a) *Social Learning Theory*. Prentice-Hall, Englewood Cliffs, N.J.
- [4] Bandura A (1977b) Self-efficacy: toward a unifying theory of behavioral change. *Psychol Rev* 84: 191–215.
- [5] Bandura A (1981) Self-referent thought: a developmental analysis of self-efficacy. In: Flavell JH & Ross L (eds) *Social cognitive development: frontiers and possible futures*. Cambridge University Press, Cambridge, England, pp. 200–239.
- [6] Bandura A (1982) Self-efficacy mechanism in human agency. *Am J Psychol* 37: 122–147.
- [7] Bandura, A 1989 Human agency in social cognitive theory. *American Psychologist* 44:1175-1184.
- [8] Bandura, A 1990 Perceived self-efficacy in the exercise of personal agency. *Journal of Applied Sport Psychology* 2:128-163.
- [9] Bandura, A., and D. Cervone 1983 Self-evaluative and self-efficacy mechanisms governing the motivational effects of goal systems. *Journal of Personality and Social Psychology* 45:1017-1028.
- [10] Bandura, A., L. Reese, and N.E. Adams 1982 Microanalysis of action and fear arousal as a function of differential levels of perceived self-efficacy. *Journal of Personality and Social Psychology* 43:5-21.
- [11] Bandura, A. 1977 Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review* 84:191-215.
- [12] Bandura, A. 1977 Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review* 84:191-215.
- [13] Bandura, A. 1986 *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- [14] Bandura, A. 1988 Self-efficacy conception of anxiety. *Anxiety Research* 1:77-98.
- [15] Basavanna, M. (1975) *Manual for the Self-Confidence Inventory*, Varanasi, Rupa Psychological Centre.
- [16] Betz, N.E., and G. Hackett 1981 The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling Psychology* 23:399-410.
- [17] Bradley C & Gamsu DS (1994) Guidelines for encouraging psychological well-being: report of a working group of the World Health Organization regional office for Europe and International Diabetes Federation European region St Vincent declaration action programme for diabetes. *Diabet Med* 11: 510–516.
- [18] Breckenridge, E.M. & Vincent E.L. (1965) *Child Development*, Philadelphia, Saunders.
- [19] Coopersmith S (1967) *The antecedents of self-esteem*. Freeman, San Francisco.
- [20] DiClemente, C.C. 1981 Self-efficacy and smoking cessation maintenance: A preliminary report. *Cognitive Therapy and Research* 5:175-187.
- [21] Earley, P.C. 1993 East meets West meets Mideast: Further explorations of collectivistic and individualistic work groups. *Academy of Management Journal* 36:319-348.
- [22] Ericsson, K.A., R.T. Krampe, and C. Tesch-Romen 1993 The role of deliberate practice in the acquisition of expert performance. *Psychological Review* 100:363-406.
- [23] Feltz, D.L. 1988 b self-confidence and sports performance. Pp. 423-456 in K.B. Pandolf, ed., *Exercise and Sport Sciences Reviews*. New York: MacMillan.
- [24] Feltz, D.L. 1988a Gender differences in the causal elements of self-efficacy on a high-avoidance motor task. *Journal of Sport Psychology* 10:151-166.
- [25] Feltz, D.L., and D.A. Mugno 1983A replication of the path analysis of the causal elements in Bandura's theory of self-efficacy and the influence of autonomic perception. *Journal of Sport Psychology* 5:263-277.
- [26] Feltz, D.L. 1982 Path analysis of the causal elements in Bandura's theory of self-efficacy and an anxiety-based model of avoidance behavior. *Journal of Personality and Social Psychology* 42:764-781.
- [27] Greenwald AG (eds) *Psychological perspectives on the self*, vol 3. Lawrence Erlbaum, London, p 107–136.
- [28] Harter, S. 1978 Effectance motivation reconsidered: Toward a developmental model. *Human Development* 21:34-64.
- [29] Helz JW & Templeton B (1990) Evidence of the role of psychosocial factors in diabetes mellitus: a review. *Am J Psychiatry* 147: 1275–1282.
- [30] Hurley CC & Shea CA (1992) Self-efficacy: strategy for enhancing diabetes self-care. *Diabetes Educ* 18: 146–150.

- [31] Juneau, M., F. Rogers, A. Bandura, C.D. Taylor, and R.F. DeBusk 1986 Cognitive Processing of Treadmill Experiences and Self-Appraisal of Cardiac Capabilities. Unpublished manuscript, Department of Psychology, Stanford University.
- [32] Kavanagh, D., and S. Hausfeld 1986 Physical performance and self-efficacy under happy and sad moods. *Journal of Sport Psychology* 8:112-123.
- [33] Kent, G., and R. Gibbons 1987 Self-efficacy and the control of anxious cognitions. *Journal of Behavior Therapy and Experimental Psychiatry* 18:33-40.
- [34] Kent, G. 1987 Self-efficacious control over reported physiological, cognitive, and behavioral symptoms of dental anxiety. *Behavior Research and Therapy* 25:341-347.
- [35] Kuhl, J. 1992. A theory of self-regulation: Action versus state orientation, self-discrimination, and some applications. *Applied Psychology: An International Review* 41:97-129.
- [36] Lawrance L & McLeroy KR (1986) Self-efficacy and health education. *J Sch Health* 56: 317–321.
- [37] Lecky P (1945) Self-consistency, a theory of personality. Island Press, New York.
- [38] Lent, R.W., and G. Hackett 1987 Career self-efficacy: Empirical status and future directions. *Journal of Vocational Behavior* 30:347-382.
- [39] Macgregor IDM, Regis D & Balding J (1997) Self-concept and dental health behaviours in adolescents. *J Clin Periodontol* 24: 335–339.
- [40] Macgregor IDM, Regis D & Balding J (1997) Self-concept and dental health behaviours in adolescents. *J Clin Periodontol* 24: 335–339.
- [41] Markus, H., and Z. Kunda 1986 Stability and malleability of the self-concept. *Journal of Personality and Social Psychology* 51:858-866.
- [42] Matsui, T., and M.L. Onglatco 1991 Instrumentality, expressiveness, and self-efficacy in career activities among Japanese working women. *Journal of Vocational Behavior* 39:241-250.
- [43] Matsui, T. 1987 Self-efficacy and perceived exerted effort as potential cues for success-failure attributions. *Surugadi University Studies* 1:89-98.
- [44] McAuley, E. 1992 Understanding exercise behavior: A self-efficacy perspective. Pp. 107-127 in G.C. Roberts, ed., *Motivation in Sport and Exercise*. Champaign, Ill.: Human Kinetics.
- [45] McAuley, E., and L.B. Jacobson 1991 Self-efficacy and exercise participation in sedentary female exercise patterns. *American Journal of Health Promotion* 5:185-191.
- [46] McCaul KD, Glasgow RE & Gustafson C (1985) Predicting levels of preventive dental behaviors. *J Am Dent Assoc* 111: 601–605.
- [47] Nicholls, J.G. 1984 Achievement motivation: Conceptions of ability, subjective experience, task choice and performance. *Psychological Review* 91:328-346.
- [48] O'Leary, A. 1985 Self-efficacy and health. *Behavioral Research and Therapy* 23:437-451.
- [49] Regis D, Macgregor IDM & Balding JW (1994) Differential prediction of dental health behaviour by self-esteem and health locus of control in young adolescents. *J Clin Periodontol* 21: 7–12.
- [50] Rekha Agnihotry, "Manual for Agnihotri's Self Confidence Inventory (ASCI)" (Psychological Corporation, Agra, 1987), p.2-3.
- [51] Rosenberg M (1965) Society and the adolescent self-image. Princeton University Press, Princeton, New Jersey.
- [52] Rosenberg M (1986) Self-concept from middle childhood through adolescence. In: Suls J &
- [53] Schunk, D.H. 1984a Enhancing self-efficacy and achievement through rewards and goals: Motivational and informational effects. *Journal of Educational Research* 78:29-34.
- [54] Stewart JE, Strack S & Graves P (1997) Development of oral hygiene self-efficacy and outcome expectancy questionnaires. *Community Dent Oral Epidemiol* 25: 337–342.
- [55] Tedesco LA, Keffer MA & Fleck-Kandath C (1994) Self-efficacy, reasoned action, and oral health behavior reports: a social cognitive approach to compliance. *J Behav Med* 14: 341–355.

An Empirical Analysis on the Relationship Between Health Care Expenditures and Economic Growth in the European Union Countries

Çiğdem Börke Tunalı

* Associate Professor, Department of Economics, Faculty of Economics, Istanbul University, Istanbul, Turkey.

Naci Tolga Saruç

Professor, Department of Public Finance, Faculty of Economics, Istanbul University, Istanbul, Turkey.

Abstract

This paper empirically investigates the relationship between health expenditure and economic growth in the European Union countries over the period 1995-2014. By using the Dumitrescu-Hurlin Test (Dumitrescu and Hurlin, 2012) which is developed to test Granger causality in panel datasets (Lopez and Weber, 2017), it is found that there is a unidirectional relationship between these variables and gross domestic product (GDP) per capita. Granger causes health expenditure per capita. After determining the direction of the relationship between health expenditure per capita and GDP per capita we estimate the short run and the long run effects of GDP per capita on health expenditure per capita by using Mean Group (MG) and Pooled Mean Group (PMG) estimators which are developed by Pesaran and Smith (1995) and Pesaran, Shin and Smith (1999) respectively. According to the estimation results, GDP per capita has a positive effect on health expenditure per capita both in the short run and the long run.

Keywords: Health care expenditures, Economic growth, Panel Granger causality analysis, European Union

1. Introduction

Health is one of the significant factors which can have dramatic effects on economic performance of a country. Increasing health care expenditure leads to higher social security, safety and welfare and hence, it improves labour efficiency (Mladenovic et al., 2016).

There are quite a few studies which investigate the impact of health/health care expenditure on economic growth in the existing literature. These studies generally find that health/health care expenditure has a positive influence on economic growth (see for instance; Rivera and Currais, 2003; Bloom et al., 2004 and Li and Huang, 2009). However, the number of studies which analyse the causality between health care expenditure and economic growth is very low. Unlike previous analyses, in this study we examine the causality between health care expenditure and economic growth in the European Union countries over the period 1995-2014. Moreover, after determining the direction of causality between these variables we estimate the short run and the long run effects of GDP per capita on health expenditure per capita.

The remainder of the paper is structured as follows: in section 2 we present a brief literature review, in section 3 we explain our methodology and data, in section 4 we discuss the results of our empirical analysis and finally in section 5 we conclude.

2. Literature Review

Although there is a vast literature which investigates the effect of health on economic growth the number of studies that focus on the direction of the relationship between health expenditure and economic growth is very low. Here, we briefly summarize the results of recent literature which examine the relationship between health and economic growth.

Rivera and Currais (2003) investigate the influence of health investment on productivity in OECD countries over the period 1960-2000. The authors estimate an Augmented Solow Model by using ordinary least squares and two stages least squares estimators and find that health expenditure has a positive effect on economic growth (Rivera and Currais, 2003).

Bloom et al. (2004) analyse the impact of work experience and health on economic growth for a panel of countries by estimating a production function over the period 1960-1990. According to the estimation results, Bloom et al. (2004) conclude that good health has a positive impact on economic growth.

Li and Huang (2009) examine the effect of health and education on economic growth for Chinese provinces between 1978 and 2005 by estimating Mankiw, Romer and Weil (1992)'s model. The results of this analysis show that both health and education positively affect economic growth (Li and Huang, 2009).

Narayan et al. (2010) analyse the relationship between health and economic growth for 5 Asian countries by drawing on panel unit root, panel cointegration with structural breaks and panel long run estimation over the period 1974-2007. According to the empirical results, Narayan et al. (2010) suggest that there is a long run relationship between health and economic growth and health positively influences economic growth.

Hartwig (2010) examines the impact of health capital formation on GDP growth by drawing on panel Granger causality analysis. Hartwig (2010) uses a data set covering the period between 1970 and 2005 for 21 OECD countries and finds that health care expenditure does not Granger cause GDP per capita growth.

Wang (2011) investigates the causality between health care expenditure rise and economic growth for 31 countries by using both panel regression and quantile regression techniques over the period 1986-2007. According to the panel estimation results, Wang (2011) argues that while health care expenditure growth has a positive impact on economic growth economic growth decreases health care expenditure growth. However, the results of quantile regression indicate that the effect of health care expenditure growth on economic growth is positive in countries which have medium and high levels of economic growth (Wang, 2011).

Amiri and Ventelou (2012) examine the relationship between health care expenditure and economic growth in OECD countries by using a new version of Granger causality test suggested by Toda and Yamamoto (1995). In the empirical estimations, a data set for 20 OECD countries which covers the period between 1970 and 2009 is used. According to the estimation results, Amiri and Ventelou (2012) suggest that there is bidirectional causality between health care expenditure and economic growth.

Lago-Penas et al. (2013) analyse the relationship between health care expenditure and income for 31 OECD countries over the period 1970-2009. By estimating the short run and the long run elasticities Lago-Penas et al. (2013) investigate the adjustment process of health care expenditures to changes in GDP per capita and find that health care expenditures are more responsive to cyclical components of GDP per capita than to trend components.

To summarize, we can state that most of the empirical analyses in the existing literature focus on the effect of health/health care expenditures on economic growth and find a positive impact of health on income. However, the number of studies that examine the causality between health expenditure and economic growth is very low. The main contribution of our analysis is to investigate the direction of causality between health expenditure and economic growth empirically. Moreover, after determining the direction of causality we also estimate the short run and the long run effects of GDP per capita on health expenditure per capita.

3. Methodology and Data

In this paper we investigate the relationship between health expenditure and economic growth in the European Union countries. At first, we examine the direction of the causality between health expenditure and economic growth. In order to do this, we use the Dumitrescu-Hurlin Test (Dumitrescu and Hurlin, 2012) which is developed to test Granger causality in panel datasets (Lopez and Weber, 2017). The Dumitrescu-Hurlin Test can be explained by the following linear model (Dumitrescu and Hurlin, 2012):

$$y_{i,t} = \alpha_i + \sum_{k=1}^K \theta_i^{(k)} y_{i,t-k} + \sum_{k=1}^K \beta_i^{(k)} x_{i,t-k} + \varepsilon_{i,t} \quad (1)$$

In equation 1, x and y are two stationary variables observed for N individuals on T periods (Dumitrescu and Hurlin, 2012). Dumitrescu and Hurlin (2012) suggest testing Homogenous Non Causality hypothesis by considering both the heterogeneity of the regression model and the casual relation. The alternative hypothesis of the Dumitrescu-Hurlin Test allows a subgroup of individuals for which there is no causality and a subgroup of individuals for which there is Granger causality (Dumitrescu and Hurlin, 2012). The null hypothesis of the Dumitrescu-Hurlin Test can be stated as follows (Dumitrescu and Hurlin, 2012):

$$H_0: \beta_i = 0 \quad \forall i = 1, \dots, N \quad (2)$$

In order to test the null hypothesis Dumitrescu and Hurlin suggest using the average of individual Wald statistics (Dumitrescu and Hurlin, 2012).

After determining the direction of causality between health expenditure and economic growth, we draw on Mean Group (MG) and Pooled Mean Group (PMG) estimators which are developed by Pesaran and Smith (1995) and Pesaran, Shin and Smith (1999) to estimate the short-run and the long-run effects of the variable which Granger causes the other variable. The PMG presumes that long run coefficients are equal across groups but, allows the constants, short run coefficients and error variances to be different (Pesaran, Shin and Smith (1999). When MG estimator is used regressions are estimated for each group separately and then the means of coefficients over groups are calculated Pesaran and Smith (1995).

The MG and PMG estimators can be explained by the following autoregressive distributive lag (ARDL) (p, q_1, \dots, q_k) panel model (Blackburne and Frank, 2007):

$$y_{i,t} = \sum_{j=1}^p \varphi_{i,j} y_{i,t-j} + \sum_{j=0}^q \sigma'_{i,j} X_{i,t-j} + \mu_i + \varepsilon_{i,t} \quad (3)$$

In this equation, $i = 1, 2, \dots, N$ is the number of groups, $t = 1, 2, \dots, T$ is the number of periods, $X_{i,t}$ is a $k \times 1$ vector of explanatory variables, $\sigma_{i,t}$ are the $k \times 1$ coefficient vectors, $\varphi_{i,j}$ are scalars and μ_i is the group-specific effect (Blackburne and Frank, 2007). By using equation 3 the error correction model can be stated as follows:

$$\Delta y_{i,t} = \theta_i (y_{i,t-1} - \vartheta'_i X_{i,t}) + \sum_{j=1}^{p-1} \varphi^*_{i,j} \Delta y_{i,t-1} + \sum_{j=0}^{q-1} \sigma'^*_{i,j} \Delta X_{i,t-j} + \mu_i + \varepsilon_{i,t} \quad (4)$$

In equation 4, $\theta_i = -(1 - \sum_{j=1}^p \varphi_{i,j})$, $\vartheta_i = \sum_{j=0}^q \sigma_{i,j} / (1 - \sum_k \varphi_{i,k})$, $\varphi_{i,j} = -\sum_{m=j+1}^p \varphi_{i,m}$ $j = 1, 2, \dots, p-1$, and $\sigma^*_{i,j} = -\sum_{m=j+1}^q \sigma_{i,m}$ $j = 1, 2, \dots, q-1$ (Blackburne and Frank, 2007).

In this equation, θ_i is the speed of adjustment term (error correction term) and it is expected to be statistically significant and negative (Blackburne and Frank, 2007). The vector of ϑ'_i includes long-run relationships among the variables (Blackburne and Frank, 2007).

In our empirical analysis, we use gross domestic product per capita and health expenditure per capita in order to estimate the relationship between health expenditure and economic growth. Both of these variables are in current US Dollars and we draw on GDP deflator of the respective country to calculate the real values of the data. In the estimations, the logarithmic forms of the variables are used. The data set is annual and covers the period between 1995 and 2014 for 28 European Union countries. All of the data is obtained from the World Bank World Development Indicators (World Bank, 2018).

4. Results

Although the order of integration of the variables is not important for the MG (Pesaran and Smith, 1995) and PMG models (Pesaran, Shin and Smith, 1999) so long as the variables are integrated either in $I(0)$ or $I(1)$ the Dumitrescu-Hurlin Test assumes that the variables are stationary (Dumitrescu and Hurlin, 2012). So, we first estimate Im-Pesaran-Shin (Im, Pesaran and Shin, 2003) and Fisher type (Fisher-Augmented Dickey-Fuller (ADF)) (Choi, 2001) unit root tests in order to establish the order of integration of the variables. Table 1 shows the results of these unit root tests.

Table 1: Unit Root Test Results

Variables	Im-Pesaran-Shin	Fisher-ADF Inverse Normal	Fisher-ADF Inverse Logit
GDP per capita	-17.2327***	-9.6563***	-14.6831***
Health Expenditure per capita	-7.4784***	-6.3808***	-9.4002***

Note: *** indicates 1% significance level. The null hypothesis of Im-Pesaran-Shin Test and Fisher-ADF Test states that all panels contain unit roots. An intercept and a trend term are added to the models while estimating the statistics. For Im-Pesaran-Shin Test lag length is determined according to the Akaike Information Criterion.

Source: Authors' estimations.

According to table 1, both GDP per capita and health care expenditure per capita are stationary. So, we can estimate the MG (Pesaran and Smith, 1995) and PMG models (Pesaran, Shin and Smith, 1999) and the Dumitrescu-Hurlin Test (Dumitrescu and Hurlin, 2012).

Table 2 shows the results of the Dumitrescu-Hurlin Test (Dumitrescu and Hurlin, 2012). The results of the Dumitrescu-Hurlin Test indicate that while GDP per capita Granger causes health expenditure per capita there is no Granger causality from health expenditure per capita to GDP per capita. Therefore, it is argued that there is a unidirectional relationship between GDP per capita and health expenditure per capita and the direction of this relationship is from GDP per capita to health expenditure per capita.

Table 2: The Dumitrescu-Hurlin Test Results

Hypothesis	Test Statistic (Z-bar ~)
H ₀ : GDP per capita does not Granger-cause health expenditure per capita.	3.8082***
H ₀ : Health expenditure per capita does not Granger-cause GDP per capita.	0.4992

Note: *** indicates 1% significance level. Lag length is determined according to the Akaike Information Criterion.

Source: Author's estimations.

After determining the direction of causality between GDP per capita and health expenditure per capita we estimate the short run and the long run effects of GDP per capita on health expenditure per capita by using the MG (Pesaran and Smith, 1995) and PMG models (Pesaran, Shin and Smith, 1999). Table 3 shows these estimations. Before interpreting coefficient estimates we should determine which estimator is more efficient than the other one. According to the Hausman specification test (Hausman, 1978) result, PMG (Pesaran, Shin and Smith, 1999) is more consistent and efficient estimator than MG (Pesaran and Smith, 1995). So, we will evaluate the coefficient estimates which are obtained by using PMG estimator (Pesaran, Shin and Smith, 1999). The last two columns of table 3 show the coefficient estimates of PMG (Pesaran, Shin and Smith, 1999) model. When we look at these results we find that speed of adjustment term (ec) is statistically significant and negative as expected. Moreover, both the short run and the long run coefficient estimates of GDP per capita are statistically significant and have a positive sign. So, it is stated that GDP per capita has a positive effect on health expenditure per capita both in the short run and the long run. While a 1% percent increase in GDP per capita increases health expenditure per capita by 0.72% in the short-run this increase is 1.10% in the long run.

Table 3: MG and PMG Estimations

Variables	MG Model		PMG Model	
	Long Run	Short Run	Long Run	Short Run
GDP per capita	1.1526*** (0.1504)		1.1001*** (0.0177)	
ec		-0.3198*** (0.0422)		-0.2209*** (0.0402)
ΔGDP per capita		0.5676*** (0.0636)		0.7274*** (0.0647)
constant		-1.7145*** (0.3438)		-0.7860*** (0.1484)
Hausman Test Probability		0.12 0.7294		

Note: *** indicates 1% significance level. Standard errors are in parenthesis. The chosen lag structure is ARDL(1, 1). Ec is the speed of adjustment term. The models are estimated by using xtpmg routine in Stata. Hausman test indicates that PMG estimator is more consistent and efficient than MG estimator.

Source: Authors' estimations.

In summary, our empirical results indicate that there is a unidirectional relationship between health expenditure per capita and GDP per capita and the direction of this relationship is from GDP per capita to health expenditure per capita. Moreover,

when we investigate the short run and the long run effects of GDP per capita on health expenditure per capita we find that GDP per capita has a positive effect on health expenditure per capita both in the short run and the long run.

5. Conclusion

Without doubt, health care expenditure can have dramatic effects on economic performance of a country. In the existing literature, although there are numerous studies which analyse the impact of health/health care expenditure on economic growth the number of studies which focus on the causality between these variables is very few.

In this study, we empirically investigate the relationship between health expenditure and economic growth in the European Union countries over the period 1995-2014. Unlike previous studies, we first analyse the direction of causality between these variables and then, we estimate the short run and the long run effects of GDP per capita on health expenditure per capita.

The results of our empirical analysis indicate that there is a unidirectional relationship between health expenditure per capita and GDP per capita and the direction of this relationship is from GDP per capita to health expenditure per capita. Moreover, we find that GDP per capita has a positive impact on health expenditure per capita both in the short run and the long run. So, we argue that economic growth is a significant determinant of health expenditure in the European Union countries over the period under investigation.

References

- [1] Amiri, A., Ventelou, B. (2012). Granger Causality between Total Expenditure on Health and GDP in OECD: Evidence from the Toda-Yamamoto Approach, *Economics Letters*, 116(3), 541-544.
- [2] Blackburne, E. F., Frank, M. W. (2007). Estimation of Nonstationary Heterogeneous Panels, *The Stata Journal*, 7(2), 197-208.
- [3] Bloom, D. E., Canning, D., Sevilla, J. (2004). The Effect of Health on Economic Growth: A Production Function Approach, *World Development*, 32(1), 1-13.
- [4] Choi, I. (2001). Unit Root Tests for Panel Data, *Journal of International Money and Finance*, 20(2), 249-272.
- [5] Dumitrescu, E. I., Hurlin, C. (2012). Testing for Granger Non-Causality in Heterogeneous Panels, *Economic Modelling*, 29(4), 1450-1460.
- [6] Hartwig, J. (2010). Is Health Capital Formation Good for Long-Term Economic Growth? -Panel Granger-Causality Evidence for OECD Countries, *Journal of Macroeconomics*, 32(1), 314-325.
- [7] Hausman, J. A. (1978). Specification Tests in Econometrics, *Econometrica*, 46(6), 1251-1271.
- [8] Im, K. S., Pesaran, M. H., Shin, Y. (2003). Testing for Unit Roots in Heterogeneous Panels, *Journal of Econometrics*, 115(1), 53-74.
- [9] Lago-Penas, S., Cantarero-Prieto, D., Blazques-Fernandez, C. (2013). On the Relationship between GDP and Health Care Expenditure: A New Look, *Economic Modelling*, 32, 124-129.
- [10] Li, H., Huang, L. (2009). Health, Education, and Economic Growth in China: Empirical Findings and Implications, *China Economic Review*, 20(3), 374-387.
- [11] Lopez, L., Weber, S. (2017). Testing for Granger Causality in Panel Data, University of Neuchâtel, Institute of Economic Research, IRENE Working Paper 17-03, <https://www.unine.ch/files/live/sites/irene/files/shared/documents/Publications/Working%20papers/2017/WP17-03.pdf>, 01.01.2018.
- [12] Working%20papers/2017/WP17-03.pdf, 01.01.2018.
- [13] Mankiw, N. G., Romer, D., Weil, D. (1992). A Contribution to the Empirics of Economic Growth, *Quarterly Journal of Economics*, 107(2), 407-437.
- [14] Mladenovic, I., Milovancevic, M., Mladenovic, S. S., Marjanovic, V., Petkovic, B. (2016). Analyzing and Management of Health Care Expenditure and Gross Domestic Product (GDP) Growth Rate by Adaptive Neuro-Fuzzy Technique, *Computers in Human Behavior*, 64, 524-530.
- [15] Narayan, S., Narayan, P. K., Mishra, S. (2010). Investigating the Relationship between Health and Economic Growth: Empirical Evidence from a Panel of 5 Asian Countries, *Journal of Asian Economics*, 21(4), 404-411.
- [16] Pesaran, M. H., Shin, Y., Smith, R. P. (1999). Pooled Mean Group Estimation of Dynamic Heterogeneous Panels, *Journal of the American Statistical Association*, 94(446), 621-634.
- [17] Pesaran, M. H., Smith, R. P. (1995). Estimating Long-Run Relationships from Dynamic Heterogeneous Panel, *Journal of Econometrics*, 68, 79-113.
- [18] Rivera, B., Currais, L. (2003). The Effect of Health Investment on Growth: A Causality Analysis, *International Advances in Economic Research*, 9(4), 312-323.

- [19] Toda, H. Y., Yamamoto, T. (1995). Statistical Inference in Vector Autoregressions with Possibly Integrated Processes, *Journal of Econometrics*, 66(1-2), 225-250.
- [20] Wang, K.-M. (2011). Health Care Expenditure and Economic Growth: Quantile Panel-Type Analysis, *Economic Modelling*, 28(4), 1536-1549.
- [21] World Bank (2018). World Development Indicators, <http://databank.worldbank.org/data/reports.aspx?source=world-development-indicators>, 01.01.2018.

Importance of Quality Control Implementation in the Production Process of a Company

Francisco Javier Blanco-Encomienda

Elena Rosillo-Díaz

University of Granada, Ceuta, Spain

Juan Francisco Muñoz-Rosas

University of Granada, Granada, Spain

Abstract

The concept of quality has gained increasing importance over the last decades. Regarding the production process of a company, the quality control implementation allows companies to offer a higher quality product, which has positive influence on customer satisfaction. This paper aims to reflect the importance of statistical methods for quality control. Based on the two broad areas of statistical inference, parameter estimation and hypothesis testing, we demonstrate the usefulness of such methods in problem solving when the proportion of defective items is considered.

Keywords: Quality control; production; confidence interval; hypothesis testing.

JEL Classification: C12, C13, M11

1. Introduction

The development of a study about quality and control, through statistical methods, is very important for any sector in which a product is generated because it allows reducing the variability of products and, consequently, the reduction of production costs. Through this control possible defects can be detected, taking appropriate measures, allowing the companies to offer a final design of the product adjusted to the standard design, avoiding commercializing products that do not meet with the requirements and needs of the consumer and the model established by the designer (Akoglu, Tong, & Koutra, 2015).

There is no doubt that it is essential to offer the highest possible quality products because otherwise it would lead to serious negative consequences, such as the reduction of loyal customers, huge expenses for the losses entailed by the products withdrawal, etc. Furthermore, it is very important to have good statistical tools for the detection of the defects at any point of the production cycle in order to achieve the improvement of the quality of products.

On the other hand, keeping in mind the great scope of the economy and its current situation, it can be seen that nowadays the globalization is such that a small or medium-sized company from anywhere in the world can compete globally. Formerly companies competed on costs advantages and differentiation, but currently as well as keeping this competitive position they must provide at the same time the highest possible quality in their offered products, that is, the control and the improvement of the quality have become an important factor to achieve a firm competitive position.

Moreover, the correct implementation of statistical methods allows obtaining the certification of quality management systems (ISO standards), which can cause a series of benefits in front of the market, because it allows to provide a better image of the products offered by the companies, making it possible to increase the number of customers or sales volume. It can also cause benefits to consumers because it increases their level of satisfaction. Finally, a series of benefits can be generated in the management of the company since it can motivate the workers and encourage them to a continuous improvement in the management of resources (Kafetzopoulos, Psomas, & Gotzamani, 2015; Karipidis, Athanassiadis, Aggelopoulos, & Giompliakis, 2009; Marin & Ruiz-Olalla, 2011). All this shows the importance of treating statistical methods to carry out the quality control in companies, which will allow achieving a better competitive position in relation to the rest.

The purpose of this study is twofold. Firstly, it aims to reflect the importance of statistical methods for quality control in the production process of a company. Secondly, it attempts to demonstrate in practice the usefulness of such methods in problem solving.

The rest of the paper is structured as follows. Section 2 describes how the concept of quality has evolved over the years. In Section 3 the fundamentals of statistical inference are introduced. Section 4 presents the application of statistical inference in the field of quality control in production. Finally, in Section 5 the conclusions of the paper are provided.

2. Evolution, Concept and Importance of Quality

According to Montgomery (2013) and Mitra (2016), statistical techniques are key tools for the control and improvement of quality, which have to be implemented and be part of the management of the company whose purpose is the quality. So as to achieve the improvement of the quality, one of the administrations employed is the Total Quality Management (TQM), also well-known as Company-Wide Quality Control (CWQC), the Total Quality Assurance (TQA) and six sigma.

Statistical methods for quality control in companies have been gaining importance over the years. Thus, just as the importance of quality has evolved over time, with this concept the same has happened. In addition, these statistical methods for quality control can be adapted to any company and can improve their efficiency and effectiveness (Raja-Sreedharan, Raju, & Srivatsa-Srinivas, 2017). According to Torres (2014), the concept of quality has evolved following four stages:

Quality control, 1940-1959. During this stage the quality is defined as the approval of the specifications, so there are quality control departments dedicated to check these specifications of the products through inspection and control techniques in order to prevent the arrival of erroneous products to consumers, which suppose high costs to companies.

Quality assurance, 1960-1979. At this stage the quality is defined as something suitable for being used. During this period the apex of the companies notes that the quality is important in a worldwide and strongly competitive market. This thought encourages companies to establish a quality management system. In this case, the quality is no longer a high cost investment and it is transformed into a competitive advantage.

Total quality, 1980-1999. During this period the quality is defined according to customer's satisfaction, known as total quality, which aims to meet with the quality of product, service and management. Therefore, quality is no longer only the responsibility of the quality and production department, but it is just expanded to all company departments.

Business excellence, 2000-present. It is the last period of the evolution of the quality concept. In this stage quality is defined as customer satisfaction and economic efficiency. Customer satisfaction is understood as the consumer's appreciation that their needs, desires or expectations have been reached (Gutiérrez & De la Vara, 2013).

Quality has become one of the most important decision factors for any type of consumer when choosing between competing products, regardless of whether it is an industrial organization, retail store, etc. Thus, the quality improvement is essential to achieve the business success, growth and a strong competitive position, since the quality measures reflect if a good job in terms of customers satisfaction is being done and whether the designs and systems are all complying the desired requirements (Sallis, 2014).

Although there are different definitions regarding the concept of quality, it will pay attention to the modern definition, which maintains that the quality is inversely proportional to the variability, that is, if the variability decreases the quality of the product will increase, or if the variability increases the quality of the product will decrease.

Emphasizing the modern definition, quality is a necessary element in any company as a fundamental requirement in order to obtain a competitive advantage and achieve an appropriate market share, but companies should not only look for the quality of products. Quality is a relevant requirement to satisfy the demands of customers, hence the companies focus more on the customer than on their products since if a customer gets a defective product the company will lose his loyalty (Torres, 2014).

Furthermore, it is necessary to consider the definition of quality characteristics, which is extracted from Montgomery (2013). These characteristics are the elements that make up products which reflect the idea of quality perceived by the consumer – it can be physical, sensory and time oriented. Therefore, quality engineering corresponds to the productive, administrative and engineering activities that a company uses in order to ensure that the quality characteristics of the product are adapted to the standards.

In turn, these characteristics are evaluated according to the so-called specifications. These are the desired measures of the quality characteristics, which are found in the components and subassemblies that make up the product and the desired values for the quality characteristics in the final product. The desired value for a quality characteristic is known as the target or nominal value, the minimum allowable value for that characteristic is called lower specification limit (LSL) and the maximum allowable value is called upper specification limit (USL). Therefore, the specifications are the result of the design of the product (Kapur & Pecht, 2014).

When a product fails to meet with any of the specifications it is considered as non-conforming, but this does not mean that it is inappropriate. Therefore, it is appropriate to know the term of non-conforming, which is defined according to Besterfield (2009) as a deviation from a quality characteristic in relation to an intended value or state, which is presented with a sufficient severity to make the respective product does not comply with a requirement of a specification. In other words, a product is non-conforming when any of the necessary characteristics to obtain the appropriate level of quality does not reach the necessary value for it, and in addition it is of such importance that it leads to the non-compliance with one of the requirements of any of its specifications.

The definition of defect derives from this last concept, which is similar to the non-conformity, but the defect refers to the fact that the product must satisfy the normal or foreseeable requirements and it is used for the evaluation of the utility of the product (Besterfield, 2009).

According to Gutiérrez and De la Vara (2013), companies are increasingly aware of the positive influence of quality on any aspect of their business because when there is the possibility of a poor quality on any period of the production process errors and mistakes of all kinds (for example, delays, repetitions and surpluses in the productive process, stops at the production cycle, expenses for defective products, conflicts of interest inside the company, dissatisfied customers, etc.) can appear. Thus, an appropriate management of the quality will allow reaching a competitive advantage regarding costs and differentiation (Molina-Azorin, Tarí, Pereira-Moliner, López-Gamero, & Pertusa-Ortega, 2015).

3. Statistical Inference

Due to the parameters of a process are unknown and in a constant change, it is required to carry out procedures to estimate the parameters of the probability distributions and solve problems of statistical inference or decisions that are related to them.

Statistical inference is understood as the realization of valid assertions about a population or process based on data obtained from a sample. In other words, statistical inference seeks to obtain conclusions or take decisions regarding a sample chosen from the target population, using normally random samples in the analysis.

There are two broad areas of statistical inference: parameter estimation and hypothesis testing. In relation to hypothesis testing, it starts from an assumption that a researcher designs previously to an investigation. This assumption can be true or false and, therefore, it can be approved or rejected.

According to Montgomery (2013), so as to solve the various types of problems of statistical quality control, the processes for testing hypothesis are very relevant. They form the basis for the majority of statistical process control methods.

It should be noted that according to the decision of the researcher when rejecting or not the null hypothesis (affirmation of the value of the population parameter, considered valid for testing) two types of errors can appear:

- Type I error: it is originated in the case in which the researcher rejects a null hypothesis when it is actually true.
- Type II error: it is the inverse of the type I error, that is, when the researcher accepts a null hypothesis that is actually false.

The probability of making a type I error is called α and the probability of making type II error is denoted by β . In terms of quality control, α is known as producer risk, since it reflects the probability that a lot of high quality products is rejected. On the other hand, β is defined as consumer risk, because it corresponds to the probability of accepting a lot of low quality products (Montgomery, 2013, 2017).

4. Application in the Field of Quality Control in Production

Once the theoretical concepts on the statistical inference in the field of the control and improvement of the quality have been studied, this section presents the application of statistical inference. Specifically, inferences about population proportion given a normal distribution are made.

4.1. Confidence Interval

Firstly, a confidence interval for the proportion of defective items has been built, starting from a sample of a total of 10400 items, subdivided into subsamples of 100, of which a total of 1379 are defective items and whose proportion is 0.1326.

Based on the following expression

$$\left[\hat{p} \mp Z_{1-\frac{\alpha}{2}} \sqrt{\frac{\hat{p}(1-\hat{p})}{n}} \right]$$

and considering a 5% level of significance, a lower specification limit (LSL) equal to 0.1261 and an upper specification limit (USL) equal to 0.1391 were obtained.

The results regarding the confidence interval for the proportion of defective items are shown in Table 1.

Table 1: Descriptives

Descriptives	Statistic	Std. Error
Proportion	0.1326	0.0033
95% confidence interval for proportion	Lower bound	0.1261
	Upper bound	0.1391
Variance	0.1150	
Std. deviation	0.3391	
Skewness	2.167	0.0240
Kurtosis	2.696	0.0480

4.2. Hypothesis Testing

In order to determine whether the proportion of defective items is less than 14% ($p_0 = 0.14$), a unilateral hypothesis test has been carried out, considering the following null and alternative hypotheses

$$\begin{cases} H_0: p \geq 0.14 \\ H_1: p < 0.14 \end{cases}$$

Thus, a left-tailed test is proposed. Using the normal approximation method, the following z test statistic is used

$$Z = \frac{\hat{p} - p_0}{\sqrt{\frac{p_0(1-p_0)}{n}}}$$

With the sample data and assuming the null hypothesis is true, the value of the statistic was calculated, obtaining a value equal to -2.17. The rejection region was computed using the z-table and the critical value was found to be -1.645 when the level of significance is 5%. As the test statistic is smaller than the critical value the null hypothesis is rejected, so the proportion of defective items is less than 14%.

Using statistical software, the p-value obtained is 0.026. As this value is smaller than the level of significance, the null hypothesis $H_0: p \geq 0.14$ is rejected in favor of the alternative hypothesis $H_1: p < 0.14$.

5. Conclusions

The importance of the control and improvement of quality has been growing over the past few decades since it is a requirement that has been increasingly regulated through several national and international standards.

Regarding the production process of a company, managers do not notice problems until the inspection of the final product or until they receive complaints from customers. Thus, the use of statistical methods is crucial for companies in order to improve the quality of the final product and reduce the production costs, hence they are increasingly aware of the importance of having a specialized staff in statistical methods for their application in the production process.

In this paper, a confidence interval for the proportion of defective items has been built. Also, a unilateral hypothesis test has been carried out. This demonstrates the appropriateness of using statistical methods in the field of quality control in production.

Acknowledgement

This work was supported by a grant from the Research Program of the Faculty of Education, Economy and Technology of Ceuta, Spain.

References

- [1] Akoglu, L., Tong, H., & Koutra, D. (2015). Graph based anomaly detection and description: A survey. *Data Mining and Knowledge Discovery*, 29(3), 626-688.
- [2] Besterfield, D. H. (2009). *Control de calidad*. México: Prentice Hall.
- [3] Gutiérrez, H., & De la Vara, R. (2013). *Control estadístico de la calidad y Seis Sigma*. México: McGraw- Hill.
- [4] Kafetzopoulos, D. P., Psomas, E. L., & Gotzamani, K. D. (2015). The impact of quality management systems on the performance of manufacturing firms. *International Journal of Quality & Reliability Management*, 32(4), 381-399.
- [5] Kapur, K. C., & Pecht, M. (2014). *Reliability engineering*. Hoboken, NJ: John Wiley & Sons.
- [6] Karipidis, P., Athanassiadis, K., Aggelopoulos, S., & Giompliakis, E. (2009). Factors affecting the adoption of quality assurance systems in small food enterprises. *Food Control*, 20(2), 93-98.
- [7] Marin, L. M., & Ruiz-Olalla, M. C. (2011). ISO 9000:2000 certification and business results. *International Journal of Quality & Reliability Management*, 28(6), 649-661.
- [8] Mitra, A. (2016). *Fundamentals of quality control and improvement*. Hoboken, NJ: John Wiley & Sons.
- [9] Molina-Azorín, J. F., Tarí, J. J., Pereira-Moliner, J., López-Gamero, M. D., & Pertusa-Ortega, E. M. (2015). The effects of quality and environmental management on competitive advantage: A mixed methods study in the hotel industry. *Tourism Management*, 50, 41-54.
- [10] Montgomery, D. C. (2013). *Control estadístico de la calidad*. México: Limusa Wiley.
- [11] Montgomery, D. C. (2017). *Design and analysis of experiments*. Hoboken, NJ: John Wiley & Sons.
- [12] Raja-Sreedharan, V., Raju, R., & Srivatsa-Srinivas, S. (2017). A review of the quality evolution in various organizations. *Total Quality Management & Business Excellence*, 28(3-4), 351-365.
- [13] Sallis, E. (2014). *Total quality management in education*. New York: Routledge.
- [14] Torres, M. (2014). *Estado del arte de los sistemas de calidad y diseño de un plan de acción de calidad para los departamentos de almacenaje*. Valladolid: Universidad de Valladolid.

The Problems of Syrian Students in the Basic Education in Turkey

Volkan Alparslan Kılıç

Kocaeli University, Education Management Department, Turkey

Asiye Toker Gökçe

Kocaeli University, Faculty of Education, Turkey

Abstract

In this study, it was aimed to examine the educational problems of basic education students migrating from Syria encountered in the schools. The research study group involved 37 Syrian students, 4 school managers and 18 teachers who were willing to participate to the research from four different secondary schools. The study group was chosen according to accessibility criterion. The data were collected through interviews. Therefore, the data was analyzed according to the qualitative methods. In the analysis of data collected by using face to face interview technique and semi-structured interview form, the content analysis method was used. According to the research results, it was determined that Syrian students have a language problem, especially during their education. They had sufficient knowledge of the Turkish language to manage their daily lives, however, academically the knowledge was concluded as insufficient. The main problems occurring among Syrian students are communication skills and adaptation. Main causes of these two problems are the differences between the ethnic origin among the Syrians students and the integration and communication with Turkish students. The Syrian students can be divided into two group as Syrian Kurdish or Syrian Arab. Both groups indicate that it is hard to communicate with each other due to the language difference. Furthermore, the Syrian girls expressed that they have more difficulties in being accepted and making friends, which causes the feeling that they are left alone. The findings of the research reveal that Syrian parents do not visit the school and that their skills of understanding and speaking Turkish are far behind their children's ability to understand and speak Turkish. According to the students' views, the main reason for their parents' not visiting the school is the language problem. According to the data obtained from the interviews conducted by the administrators, guidance teachers and class teachers of the schools, it has been determined that some Syrian students have problems in integration during school, lack of motivation for the classes, and a more introvert student profile compared to other students. On the other hand, it was also stated that it was uncommon that Syrian students were included or had caused for any improper circumstances at school or were involved in any disciplinary case.

Keywords: Refugee, education, Syrian students, educational problems.

1. Introduction

Societies that are at risk of security are forced to immigrate because of the conflicts in the Middle East, interventions of the region and the world countries in this area and new policies that arise accordingly.

The number of immigrants around the world has increased dramatically due to political or human crises since 1980's (Castles and Miller, 2008, s. 11). Nowadays, the most striking example of this immigration is experienced from Syria to Europe. As noted by Cohen (2006) the refugee problem, previously regarded as a factor in East-West relations, now had a North-South dimension added to it.

In particular, the events that began in Syria in 2011, made many Syrians migrate to other countries, especially Turkey (Ostrand, 2015). According to the UN Refugee Agency Report (2015), these migrations made Turkey the country which hosts the highest number of the refugees in the world. Today, the number of Syrians migrating to Turkey is still on the rise and this is due to Turkey's "open door" policy for Syrians. In this period, having been entered the seventh year of the war in Syria, there is no hope that the crisis will be over soon.

Turkey, in which there are more than 3 million of Syrians and more than half of whom are estimated to be children, is the country that provides shelter to the highest number of Syrians in the world (The UN Refugee Agency Report, 2015). The number of Syrians seeking refuge in Turkey has steadily increased since 2012 by the reason of attacks against civilians. Figure 1 shows the numerical data of Syrian refugees between 2011 to 2017.

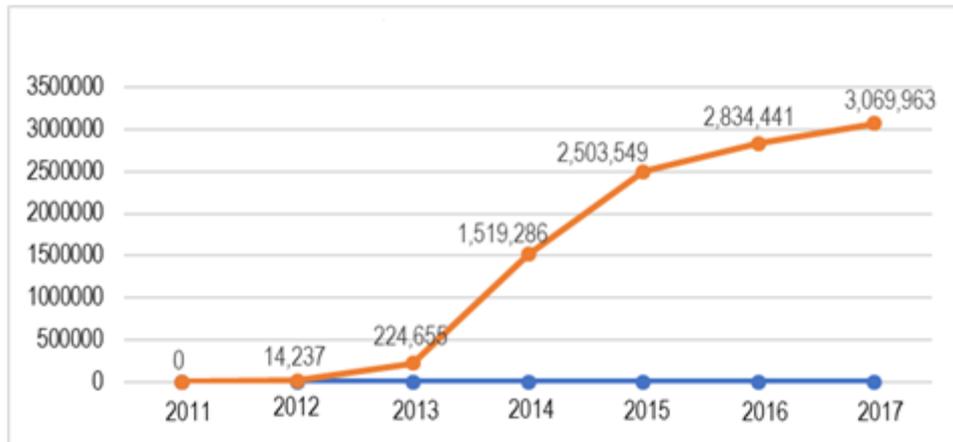


Figure 1. Number of Syrians seeking refuge in Turkey throughout years (2011-2017).

Source: Educators trade union report, (2017).

As can be seen in Figure 1, while there were only 14,000 Syrians in Turkey in 2012, this number reached to more than 3 million by 2017. As Harunoğulları (2016) stated, this migration brought together a period that deeply influences Turkey's social, financial, cultural and political structure with it. In this period, conducting correct policies in systems such as health, security and education are vital in terms of preventing problems that may arise in following years.

In Turkey, Syrians' legal status and the legal framework that can be benefited by them have been established with Temporary Protection Directive, which has been put into force in 2014. With this circular, Syrians were taken into temporary protection. Temporary protection is generally associated with protection of limited duration and standards of treatment lower than those envisaged in the 1951 Convention relating to the Status of Refugees (Edward,2012). It is usually granted to large groups of asylum seekers based on extraordinary and temporary conditions (Miller and Orchard 2014). Syrian people do not have immigrant rights where the study conducted. Therefore, in this study refugee description is used for the study group. Along with Temporary Protection Directive, circular number 2014/21 -Education and Teaching Services for Strangers- has been issued for Syrian children's access to the right to education. With this circular, Syrian children at school age who are officially registered had the right to enroll in state schools in Turkey legally. However, due to lack of infrastructure and lack of necessary support mechanisms, Syrian children have problems accessing the right to education.

The main problems are that most Syrian children aren't able to communicate adequately in Turkish, state schools -except Provisional Education Centers don't have a curriculum suitable for an exclusive to Syrian students, students' and especially parents' unwillingness to Syrian kids enrol in schools, and teachers' not having adequate competence to cope with discriminatory attitudes and behaviours. In addition to these, the fact that administrators and teachers aren't aware of facilities and services provided for Syrians and therefore they aren't able to direct Syrian students and their parents so that they can have support makes already existing problems bigger and more complicated. The problems mentioned are growing worse because of teachers' and administrators lack knowledge, time and competence (Istanbul Bilgi University child studies unit report, 2015).

Turkey is a participant in United Nations Children Rights Convention and according to item number 22, parties are supposed to take the necessary measures so that refugee children may benefit from all the rights stated in the convention. Therefore, Turkey needs to bring out policies that take all asylum seeker children's rights, including Syrians, into consideration.

Syrian population's education is extremely important for our country because most of them are young and dynamic children and teenagers. Education is expected to help an individual adopt the values of the society. Another definition of education

is that it is behaviors that will develop an individual's desire, ideals and society's dynamism in a positive way. These targeted behaviors must overlap with the individual's developmental characteristics and needs as well as the values of the society (Varış, 1988). This is the reason why education of immigrant children is of special importance. In this context, one of the most critical problems faced by Syrian children is that they have with education. The result of research in Turkey in recent years shows that Syrian refugees have serious problems in accessing education (Dinçer et al, 2013). As stated in UNESCO's (2014) report, Syrian children who cannot benefit from the right to attend school, are more face to face with risk of abuse and maltreatment, cannot achieve their physical and psychological development adequately, and accordingly have more stress symptoms. Moreover, there are many risks Syrian children are face to face with. According to 2015 data of the United Nations High Commissioner for Refugees, psychological risks are the highest ones that arise as a result of ending these children's education and their employment as workers (UNHCR, 2015). As reported by Migration Management of Turkey (2017), there are 1.249.263 Syrian children aged 0-18 in Turkey, 73% of whom are at the age of primary education (Emin, 2017). According to September 15, 2017, data obtained from the Ministry of Education, 54.5% of 976,000 school-age children are registered in schools. That means, there are all most 450,000 unschooled Syrian children in Turkey. As it known, unschooled children are more vulnerable to child labor, early marriage, radicalization and joining radical organizations (Watkins and Zyck, 2014). Despite this, it is observed that there is not enough awareness in public opinion and among educators about the education of children has come via immigration.

The aim of this study was to investigate Syrian students' academic problems that they experience in the basic education in Turkey. Therefore, the Syrian students, their teachers, and school principals were examined to obtain the research data. Hence, the problems were examined according to perceptions of these three participants. Eventually, these three questions were answered in this study:

- 1) What are the academic problems of the Syrian students according to themselves?
- 2) What are the academic problems of the Syrian students according to their teachers?
- 3) What are the academic problems of the Syrian students according to the school principals?

2. Research Design

The research design was developed qualitatively, and a case study approach was used in the research as a qualitative research method. According to Creswell (2007), qualitative research is best suited for research problems in which variables are not known and need to be explored. When the literature gives inadequate information about the phenomenon of study, researchers need to learn more from participants through exploring the perspective of different actors, and this is where qualitative methods are useful.

A case study, one of the qualitative research method, is the detailed analysis of a social unit's past and present situation and its qualities within the environment (Punch, 2005). The case (s) are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Creswell, 2007). This paper, through a case study method, tries to analyze the basic education dimension of the Syrian students in Turkey.

2.1 Study Group

This research was carried out in Kocaeli in which high Syrian populations, under temporary protection, were lived in Turkey. According to official data from Ministry of National Education, 482 Syrian children were being trained in the region where the research was conducted.

Sampling constitutes the backbone of any study. In line with this objective, the research of study group has been involved 37 Syrian students, 4 school managers and 18 teachers who were willing to participate in the research from four different secondary schools. The study group was chosen according to accessibility criterion and determined by purposive sampling technique. In order to analyze the problems experienced by the Syrian students at different class levels, the selection of a similar number of students according to class levels has been emphasized. Half of the Syrian students, (n=19, 51%) who participated in the research were female and the rest of them (n=18, 49%) were male. One-fourth of the 37 Syrian students (n=9, 24%) were in the 5th grade, one fourth (n=10, 27%) were in the 6th and 7th grades, and the others (n=8, 21%) were in the 8th grade. The percentage of Syrian students who have been living in Turkey for less than two years were (n=11, 30%), those who lived between 2 and 4 years were (n=17, 46%), and the (n=9, 24%) have been living in Turkey for more than four years. In line with the objectives of the research, the opinions of 18 teachers who have Syrian students in their class, also have been considered. More than half of the teachers (n=10, 56%) were female and the rest of them (n=8, 44%) were

male. Half of the teachers (n=9, 50%) have between 1-5 years professional experience. Four teachers (22%) have between 6-10 years professional experience and five (28%) teachers' professional experience is over ten years. Twelve teachers (67%) took in-service training or courses about refugee education. For the purposes of the research, the views of the school principals, in charge of the schools included in the study, were also handled by four different schools. Of the four school principals, three were male, while the other was female. One school manager has between 0-10 year professional experience and three of them have more than 10 years professional experience. One of the schools where the research was conducted, has more than forty Syrian students. The other school has between 21-40 Syrian students and two schools in which the research was carried out, have less than twenty Syrian students.

2.2 Data Collection and Analysis

Research data was collected over a three-month period through 59 individual interviews (37 Students, 18 teachers, and 4 school principals). A semi-structured interview form was prepared by the researchers at first. The interview form was piloted to address the research problems. The face-to-face interview technique was used to collect data from the Syrian students. The interviews were organized by appointments that means each interview was carried out at the agreed time with the interviewers. The informal interviews with Syrian students were made in Turkish. Arabic translator was also utilized in interviews in the case to prevent misunderstanding. Each interviewee has been informed about the research before participating in the interview. The interviews lasted on average 30 minutes.

Interview technique is used when the researcher does not have enough knowledge about a topic (Merriam, 2013). In this case, pre-determined questions are not asked and there is discoverable approach at the basis of the research problem as Merriam (2013) suggests. According to Patton (2002), the purpose of the interview is to enter an individual's inner world and understand his point of view. Interpretative phenomenological analysis technique was used for the analysis of the data obtained from Syrian students.

In line with the objectives of the research, teachers and school principals have been involved in this study and the semi-structured interview technique was also utilized as one of the means for data gathering. According to Barbuor (2008), the 'semi-structured' aspect is crucial as it refers to the capacity of interviews to elicit data on perspectives of salience to respondents rather than the researcher dictating the direction of the encounter, as would be the case with more structured approaches. In the analysis of the data obtained from interview forms, content analysis technique was used. To verify the reliability and validity of the research, expert examination, purposive sampling, and dependability conformability techniques were used. Besides, participant confirmation was also utilized in this research for the reliability and validity. This study examined by an educational science expert. Expert views supported the views of the researchers. Direct quotes from participants' responses have also been used to ensure the reliability of the study. The codes P1, P2, P3, P... for the students; T1, T2, T3, T... for the teachers; and M1, M2, M3, M... for the school managers are used in order to not disclose the personal information of participants, based on the principle of confidentiality.

3. Findings

Educational problems of Syrian students that they faced in Turkey, have been investigated in terms of their own experience, teachers' views, and school principals' views. Findings are given in three titles.

3.1 Syrian Students' academic problems according to themselves

The results revealed that the Syrian students have four types of problems in the basic education in Turkey. These problems are categorized as problems that they lived with the teachers during lessons, with the other students at the school, with themselves, and with their family about inclusion in their education at school. These problems are shown in Figure 2.

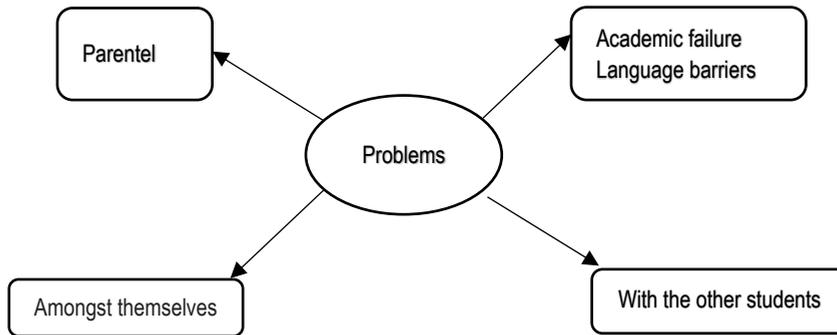


Figure 2: Problems according to students

As figure 2 shows, four main headlines are striking as problems of Syrian students. These problems are given respectively in this study.

3.1.1 Problems related to academic failure and language barriers

According to research findings, the students like their teachers, and lessons. However, the majority of Syrian students had difficulty in understanding the academic language the teachers used during the course. They had difficulties in some subjects such as Turkish, math, and science because of their language barriers. Therefore, the most challenging academic subjects of the students are Turkish, Science, and Mathematics according to their expressions. The participants have stressed that the main reason for their difficulties in these lessons is that they have difficulty in understanding the language used in those lessons.

Students also mention that they are able to find their teachers easily in the school when they need and find answers to their questions. However, the students expressed that the teachers do not repeat the topics more than once in the class when they don't understand.

Some of the opinions of the participants are as follows:

P 3, living in Turkey for 3 years, 8th grade,

"...I normally understand teachers when they want something from me. We even make jokes. But I do not understand some of the talks when they're lecturing. Teachers tell one more time for those who do not understand, but sometimes I do not understand, though. Mostly I am having difficulty in Turkish class."

P 15, living in Turkey for 2 years, 6th-grade,

"...I do not understand at all in Science. I speak Turkish and I even write, but I confuse some letters. Teacher speaks fast"

P 14, living in Turkey for 2.5 years, 7th-grade

"...I challenge myself to understand your teaching, I understand many things, but I cannot listen to your teacher for a long time, my mind is breaking. There are places I do not understand, I was asking before, but I do not ask anymore"

3.1.2 Problems related to other students at school

According to research data, Syrian students have problems especially with their peers at school. Syrian girls have stated that Turkish girls do not want to be friends with themselves and that other male students do not want to be close to them. The students of Syrian girls think that Turkish girls are different from theirs as clothes and attitudes and Turkish girls do not like them and do not want to take them. Although the majority of the Syrian girls were wearing headscarves despite the fact that their ages were small, the use of the headscarf was observed to be very small for Turkish girls. Syrian girls say that they perceive it as a difference.

Male students stated that they were Turkish friends and that they had no personal problems, but they stated that they did not have much sharing with Turkish students out of the course of time. Nevertheless, from time to time they also expressed that they enjoyed playing together with Turkish students in soccer and basketball games.

Syrian students generally regard the reason for not establishing a close friendship with Turkish students as language problem and cultural difference. They also expressed that Turkish students sometimes mocked themselves.

Afterschool, Syrian students also stated that they did not meet other Syrian students in the school. It can be said that Syrian students do not share their school friendships among themselves except outside the school. Some participant opinions are like this:

P 8, Syrian female student, 8th-grade.

"They do not take us among themselves, they always talk among themselves. No one said a bad word to me. Actually, I wanted to be friends with them "

P 17, Syrian female, 8th-grade.

"They do not make friends with us because we are not like them, we do not dress like them. Some of them are making fun of us. They say, 'This is not your country here, go away'"

P 26, Syrian male student, 6th-grade.

"I have Turkish friends, sometimes we play. For example, I ask them places I do not understand in class. I do not have any Turkish friends when I leave the school. I do not have a Syrian friend either. When I go home I watch Arabic channels from the internet. "

3.1.3 Problems related to themselves in the School

According to research data, Syrian students describe themselves as ethnically Arab or Kurdish in their own words. In total from 4 schools, there were 94 Syrian students, and Syrian students composed of different groups of ethnic groups stated that they had a communication problem among themselves. Although Syrian Kurdish students know Arabic, they stated that they speak Kurdish among themselves. The Syrian immigrant students of Arab origin expressed that they did not understand the language of the Kurdish Syrians. Both groups stated that they did not make friends with each other in school and they preferred to make friends with other students of their own ethnic background. Some of the participant's views are:

P 33, an 8th-grade student who defines himself as Arab.

"We do not understand them. They speak Kurdish. They do not want to make friends with us either. They are only talking to the Kurds. I do not want to talk to them either."

P 34, a 7th-grade student who defines himself as Syrian Kurd.

"We speak Kurdish, they are Arabic. I understand them, but they do not understand us. In our school, we were taking Arabic lessons in Syria. But we were talking Kurdish outside at home. I become a better friend with the Kurds."

P 36, an 8th-grade student who defines himself as Syrian Arab.

"There was no Kurd where we came from. So, I do not know Kurdish, I do not understand them. They also prefer to make friends among themselves. We are not friends with them."

3.1.4 Problems related to their family inclusion at school

The vast majority of the 37 Syrian students (n=34) stated that they had an economic problem and that there was no regular income. Some of them (n=5) have emphasized that they are going to work from time to time without coming to school to provide an economic contribution to the family. However, there are students who lost their mother (n=6), who lost their mother and father (n=2), whose father died or did not know where his father was (n=5). Some of the students (n=6) expressed that their brother or sister had to continue their lives in other countries. It can be said that the family life is deteriorated due to various reasons and the general living conditions with the deprivations are negatively affecting the educational life of the Syrian children.

The region in which the survey is conducted is generally a residential area with low socioeconomic levels, and the parent profile is mostly composed of economically low-income families. There is a dense Syrian population living in the region.

Most of the Syrian students who were included in the survey also expressed that their families were experiencing economic problems (n=22). All of the students stated that they did not go to social activities such as cinema, theatre and they did not have activities that they spend time with their parents outside the home.

The number of Syrian families (n=4), who have come to school to visit their children and learn the situation of their child by now, are very few of the students in the study group. It has been understood that the families of Syrian students cannot visit their educational environment due to language problems. For Syrian students, it is not possible to talk about effective family participation.

The majority of the students (n=31) stated that even if the family came to school, they would not understand the teachers and that the Turkish language was very weak. Some participant views on the topic are as follows:

P 24, a 7th-grade student,

"...We do not know where my father is. 3 years ago, I was gone with my 6 brothers and my mom. We had relatives here, they moved us here to find the place. My brother is working to ensure the livelihood of the house. We also get help. The government gives us cards by the number of people in the family, we are doing the grocery shopping. We also take the money. My mother does not understand Turkish, I know better. Mommy never came to school. My brother brought me here."

P 1, a 5th-grade student,

"...My mother died in Syria. He died because of illness. We came with my father and we have four brothers, but my father is now married, and I have two more brothers. My dad is working on construction. She's doing ceramics. My step-mother did not come to the school because she did not speak Turkish and my brothers were small. "

P 36, a 6th-grade student,

"...My father is dead. My grandfather's taking care of us here. I do not know mommy. My grandfather does not speak Turkish, so he understands some words, but he cannot. There is my uncle here, and they are staying here. They're helping us, or we could not make it. They also give me school expenses "

3.2 Teachers' opinion about Syrian students' problems in the basic education

In line with the objectives of the research, the opinions of 18 teachers who have Syrian students in their class, have been considered. The teachers' view about Syrian students' problems were categorized by using content analysis. The problems are shown in Figure 3.

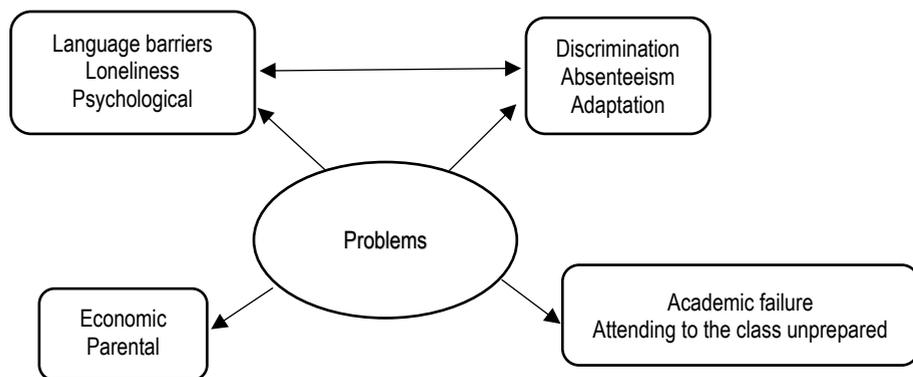


Figure 3: Problems according to teachers

It is also thought that discrimination, absenteeism, and adaptation problems are related to language barriers, loneliness, and psychological problems. Numerical data for the problems of Syrian students according to the teachers in Figure-3 are given in Table-1.

Table 1. Problems according to the teachers

Teachers' Opinions	<i>n</i>
1-Academic failure	18
2-Language (communication) problems	18
3-Adaptation problem of the school culture	15
4-Economic problems	14
5-Loneliness	8
6-Absenteeism	15
7-Discrimination in the school	6
8-Attending to the school unprepared	15
9-Parental problems	15
10-Psychological problems	9

As table 1 shows, all of the teachers stated that the Syrian students were unsuccessful in their lessons and had communication problems due to language barriers. Most of the teachers ($n=15$) had the opinion that Syrian students have adaptation problem of the school culture. Majority of the teachers ($n=14$) agree with the opinion that Syrian students have economic problems and this situation affects their school success negatively. Absenteeism was another Syrian students' problem that seen in the basic education according to most of the teachers ($n=15$). Some teachers ($n=8$) stated that one of the Syrian students' problems was loneliness. Some teachers ($n=6$) indicated that Syrian students entered discrimination in the school. According to the majority of the teachers ($n=15$), Syrian students attend the school unpreparedly. Most of the teachers ($n=15$) stated that Syrian students have parental problems and they don't support in their education life by their parents and half of the teachers ($n=18$) stated that the Syrian students had some psychological problems. Some teachers' opinions are given;

T4, teacher who have 6-10 years professional experience,

"...These students came from a war where people die. They were taken in our school without any planning and integration process. Thus, they were abandoned to their fate in the classroom."

T6, teacher who have more than 10 years professional experience,

"...Language problems make it difficult for students to learn. Even if they try to learn the Turkish language, they are lagging behind in their education. Moreover, cultural diversity makes it difficult to adapt to educational environments."

T11, teacher who have 1-5 years professional experience,

"...they do not understand what I'm talking about in class, so they fail in exams. I cannot speak their own language, so we have communication problems. This causes them to be silent and shy."

3.3 School Principals' opinions about Syrian students' problems in the basic education

For the purposes of the research, the views of the school headmasters who were in charge of the schools included in the study were also handled. The school principals' view that obtained from interviews were categorized by using content analysis. The problems are shown in Figure 4.

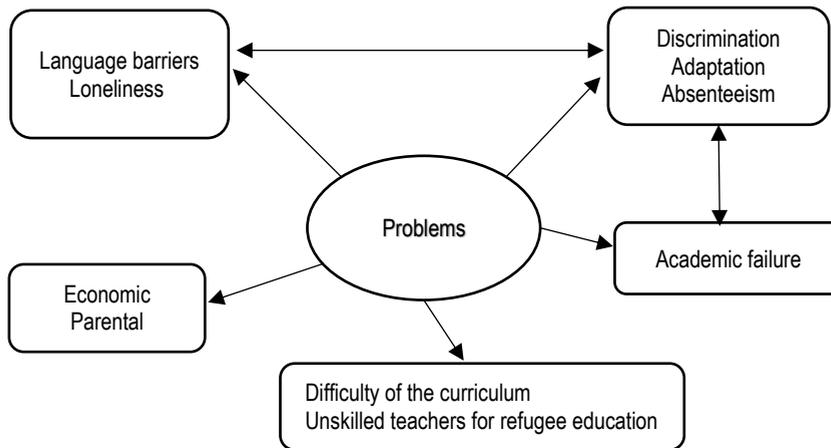


Figure 4: Problems according to school principals

As seen in Figure 4, the semi-structured interviews with the school principals resulted that Syrian students have educational problems under 10 different categories. It is also thought that language barrier, and loneliness problems are related to discrimination, adaptation, and absenteeism problems. Besides, it can be said that this relation is also affected academic failure as well. Numerical data for the problems of Syrian students in which shown in Figure 4 are given in Table 2.

Table 2. Problems according to the school principals

School Principals' Opinions	<i>n</i>
1-Academic failure	4
2-Language (Commination) problems	4
3-Adaptation problem of the school culture	4
4-Economic problems	4
5-Loneliness	4
6-Absenteeism	4
7-Teachers do not fit for refugee education	3
8-Discrimination in the school	1
9-Difficulty of the curriculum	3
10-Parental problems	4

As it is seen in Table 2, school headmasters agreed with the academic failure as a problem of Syrian students. They also stated that Syrian students have language problems, absenteeism, adaptation problem of the school culture, economic problems, loneliness and parental problem in their education just as teachers stated. Only one of the headmasters expressed that Syrian students face discrimination in the school. However, school principals differ from teachers stated that teachers are not fit for refugee education and difficulty of the curriculum is another problem for Syrian students that students have to cope with.

Some school principals' opinions are given;

M 1, school principals who have more than 10 years professional experience,

"...I think that the applied curriculum and teachers are not suitable for the education of the Syrians. Teachers should be educated with in-service training activities..."

M 3, school principals who have more than 10 years professional experience,

"...we cannot overcome the problem of absenteeism. Syrian parents are not interested in children's education because economic problems are a priority for them."

M 4, school principals who have more than 10 years professional experience,

"This region is generally preferred by the Syrians, who have a low socio-economic level. They are mostly poor and uneducated people. As it is known, the participation of parents in the education is very important for children. But Syrian parents cannot speak our language, so it is impossible to communicate with them."

4. Discussion and conclusion

Movements by people, either forced, as in the case of refugees or voluntary, as in the case of immigrants, mark various time periods in history, shaping a global society.

Today, international population movements are transforming countries and societies around the world by influencing bilateral and regional relations, security, national identity, and sovereignty. The phenomenon of international migration now has a key role in the globalization process, affecting the transformation of international political order (Castles and Miller, 2008).

The research findings reveal that Syrian parents do not get interested in visiting the school, and their competence in Turkish is far below their children's. Students think that the reason for their parents' reluctance to visit schools is a language problem. Syrian family involvement in school and their participation are activities which are organized in order that parents should be able to support their children's development and education (Ömeroğlu and Yaşar, 2005). Taking into consideration that children's first educators are their parents, parents should adopt the way which will synchronize formal (school) and informal (home) education to support and contribute to their children's education (Şahin and Ünver 2005). Çelenk (2003), in his study which deals with a family role in a child's academic performance, states that children from families with better supportive attitudes towards education are more successful academically. Additionally, school-family cooperation is crucially important for a child to succeed at school. Nevertheless, research findings show the low level of Syrian family participation in education. The results of the experiment present a decrease in students' motivation and show that they are not supported adequately by their parents.

We use data obtained from the interviews with school administrators, guidance counselors and primary school teachers, to conclude that some Syrian students have adaptation and absenteeism problems, suffer from low motivation, and are introvert if to compare them with other students. Psycho-social problems also occur among Syrian students who have been exposed to violence or war. Overall, the paper is full of evidence that Syrian students do not generally cause problems at schools and do not interfere with events which demand disciplinary action. As they are often forced to leave their environment due to violence and oppression, this situation is likely to cause traumas of various origin in these children. The most important reason for this is that the concept of immigration is a process full of losses at the root. Leaving the place where they grew up and socialized causes the loss of their parents family members, friends, social environment. These children experience torture or maltreatment. Sometimes they feel deeply hurt. Sağaltıcı (2013) detects psychological problems which relate to after-trauma stress disorder in Syrian refugees. His findings also confirm that males are more exposed to traumatic events than females. The worst thing is that, in most cases, children are affected negatively. Schools frequently experience problems with immigrant children, particularly, such as identity confusion, behavioral disorders, low self-respect, depression, problems arising from bilingualism, low academic success, and conflict of generations (Gün and Bayraktar 2008). School administrators claim that teachers are not well-trained to educate refugees. It can be said that teachers in Turkey do not get proper in-service training on refugee education. However, as Culbertson and Constant (2005) hypothesise that such training on refugee education will be useful for both refugee students and teachers. Candappa (2000) and Goodwin (2002) discuss that teachers should get involved in the education of refugee students taking into account specific characteristics and culture of these students.

The research conducted in different countries, on the refugee problem also shows that similar results are obtained elsewhere. Dryden, Peterson (2015), Bourgonje (2010) and Mendenhall, Russell, Buckner (2017) find out that refugees face problems such as access to education, language barriers, discrimination in the school, lack of future expectation, psychological issues, and, hopeless. The research which has been carried out in other countries also gives proof that refugee children suffer from almost the same problems.

To conclude, we can claim that immigrant problem is a global problem. Different education systems encounter similar problems in immigrant education.

The findings lead the authors to suggest recommendations which improve the process of training of refugee students. They are as following:

Schools should organise cultural and social activities which would be attended by all members of the school community that is students Turkish and refugees, their parents and teachers.

Counseling services should be provided for these students taking into consideration that many refugee students have psycho-social problems due to war and immigration.

Absenteeism is a very common phenomenon among Syrian students as very often they work instead of attending school and these students can get involved into the educational process with the proper guidance.

School buildings and classrooms should be equipped in different languages to motivate parents to get more interested in their children's education and to attend schools where their children study.

Academic training should not be initiated for refugees who have not completed language education properly. In such a way, the academic failure which is caused by language barrier can be prevented.

Teachers need in-service training for refugee education. For this reason, teachers should get educated better about refugee students.

Refugee issue requires extensive research in various dimensions and countries as the problem of refugees is spreading all over the world.

Considering that most parents of Syrian students do not come to school to ask about their kids' performance because of the language barrier there should be a language course for Turkish for them in the school premises

References

- [1] Akıncı, B., Nergiz, A., & Gedik, E. (2017). An assessment on process of adaptation: Migration and social acceptance. *The journal of migration studies*, 1(2), 58-83. Retrieved from <http://www.gam.gov.tr/files/sayi2-2.pdf>
- [2] Barbour, R. (2008). *Introducing qualitative research*. London: Sage publications .
- [3] Bourgonje, P. (2010). Education for refugee and asylum-seeking children in OECD countries: Case studies from Australia, Spain, Sweden and the United Kingdom. Education International, ISBN 978-92-95089-44-0. Retrieved from https://download.ei-ie.org/Docs/WebDepot/EIRResearch_Paloma_Eng_final_med.pdf
- [4] Candappa, M. (2000). Building a new life: The role of the school in supporting refugee children. *Multicultural teaching*, 19(1), 28-38. Retrieved from <https://eric.ed.gov/?id=EJ622431>
- [5] Castles, S., Hein, H., & Miller, M., J. (2008) *The Age of Migration: International Population Movements in the Modern World*, (5th ed.), The Guilford Press, London.
- [6] Christensen, G., & Stanat, P. (2007). *Language policies and practices for helping immigrants and second-generation students succeed*. Washington, DC: Migration Policy Institute. Retrieved from <https://www.migrationpolicy.org/research/language-policies-and-practices-helping-immigrants-and-second-generation-students-succeed>
- [7] Creswell, J., W. (2007). *Qualitative inquiry & research design: choosing among five approaches*. (2nd ed.), Thousand Oaks: Sage publications.
- [8] Cohen, R. (2006). *Migration and its enemies: Global capital, migrant labour and the nation-state*. Aldershot: Ashgate.
- [9] Culbertson, S. & Constant, L. (2015). Education of Syrian refugee children: Managing the crisis in Turkey, Lebanon, and Jordan. Santa Monica, Calif: RAND Corporation. Retrieved from https://www.rand.org/content/dam/rand/pubs/research_reports/RR800/RR859/RAND_RR859.pdf
- [10] Çelenk, S. (2003). Okul başarısının ön koşulu: Okul aile dayanışması. *İlköğretim-Online E-Dergi*, 2(2), 28-34. Retrieved from <http://dergipark.gov.tr/download/article-file/91105>
- [11] Dinçer, O. B., Federici, V., Ferris, E., Karaca, S., Kirişçi, K. & Çarmıklı, E. Ö. (2013). Suriyeli mülteciler krizi ve Türkiye. Sonu gelmeyen misafirlik. *Uluslar Arası Stratejik Araştırmalar Kurumu, Brookings institute*. Retrieved from <https://www.brookings.edu/wp-content/uploads/2016/06/USAKBrookings-report-final-version14November13.pdf>
- [12] Dryden-Peterson, S. (2015). Refugee Education in Countries of First Asylum: Breaking Open the Black Box of Pre-Resettlement Experiences: *Theory and Research in Education*. Harvard University's DASH repository doi:10.1177/1477878515622703

- [13] Edward, A. (2012). Temporary protection, derogation and the 1951 refugee convention, *Melbourne Journal of International Law*, (13).
Retrieved from http://law.unimelb.edu.au/_data/assets/pdf_file/0005/1687379/Edwards.pdf
- [14] Educators trade union report (2017). Education of Syrian children in Turkey: Challenges and recommendations. Ankara.
Retrieved from http://www.ebs.org.tr/ebs_files/files/yayinlarimiz/Suriye_rapor_pdf.pdf
- [15] Emin, M., N. (2016). Türkiye'deki Suriyeli çocukların eğitimi
Retrieved from <https://www.setav.org/etkinlikler/turkiyedeki-suriyeli-cocuklarin-egitimi/>
- [16] Erdem, C. (2017) Sınıfında mülteci öğrenci bulunan sınıf öğretmenlerinin yaşadıkları öğretimsel sorunlar ve çözüme dair önerileri, *Medeniyet Eğitim Araştırmaları Dergisi*, 1(1), 26-42.
Retrieved from <http://dergipark.gov.tr/download/article-file/319194>
- [17] Geçici Koruma Yönetmeliği'nin Geçici 1. Maddesi (Temporary Protection Directive, item:1) (2014, 22 October). Resmi gazete-Official journal (Number: 29513).
- [18] Geçici Koruma Sağlanan Yabancıların Çalışma İzinlerine Dair Yönetmelik (Temporary Protection Directive, official work permit of Syrian people) (2016, 15th January), Resmi gazete- Official journal (Number: 29594).
- [19] Goodwin, A. (2002). Teacher preparation and the education of immigrant children. *Education and Urban Society*, 34(2), 157-171. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0013124502034002003>
- [20] Göç İstatistik Raporu (2017). (Turkish General Directorate of Immigration Management) *Türk Kızılayı Göç Ve Mülteci Hizmetleri Müdürlüğü*. Retrieved from https://www.kizilay.org.tr/Upload/Dokuman/Dosya/88360142_goc-istatistik-raporu-mayis-2017.pdf
- [21] Gün, Z. & Bayraktar, F. (2008). Türkiye'de iç Göçün ergenlerin uyumundaki rolü. *Türk Psikiyatri Dergisi*, 19 (2): 167-176. Retrieved from <http://www.turkpsikiyatri.com/default.aspx?modul=turkceOzet&GFPrkMakale=626>
- [22] Harunoğulları, M. (2016). Child labor among Syrian refugees and problems in Kilis. *Göç Dergisi*, 3 (1), 29-63. Retrieved from https://www.researchgate.net/publication/314005961_Suriyeli_siginmaci_cocuk_isciler_ve_sorunlari_Kilis_orn_egi
- [23] İstanbul Bilgi University Child Studies Unit Report (2015, 2-13 September). Suriyeli mülteci çocukların Türkiye devlet okullarındaki durumu: Politika ve uygulama önerileri. Retrieved from <http://cocuk.bilgi.edu.tr/wp-content/uploads/2015/09/Suriyeli-Cocuklar-Egitim-Sistemi-Politika-Notu.pdf>
- [24] MEB (2017). Suriyeli öğrenciler için 2 bin 78 geçici süreli öğretici alınacak. *Ministry of national education news bulletin*, Retrieved from <http://www.meb.gov.tr/suriyeli-ogrenciler-icin-2-bin-78-gecici-sureli-ogretici-alinacak/haber/13026/tr>
- [25] Mendenhall, M., Russell, S., G., and Buckner, E. (2017). Urban refugee education: strengthening policies and practices for access, quality, and inclusion. Teachers College, Columbia University.
Retrieved from <http://s3.amazonaws.com/inee-assets/resources/Urban-Refugees-Full-Report.pdf>
- [26] Merriam, S.B. (2013). *Nitel araştırma desen ve uygulama için bir rehber*, In S. Turan (Ed.), Ankara: Nobel publishing.
- [27] Miller, A. and Orchard, C. (2014). Forced Migration Policy Briefing 10: Protection in Europe for Refugees from Syria. Oxford: Refugee Studies Centre, Oxford Department of International Development. Retrieved from <https://www.rsc.ox.ac.uk/files/files-1/pb10-protection-europe-refugees-syria-2014.pdf>
- [28] Ostrant, N. (2015). The Syrian refugee crisis: a comparison of responses by Germany, Sweden, the United Kingdom, and the United States, *Journal on Migration and Human Security*, 3(3), 255-279. Retrieved from jmh.socny.org/index.php/jmh/article/download/51/42
- [29] Ömeroğlu, E., & Yaşar, M. C. (2005). Okul öncesi eğitim kurumlarında ailenin eğitime katılımı. *Bilim ve Aklın Aydınlığında Eğitim Dergisi*, 62.
- [30] Patton, M., Q. (2002). *Qualitative research and evaluation methods*. (3rd ed.) Thousand Oaks, CA: Sage.
- [31] Punch, K., F. (2005). *Introduction to social research—quantitative & qualitative approaches*. London: Sage.
- [32] Roxas, K., C. (2011). Creating communities: Working with refugee students in classrooms. *Democracy and Education*, 19(2), 1-8. Retrieved from <https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1020&context=home>
- [33] Sağaltıcı, E. (2013). Suriyeli mültecilerde travma sonrası stres bozukluğu taraması. (Unpublished dissertation). Gaziantep Üniversitesi, Tıp Fakültesi, Ruh Sağlığı ve Hastalıkları Anabilim Dalı, Gaziantep. Retrieved from Turkish thesis database.
- [34] Sarıtaş, E., Şahin, Ü., & Çatalbaş, G. (2016.) İlkokullarda yabancı uyruklu öğrencilerle karşılaşılan sorunlar, *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25(1), 208-229.

- Retrieved from https://www.journalagent.com/pausbed/pdfs/PAUSBED-81557-RESEARCH_ARTICLE-CATALBAS.pdf
- [35] Stake, R. (1995). The art of case study research (pp. 49-68). Thousand Oaks, CA: Sage
Retrieved from <http://legacy.oise.utoronto.ca/research/field-centres/ross/ctl1014/Stake1995.pdf>
- [36] Şahin, F. T., & Ünver, N. (2005). Okul öncesi eğitim programlarına aile katılımı. *Kastamonu Eğitim Dergisi*, 13(1), 23-30.
- [37] UNHCR. (2015). *Türkiye'deki Suriyeli mülteciler sık sorulan sorular*.
Retrieved from http://www.unhcr.org/turkey/uploads/root/s%C4%B1k_sorulan_sorular.pdf
- [38] UNESCO (2014). The Hidden Crisis: Armed Conflict ad Education,
Retrieved from http://wos-education.org/uploads/reports/170331_Brussels_paper.pdf
- [39] Varış, F. (1988). Eğitimde Program Geliştirme Teori ve Teknikler (4th Ed.), Ankara University publishing, Ankara.
- [40] Watkins, K., & Zyck, S., A. (2014). *Living on hope, hoping for education: The failed response to the Syrian refugee crisis*. London: Overseas Development Institute,
Retrieved from <https://resourcecentre.savethechildren.net/sites/default/files/documents/9169.pdf>

Vintage Design Furniture in Albania, a New Retro Design Paradigm in the Post-Communist Era

Erida Curraj, PhD

International programme in Architecture and Urban Planning. Ferrara University, Italy and Polis University, Albania

Abstract

The dynamics of the Albanian market in lieu of the multifaceted transformations following the collapse of the communist regime and moving towards the accession processes in the European Union as well as the demographics of the Albanian society as a whole, deeply impact the ways in which furniture products are designed, development and produced. This paper draws from my doctoral study which explored the transformation of furniture products from communism to post-communism. The doctoral study confirmed that: the impact of moving from mass production in a centralized economy to free mass customization in market economy has not radically transformed the fundamental properties of furniture but has affected the design, development, delivery and materiality of products. In this light, this paper will zoom into the furniture designs during post communism in Albania by exploring two principle paradigms vintage and retro. First this paper argues that furniture design and production in the centralized economy, are introduced within the vintage paradigm in post-communist. The data collecting through observation demonstrate a high level of interest for the retro design in a free market economy. As the result the paper suggest the local actors, businesses and academia to use and persist nostalgia and retro design in furniture and their component.

Keywords: vintage design, retro design, communist, post-communist.

Introduction

This article explores the role of furniture produce during the centralized economy in Albania, towards a path of shifting from vintage design to retro design. The role of retailers and local enterprises in making the value of retro style of these model is significant and prompt.

The design of furniture during the communism time in the Eastern Bloc has taken the attention during the last decades. Different project has be reveal and the red tourism has been more populated. The scope of this article is to find out the status of the design of the furniture produced during a centralize economy, and to propose them to the entrepreneur to proliferate design adequate in Albanian, new context of free market economy. Due to their continued popularity in other ex-Eastern Bloc countries, the question why they aren't the same popular in Albanian market is analyzed. Newer row material has come and new assembled technology has been offer, the question is why is so difficult that Albania furniture industry, can't reach the region production scale, for these design?

This article is solely about furniture that are produce during the communism era, that exhibits characteristics of minimalism design and production system , in minimalism ,aesthetic, pure shape and mass production. The discussion focuses exclusively to the analyzing the place these furniture and ornaments take in Albanian design context and to call the manufactures to reproduce them.

The paper start with a theoretical frame work of the definitions on "vintage" and "retro", followed by a brief introduction on the design and furniture production during communism towards communism in Albania. The third part, thought collected data from the visit on site, interviews methodology, analyze the approach of vintage communist heritage currently in Albanian interiors. The last part is analyzing the lack of developing the communist design of furniture produced during the centralized economy in Albania.

Vintage vs Retro discussions continue...

The semantic attempt looking for the definitions and distinguishing terms "vintage" and "retro" for the furniture produced during the central planning economy time in Albania market, is limited prior research from scholars.

The term "vintage" represents an attempt to claim originality for genuinely old objects (household and clothes). The M.W.'s dictionary [Merriam Webster online dictionary] explains that the term "vintage" used to describe something that is not new but that is valued because of its good condition, attractive design, etc. In origin, the term "vintage" refers to "wine age", the specific year and place of origin used to describe a wine usually of high quality, such as with "Bordeaux wine of a 1965 vintage". It tends to be preferred in the United States, as a term that has undergone a shift in meaning when it was applied first to clothing. The emergence of vintage and retro style have been focused on previous studies in the United Kingdom, 1960s London (e.g. Samuel 1994²; Gregson & Crewe 2003³; Baker 2013⁴). The vintage style can be attributed to particular meanings; DeLong, Heinemann, and Reiley, (2006)⁵ found that the vintage consumers want originality as a way to express individuality or some degree of standing out from the crowd. In addition, Cervellon, Carey and Harms (2011: 968) studied that vintage is a desire for originality, nostalgic expression, in comparison to consumers who purchase contemporary second-hand clothing and household objects.

The term "retro", attributed to reproductions - as well is used to distinguish the difference from contemporary secondhand objects- explained by M.W.⁶. Dictionary as; looking like or relating to styles or fashions from the past. Gregson & Crewe (2003)⁷, constitutes retro in any meaningful way is not just an impossibility but a misplaced endeavor. Other connotation took the discussion "retro" in Britain when the Guardian Weekend magazine published on 26 May 2007, a special retro issue consisting of articles about authentic retro fashion, food, cars, gardens and homes. The magazine featured enthusiasts in interiors section, where living rooms surrounded by their retro objects from various decades including 1950s fabrics until 1970s patterned wallpaper. Particular items of furniture and decorative objects in Britain, that previously considered old-fashioned and everyday, illustrate the proliferation of the term 'retro' to describe the increase in the value of items. The term was adopted in Britain and a shop bearing the name 'retro' appeared in London in 1974 (Samuel, 1994⁸).

In the early 1970s, in France, occur the use of the word "retro" to describe material and cultural products objects. It emerged as a persisted way to indicate the growing interest in styles from the recent past in French avant-garde cinema, at Parisian fashion houses and at street markets (Guffey, 2006⁹; Samuel, 1994). The American Retro store, sold original and newly manufactured items in styles from the recent past, and retro continues to be used to describe both these activities (Dunkley, 2005)¹⁰.

The retro retailers are conceptualizing objects and styles both in appropriate symbolic (cultural) and materiality, through buying and selling goods. They change the value of items from every day and old-fashioned to unique and desirable through knowledge and practices. In this process of value creation, retailers mediate between production and consumption and translate and evaluate other cultures. As such, their role fits well with past theorisations of cultural intermediaries (Baker, S.E. 2012)¹¹.

Pile (2005: 231)¹² states at the book *A History of Interior Design* that since the Renaissance, there has been an interest in learning from the past and in borrowing elements to be used in a new context. The reviving of these elements can be attributed due to different reasons; Beverly Lemire (1988) suggests that consumption in the early industrial period was 'two-tiered'. The upper classes had enough wealth to buy the decorative objects and furniture that they desired, but the rest of the population were able to afford only second-hand goods purchased from junk shops, and flea markets. By the 19th century, due to industrial production offered cheaper goods to larger proportions of the population, the size of this trade had decreased dramatically. Enabling the widespread manufacture of reproduction furniture and decorative objects.

¹ Merriam Webster online dictionary

² Samuel R (1994) *Theatres of Memory. Volume 1: Past and Present in Contemporary Culture*. London: Verso.

³ Gregson, N. and Crewe, L. (2003) *Second Hand Cultures*. Berg: Oxford

⁴ Baker, Sarah Elsie (2013): *Retro Style: Class, Gender and Design in the Home*, New York: Bloomsbury

⁵ DeLong, Marilyn, Barbara Heineman and Kathryn Reiley. 2005. "Hooked on Vintage!" *Fashion Theory* 9(1): 23–42.

⁶ ibrid

⁷ ibrid

⁸ ibrid.

⁹ Guffey E (2006) *Retro: The Culture of Revival*. London: Reaktion.

¹⁰ Dunkley C (2005) *Essential Guide to London's Retro Shops*. London: New Holland Publishers.

¹¹ Sarah Elsie Baker(2012), *Retailing retro: Class, cultural capital and the material practices of the (re)valuation of style*, *European Journal of Cultural Studies* 15(5) pg 621–641

¹² Pile JF (2005) *A History of Interior Design*. London: Laurence King Publishing

The sale of second-hand and reproduction objects has been a feature of street markets and continuing to find in the market called "old/black market" often in the biggest cities, in Albania as well. Many of the used furniture, ornaments, clothes are sent in these market where you can find goods dated since years 1930's, a good part from communism era and some "once upon a time towards Europe" goods. The third group is rich in origin made in quality and designs. The second group products produce during the communism time, take my attention when I visit these markets. As the generation born during the last decades of Albanian communism, I was witness of; the simplicity interior, modest fabric, pure lines and designs reflecting the peaceful design, reminding childhood sweetness feeling I can fairly call them a humble design. Eventually these products has capture the attention of the Albanian designer, approaching the interiors of bars and restaurant in similarity of the residential interiors during the communist time in Albania, but for sure enriched in quantity and fashion in current context.

In this sense, the furniture produced during the communist time in Albania, which aren't new, still in good conditions, attractive design, they are valuated from the retailers, or second hand shop and designers, expressing the Albanian individuality, originality of communism interiors can be truly called "vintage" furniture and ornaments.

The discussion opened between architects, one afternoon drinking in a bar designed as above, lighted my motivation to study deeper the distinguishing between these two terms and as far as these products are embraced from client why we don't have a reproduction of these furniture in Albanian market? There has been asked 18 people if we can call these interiors furnished with "retro" or "vintage" furniture designs, 12 of 18 people answered "retro" Associated with return design. Referring to the definition above 'retro' is used to describe the revival of past styles, defining the mass production in today post-communism time, of the vintage design produced during the communism time.

Designs Produced from Communism to Post-Communism in Albania

The furniture design during communism can be characterized as mass production strongly impacted by the political dogma of the time (Curraj, E. 2017¹). The two main features of this mass production were: Standardization of home furniture design process and product development and rationalism, which referred to the quantity of products one household could actually own. The political dogma limited the mass consumption of products regulated by supply – demand balances, which are common in free, market economy. The communism regime was controlling not only the production but also the way of living and thinking; this was also mirrored on furniture design. The centralizing of the design process as a whole, and with regard to furniture in particular, was heavily influenced by the ideology of the communist regime and served as a means of propaganda, signaling power of the ruler and the state that were to be feared and respected (Sudjic, 2005²).

The furniture industry in Albania, one of the most important craft industries in the country, dates back to before XIV century, when artisans created traditional motive's ornaments and furniture (1985)³. During years 1930's furniture manufacturing production, a limited amount of investment has been done on new technology but a small quantity covered the Albanian demands, the producers were export oriented. The wood processing industry became highly developed in communism and from the first wood processing plan in Puka in 1945 and Misto Mame in 1952, many more were set up in at least 23 cities which had proximity to raw materials, namely wood. The wood processing used standardization procedures, high technology for the time and many of the products were exported particularly in the 1970s and 1980s. The encompassing features either for export or local use of products was the high quality of products and materiality used.

But increasing of the imported furniture was as well due to the lack of furniture manufactures, after 90's the industry was demolished, destroyed "as part of communism rudimentary retribution" no production, no technician, no interior professions. Retailers of consumer products where interested to sell the importing products. After Albania emerged from 50 years of communist rule, the transition from a centrally planned to a market-oriented economy, together with substantial international aid and other strategic assistance from the European Union, World Bank, USA and other countries helped the country make progress. As such Albania grew from the poorest nation in Europe in the early 1990s to middle-income status in 2008, with poverty declining by half during that period.

¹ Curraj, E. (2017). *Reinventing Furniture Design in the post-communist Era in Albania: towards the Mass costumization Paradigm*. PhD desgree's dissertation. Ferrara, Italy

² Sudjic, D. (2005) *The edifice complex*. New York: The Penguin Press. The Economist "Mass customatisation", The Economists, available at <http://www.economist.com/node/14299807>

³ Akademia e Shkencave RPSH (1985). *Fjalori Enciklopedik Shqiptare*. Shtypur Kombinati Poligrafik shtypshkronja e Re, Tirane

On Phd research (Curraj,E 2017)¹ the observation and interviews, showed that despite the economic reason, was not the only factor that after the fall of communism the interiors in Albania lost their design identity, but as well in their a communism rudimentary retribution, a rhetoric of revenge against any element that could at least induce the communist element. This was a phenomenon spread in every field of the life, stile life, and clothes. The interior during the transition time from communism to post-communism identified as a Hybrid interior, where the existing furniture and the wood hand crafting furniture where mixed with the new imported one. Indeed the hybridity, shaped Albanian interiors from the beginning 1990s discussion on the interior changed from promoting adherence to one particular style and decorating in this way, to an eclecticism that encompass many different styles in one room.

After 10 years struggles small wood enterprises developed in rural area close to main cities, their designs were imported from abroad, or they bought in the local area from the biggest furniture retailers. This copy products were under no quality control and on demands qty. Non-formal areas of furniture production, were spending no penny for developing the design, taking care of marketing just for the distribution where often their packing way were not on the proper quality. Small wood workshop were developed near/in the habitable areas, they were produced global spare parts and wooden row material, the architect's role was more welcomed than the previous years. The customs were more pleased about the quality control but the delivery time was more delicate to produce products on demands.

As mostly of the ex-communist country Albania run to catch the global trend , the market welcome the phenomenon of shopping malls, a place where people can buy grocery, accessories, clothes in different options and in different quality, price. The consumption power increased and buyers' awareness on quality and designs.

Vintage design in Albania in post communism paradigm.

The dynamics of the Albanian market occurrence of; first, the multifaceted transformations following the collapse of the communist regime , second , moving towards the accession processes in the European Union , third, the demographics of the Albanian society as a whole, deeply impact the ways in which products are designed, development and produced. With the free market economy, first, the role of the state was diminished significantly and the Albanian society embraced the mass consumption cultural trends. Secondly, the levels of migration and emigration raised significantly which resulted in the need for new products for home furniture and decoration. In this sense, the path of transformations of the Albanian customer with the market economy.

During these transformations (social, cultural and economic changes), when the social aspect of architecture and home furnishing became important in a particular market the basis of the design of furniture had to be changed. Furniture during socialist era, produced at minimal cost, with practical considerations dominant throughout, Albania, other Easter Balkan country, may be held to be less fully aesthetic, than those on which the designer has more freedom of choice in the use of materials and the distribution of the parts. Homes became smaller and the economic factor began to play a more important role than heretofore....in her article Sarah Reeder, ISA is the owner of Artifactual History Appraisal, states: The demand for furniture for show was, therefore, superseded by an urgent call for practical furniture in a reasonable price-range, and at the same time the predilection for furniture in suites was replaced by a preference for individual pieces which made possible a freer and more personal style of furnishing."² Practical, aesthetic, and economic considerations are all involved, and the quality of the individual article is dependent on a nice balance of all three.

Vintage design is intertwined with the human factors such as emotional and cognitive. In this sense there are sceptic to embrace this interior in the residential houses and some others discuss that this design is more similar to modern designs that what everybody has in their mind "Vintage". But this direction is sending to the other context as Christopher Wilk³ defines modernism, in the introduction to the book *Modernism 1914-1939: Designing a New World*, in the context of design an equally vociferous rejection of history and tradition; ...its principles were frequently combined with social and political beliefs (largely left-leaning) that held that design and art could, and should, transform society. However, if in Britain in the mid-1960s a different way of producing and consuming the past emerged, in Albania this is eventually started especially after 2010's. The spread places where could be found this goods that predated 1990 are bazaars, open market, salerooms,

¹ Curraj,E. (2017). *Reinventing Furniture Design in the post-communist Era in Albania: towards the Mass costumization Paradigm*. PhD desgree's dissertation.Ferrara, Italy

² Reeder, S. An Introduction to Appraising Mid-Century Modern Furniture. International Society of Appraisers.

³ Christopher Wilk. "Introduction: What was Modernism?" in *Modernism 1914-1939: Designing a New World* (South Kensington: V&A Publications, 2006), 14.

auction houses (very few). Secondhand furniture retailers, sold odd pieces, were relatively new in “vintage” terms, when during the transition time viewed as junk.

Vintage of the communist products in Albania is the proliferation of the vintage style of the products produced during communism, which has become widespread in entertainment and accommodation facilities such as hotels, bars and stores.

Shifting from vintage to retro

Last years, in Albania, the number of bars and restaurants as well as hotels is increasing, more and more furnish with the style of ‘communist heritage’. However, attention should be paid here to the interpretation of heritage of communism. The idea is not to transform communism into a positive image and thus increase nostalgic dimension, but to focus on the architectural and cultural heritage that emphasize a variety of interpretations of communism heritage in Albania. If the region countries as; Montenegro, Macedonia, Serbia, Bosnia, Bulgaria Croatia, are evaluating this heritage and exporting in considerable quantity the question being raise is; why Albania isn’t running in the same speed with the region countries on reviving of goods produced during communism.

Study made on comparison of the wood industry with the focus on the furniture production and design process (eg, NIBA 1997¹; Çausi, Marku, and Lato.2015² Glavonjic, 2008³), analyze the potential of the furniture production with the focus of the design produce during the communist period . As the member of the Eastern Bloc, the design of furniture led from the same principle. All the above countries are very sensible in producing heritage design and their export is significant. The furniture manufactures are currently in a state of upsurge and its significance for these countries economy.

Unfavorable conditions of the present state why this heritage of designs produced during the centralized economy are:

-Omission of inheritance, losing Albanian’s design identity

The original contribution of the Curraj, E. (2017) dissertation on PhD degree In Architecture, is the thorough analysis of the furniture design process and products during the communism period in Albania. The findings are entirely based on collection of primary data through systemic review of archiving and document analysis, in-depth interviews and observations. This doctoral study, for the first time in Albanian scholars is cataloging the design of furniture produce during the communist time in Albania. Thus presents a comprehensive picture not only of furniture design process and products but also of interrelated dimensions such as house layout, social-economic and political contexts that led to certain types of product design during this period.

-a rhetoric of revenge, be against and don’t let space of reflection

Albania furniture design produced during centrally-planned characterized by uniformity, centrally planned design, not possibility of choosing quality, price, or design. This obligated uniformity dispersed immediately after the fall of communism after 90’s. Still, currently there are quite alot people skeptics on approaching and welcoming this design. One of the limitation of the (above) research on design produced in Communist time in Albania is resistance on accepting this design.

-fall of communism, fall of furniture manufacturing

There was no other cases in region, as Albania was, destroying all the communism wealthy, industries, cutting forest, emigrating. The first 10 years of post-communism, the industry was weak, in the lowest remuneration category. Total decentralization led to a multitude of problems for the furniture manufacturing industry, characterized mainly by a lack of information and market research, accumulation of inventory, and dependence on bank loans. The high skill professional workers, decreased due to the emigration. Albania started to run towards globalization and development of wood industry, but with a delay of 10 years comparing with the region’s country.

Albania has many favorable to catch promptly the region, production of the design heritage from years 1950’ to 1990.

- Albanian National Psychology. Albanian’s cherish possessing and furnishing their homes with care and taste. Modern trends for current and complete house redecoration have also found their way here.

¹ NIBA consult Ltd. (1997). Survey on the Industry of furniture in Bulgaria

² Çausi, Marku, Lato (2015): *Development of wood processing and furniture manufacturing sector in Albania and the western Balkans*. International Journal – Wood, Design & Technology, Vol.4, No.1, (2015):9-20

³ Glavonjic, B. and R. P. Vlosky, (2008): Timber-sale systems in the Balkan region. J. Forestry 106(4):206-213.

- The Albanian's Industrial Capacity. The socialist period witnessed the construction of impressive furniture manufacturing center spread throughout the country. This is a good base for a profitable industry
- Well Developed Infrastructure. Large furniture factories are connected by road.
- Availability of Raw Materials. Albania has enough wood to satisfy the needs of furniture production. Today, unfortunately, still importing is the higher level than exporting in the industry of wood and manufacturing.
- Well Qualified Workforce. Albania has specialized schools and institutes, highly qualified furniture production and design specialists.
- Connection with Priority Branches. The development of tourism in Bulgaria is closely connected to the complete and modern furnishing of tourist outlets, which significantly expands the home market. for a profitable industry

Considering that Albania has been very isolated (self-isolated) during communism and also considering that in the past 20 years, western tourists have started to be interested in the heritage of the communist period, in seeing what it was like to live behind the Iron Curtain, the communism heritage tourism could be profitable for small businesses in Albania.

Conclusion

The design of the products produce during a centrally-planned economy of Albania , are conceptualized and produced based on the same principals of design as other ex- Eastern Block counties.

The term "vintage" used to describe something that is not new but that is valued because of its good condition, attractive design, in this sense the designs of furniture and ornaments produce during communism time could be called "vintage". Vintage of the communist products in Albania is the proliferation of the vintage style of the products produced during communism, which has become widespread in entertainment and accommodation facilities such as hotels, bars and stores.

Three number of bars and restaurants as well as hotels is increasing, more and more furnish with the style of 'communist heritage'. However, attention should be paid here to the interpretation of heritage of communism. The idea is not to transform communism into a positive image and thus increase nostalgic dimension, but to focus on the architectural and cultural heritage that emphasize a variety of interpretations of communism heritage in Albania.

In Albania is a lack of collaboration between main actors , academia, enterprises and government that can emphasize the project of communist heritage of furniture design. As the member of the Eastern Bloc, Albania could be very sensible in producing heritage design and their export could be significant, as the other region's counties.

With this article despite the analyzing of the design's status of products produced during the centralized economy. As well is a call for approaching actors between each other is more significant and emergent. Albania furniture manufacturing need to find its identity, helped from the scholars research , and to implement on the right paths.

Reproduction of household during the post communist era, of the design of household designed and produced during communism time is attribute as "retro" design.

This paper wants to reach mass production, reproductions of household produced during centralized economy in Albania, produced as part of many historic revivals, is becoming increasingly available to wider sections of the entertainment spaces. This is the moment where manufacturers and retailers interpreted the styles, designs and patterns available as part of revivals, and offered 'enormous choice for their customers by producing their own versions as well as supplying reproductions of actual historical models, some more accurate than others' (Francis Collard , 2003: 48)¹.

References

- [1] Akademia e Shkencave RPSH (1985). *Fjalori Enciklopedik Shqiptare*. Shtypur Kombinati Poligrafik shtypshkronja e Re, Tirane
- [2] Baker, Sarah Elsie (2013): *Retro Style: Class, Gender and Design in the Home*, New York: Bloomsbury

¹ Collard ,F (2003) *Historical Revivals, Commercial Enterprise and Public Confusion: Negotiating Taste, 1860–1890*. Journal of Design History, Volume 16, Issue 1, 1 January 2003, Pages 35–48

- [3] Çausi, Marku, Lato. (2015): *Development of wood processing and furniture manufacturing sector in Albania and the western Balkans*. International Journal – Wood, Design & Technology, Vol.4, No.1, (2015):9-20
- [4] Christopher Wilk. (2006) "Introduction: What was Modernism?" in *Modernism 1914-1939: Designing a New World* (South Kensington: V&A Publications, 2006), 14.
- [5] Collard, F (2003) *Historical Revivals, Commercial Enterprise and Public Confusion: Negotiating Taste, 1860–1890*. Journal of Design History, Volume 16, Issue 1, 1 January 2003, Pages 35–48
- [6] Curraj,E. (2017). *Reinventing Furniture Design in the post-communist Era in Albania: towards the Mass customization Paradigm*. PhD degree's dissertation. Ferrara, Italy
- [7] DeLong, Marilyn, Barbara Heineman and Kathryn Reiley. 2005. "Hooked on Vintage!" *Fashion Theory* 9(1): 23–42..
- [8] Dunkley C (2005) *Essential Guide to London's Retro Shops*. London: New Ho
- [9] Glavonjic, B. and R. P. Vlosky, (2008): Timber-sale systems in the Balkan region. *J. Forestry* 106(4):206-213.
- [10] Gregson, N. and Crewe, L. (2003) *Second Hand Cultures*. Berg: Oxford
- [11] Guffey E (2006) *Retro: The Culture of Revival*. London: Reaktion.
- [12] Merriam Webster online dictionary
- [13] NIBA consult Ltd. (1997). *Survey on the Industry of furniture in Bulgaria*
- [14] Reeder, S. *An Introduction to Appraising Mid-Century Modern Furniture*. International Society of Appraisers.
- [15] Samuel R (1994) *Theatres of Memory*. Volume 1: Past and Present in Contemporary Culture. London: Verso.
- [16] Sudjic, D. (2005) *The edifice complex*. New York: The Penguin Press. *The Economist* "Mass customatisation", *The Economists*, available at <http://www.economist.com/node/14299807>

The reception of Isabel Allende's novels in Albania

Flavia Kaba, Ph.D.

Department of Spanish Language, Faculty of
Foreign Languages, University of Tirana, Albania

Ana Çano, M.A.

University of Ismail Qemali

Abstract

The present paper aims to highlight the reception of Isabel Allende's works between the press and the criticism as an aspect that proves the world's literary spread, as well as the assessments made in the Albanian press, as well as the critical writings that reveal the literary values of the novels of Isabel Allende. Allende is one of the most prominent Latin American writers of the contemporary literature, and is the most widely read Chilean writer in Spanish language in the second half of the twentieth century. Her novels have been translated into Albanian language and have been welcomed by the Albanian readers, since her first novel known as Allende's masterpiece, *The House of Spirits*, to the latest novel. Moreover, this paper will provide an overview of the impact of Allende's novels in Albanian press but also in Albanian literary forums.

Keywords: Isabel Allende, magic realism, reception, Albania, literature, impact, etc.

Introduction

Isabel Allende's echo in Albanian forums

The greatest work of all Isabel Allende's literary creativity, which has given her international fame, is the novel titled "The House of the Spirits", which is considered her masterpiece. This is not only because of the presentation of the destiny of man and his homeland, but also of the powerful presence of the feminist movement. For this reason, we have found it reasonable to investigate the way in which her literary work is seen from the point of view of Albanian literary criticism and the Albanian press, but we will initially start with its echoes in Albanian forums.

In Albanian blogs, there are several forums that discuss different topics related to the works of Isabel Allende, where readers who participate, among other things, express their likes or dislikes to the writing of the Chilean writer. Of course, such forums are not "the final saying" about the style and the values of this writer, but below we will provide some examples to show how the writings of the Chilean writer were received by the Albanian reader.

Here are some of the comments that can be read in Albanian forums.

"... Greetings to enthusiasts of the giant from Chile who grabbed the whole world with the publishing of "The House of Spirits". The last time I read "The Portrait in Sepia" and to tell the truth I am not disappointed at all. I know that the fast release of the next novel "The Daughter of Fortune" was expected. (Blendi).¹

"I have read almost everything of the writer and all her works are to be read. "The Daughter of Fortune", in fact, should have been published before "The Portrait in Sepia", because they are related to each other and it serves as a preface. It is also the fact that the author wrote it beforehand. I believe it would make more sense. However, the events are different, so it does not have that crucial influence. I hope it will be published as soon as possible in Albanian, because, to tell the truth, I have started to read it in English, but I am not enjoying it a lot." (Alba Shehi)²

¹<http://forumi.shqiperia.com/threads/isabel-allende.2045/>

²<http://forumi.shqiperia.com/threads/isabel-allende.2045/>

"Just amazing, a very sensitive writer. I have just bought "The Portrait in Sepia" and "The Daughter of Fortune" and the last book I read is "Aphrodite" (or Aphrodisiacs Recipes), which was entertaining. I can say that I haven't read such a book (I mean a cooking book). Allende is indeed one of Albanians' favourite writers." (Kordelja) ¹

"It is really a great writer, but it seems to me a little feminist and this is well expressed in the novel "The House of Spirits", and "Eva Luna", but still remaining a diva of the Chilean literature." (Skodrinon) ²

"For me it is the best female writer.

I am sorry that I could read only two of her literary works: "Eva Luna" and "The Portrait in Sepia" (I have watched only the television version of "The House of Spirits"), because she is really impressive. She has a special style, very original way of describing the thinking process and the world of women. As you read in between the lines of Isabel Allende, you understand that there is something else, besides what you see inside yourself, inside a woman. It is the fine combination of the fragility and wilderness or better say, the power which naturally comes out in her novels. Maybe, as you read her, very often it happens to lose among pages with details, names, unknown connections, but in the end, everything goes to the reader as a jewel of that meaningful inner self, which makes us think longer and leaves behind an unforgettable feeling..." (Marsel – bitter girl) ³

"For me it is a wonderful book and I had read it a long time ago and I just refreshed my memory last summer, by reading it again. I really liked "Eva Luna" (Gotika) ⁴

Isabel Allende's literary works and Albanian press

In a careful investigation of the Albanian press, published articles in magazines and newspapers, it is noticed that the literary work of the author is shared very quickly, also in Albanian. The translation of Isabel Allende literary work in Albanian, since the very beginning, has been an important event, for many reasons, especially for the focus on several significant problems and issues of the time. The same value lies on two other aspects of her work: first, the work on the literary model of magic realism, which was a novelty; secondly, the presence of the feminist movement in her novels. For her writer and her novels there has always been a high degree of sensitivity, which has greatly approached the reader himself, and in particular the literary creativity. Thus, with a lot of interest is a short note found on page 14 of the newspaper "Drita", dated 06.11.1988, which represents the first data of the Albanian print media for this writer, where a brief interview with the author was published, Five Questions and Five Answers, translated by Petrit Ymeri, which is accompanied by this brief information: "*The Chilean writer Isabel Allende was born in 1942. Her first novel "The House of Spirits" was translated into many languages of the world and made her creativity draw the attention of critics and readers. This novel is also translated into Albanian*".

It is worth mentioning here that the work of translating the author's first novel, which was published in 1982 in Spanish, has begun, which means that in a short period of time from the original version the book would be published in Albanian language.

"... It is a long discourse on love, an extended description, which among other things, reveals to the Albanian reader the magic of the novel "Aphrodisiac", which is focused on the love affairs." ⁵

Still in "Klan" magazine, nr.16, of April 2000, with a long and more detailed article, which was written by Albana Sala, entitled "For Latins and demons like them...", since in the beginning is clearly emphasized that "*Novels of Marquez, Allende and other writers, have fascinated for a very long time the Albanian reader. But, how Latin-Americans were translated, and why they are liked some much...*"

¹<http://forumi.shqiperia.com/threads/isabel-allende.2045/>^{SEP}

²<http://forumi.shqiperia.com/threads/isabel-allende.2045/>^{SEP}

³<http://www.forumishqiptar.com/threads/26021-Isabell-Allende>

⁴<http://www.forumishqiptar.com/threads/26021-Isabell-Allende>^{SEP}

⁵F. Nikolla, Revista "Klan", janar,2000

The writer of the article has chosen to discuss further the way how the works of the author have come in Albanian language, considering also the work of some other writers, well-known representatives of magic realism, especially of Gabriel Garcia Marquez. Taking as a reference "Klan" magazine article, in nr. 223, of September 2001, pages 44-45, it was published a broader article entitled "Secrets of Isabel", where, among other things, what draws our attention are the following sentences: *"Allende is already a myth now, especially for the reader. Book shops all over the world are filled with her novels, which discover the amazing world of the writer."*

Even in this case, there are made some general evaluations for the author and some of her most important works, which are translations or adaptations, but that still, besides the lack of interpretations and arguments why her work is valuable, there is still done a very good work: they urge the curiosity of the readers of her novels. Newspaper "Dita", of 11.09.2001, on page 18, entitled "Isabel confesses the secrets", in an interview-book entitled "Life according to Isabel", brings closer to the readers a complete atmosphere of the oeuvre of the author, of some of the most important moments of her achievements, but still in this case there is a lack of arguments of our critics, as specific critical papers, which elaborate on the literary and translation values of the novels, in Albanian language.

In newspaper "RD" of 04.09.2002, in a more condensed way, it comes a translated interview of the author regarding the novel "City of the Beasts", under the care of Armin Tirana. In addition, in June 2003, "Jeta" magazine, in nr. 32, on pages 14, 15 and 16, there is a more elaborated article, adapted by Flora Nikolla, where, regarding the stylistic values of the author's works, we can select a claim from the author herself: *"My novels come from the womb, a real sincere ascertain and also somehow strange, which emphasizes the subjective character of the literary works of the writer, but also her edging sensibility"*. In newspaper "55" of 01.06.2008, in the literature column, we still encounter some ideas of the author herself: *"Writing is the same as making bad spirits go away... A thought where the relationship she has with literature is revealed, by seeing the process of writing as a catharsis and a moral force"*. Regarding the way how the press has reflected the translated books of Isabel Allende in Albanian, we can reach some conclusions that are to be discussed, and which come from the reading and processing of thoughts, encountered in some main institutions of the press. In these notes, very often broad ones, there is not any single case of a detailed ore more literarily critical coverage, as a text investigation of the literary criticism. Thus, even though in the printed press of Albanian language, there is almost a total lack of articles dealing with a detailed interpretation of literary facts, of the literary structure and expression, of characters and other stylistic analysis.

In these writings, information about the author's life and her activity as a female and as the main part of feminist movement is dominant. We also encounter different general descriptions, regarding the way she started writing literature and how she very quickly became one of the most read female writers of the world. Most of these considerations are biographical and are related to the context where the work started and not to the text in particular.

Within a short time, Allende and her novels became very affectionate for the Albanian reader, thanks to many translations and raising the interest of many, compared to the work of a considerable number of foreign literatures authors of contemporary literature. Likewise, starting from the end of the 1980s to the current days, Isabel Allende has now her own novels, especially with the "House of the Spirits" and "Paula", which have attracted the Albanian reader.

In the articles of the Albanian press, more than anything it is noticed that there have been selected and published some long interviews of the author, regarding her literary work, focusing on some novels, as well as about her life in general, which bring about facts and many moments of her important road of her art. Isabel Allende is a well-known writer, which has overturned old mentalities in her country and she has strongly influenced in the whole world to mend the relation between husband and wife, for more rights for women, for a free society, thus making herself into an implacable warrior of feminist movement. Being an author who likes social issues, and a warrior of feminist movement for freedom and equality to men, and above all, writer of magic realism, she is today one of the most noted and well-known writers of literature.

It is also noted that the articles in the Albanian press, are more translations and adaptations that come from the foreign press. From what we could investigate, we see that there are not deeper investigations of her literary work as a writer, made by the Albanian literary criticism. As these writings are all articles, which either have been translated, or adapted, we are facing a situation where the information and other considerations about her work have been taken unchanged and they have been reflected as they were found in the foreign press. If we have to consider the translations more carefully, another issue which we encounter is the level of adaptations, which in all cases shows that there are lackings. The lack of a literary criticism, as a criticism of translations or a literary one, on the works translated into Albanian, is reflected very clearly in the relation with the work of the author.

Conclusions

More than an issue of bias or preference, the relation with the novel concerns the typology, because the novel is a literary genre in a continuous evolution process and as such, it is more attractive for the writer and the readers. However, currently, the preference towards this novel is one additional argument to enter into deeper relations with the author's prose, and especially to her novels, which bring to the reader a magic world, weaved in the artistic ground of magic realism. The highest level of literary model of magic realism perception, as a school and as a contemporary writing experience, is an important aspect of reception. This context takes value especially for the Albanian reader, who for a very long time, has been circling in a biographical and contextual reading of the prose, and leaving behind literary aspects; thus a reader, used to judge more on the context than on the text. The fact that the Albanian reader, after a relatively long period, was drowning in the deep abysses of propaganda reading of social realism, which is almost all an ideology, maybe makes it difficult to read and perceive the literature of magic realism, thus the novels of Isabel Allende, as one of the most prominent figures of this literary model. However, with the publishing of some novels in Albanian, the author has already captured the consciousness of the Albanian reader. On the other hand, she has been part of the printed and visual media, but this initial moment, rich in information on the life and literary work, in fact constitutes only the first phase of her presentation, of the acknowledgement and evaluation of the literary values. Regarding the value of the texts, she must be included in school curricula, in prose anthologies and above all, it must start the important phase of communicating to her, with the various literary art. The second phase, thus critical and study analysis, would affect in the comprehending of the literary universe projected especially in some of her most important novels, and as such, to enjoy all the details of the literary model of the writer.

Bibliography

- [1] Allende, Isabel, Paula, *shtëpia botuese Dituria*, Tiranë 2007.
- [2] Allende, Isabel, *Shtëpia e shpirtrave*, Konica, Tiranë 2000.
- [3] F. Nikolla, *Revista "Klan"* 2000
- [4] *Gazeta "55"* 01. 06. 2008
- [5] *Gazeta "Dita"*, 11. 09. 2001
- [6] *Gazeta "Drita"*, 06. 11. 1988
- [7] *Gazeta "RD"* 04. 09. 2002
- [8] *Revista "Klan"*, Nr. 223, Shtator 2001
- [9] *Revistës "Klan"*, 30.01.2000, Nr. 4
- [10] <http://forumi.shqiperia.com/threads/isabel-allende.2045/>
- [11] <http://www.forumishqiptar.com/threads/26021-Isabell-Allende>
- [12] *Gazeta 55*, Maya's notes: the author of the next novel "Maya's Notes" says that by reading Gabriel Garcia Marquez she started dreaming to be a writer. "I thought: If Marquez does it, why not me?" *Intervistë*, Nr. 93, 7.4. 2013, f. 19.
- [13] *Revista „Klan"*, Allende, Isabel. *Xhaxhai im Salvador president dhe fisnik*, Nr. 78, 11.10. 1998
- [14] *Revista Ars*, *Nuk i shpik librat e m: (Intervistë)*, Nr. 12, 28.12.2003
- [15] *Revista letrare Mehr licht*, Allende, Isabel. *Bota ime fikionale nuk më përket mua*, (Intervistë), Nr. 19
- [16] F. Kaba, 'Apikime stilistike në tekstet letrare. *Vepra e Isabel Allende*', Universiteti Tiranës, Fakulteti Gjuhëve të Huaja, Tiranë, 2016.

Application of Carrying Capacity Model for the Coastal Area of Dhermi in Albania

Genci Pasko

PhD Candidate

Abstract

The tourism sector in Albania has undergone important developments during the last 2 decades. These developments are focused mainly in the coastal areas and in most of the cases have been spontaneous and not in sympathy with urban planning and environmental considerations, thus affecting negatively the sustainable use of their natural and ecological resources. Consequently, the assessment of tourism carrying capacity (TCC), as a guiding tool for planning of sound development models has taken a paramount importance for sustainable development of the coastal areas. This research paper aims to define the tourist carrying capacity thresholds for Dhërmi coastal area in Southern Albania Riviera. Its novelty lies beneath the fact it represents the first attempt to calculate TCC as a prerequisite for coastal tourism planning and development policies. The preliminary assessment of TCC for Dhërmi coastal area is estimated at 6648 bathers/day and indicates that it is still in higher level as compared to current tourist activity of the last year. Nevertheless, taking into account that Dhërmi is attracting the largest number of tourists and beach users visiting the Albanian Coast, as well as considerable investments from the domestic capital, TCC assessment should be used as a guide to the potential tourism investment plans. Their incorporation into local development plans of tourism sector would effectively prevent the negative impact of tourism overload, degradation of coastal and terrestrial ecosystems, diminishing of local economic traditions and would ensure a harmonised and sustainable development in the future.

Keywords: Carrying Capacity Assessment, Dhërmi Coastal Area, Beach Users, Physical, Real and Effective Carrying Capacities, Sustainable Tourism Development

1. Introduction

The tourism sector in Albania has undergone important developments during the last 2 decades. They are focused mainly along the coastal areas which are considered as one of the country's most valuable assets both from environmental point of view, as well as the opportunities it offers for socio-economic development. Unfortunately, most of the tourism developments have been spontaneous in terms of urban planning and have negatively affected the sustainable use of natural and ecological resources.

As a result of negative consequences brought about from the uncontrolled pressure, the assessment of TCC has taken a paramount importance for sustainable development of the coastal areas. Such assessment is not considered yet as part of integrated management of the coastal developments in Albania, and part of drafting policies and development plans for coastal tourism.

Nowadays, there is a clear evidence of negative impact, some time irreversible, brought about from uncontrolled sprawling development along the coastal zones of Durrës, Golem, Sarandë, and to a lesser extent, in Velipoja and in Vlorë. These developments are associated with reduction and pollution of coastal resources, loss of the terrain from untreated sediments of waste and rubbishes, pollution of the sea from direct sewage discharge, loss of scenic landscapes and seascapes, erosion of coastal areas due to unsuitable constructions, reduction of biodiversity and natural habitat, etc. Such developments have also exerted negative social impact by fading out the local traditions, and converting the local economy into the monoculture type of development, etc. Last, but not least, conflict over resources ownership has become part of the everyday Albanian discourse.

As a response to such situation, the integrated management of coastal areas and the calculation of maximal number of tourists they can withstand without causing environmental damages, or TCC assessment, has become an important discipline for sustainable tourism development. Such calculation is not considered yet a useful analytical tool, therefore the concept of carrying capacity, must take a primary importance during the course of drafting the policies and development plans for the coastal areas and local investments for land-use planning and regulation. Taking into account the continuous

growing pressure from developers and investors it is of a paramount importance that in the coming years, a harmonized balance between economic, social and environmental resources be ensured. The incorporation of TCC assessment during the course of planning and management of tourism development projects should be considered as an important instrument which guides the development process through the participation of all the actors involved, like decision making authorities at the central and local level, developers and investors, civil society and local communities in particular.

2. Literature Review for Carrying Capacity Concept

During the last 20-30 years there have been many attempts to define carrying capacity. At a theoretical level, carrying capacity has been defined by specialized researchers "...as the number of user unit use periods that a recreation/tourist area can provide each year without permanent natural/physical deterioration of the area's ability to support recreation and without appreciable impairment of the visitors' recreational experience¹, or as a "...measure of the tolerance a site or building are open to tourist activity and the limit beyond which an area may suffer from the adverse impacts of tourism."² Other definition describes carrying capacity as a "...certain threshold level of tourism activity beyond which there will occur damage to the environment, including natural habitats."³

The early concept of carrying capacity was initially introduced in biological science to indicate the limit, or the level a species population size attains given the environmental resistance indigenous to its location⁴. Although the first analysis of the ability of parks and protected areas to absorb tourist and to study their impact was made in USA at the beginning of 1930s⁵, the TCC concept emerged as an important discipline during '70s and '80s. Since that time, many international organizations dealing with tourism development, have elaborated their own definitions of TCC. Thus, the WTO has proposed the definition of TCC as "the maximum number of people that may visit a tourist destination at the same time, without causing destruction of the physical, economic and socio-cultural environment and an unacceptable decrease in the quality of visitors 'satisfaction".⁶

Many researchers agree that during the course of carrying out TCC, multidisciplinary elements should be considered including environmental assets, cultural heritage, residents' aspirations and the quality of visitors 'experience. Following these considerations the carrying capacity concept has four major facets: physical, social, economic and psychological carrying capacity. Initially, TCC was concerned with environmental considerations, but later on with evolution of theory and practices on sustainable tourism and with the need for a multidimensional approach combining simultaneously social, economic and environmental dimensions was taken much emphasis. Consequently, the existence of three different types of carrying capacity was developed by Pearce ⁷ as following:

physical carrying capacity: "the maximum number of people who can use a site without an unacceptable alteration in the physical environment and without an unacceptable decline in the quality of experience gained by visitors"⁸;

social carrying capacity: the level of tolerance of the host population for the presence and behavior of tourists in the destination area;

economic carrying capacity: the ability to absorb tourist functions without squeezing out desirable local activities and avoiding the decline of the tourist destination caused by the disruption of the local attractions;

¹ Coccossis H.N., Parpairis A. (1992), "Tourism and the Environment: Some Observation on the Concept of Carrying Capacity".

² Middleton V.C., Hawkins R., 1998: *Sustainable Tourism: A Marketing Perspective*. Oxford: Butterworth-Heinemann.

³ Clark J., 1997: *Coastal Zone Management Handbook*. Boca Raton: Lewis Publishers

⁴ Lein J. K. (1993), *Applying Expert Systems Technology to Carrying Capacity Assessment: A Demonstration Prototype*. Journal of Environmental Management 37, 63-84.

⁵ Bishop A., Fullerton H. and Crawford A. (1974), *Carrying Capacity in Regional Environmental Management*, Government Printing Office, Washington D.C.

⁶ UNWTO (1981), *Saturation of Tourist Destinations*, Report of the Secretary General, Madrid.

⁷ Pearce D.C., 1989: *Tourist Development*. Essex: Longman Scientific and Technical Publishers.

⁸ Mathieson A. and Wall G. (1982), *Tourism. Economic, Physical and Social Impacts*, Longman.

On the basis of the main dimensions of the development, the impacts of tourism in a given area can be analysed in terms of three major axes: physical environment (natural and man-made including infrastructure), social (population and social structure and dynamics) and economic (including institutional and organisational). These three basic axes compose physical-ecological, socio-demographic and political-economic dimensions of TCC¹.

The interaction between the above dimensions varies in accordance to the characteristics of a tourist destination including local resources, the sensitivity of natural ecosystems, size and compositions the population, economic structure, local cultural heritage, types of tourist visiting the area and the model of tourism development. Therefore TCCA should be applied individually for each specific tourist destination by using an individual approach that takes into consideration the specific features of the destination².

In addition, during the past decades, the concept of TCC has re-emerged by facing a new direction according to which the focus has shifted from determining the maximum numbers of users towards the achievement of desirable conditions, identification of limits of acceptable changes. The prevailing concern for a scientific approach to tourism carrying has been gradually broadened towards a management approach. This implies moving from explicit and numerical values toward more indicative systems, which should involve not only the key stakeholders, but also the tourist themselves.³

3. The Study Area

The study area is Dhërmi beach, a steep coastal section in Southern Albania. It lies down on the Ionian Sea, extending along the coast through the settlements of Himara Municipality towards the Llogara Pass. The Ceraunian Mountains separates the coast from the hinterland. The area is distinguished for its reach natural and cultural heritage, concentrated along the villages of Palasa-Vuno section where one can find diversified combination of coastal, terrestrial and mountainous ecosystems, encompassing small habitats that continue to live in sympathy with local architectural and cultural traditions. The climate of the area is characterised by a mild winter and hot and dry summer. The sunning period reaches up to 2,500 hours/year and the sunny days are 330 days/year. The yearly average temperature is 17°C. The average temperature for January varies between 9 and 10°C, while during July and August 25-26°C. The water temperature varies between 17-22°C and sea bathing usually starts at the first week of June till the first half of October, thus enabling a rather long tourist season varying from 120 till 150 days per year. The summer season is not only hot, but also dry with only 5 percent of the yearly rains (1350 till 1440 mm per year)⁴. The study area is also famous for its outstanding beaches among which the biggest and finest ones are those of Palasë, Drymades and Dhërmi, extended into 3 km long and 20-50 m wide. By being divided by stunning rocks they attract thousands of tourist who come to enjoy the intact nature, pristine beaches, crystal clear waters and delicious food. Dhërmi gained international attention after the reconstruction of the coastal panoramic road and has been host to youth hubs and beach summer holidays.

4. Methodology

This research aims to assess TCC of the three beaches of Dhërmi coastal area (Palasa, Drymades and Dhërmi) by analysing the tourist activities undertaken there, the quality of beaches and their management, the quality of tourist facilities, infrastructure and other relevant supporting services. The calculation of beach carrying capacities employs a broad range of indicators including the state of the natural environment and biodiversity, energy, infrastructure, accommodation and tourist facilities, etc. However, for this study TCC assessment was made taking into account the topography of the study area (sea, hills and adjacent mountains), environmental data (climate, temperature and sunshine), as well as beach management factors (parking facilities, littering, safeguards). The data collected were tabulated and grouped by interest analysis to address concerns and purposes of the research.

The assessment of TCC was based on Cifuentes's methodology which is applied in calculating CC in several cases. Cifuentes framework has been followed by Ceballos Lascurain (1996)⁵, Sayan and Atik⁶ for assessing the CC in protected

¹ UNEP/MAP/PAP (1997), *Guidelines for Carrying Capacity Assessment for Tourism in Mediterranean Coastal Areas*, Priority Action Programme, Regional Activity Centre, Split.

² UNEP/MAP/PAP (1997), *Guidelines for Carrying Capacity Assessment for Tourism in Mediterranean Coastal Areas*, Priority Action Programme, Regional Activity Centre, Split.

³ Cocossis H. (2004) Sustainable Tourism and Carrying Capacity

⁴ Institute of Hydrometeorology, 1975

⁵ Lascurain H. Tourism ecotourism, and protected areas: 1996; xiv:301

⁶ Sayan MS, Atik MS. Recreation carrying capacity estimates for protected areas: A study of Termessos National Park. *Ekoloji*. 2011; 20

areas, as well as many other TCC studies for the beach areas. The approach developed is to define their capacity of an area for a maximum number of visitors, based on physical biological and beach management conditions through Physical Carrying Capacity (PCC), Real Carrying Capacities (RCC) and Effective or Permissible Carrying Capacity (ECC). The calculation of these parameters has taken into account physical, ecological and maritime conditions of the study area. Thus, the PCC represents the maximum number of tourists that can physically fit into a specific area, over a particular time. The formula used for such calculation is:

$$PCC = A / Ab \times Rf$$

Where: A is the size of the study area

Ab area required per bather in order to enjoy a comfortable sunbathing

Rf, rotation factor (the number of beach bathers per day)

Taking into account World Tourism Organization guidelines and the objectives of local authorities for developing a medium class tourism¹, the optimum area required per bather (Ab) is 10 m².

$$Rf = \text{daily open hours} / \text{average hours of beach visit}$$

$$Rf = 12/8 = 1.5$$

4.1 Geospatial calculations of the beach area.

The three beaches (Palasa, Drymades and Dhërmi) of Dhërmi area were taken for calculation of TCC by determining their natural boundaries including the hilly range, river stream in case of Palasa Beach, and the total available area where visitors/bathers can use for sunbathing. Their surfaces were computed based on the aerial photography of State Authority of Geospatial Information (ASIG), taken in the year 2015, with a spatial resolution of 20 cm (1 pixel equal to 20 cm). On screen digitalization of three beaches was made using GIS system techniques by interpreting the scale 1:500 with a digitalization error $0.2 \times 500 = \pm 100\text{cm}$. The exposure of the study area during high and low tides was negligible; therefore this factor was not taken into account. Based on the results of the digitalization the surface of the three beaches was calculated as per the Table 1 below:

No.	Beaches	Beach area in m ²
1.	Palasa	96,938.2
2.	Drymades	106,679.4
3.	Dhërmi	76,174.6
4.	Total	279,792.2

Table 1: The beaches of Dhërmi area with their respective surfaces



Photos: The study area taken from aerial photography in 2015. Courtesy of ASIG

Thus in total, the physical carrying capacities for the three beaches is:

$$PCC = 279,791 / 10 \times 1.5 = 41,969 \text{ visitors/day}$$

4.2 Real carrying capacity (RCC)

The real carrying capacity (RCC) is the maximum permissible number of tourists to a specific site once the correction factors (Cf) derived from the particular characteristics of the site have been applied to RCC.

The RCC was determined using the formula: $RCC = PCC \times (Cf1 \times Cf2 \times Cf3)$

Where RCC = real carrying capacity; PCC = physical carrying capacity.

Cf1...Cfn = correction factors.

The correction factors were determined based on the equation:

$$Cfx = 1 - Lmx/Tmx$$

where Cfx = correction factor of the variable x, Lmx = limiting magnitude of variable x, and

Tmx = total magnitude of the variable x.

The correction factors were determined on the basis of biophysical, environmental, ecological, social management variables parameters.¹ As correction factors for the study were considered the sunburn, seasonality and the quality of beach management which can affect the tourist satisfaction at a given time.

The calculation of correction factors, known also as limiting factors, is done as follows:

4.2.1 Tourist Seasonality (Cf1)

Though the theoretical summer season could be extended up to 160 days, in reality it includes the period from beginning of June till end of September.

The limiting magnitude of this parameter is calculated as: 30 days/June + 31 days/July + 30 days/August + 31 days/September = 122 days of tourist season per year. The total magnitude is defined as the total days of the year, i.e 365 days.

Thus, the correction factors for tourist seasonality are determined as:

$$\begin{aligned} Cf1 &= 1 - LMx/Tmx = 1 - 122 / 365 \text{ hours} \\ &= 1 - 0,3342 \\ &= 0,665 \end{aligned}$$

4.2.2 Excessive Sunshine (Cf2)

Excessive sunshine is considered an import limitation for outdoor recreation and beach tourism. With the current tourist facilities the summer season in Dhêrmi is extended between June and September and is characterised by a hot and dry summer. The highest temperatures during the summer season are recorded during the hours interval 13:00-15:00 PM. The high sunshine during this time span may cause dangerous UV radiation, therefore tourist and bathers presence during this interval was almost inexistent. The limiting magnitude of this parameter was calculated as 122 days (June to October) x 3 hours = 366 hours of excessive sunshine per year. The total magnitude is defined as the days of the year, i.e 365 days x 12 hours/day = 4380 hours.

Thus, the correction factors for the excessive sunshine are determined as:

$$\begin{aligned} Cf2 &= 1 - LMx / Tmx = 1 - 366 \text{ hours} / 4380 \text{ hours} \\ &= 1 - 0,08335 \\ &= 0,917 \end{aligned}$$

4.2.3 Beach Quality (cf3)

¹ Zacarias DA, Williams AT, Newton A. Recreation carrying capacity estimation to support beach management at Praia de Pharo, Portugal. Applied Geography I. 2011; 31:1075-1081

Beach quality is another important parameter which attracts more and more tourists to Dhërmi area and may negatively influence their satisfaction. In order to assess beach quality the proposed model by Nghi¹ was taken as a reference with a slight adjustment. For beach quality assessment the following geographical and environmental criteria were taken into account: Beach type, beach length, seawater quality, littering.

The results of beach quality assessment and relevant correction factors were determined separately for the three beaches of the study area. The results of Cf4 correction factor are given in the Table 2 below:

Beach	Beach type	Beach Quality					Total	Estimated
		Material	Slope	Length	Seawater Quality	Littering		
Palasa	Pebble beach	-	+	+	+	+	1/5	0,20
Dremades	Pebble beach with gravel	+	+	+	+	-	1/5	0,20
Dhërmi	Pebble beach with gravel	+	+	+	+	-	1/5	0,20

Table 2: Beach Quality Assessment Matrix for Dhërmi area.

“+” means good quality; “-“ means not good quality

$$\begin{aligned}
 Cf4 &= 1 - Lmx / Tmx \\
 &= 1 - 1/5 \text{ parameters} \\
 &= 1 - 0,20 \\
 &= 0,80
 \end{aligned}$$

Thus in total, the real carrying capacity for the three beaches is:

$$\begin{aligned}
 RCC &= PCC \times (Cf1 \times Cf2 \times Cf3) \\
 &= 41,969 \times (0,665 \times 0,917 \times 0,80) \\
 &= 20,474 \text{ visitors / day}
 \end{aligned}$$

For the three separate beaches the specific physical and ecological carrying capacities are showed in the table below:

No.	Beach Name	Beach area in m ²	PCC (visitors/day)	RCC(visitors/day)
1.	Palasa	96,938.2	14,541	7,093
2.	Dremades	106,679.4	16,001	7,808
3.	Dhërmi	76,174.6	11,426	5,575
4.	Total	279,792.2	41,698	20,476

Table 3: Calculation of PCC and RCC for the beaches of Dhërmi area

4.3. Effective Carrying Capacity (ECC)

ECC represents the maximum number of tourists that a site can sustain, given the management capacity (Mc) available. The Mc indicates the present conditions of tourism management in certain beaches and is estimated based on available

¹ Nghi T, Lan NT, Thai ND, Mai D, Thanh DX . Tourism Carrying Capacity Assessment for Phong Nha-Ke Bang and Dong Hoi, Quang Binh Province. VNU Journal of Science, Earth Science. 2007; 23:80-87

infrastructure, beach facilities and amenities.¹ Zaharias² stated that ECC is a result of the combination of RCC with Mc of the area. Consequently, the following equation can be used:

$$ECC = RCC \times Mc$$

Where ECC = effective carrying capacity; RCC = real carrying capacity; Mc=management capacity.

Mc was determined using beach infrastructure and tourist activities available, which were assessed through individual perceptions of tourist that were interviewed by the researcher. Results of the interviews were tabulated in an assessment matrix developed for the three beaches of project area as per the following table:

Beaches	Beach Management Activities							Credits	Mc
	Beach access	Parking Facilities	Beach security	Beach facilities	Beach cleanness	Waste collection			
Palasë	+++	-	-	-	+	+	5	0.28	
Drimadhes	+++	-	-	+	++	+	7	0.39	
Dhërmi	+	-	-	++	++	-	5	0.28	

Table 4: Assessment matrix of beach management capacity in Dhërmi area.

“+++” = Very good, “++” = Good; “+” = Somehow; “-” = Dysfunctional

1. For Palasa Beach: $ECC = RCC \times Mc$ 2. For Dremades Beach: $ECC = RCC \times Mc$

$$ECC = 7,808 \times 0.39$$

$$ECC = 7,093 \times 0.28$$

$$ECC = 3045 \text{ bathers/day}$$

$$ECC = 1986 \text{ bathers/day}$$

3. For Dhërmi Beach: $ECC = RCC \times Mc$

$$ECC = 5,775 \times 0.28$$

$$ECC = 1,617 \text{ bathers/day}$$

Thus in total the CC for the three beaches of Dhërmi area is estimated at 6648 bathers/day. This number that incorporates the influence of beach quality and management represents on optimal number of beach visitors. Taking into account the ECC and the normal extension of tourist season (122 days) than the optimal number of tourists Dhermi area can withstand without having negative impacts on ecology of the coastal area is estimated at 811,056 tourists/visitors. In fact, the number of tourists having spent overnight stay in Dhërmi area during the summer of 2017 is estimated at 430,539. Therefore, the current the current tourist activity which is estimated in the highest level compared to the previous last 5 years is still in a lower level compared to its carrying capacity. So it is the number of accommodation establishments which according to the statistics of business operators count as 209 accommodation facilities with a total number of 4550 tourist beds.

5. Conclusions and Recommendations

TCCA should be considered an important component of any tourism development planning process. Its main purpose is to provide parameters that guide the development of tourism and should also serve for planning of other activities, of traffic routes and other type of infrastructure.

The results of TCC Analysis for Dhërmi revealed that the Real Carrying Capacity for the coastal area of Dhërmi is estimated at 6,648 bathers per day. Such a number is exceeding almost twice the current number of tourists visiting the area.

¹ R. Srihar, E. Yuvaraj, V. Sachithanandam, TMageswaran, R. Purvaja and R. Ramesh. Tourism Carrying Capacity for Beaches of South Andaman Island, India. <http://dxdoi.org/10.5772/62724>,

² Zacarias DA, Williams AT, Newton A. Recreation carrying capacity estimation to support beach management at Praia de Pharo, Portugal. *Applied Geography* I. 2011; 31:1075-1081.

However, taking into account Dhërmi is a potential area attracting domestic and international tourists and that the Albanian Government aims to develop the area as an upmarket coastal destination, TCC can be saturated rather soon.

Therefore, for Dhërmi it is required a more specific approach being adapted to the principal characteristics of the environment and types of tourism that could develop successfully. The main reasons of such differentiation are the characteristics of sensitive-ecosystems, specific environmental climate, short seasonality with greatest intensity in the summer, great wealth of cultural heritage sites, specific traditions and behaviour of the local population, etc.

Since many of the above elements were insufficiently taken into consideration in the past, the concept of TCCA neither applied in theory in Albania, nor in the guidelines or numerous studies development studies used in practice. Like in Dhërmi, CCA process should immediately be part of development projects in other parts of Albania's coasts as the concepts introduced in this article make it easily adaptable in the future.

Literature

- [1] Coccossis H.N., Parpairis A. (1992), "Tourism and the Environment: Some Observation on the Concept of Carrying Capacity".
- [2] Middleton V.C., Hawkins R., 1998: Sustainable Tourism: A Marketing Perspective. Oxford: Butterworth-Heinemann.
- [3] Clark J., 1997: Coastal Zone Management Handbook. Boca Raton: Lewis Publishers.
- [4] Lein J. K. (1993), Applying Expert Systems Technology to Carrying Capacity Assessment: A Demonstration Prototype. *Journal of Environmental Management* 37, 63-84.
- [5] Bishop A., Fullerton H. and Crawford A. (1974), *Carrying Capacity in Regional Environmental Management*, Government Printing Office, Washington D.C.
- [6] UNWTO (1981), Saturation of Tourist Destinations, Report of the Secretary General, Madrid.
- [7] Pearce D.C., 1989: Tourist Development. Essex: Longman Scientific and Technical Publishers.
- [8] Mathieson A. and Wall G. (1982), *Tourism. Economic, Physical and Social Impacts*, Longman.
- [9] UNEP/MAP/PAP (1997), Guidelines for Carrying Capacity Assessment for Tourism in Mediterranean Coastal Areas, Priority Action Programme, Regional Activity Centre, Split UNEP/MAP/PAP (1997).
- [10] UNEP/MAP/PAP (1997), Guidelines for Carrying Capacity Assessment for Tourism in Mediterranean Coastal Areas, Priority Action Programme, Regional Activity Centre, Split UNEP/MAP/PAP (1997).
- [11] Coccossis H. (2004) Sustainable Tourism and Carrying Capacity.
- [12] Institute of Hydrometeorology, 1975.
- [13] Lascurain H. Tourism ecotourism, and protected areas: 1996; xiv:301.
- [14] Sayan MS, Atik MS. Recreation carrying capacity estimates for protected areas: A study of Termessos National Park. *Ekoloji*. 2011; 20 (78): 66-74.
- [15] General Management Plan, Himara Municipality.
- [16] Zacarias DA, Williams AT, Newton A. Recreation carrying capacity estimation to support beach management at Praia de Pharó, Portugal. *Applied Geography* I. 2011; 31:1075-1081.
- [17] Nghi T, Lan NT, Thai ND, Mai D, Thanh DX . Tourism Carrying Capacity Assessment for Phong Nha-Ke Bang and Dong Hoi, Quang Binh Province. *VNU Journal of Science, Earth Science*. 2007; 23:80-87.

R. Srithar, E. Yuvaraj, V. Sachithanandam, TMageswaran, R. Purvaja and R. Ramesh. Tourism Carrying Capacity for Beaches of South Andaman Island, India. <http://dxdoi.org/10.5772/62724>.

Syntactical Analytical Overview of the New Testament Translation by Vangjel Meksi, After the Editing of Grigor of Gjirokastra, Focusing on the Syntax and the Sentence Types Strata

Elvis Bramo

PhD. University of Tirana, Faculty of Foreign Languages, Department of Greek Language

Abstract:

In this paper, we have focused the study on the syntactical level of the translation of New Testament by Vangjel Meksi Laboviti, after the editing of Grigor of Gjirokastra, focusing mostly on syntactical units which are syntagms, as well as their constituents. In the core of the young scholar Bramo, it is the investigation on the syntactical units-syntagms: their connection, types, heads and relations of these connections in sentences. The schemes shown by Mr. Bramo show the high number of syntagmatic connections and the richness of means Albanian language owns, provided by the translators of the New Testament, according to the nature of our native language. The paper, contains a theoretical ground with authors and works from the generative linguistics school, basing on those contractions that can be integrated in syntagmatic structures and connections with models of our language.

Keywords: syntagm, syntagmatic group, syntagmatic constituent, syntagmatic types, head of syntagm, term, noun phrase, verb phrase, function, direct case, indirect case, NS, VS, AdjS, PS, AdvS, phrase, scheme, determinant, simetric structure, etc.

Introduction

It would be an honourific act that instead of the introduction of this paper, for the syntactical level of the translation of Vangjel Meksi, with the editing of Grigor of Gjirokastra, to bring an extract from the work of Prof. Kol Ashta, for the historic Lexicon of Albanian language; here: for the translation of the New Testament by V. Meksi, with the editing of Grigor of Gjirokastra.

1

It must be said that in this translation and editing, Albanian language had found the ancestor of the Great Master, Kristoforidh, as a continuity of the work on writing our language, also in compliance to the Memorandum which the prominent Renaissance representative had planned and proclaimed. We shall not enter into elaborated theoretical investigations of

¹ We note that the work "**Leksiku historik i gjuhës shqipe**" of prof. Kolë Ashta, was published to Vol. 6. Vol. 7 si being prepared by ISA in Shkoder, and will contain the study of the translation of V. Meksi Laboviti, with the editing of Grigor of Gjirokastra, 1827, still in manuscript. The extract was taken by the library of T. Topalli, one of the editors of some published works from the long series of prof. K. Ashta. (The underlined parts are of prof. Ashta, my notes, E. Bramo).

For the syntax. Syntax of verb. When the subject is a collective noun in singular, but its meaning gives the idea of the plural, then the predicate is a verb, which Vangjel Meksi uses in plural, relating it with the subject: «u çuditnë llaoi ndë dhidhahi të tij» M 7, 28; «bota çuditë shinë e thoshnë» M 12, 23.

Syntax of noun with preposition. The complements can be simple or compound morphologically by a preposition and a noun, thus both give a syntactical unit. There are prepositions related syntactically with a noun of a certain case, then they relate mostly to another case. The preposition "nga" stays with a noun of nominative case, whereas Vangjel Meksi relates it to another case, the dative one: once he says «kree atë e shtjere ngaha teje» M 5, 29 which differently could say: hiqe ate e largoje prej teje.

The preposition "tek" stays with the nominative noun, whereas in the text is in front of dative case of the noun: «ti vjen tek meje» M 3, 14, ti vjen tek unë; «ajo bëri punë të mirë tek meje» M 26, 10, ajo bëri punë të mirë tek unë. Negative sentence. The conjunction, which serves to connect words or sentences, has a meaning. It is used "as" as a conjunction with a negative meaning in negative sentences, which connects with it and needs another negative particle "s" or "nuk"; both words in the Albanian language do not give declarative meaning, as in other languages. On the other hand, he writes «as fotinë e dhezjënë e e venë ndënë modh, po e venë mbi samdan, e ndrit gjithë ata që janë ndë shtëpi» M 5, 15, as kandilin nuk e ndezin e nuk e venë nën shirik (një lloj bobinie e madhe), po e venë mbi shalldan e ndrit mbi gjithë ata që janë në shtëpi. The complex sentence. The work of Vangjel Meksi is a translation from Greek to Albanian, thus it is the complex sentence which constitutes the main part of the text from the original, but somehow to the translated one. The complex sentences are many, where the conjunctions "e" is more noted than conjunction "edhe" «vurri (fitepsi) një veshtë e e thuri atë me gardhe e rëmoi» M 21, 33.

the translation act, semiotists and analyzers of this linguistic work, as it is the example of Umberto Eco, have emphasized that *sometimes the nativeness of the text is necessary, because the text shall be in compliance with the nature of the target language*, because translation is not just a transfer from one language to another, but also a transfer from one culture to another, from one encyclopedia to another.¹ Even though that the models were not of Albanian language, this famous philologist has also brought into attention even the fact of Bible translations, about which it is to be noted that *they have archaic and Hebrew purposes and tend to recreate the poetic atmosphere of the semitic text*.² Other linguists have paid attention to this issue, such as R. Jakobson, whom more than a half century (1959), has studied linguistic aspects of the translation and he has also noticed that there are three kinds of translation: rewording, interlinguistic and intersemiotic.³ Within these definitions we shall consider Biblical translations, including also the Albanian translations which have been made by the translator and editor of The Gospel of Matthew, in 27 chapters which we have made here an object of linguistic investigation, focusing firstly in two extreme syntactic units, as follows: syntagms – as constructive units for sentences and utterances; - as commentary units, which are formed by predicate nucleuses, sentences. In the translations of Meksi-Gjirokastiti there are nit divisions in connected texts, as we are used to see in the epic genre, but the limitations in chapters constitute texts which are divided in sentences and clauses. We notice here the Testament (evangelical), which starts with 2-3 sentences/clauses and the connection with the predefined through the conjunctive “e”; for example, in the first Chapter, which has 25 subchapters, after the 2 first phrases, it goes into a more dynamic (active) sequences and static (descriptive), by using it 23 times, such as:

“23. Ja Vashëza do të bënë të me barrë, e do të pjellë djalë edhe do ta thonë emërit’ e tij Emanuel, që do të thotë Perndia me nevë.”⁴ 24. E si u ngre Iosifi nga gjumi, bëri si e porsiti Ëngjëll’ i Zotit, e muar me vetëhe gruan ‘ e tij.”

“25. E nuk’ e njohu atë fare, gjersa polli djalën’ e saj të parën’ e të vetëminë, e i vuri emërin’ e tij Iusu.”⁴

There are also other conjunctions within the phrases. In these structures, we will bring a view of syntagmatic constructions, types according to heads, connections and relations and means with which these indicators are accomplished.

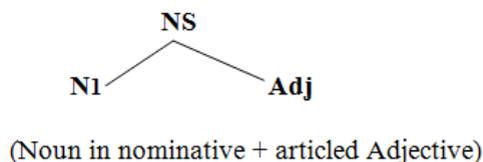
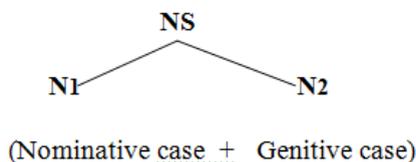
Construction of syntagms

NS

Most of the time, Noun Phrases (NP) are forms of nominative groups, which have one or more attributes: nouns, adjectives and pronouns, but the language of Biblical texts turns more to the simplicity, without many epithets, as are seen in the style literature today, in prose or poetry; thus nominative syntagms are not varied in the translation of Meksi and the editing of Grigor:

Krishtër të rremë, t’ardhurit e birit, të sosurit e jetësë, i birit së njeriut, dritën’ e saj, anët’ e qiellvet, të dridhurit’ e dhëmbëvet, fjalët’ e mia, jati im, ditët’ e Noesë, zoti juaj, kopil i besuarë etj.

For example, for SN *t’ardhurit e birit, kopil i besuarë*, we analyse that they have respectively leading connections and attribute relations, with the scheme.



PS

Whereas, the construction of Prepositional syntagms, with a preposition as a head, distinguishes not only for the number of prepositions that come in the prose translated by Meksi, but also of two prepositions, which are very old today “mbë” and “ndë”; great in number, these syntagms are complec, such as: *ndë Vithleem të luhesë, mbë ditë të mbretit, përpara ature,*

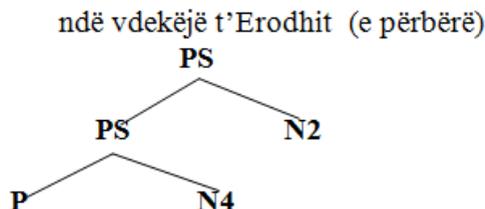
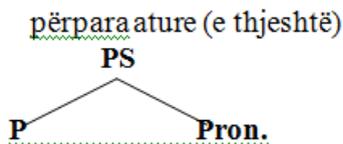
¹ Eco, Umberto: *Të thuash gati të njëjtën gjë* (Përvoja përkthimi), Dituria, Tiranë, 2006, f. 193, 196.

² Po ai, po aty, f. 196.

³ Po ai, po aty, f. 240.

⁴ Lloshi, Xhevat: *Përkthimi i V.Meksit dhe redaktimi i G.Gjirokastritit*, Onufri, Tiranë, 2012, f. 254.

nga vetëheja, prej ti (ty), ndë vdekëjë t'Erodit, mbë vend të Israilit, mbë maje të malit, ndë mbretëri të Qiellvet, me lëkura të deleve, ndë jetë të pasosurë, ndë zemërën e tij, etc.



As means of syntactic relations (m.s.r.) among constituents, there are: articles, case inflections and syntactical order.

We think that the selected part of "The Gospel of Matthew", with all the chapters of this summary, creates the possibility for an analysis of the syntax plane of the lexicon streams from the syntagmatic level, to a sentence plane and then to the phrase structure, in the the religious style that Meksi brought about two centuries ago. The overriding function of this style, as mentioned above, is the suggestive one, which means that the word is intended to stimulate the feeling of something beyond, mystical, supernatural, sacred, eternal.¹

To complete this function, all the translators of the Gospels or of the Bible (Old and New Testament) have aimed at communicating with believers, their understanding, and therefore the language of these utterances tends towards popular folk, towards simplicity. This definition defines not only the relevant style of the lexicon, but also the syntactical unions in the syntax unit "syntagma", where, besides the character of relationships and connections, a first-hand importance takes on valence², as belonging not only to verbal syntax (VP), but also those with a head or component from the other parts of speech (otherwise: from other word parts of speech, so called in the generative school), such as noun, adjective, numerator, pronoun and adverb.³ Since a long time, theoretical linguistics have defined that besides the verbs, we can speak of valence even for other categories of noun classes.⁴ The prominent Italian generativist G. Graffi, emphasizes that with some changes, even nouns, just like verbs, show valences, which does not seem strange, because many nouns derive from verbs (and as a result they have been called verbal nouns), for example *shpjegim* (explanation) which derives from *shpjegoj* (explain); *nisje* (start) from the verb *nisem* (start), etc.⁵ Unlike what would happen in other writings, the translations of the Bible by Meksi and the editing of G. Gjirokastrit are always in a certain style, outlined as a religious style, with the appropriate suffix function, dominating the denominational words of the biblical, religious, theological spheres such as known names from the Testament, from historical events, toponyms of the arena where tribes and ancient peoples of Egypt lived, Israel, Mesopotamia, Palestine; there is a dominance of different actions of earthly life and beyond the grave (verbs), there is also a lack of words in the psychic, spiritual sphere that create what is called the lexical field of this style, etc., which appears in different language situations. Even the rich tradition in the design of such colloquial Dictionaries in Albanian⁶, starting from the 18th century to the present day, has, in particular, reflected this very well. On this theoretical basis, we can select the following syntagmatic order from the translation of the Gospel of Mattheus, by looking at the concept of language, by L. Tesnière, who speaks only of the syntax of the verb.⁷

¹ Lloshi, Xhevat: **Stilistika e gjuhës shqipe dhe pragmatika**, Albas, Tiranë, 2012, f. 157-158. The author of this university book, the linguist Xh. Lloshi explains: "religious texts in Albanian have the source of one translation, which means that following a foreign language now they encounter traditional formulations. Religious translations have been difficult steps, but valuable for the written Albanian language." f.159.

² Dhima, Thoma: **Gramatikë e gjuhës shqipe-Sintaksa**, Gjirokastër, 2010.

³ Shehu Hajri: **Çështje të sintagmatikës në fjalorë të shqipes, në Leksikografia shqipe -Trashëgimi dhe perspektivë**, ASHSH, IGJL, ASHAK, Tiranë, 2005, f. 158-168.

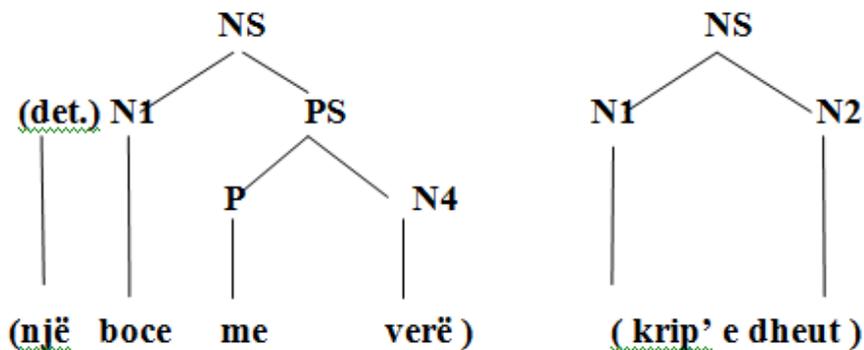
⁴ Graffi, Giorgio, **Sintaksa**, Shtëpia Botuese "Dituria", Tiranë, 2008, f. 72.

⁵ Po ai, po aty, f. 73. (The generativist Italian author continues as follows "... compliance of nouns and verbs is so systematic, that in many cases it can be given to noun classes denominations of respective verb classes, and so we can speak of transitive or intransitive nouns, etc.)

⁶ Mund të përmendim këtu: **Sprachführer Albanisch** (verfasst von Skënder Doku, Verlag "8 Nëntori", Tirana, 1983); **Albanisch-deutsches und deutsch-albanisches Taschenwörterbuch** (mit rd. 12000 Stichwörtern und Redewendungen, hartuar nga albanologu Armin Hetzer. Helmut Buske Verlag, Hamburg, 1990; **Albanski sa izgovorom**, preka 4000 reči i izraza, Nolit – Beograd, 2005, hartuar nga Toni Šlaku; **Hrvatsko-albanski priručnik**, FAI-Fish, Zagreb, 2005, **Albanski sa izgovorom**, priredilo Abedin Maliqi.

⁷ Kanani, Anila, **Rrethori në gjuhën shqipe**, QSA, IGJL, Tiranë, 2015, f. 57.

Noun valence (syntagmatic connections according to V.Meksi): *gaz të madh, mbretëria e Qiellvet, zemërë të pastruarë, krip' e dheut, drit'e dynjasë, vëllait së tij, shtëpi të vogëlë, mbretëria jote, urdhëri it, bukën e sotme, fajet tona, të këqijat e saj, nga priftërit e rrem, fjalë vetëm, im bir, ndë vdekëjë t'Erodit, kube të qiellësë, një boce me verë, sëmundët' e laoit, të mirat e dheut, drit'e diniasë, të gremisurit të saj, të ndenjurit' e ture etj.* Their typical structure would be:



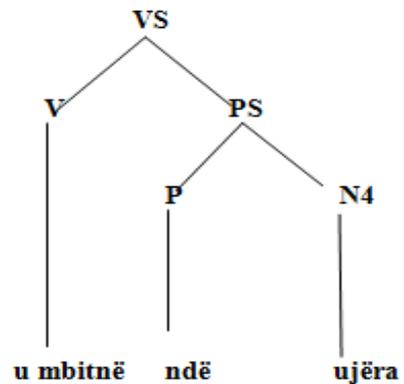
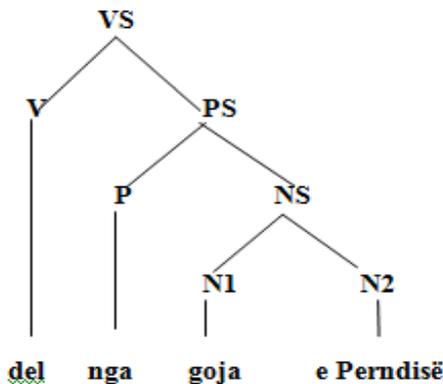
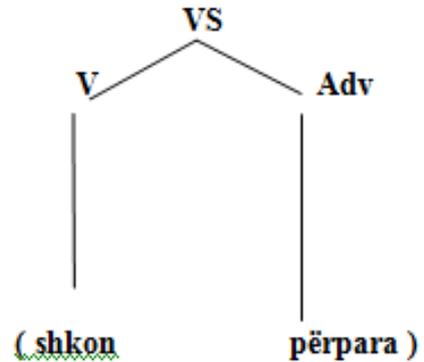
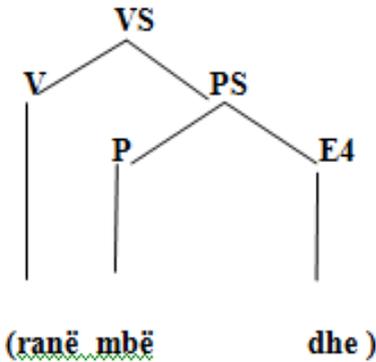
Adjectives valence – *të lartë shumë, më i ndriçuarë nga të ngrënë të, të dashurat pemët, më i madh se atë, etc.*

Numerators valence – *di vëllazër, di të tjerë, di të verbërë, dymbëdhjetë mathitivet, tri llojë, tri pasdreke, dy a tri javësh, dhietë mijë dërhëmë, tre kute cohë, etc.*

Adverbs valence – *fort mirë, fort më rrallë, shumë mirë, tepër fellë, mjaft i njohur, keq shumë, kaqë vonë, etc.*

Verbs valence – with the verbs there are formed a lot of syntagms, because, according to Tesnerian structuralism, the analysis of the sentence starts from the verb and this part of speech has the possibilities to connect with other lexical and grammatical units; thus we have taken most of them from the translation of Meksi.

pagëzoi me ujë, do të bënë të me barrë, do të pjellë djalë, do ta thonë emërit, u ngre nga gjumi, e muarë me vetëve, e muarë guan, polli Sadhoknë, polli Ahimnë, polli Eliudhnë, polli lakovnë, u arravonis me losifnë, ta lijë atë fshehura, leu ndë Vithleem, vijnë nga Anatolia, vijnë ndë Ierusalim, pam illin e tij, mbëjodhi të parëtë, është shkruar nga Profiti, e mësoi mirë, mësoi nga ata, hajdeni ndashti, sillmëni mua haber, shkon përpara, panë mbë gjumë, ranë mbë dhe, ju falë atij, u duk ndë ëndërr të losifit, vat endë Egjipto, tha me anë të Profitit, e thirra birrë tim, u pru ndë erimi, del nga goja e Perndisë, e vuri mbi kube, ejani pas meje, gjezdiste nëpër Galileë, hipi mbi mal, kanë et për të drejtën, të shkeletë nga njerëzitë, biri derësë, mos shtini të shëntëruarëtë qenet, u mbitnë ndë ujëra, u derdh me vrap, vanë ndë mal të Ullinjet, do t'i bie çobanit, erdhë afër, ra përmbis, pa sosurë fjalën etj., etj.



In a linguistic plan, the possibility to have grammatical connections has as a condition the valence of parts of speech, a fact that points out what is called the dichotomy "language'speech", i.e. the noun is connected to other nouns of different cases, with adjectives, with some pronouns, numerators, etc. Whereas the verbs connect with names, adverbs, past participles, etc. In all cases, the means of syntactical connections among units, called syntagms, in the translation of Meksi are mostly prepositions, inflections, syntactical order, which very often is according to the Albanian language structure, what can be explained with the influence of foreign languages and the author was obliged to use them during the process of translating; thus there are many models "adjective + noun" (*e bukurë grua, tietërë herë, e para punë, e madhe vapë,* etc.) We can say the same thing for the intermediate construction of predicators with analytical verbs, such as: *gjith'ata që ishin keq gjëmuar.*

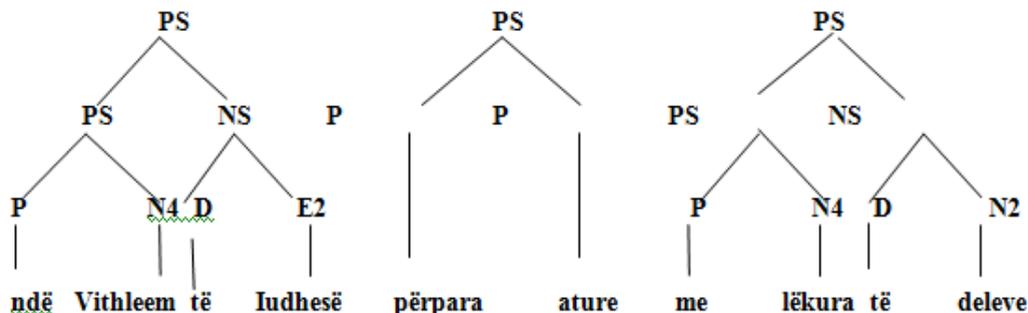
Regarding the level of syntagmatic connections, we can notice the density of the non-prepositional dative case, such as: *takim miqësh;* prepositions of objective case (place): "**mbë**" and "**ndë**": *do të bjerë mbë dhe, ndë pisë, ndë Qiell, ndë të korrë, për të ngrënë't e tij* etc. In the divine rules of the Gospel we find uses of the dative case instead of nominative case with the preposition "nga", such as: *e mpsoni nga meje (nga unë/prej meje), f. 272. Ose me parafjalën tjetër "tek": E erdhm tek teje. (p. 301).*

Or with the construction of correct and incorrect cases within the sentence, such as: *Unë kam shtrëngim të pagëzonem prej teje, është përtej juvet, e ti vjen tek meje?* (f. 256) As we have cases like: *Ejani tek u gjithë sa jeni të lodhurë. (p. 272)*

We also witness construction models of grammatical groups for the Albanian, such as: "verb + noun in the nominative case with a preposition": **mpsoni nga meje**, p. 272 (*mpsoni prej meje*). In the translation of the Gospel of Matthew, there are types of syntagms, but the most common ones are nominative ones, especially verbs and also prepositional. Regarding the structure, we encounter simple and complex syntagms.

From the prepositional syntagms groups, we bring constructions of prepositional syntagms (PS), such as: *ndë Vithleem të luthesë, mbë ditë të mbretit, përpara ature, ndë vdekëjë t'Erodhit, mbë vend të Israilit, mbë maje të malit, ndë mbretëri të Qiellvet, me lëkura të deleve, ndë jetë të pasosurë, ndë pisë të zjarit, mb'anë të mëngjërë, ndë vend të Golgothas, mbi*

rrrobën time, nga zilia e madhe, nga të gjashtë sahatë, ndë çarçaf të pastruarë etc. The means of syntactical connections are generally as follows: order, articles, case inflections.



For the presentation of the syntagmatic structures we shall base on what N. Chomski said, which is that the linguistic description in a syntactical level is formed in the aspect of the constituents' analysis.¹

Sentence level (types)

In sentences, we can say that in the chapters under analysis there are seen different types of sentences; among the most common are declarative sentences, which in many cases start with the conjunction "e", "dhe" and "edhe", such as: *Edhe lisui i tha. E ai nuk' u përgjigj asaj asnjë fjalë. E gruaja i falej atij. Zot ndihmë mua. Edhe ajo tha. E erdhë nde ai shumë botë. Edhe lisui u tha ature. E hangarë të gjithë etc.* They are all complex sentences, with S + P and the general order is: S + P, S + P + O1, S + O2; but also the other way round: P + S. Some other types, such as, Interrogative sentences, sometimes extended in long periods (sentences), there are noticed the following interrogative means:

Interrogative pronouns:

Sa bukëra kenî? Ç' u duketë juvet, ndë pastë ndonjë njeri njëqind dhënt, e t'i humbasë një nga ato, nukë lë të nëntëdhjet'e nënta, e vete nëpër male të kërkojë të humburën? Dhaskal i mirë ç'të mirë të bëj, që të kem jetë të pasosurë? Ç'më duhet'akoma. Me ç'urdhër bën këto? Kush ta dha ti këtë urdhër? Mbretërit'e dheut nga cilët marënë të dhënatë, a haraçnë? The last one generates an incomplete interrogative sentence, which does not contain interrogative grammatical means: Nga bijt'e ture, a nga të huajtë? Të pamend, edhe të verbërë, cila është m'e madhe, ari a Qisha që shëntëron arë?

Interrogative adverbs:

Ku të gjejmë navet nd' erimi kaqë shumë bukëra, sa të frihenë kaqë shumë njerëz? E juvet cili thoi se jam unë? Pse mendoneni me vetëve tuaj besëpakë, se bukë nukë muartë? Qish nukë kuptoni se nuk' u thaçë juvet për bukë, të ruheni nga brumët'e Farisejet, e të Sadhukejet? Gjerë kur të u duroj juvet? Si të duketë Simon? E ndë e thërret atë Dhadidhi zot, qish është biri i tij?

With interrogative particles:

A mund të bëj unë atë? A të duketë se nukë mund ndashti t'i lutem jatit sim, e të më dërgojë më tepër se dymbëdhjetë tajmë ëngjëjet? Nga u gjendnë vallë gjithë këto te kij?

With interrogative particle and interrogative pronoun, which makes the question more intensive, like for example: *Vallë cili është më i madh ndë mbretëri të Qiellvet?* Sometimes, the grammatical means of the question comes and it is repeated for the words the question is made, such as: *Cila është mëma ime, edhe cilët janë vëllazërit'e mi?* However, sentences and phrases which contain the question, are not built only with particles, such as: interrogative particles, interrogative pronouns and interrogative adverbs, which generally stand at the beginning, but in the translation of Meksi, there are also brought interrogative intonation sentences, which become such, thanks to the interrogative intonation, even though they have parallel structures with interrogative sentences, as: *Njerëz me di faqe (Ipokritej) faqen e Qiellit dini ta njihni, e nishanet'e kohëve nukë mundni t'i njihni? Dhaskali juaj nukë paguan haraçnë? Nukë dhiavastë, se ai që bëri që herën e parë mashkull*

¹ Çomski, Noam: *Strukturat sintaksore*, Dituria, Tiranë, 2011, f. 44.

edhe fëmërë, i bëri ata? Mundni të pini potirë që do të pi unë, edhe pagëzimmë, që do të pagëzonem unë, të pagëzoni edhe juvet? Mik, ç'të dëmtoj ti, nuk bëtë me mua pazar për një dinar? I kupëtuatë gjithë këto? Të vë mbë be Perdinë' e gjallë, të na thuaç nevet ndë je ti Krishti, i biri i Perdisë?

Generally, interrogative sentences, in each language they are formed, start with question words (particles, or lexical grammatical categories, like pronouns and adverbs), they have an indirect order and they are characterized by the interrogative intonation, with the exception of cases when they are seen as indirect interrogative sentences, which are in the phrase and lack question antonym, such as: *S'e di ç'të keq bëri*. In the translation of Meksi, the main part of the interrogative sentences are rhetorical questions, which do not need a response, but in many cases the answer comes from Jesus and in this models there are found phrases with some predicate units, with the indirect structure and in different functional relations, as in the following examples: **16.** *E juvet lum sitë tuaj, sepse shohënë, edhe veshëtë tuaj sepse digjojnë.*"(p.275) "**17.** *Se me të vërteta u thom juvet, që shumë profitër, edhe të drejtë dëshëruanë të shihnë këto që shihni juvet, e nuk'i panë, e të digjojnë këto që digjoni juvet, e nuk'i digjuanë.*" (p. 275) The unit that comes after the conjunction of reason "se" can stay alone in the context of phrase 16. But the textual relation (minitext) can be wider, as in p. 279 of Chapter XV, where we will bring the following examples:

Atë herë vijënë të Jisui nga Ierusalimi Gramatikotë, edhe Farisejtë, e i thonë:

Pse mathitit e tua nukë mbajnë porsit'e pleqet, se nukë lajnë duartë kur hanë bukë?

Edhe ai u përgjigj ature, e u tha: Pse edhe ju nukë mbani porsin'e Perdisë për porsi tuaj?

Sepse Perëndia porsiti e tha: Ndero babanë edhe mëmën tënde, edhe ai që thotë te ligë babait a mëmësë, le të vdesë me vdekëjë."

Very rarely we see other intonative sentences, as for example, some causative sentences: *Jam pa faj nga gjaku i këtij së drejtit, ju e paçi mbë qafë*. In our lexical studies it is emphasized that, to be in the right level, according to linguistic requests, *the lexicographic treatment of word connections* shall be if such level, *as to fulfill the profound theory of speech activity*.¹ Linguist H. Shehu emphasizes that for the issues of dictionaries, there are some known criteria, such as: a) word density; b) thematic value and word situations; c) width of lexical syntagmatic connections of the word with other words of the language, bearing in mind other extralinguistic factors, logical and material ones, interlinguistic factors, the structure of the language...²

only on syntagms, but also in the whole structure of the sentence, to reach the level of the research in the paper.

Schematic approach for the functional order of parts of speech and the lexical and syntagmatic correlation in some extracts from the Gospel of Saint Matthew

In this part, we are doing a schematic approach among words, phrases and statements from Greek to Albanian, according to the translation of V. Meksi with the editing of G. Gjirkastriti, to show the lexical and syntagmatic correlation of some syntactical units from the Gospel of Saint Matthew, according to the translation of the New Testament of these authors.

We shall note since in the introduction of this part of syntax, that when we make comparisons or such approaches, regarding the order of functional parts of speech in the unit of sentences, otherwise, according to its constituents: main parts of speech, and secondary ones, as well as tertiary units in order, as are the middle words, separate parts, homogenous parts, exclamations, in both languages: Greek and Albanian have a common typology, thus: SVO – is about the direct syntactical order (neutral order), by passing to emphatic order: VOS/OSV/SOV. For example, in the sentence *Populli shqiptar ka ruajtur në shekuj gjuhën e tij* (The Albanian people have preserved for centuries its own language) units or syntactical words emphasized have a neutral order (direct); whereas all the other orders, VOS/OSV/SOV:³ *Ka ruajtur në shekuj gjuhën e tij*

¹ Shehu, Hajri: **Çështje të sintagmatikës në fjalorë të shqipes**. ASHSH, IGJL, ASHAK, **Leksikografia shqipe- Trashëgimi dhe perspektivë**, Tiranë, 2005, f. 167-168.

² Po ai, po aty, f. 168.

³ S – Subject

P- Predicate

O- Object

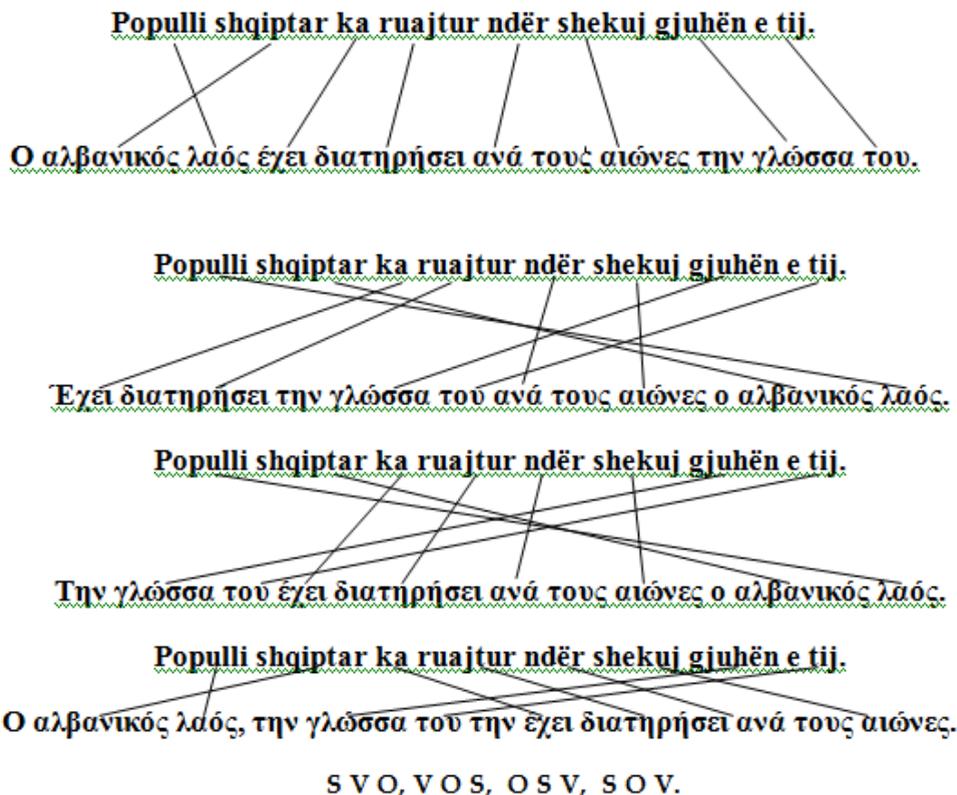
C – Complement

A – Attribute

S+P = The structure of judgement, logic unit which coincides with the complex sentence (subject, predicate)

S+P +O +C+A = Direct syntactical order, or neutral

populli shqiptar/ Gjuhën e tij populli shqiptar ka ruajtur në shekuj/ Populli shqiptar gjuhën e tij ka ruajtur në shekuj – are all neutral orders, but emphatic (indirect). The same is also in Greek:



In this approach, we have noticed that there are differences only with the means of syntactical connections, some lexemes are not shown at all, as in many sentences there is a lack of subject (S), implying that (according to generativism) from the personal flections of the verb, the same phenomenon is in Albanian, too, such as: *Bisedojmë së bashku.* (*Talk together*) For the native speaker of Albanian, there is no need to express the subject, because the trace is in the flection of the verb - *jmë*; which belongs to the personal pronoun "ne" (we) – First person/plural. Let us compare: *Bisedoj me ju (unë)*, *Bisedon me ju (ai, ajo)*, *Bisedon me ta (ti)*, *Bisedoni me ju (ju)* *Bisedojnë me ju (ata, ato)*. The indispensable need to express the subject – speaker comes only in those cases (linguistic situations) when we want to emphasize who does an action, for example:

Unë e kam shkruar këtë poezi (*I have written this poem*) (not you or anyone else); *Ti e theve gjeten* (*You broke the glass*) (not him or anyone else); *Ne u vlerësua shumë mire* (*We had good results*) (not you or them) etc.

Historians of the language, or even of the two languages, have not been able to ascertain that this phenomenon is influenced by one or the other language, since the phenomenon is also observed in the Neolatin languages (Italian, Spanish and Portuguese and Romanian) and beyond. In today's linguistic theory, apart from the syntax in the known sense, it is important to construct the text as a whole. In this translation, as we have already pointed out, translators try to follow as strictly as the original. But even in the face of this demand, the different translation variants do not emerge exactly the same again. One of the basic points to which text analysis is today is the way of linking periods or paragraphs. The main tool that serves this purpose is called a "connector" or "conjunction" which are foreign terms. It is well known that Bible texts have been compiled at different times and by different authors. However they retain an important feature that was characteristic

of oral narrative mode. This appears in the intense use of the conjunction "edhe". It is a use of simple narration in the mouth of ordinary people, but since it is embedded in Bible texts, it is perceived today as a feature of Bible teaching. In the New Testament this conjunction goes over 10,000 times.

Regarding the translation that we have as our object, this issue is further extended because it is known that a range of Bible expressions have been translated into foreign languages and over time have emerged from the text and have become part of the general use as in the language both spoken and literary one. Understandably, the translation of Bible expressions has been done by keeping as close as possible to the original.

However, there are two sides, the impact of which has appeared in the linguistic shaping of these Bible formulas. The first has to do with the very nature of the language in which they are translated, i.e. although it was the Hebrew and Greek traits, it would necessarily be subject to any change to the Albanian language. The second has to do with the continuity of translation and linguistic delivery in general. This means that over time some expressions have been elaborated to fit the newest language scale and at the same time the interpreters have tried to provide the most striking formulations.

For the Albanian language it is characteristic that in a great number of cases there is a double choice of synonyms, i.e. the same action can be expressed with a verb, but also with a verb phrase. The typical case is the use of the verb *běj* (do) mainly with a noun, but also with an adverb. Thus, in Albanian, it is said: *běj pushim* and *pushoj* (have a rest and rest), *běj durim* and *duroj* (have patience and patience), *i bėj lajka* and *lajkatoj*, *i bėj dëm* and *e dëmton* etc. It is interesting to note that this ability of the Albanian verb *běj* has enabled the use of various Turkish words in Albanian, such as: *běj qejf*, *běj gajret*, *běj hesap*, *běj kabull* etc. In Turkish, in this case the order is the other way round and in the second place is the word *etmek* which means *běj*. To make it more evident how strong this characteristic is for Albanian language, we will add that in some cases there is also the verb phrase with *běj* and not the verb, thus for *běj be* we use *betohem*, but for *i bėj dobugh* the antonym verb is: *i bėj dëm*, *dëmtoj*. By broadening the view, we see that the verb *běj* takes part widely in idiomatic phrases, such as: *i bėj gropën*, *ia bėj me sy*, *i bėj bisht*, *ia bėj me dorë* etc.

Thus we can understand why in the New Testament 1827 we encounter the verb *běj* very often. For example: Mathew 8:24 *έγινε σεισμός - u bėj tërmet*. This is word by word translation. Whereas in the edition of 2007 there is an interpretation: *u ngrit një stuhi e madhe*. The reason for the interpretation is that if the *tërmet* (earthquake) is accepted, it is a phenomenon of the earth's movement, not the water. The impact of the earthquake is a tsunami, as we know it today. The new translation has avoided this, in keeping with the idea that a storm raises water in the seawater. Meanwhile, we will admit that the verb of the Greek "bėj" is naturally accepted for the Albanian language, so it has not been passed on to these beginnings, to think that related to the sea, should not be said *earthquake* but *storm*. So much so that today's text is about a lake and not the sea. We will not get into the details of this case, because we already have a discrepancy of the word with the content, i.e. we will not make a textual discussion of whether the event occurred near the sea or lake.

Conclusions

We think that a part of the text from the translation of Vangjel Meksi, with the editing of Grigor of Gjirokastra, we can list here some conclusions on the defined object, which since in the beginning of the topic: in the construction of syntagms and some types of sentences. Thus, regarding what was mentioned above, we list the following:

The syntagmatic couplings of the constituents in these building units come in all their types, classified according to the heads of the components.

It is noticed that the most common and various structure are NS, which show different connections N + N in different cases without preposition; Noun + PS in different cases with prepositions; N + N, N + Adj, N + P, etc.

The connective syntactic means among constituents of syntagms are mainly: article, prepositions, inflections according to order of m.l.r.

In writing, we have not left without even introducing new facts from structural and generative linguistics, such as the verb valence, defined by L.Tesniere, but also the valence of other classes of words such as adjectives, pronouns, numerals, adverbs and nouns, in the process of grammatical connections between them.

Recognizing well the requirements and the religious style indicators in both languages, in this treatise, it has been possible to carefully select and distinguish several sentences from the translation of the New Testament to group them by type.

Not so much based on the punctuation marks of the time in which Meksi's translation was realized, it is possible to identify the intonational characteristics, the features of the order of functional parts, and the emphasis on unit-sentence types,

starting from the questionnaire, with the grammatical tools of the question - as well as a few other sentences, found on their own, or in a phrase structure.

Even for the order, we could draw some considerations of parts of speech in a sentence in both Albanian and Greek, provided with some lexical language correlations from the source language to the receiving language.

It is of interest to look at the grammatical tools of the question in interrogative sentences, their plurality, and the place they occupy in relation to the other words of these sentences, as words bearing the logical emphasis of the statement.

Bibliography

- [1] Eco, Umberto, *Të thuash gati të njëjtën gjë (Përvoja përkthimi)*, Dituria, Tiranë, 2006
- [2] Shehu, Hajri: *Çështje të sintagmatikës në fjalorë të shqipes. ASHSH, IGJL, ASHAK, Leksikografia shqipe-Trashëgimi dhe perspektivë*, Tiranë, 2005.
- [3] Çomski, Noam: *Strukturat sintaksore*, Dituria, Tiranë, 2011.
- [4] *Sprachführer Albanisch* (verfasst von Skënder Doku, Verlag "8 Nëntori", Tirana, 1983); *Albanisch-deutsches und deutsch-albanisches Taschenwörterbuch* (mit rd. 12000 Stichwörtern und Redewendungen, hartuar nga albanologu Armin Hetzer. Helmut Buske Verlag, Hamburg, 1990; *Albanski sa izgovorom, preka 4000 reči i izraza*, Nolit – Beograd, 2005, hartuar nga Toni Šlaku; *Hrvatsko-albanski priručnik*, FAI-Fish, Zagreb, 2005, *Albanski sa izgovorom, priredilo Abedin Maliqi*.
- [5] Dhima, Thoma: *Gramatikë e gjuhës shqipe-Sintaksa*, Gjirokastër, 2010.
- [6] Kanani, Anila: *Rrethanori në gjuhën shqipe*, QSA, IGJL, Tiranë, 2015.
- [7] Lloshi, Xhevat: *Stilistika e gjuhës shqipe dhe pragmatika*, Albas, Tiranë, 2012.
- [8] Graffi, Giorgio: *Sintaksa, Shtëpia Botuese "Dituria"*, Tiranë, 2008
- [9] Haxhi, A. & Topalli, T: *Histori e gjuhës së shkruar*, Shkodër, 1999.
- [10] Ashta, Kolë: *Leksiku historik i gjuhës shqipe (dorëshkrim)-in process*.

The Structure of Discourse: Visual Semiotic in Picture book of "Creation" by Wolf Erlbruch

Masoud Mojaveri Agah

PhD in Philosophy of Art, Department of Graphic Design, Shahr-e-Qods Branch, Islamic Azad University, Tehran , Iran

Abstract

Illustration of children's books, such as the concept of childhood, has been shaped by a wide range of different choices, and each Illustrator finds a way to link and communicate with the text through the discourse device. Discourse means applying the language through individual action, illustration, also depicts the discourse of the work in the type of function and language manifestation; A language that in expression has a function different from that of a particular language which leads to a kind of active search in collective cultural visual memory. Although both the writing material and the image due to the use of the form of expression are text (a system of signifier relationships), their relationship complicates this point of view. Now the Illustrative Objective turn to make choice with a high responsibility. So the major questions are: 1. what is the process of illustrative discourse? 2. What is the design and process of semantic-signs of illustrated books? 3. Is there any certainty in imaging discourse for making meaning? This article sought to understand the shape and process of sign-semantic in illustrating children's books, and found that the relationship between text and image creates a semantic play that does not have semantic certainty, instead, an expert illustrator is trying to effectively shape this relationship to become dynamic. The main purpose of the article is to find the important semantic-sign features in the latent process of making meaning in the illustration, so the formation of semantics is more important as a result of the relationship between text and image. In this article, the spiritual theme of creation in illustrating has been studied in a work of Wolf Erlbruch as a sample of semantic study.

Keywords: Illustration, picture book, discourse, visual semiotic

1. Introduction

'Visual semiotics aims to explain this important issue that visual texts cannot be deemed mere signs anymore. But it should be emphasized that such texts make a process in which meaning is not determined and formed a priori. In fact, the formation of semantics is the result of the plan of form and content on the one hand and the active presence of the discourse processor and discourse reader on the other hand. Meaning is not produced in isolation and behind closed doors. Not only does the meaning of visual texts depend on condition of formal speech (expression), but also it always contains other levels such as pragmatic level and physical level' (shairi, 1392).

Louis Hjelmslev, a linguist, proposes a model and believes that expression and content (signifier and signified) contain form and substance. Considering this model, he proposes a table in which he explains clearly his intended model:

Table 1_1. Hjelmslev's substance and form(Chandler,1394).

	Substance	Form
Signifier: expressional design	Expressional substance: physical matter of medium (such as images, recorded sounds, words printed on papers.	Expressional form: language, syntactic structures, ways and means.
Signified: content design	Content substance: "human content", textual world, subjects, genres.	Content form: "semantic structure", "subjective structure"(containing literature).

Before getting into the main subject, I should name it illustrative discourse; a relation which produces meaning on the pragmatic level and depends on the visual discourse processing with all narrative structures of images and talks about different layers of illustration which are formed by the syntagmatic and tension relation among them. Consequently, there is a syntactic pattern which makes semantic signs dynamic and increscent. Accordingly, this article aims to study the value of different layers of an image dependent on the form of the expression and it is manifested through the subject matter of this expression which can be studied considering physical level of expression. If we accept that 'discourse means using

language through individual action' (Benveniste, 1970), the language of an image also shows the ability of its discourse-figure through performance and manifestation of language, and the individual presence of the illustrator as a creator is realized through a linguistic act about a specific issue and finally, the way of using of the language of an image should be considered as a dynamic search in collective illustrative cultural memory which happens and is formed through illustrator's pragmatism.

2. The Study of the Picture book

2-1. Text and Image

In this discussion, text means verbal text and image means visual text. A verbal text in association with an image produces a common text. In this book, the relation between the text and the image produces a semantic play which does not determine the certainty of meaning, but we confront with a signifier system and live and dynamic meanings are produced; meaning in act means that a signifier system which exists in discourse is moving, 'the human' on the opposite side of God in every frame experiences a new movement, consequently, it is the meaning-making process in the structure of meaning-forming which forms successively amid different images of meaning-maker images After looking at images on the opposite side of the text, it can be said that the act and the aim which the illustrator considers for each meaning-maker images such as moon, sun etc. is in a frame, referential world or a place in which meaning can refer us to it and images evoke simultaneous effects of meaning-maker images on each other in the mind of the addressee in order to cover the text and also to take a further step from the text. In this amid, simplifying images multiply the uncertainty of the meaning and even make the image disregard age class. This itself improves the competitive part of the illustrator in the world of illustration to higher levels of meaning-making.

In this part, we get into illustrative interactions; in the issue of language of image and interaction, the important fact is that the relation between eyes and the mind of human and language of images is dynamic and mutual. In other words, the extent to which language of images has a bearing on human beings, human beings also equally have a bearing on images. It means that language of images aims to explain an issue or narrative. On the same line, language of images through iconic signs in illustration is itself a tool which could be used to express issues of internal and external world. For example, in all frames, the spatial feature of images puts the addressee in a poetic discourse relation; for example, on the one hand, the distance between sun and moon in the image one and even the shape of earth which is illustrated as such with strange curve point to features of them and on the other hand, they show human beings' inferiority and lowliness for these blessings and their place on earth.



Image 1. Creation book. Elbruch

2-2. Expressional Form of Illustrative Discourse

In this illustrative work, the integrity of signs in designing leads to capabilities in innovating convergent forms and general atmosphere; the visual context has the capability of changing from one form to another i.e. we see a convergent wholeness in the illustration of this book. Consequently, the distance between us and the iconic signs is made and the capability of our sensory-perceptive sensitiveness towards these signs is intellectually defined and the illustrative designer uses human beings' personality to show 'God', indeed the sign of 'God', through the strongest presence, a presence which is infinitely near to the viewer and its distance is the least one to him or her and it is tangible in such a way that it points out that 'the human' is a small sample of God (something like a grandfather). The illustrator in his design uses the meaning of the word 'nothing' the most, as it is said in the text (a day when there was nothing), when he describes the setting. The illustrator, in fact, instead of showing the word 'nothing', illustrates the human and God like humanicons who sit on a stool. When the addressee sees iconic signs, he or she spontaneously reacts to it, to God who is sitting on a stool and a small ellipse is suspended above his head. God disguised in a human's features is pondering with closed eyes and the light yellow ellipse signals that God is thinking. And simultaneously, God is on the opposite side of the human who looks at God with completely open eyes. The illustrator may aim to show that the human is dependent on God in any way and God is visible but not for everyone. (image 2) In this image, there is no ambiguity to receive signs and the illustrator's decision of the relation between the text and the image to show the beginning of the world is sufficient to the extent that he images 'nothingness' as simply as possible. He even has not drawn a line to show earth and the background and simultaneously, the addressee does not feel any suspension in the image. One of the most important elements of visual situations in whole atmosphere of the work is the solidness of the expressional form achieved through location, dimension and tendency of characters, blessings, things and animals in the all parts of the book. The meaningful shape relation of each element and each one's superiority, considering Elbruch's illustrative discourse value, finds its facial representation. Knowing unlike situations, using uncertainty in the image and considering location for each element, he provides the possibility of cognizing and searching about each phenomenon in the image. Cognizing line and the value of line which is the most important thing in designing, he puts the addressee in a specific discourse situation.

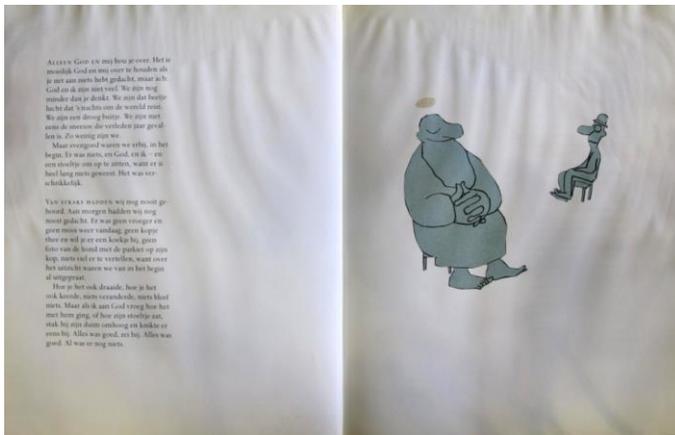


Image 2/ creation book/ Elbruch

2-3. A System of Codes in Illustrative Discourse

A system of codes is formed on the basis of the study of the relation between the form of the expression or signifier and the form of the content or signified with a certain power between the sign and its external reference in illustration. If we take a look at the images from the point of view of Greimasian sign-semantics (Shairi, 1392) in which 'being', 'ontology' and 'human situations' are discussed, it seems that because in this book, the best way was chosen by the illustrator, the concept of God is dependent on existential or internal sign deficiency, it means relation with the sign; because of inaccessibility to internality and or real existence of the sign, nothing can be more achieved except its appearance. The illustrator uses the grandfather's image and an old and wise human to show the concept of God to the addressee. In doing so, returning to the principle of the sensory-perceptive sign, he approaches the existential dimension of sign-meanings. Using Husserl's phenomenal design (Lyotard, 1394) which returns to the origin of things, instead of reality, he nears the manifestation of reality or a representation of reality in order to create believability of the images which can produce relation and interaction

in the addressee. Although it is true that the personal sign through which God is visualized is representational, it is not important that the representational sign be real. But it should express the aim of the book on the specific level and it is also important that the way through which the illustrator impacts the reality, especially the natural world and sensory-perceptive world, to produce meanings.

2-4. Determinism in Illustrative Discourse

It is common that there are always subjects which cannot be expressed by means of speech or writing; in other words, the linear and temporal relation of linguistic levels and units cannot convey those subjects. Hence, illustration as a visual language is a means of expression or narration. Discourse processing or narration through images has two sides; visible and invisible; function, perception and developing relation between two sides entail recognizing the structure of language, visual narrative modes and also, recognizing semantic level, codes, relation between signs, medium, audience analysis and many other components.

Discourse universe is also a complex one which creates new situations through minor changes and it should be mentioned that the created relation is not restricted to the act of the illustrator and the addressee. But it can be affected by the textual determinism and linguistic determinism. This illustrative discourse determinism is defined as directionality of speech, energies that lead to the production of the discourse processor image language. Also, considering visual subjects, this issue provides a visual range and a perspective for producing images, as the descriptions of the visual texts which we read on writing to direct our views; such as an image which we can have about 'God', or sun and a general situation of narration which shows the first days of the creation of the world and human beings.

2-5. Pureness and Meaning in Illustrative Discourse

Science of imagination is the same as science of visual sights. It is a science of mirror-like level and suspended images. This science as a science of watching credits the emergence-like nature of suspended samples amid existence and nothingness. Images shown on the mirror have phenomenal existence and here, we describe the necessity of images world; It means that we discover the necessary existence of a visionary geography which contains towers, rivers and magical mountains. For example, the shape of a statue in its pure form, which means free from wood, bronze or marble, a statue which itself is matter of tender body, needs a dimension of phenomenon which is the same as the existential dimension of vision of suspended image on the mirror and the suspended image is not physical and it is not merely spiritual, but it is something amid them. It means that the image enjoys nonphysical form. However, it has its own specific figure. Such an image belongs to the world in which 'souls incarnate and physical things become ethereal.' (Rahmati, 1394).

Since the world of imagination is a purgatory world and it is as secret of worlds, it plays as an intermediator for these worlds in order to these worlds come to existence. Meanwhile the world of imagination is a 'phenomenal' place for spiritual beings (Corbin, 1394).

This kind of visualization which is made by outline and colorful papers as collage somehow reminds pureness in the importance of illustrative discourse which is not completely abstract and completely objective.

But it is a common level between the external (objective signifier) and internal (subjective signified) level of the sign. Because God and the human have been made out of the same matter and they both have the same color. God's only different components are its bigger size and its beard. On the opposite site, the human is small and he is putting on a hat. In fact, the illustrator considers only one hat for 'the human' regarding the external world or the world in which we live in order to represent his dependence to this world and he abstains from any clothes and make-up; this seems to be a discourse value in illustration, which firstly easily distinguishes expressional or formal level from content level in illustrative work and secondly it firms the relation between the units of each level. Hence, in such a system which the illustrator defined, the relation between the form of expression and the form of content is so deep. Accordingly, the discourse value of the illustration is contextual-existential, sensory-perceptive, pragmatic, flowing, subjective and dynamic. Signs makes codes successively and with strong rhythm and make a new appearance. For example, in a frame, the power of 'God' is shown by the change of his hand size. If we look at the image carefully, in every frame, we recognize that the system of codes is changed only by stretching one part and only this stretch of hands makes the output of the discourse-sign-semantics react subject to innovation and a new look; semantic units have come into existence and become under the control of a novel system of discourse processing. (image3)



Image 3/ creation book/ Erlbruch

3. Conclusion

Illustration has turned into the discourse language by practicing Erlbruch's individual language. On the same line, language function and emergence has led to a different semantic function and this has activated a supreme level of illustration in the form of inquisition. This visual text has created an unconventional sympathy through following a determined plan, process and consequently semantics. This process has a high level of interaction with the addressee. In this piece, the interaction between the superficial plan and content, active and meaning-making presence of the discourse processor and the speaker has been of significance to produce meaning. The illustrator believes that the meaning of a visual text not only depends on the subject issues, but covers all the visible and subjective facets to which the spectator can refer the meaning. By the same token, these images simultaneously leave their effects on different forms of meaning and mind in order to narrate the text and display the image world of the illustrator. However, ambiguity of the meaning has doubled the impacts of addressee's interaction in this poetic work even the rating has been ignored in that anyone at any age can look at the book. A kind of perfectionism of meaning has been born in this book, and these illustrations are making all the attempts to describe a subject which is formed by the elements of the image and separate forms of meaning-making essence (substance).

Erlbruch has proven that the coherence of signs in designs can lead to some capabilities in creating convergent forms and a change in one image can change the codified system, and the relation between discourse, sign and meaning can result in a new perspective.

Works Cited

- [1] Benveniste E. "L'Appareil formel de l' énonciation", in *Langage*, Paris, Larousse, n217, 1970.
- [2] Chandler, Daniel. *The basics semiotics(Mabani-ye neshaneh shenasi)*. Translated by Mehdi Parsa. Tehran: sooremehr, (1394)2015.
- [3] Corbin, Henry. *The Spiritual Topography of Iranian Islam(Afagh-e tafakor-e ma`navi dar eslam-e irani)*. Translated by Daryoush Shaygan. Tehran: Forouzan, (1394)2015.
- [4] Lyotard, Jean-Francois. *Phenomenology(Padideh shenasi)*. Translated by Abdolkarim Rashidiyan. Tehran: ney, (1394)2015.
- [5] Rahmati, Ensha'allah. *The Art and Spirituality(Honar va Ma`naviat)*. Tehran: Matn, (1394)2015.
- [6] Shairi, Hamidreza. *Visual semiotic; theory and analysis of art discourse(Neshaneh-ma`na shenasi-ye didari)*. Tehran: Sokhan, (1392)2013.
- [7] _____. *Semiotic analysis of the discourse(Tajzi-ye va tahlil-e neshaneh ma`na shenakhti goftman)*. Tehran: Samt, (1392)2013.

Children's Literature Cited

- [1] Moeyaert, Bart and Erlbruch, Wolf. *DE SCHEPPING(Creation)*. Querido, 2003.

Professions Susceptible to Automation; A Study on Automotive Sector Employees

Aylin Goztas

Full Professor at Ege University

Fusun Topsumer

Full Professors at Ege University

Mehmet Karanfiloglu

Research Assistant at Mustafa Kemal University

Ozlem Cosan

Ph.D. Candidate at Ege University

Abstract

The future of jobs has been a popular issue in the industry 4.0 process and digitization. Many of today's profession groups are at risk with automation in the digitalization process and most will be replaced to computer-based software and robots. By this concept, with Industry 4.0, we come up with whether the jobs are susceptible or non-susceptible to automation. According to researchers, jobs, where more routine and labor-intensive work is done, are categorized as group of jobs prone to automation, on the other hand jobs requiring human skills in which intellectual skills are used intensively, especially those that cannot be done through machines yet are categorized as group of jobs non-susceptible to automation. A recent Forrester Report predicts that by 2021, 6% of jobs in the US will be automated. In another study, it is predicted that 47% of the professions in the US will be unmanned during the automation process. By this study, a review of the literature on the susceptibility of the various professions to automation will be made and self-assessment of the automotive sector managers in Izmir and the surrounding areas regarding their future professions will be studied through a descriptive study.

Keywords: Industry 4.0, Self-Assessment, Automotive Sector

Introduction

Future of the professions has become a current issue by the process of Industry 4.0. Despite the fact that Industry 4.0 has started to shape job's future, industry 4.0 will provide new opportunities for current positions according to some people for those who defend that everything would be better and there will be more need to people; the contrary, it is objected by some of those who are dystopian and defend that everything would be worse. Both opinions show that there would be an absolute change in anyhow and both sides come together on this idea.

Many positions in the banks became unnecessary by the existing of Automatic Teller Machine (hereinafter ATM). Thus, many working bank tellers have been unemployed due to fact that ATM's had taken their place. Logically, after that unemployment, we must have seen fewer workers in the banks. Conversely, after ATM's have been invented results show that the number of the tellers and the other employees became increased instead of drop. Furthermore, people need for the banks gradually increased after ATM's have been placed, this led many other job positions. These facts, revealed in a recent book by Boston University economist James Bessen, raise an intriguing question: what are all those tellers doing, and why hasn't automation eliminated their employment by now? If you think about it, many of the great inventions of the last 200 years were designed to replace human labor. Tractors were developed to substitute mechanical power for human physical toil. Assembly lines were engineered to replace inconsistent human handiwork with machine perfection. Computers were programmed to swap out error-prone, inconsistent human calculation with digital perfection. These inventions have worked. We no longer dig ditches by hand, pound tools out of wrought iron or do bookkeeping using actual books. And yet, the fraction of US adults employed in the labor market is higher now in 2016 than it was 125 years ago, in 1890, and it's risen in just about every decade in the intervening 125 years.

David Autor, on a stage talk on TEDx, has explained this growth in business with O-Ring and Never Get Enough principles. O-Ring principle defines the types of work we do, Never Get Enough principle determines how many jobs there actually are. Most of the work that we do requires a multiplicity of skills, and brains and brawn, technical expertise and intuitive mastery, perspiration, and inspiration in the words of Thomas Edison and that bring us to the second principle: never get enough. In 1900, 40 percent of all US employment was on farms. Today, it's less than two percent. He questions that why there are so few farmers today. It's not because we're eating less. A century of productivity growth in farming means that now, a couple of million farmers can feed a nation of 320 million. This grand progress means there are only so many O-ring jobs left in farming. It can be clearly seen as technology can eliminate jobs however farming is only one example. According to David Autor, it's unwise to say there's nothing to worry about. This can be understood incorrectly. If the US had not invested in its schools and in its skills a century ago with the high school movement, we would be a less prosperous, a less mobile and probably a lot less happy society. But it's equally unwise to say that our fates are sealed. That's not decided by the machines. It's not even decided by the market. It's decided by us and by our institutions (Autor, 2017).

In the light of all this information, we can see that it necessary to define how the organizations assess themselves and take place to deal with the phase in Industry 4.0 process. Therefore, it is of great importance that to be understood the process-oriented self-assessment of organizations.

Literature Review

Concerns about the impact on the workplace of the industry 4.0 process are not new. If the concerns are justified, the seats of the constructions working in this area will be discharged by transferring many business fields to the computers in the next few years. The emergence of evidence that computers in the last few years have replaced a large number of jobs, especially accountants, cashiers and telephone operators, has rekindled this debate (Schwab, 2017). By Industry 4.0, robotic systems will take place by means of machines can communicate with each other in factories. Here in after, all the organizational structures and the way of working for companies will be fundamentally changed according to Schwab. It is debated that whether all the process steps and work style would change from marketing to sale department, production to place and rest departments. There will be new concepts that get into our daily life such as; robotics, autonomous transportation, artificial intelligence, learning machines, advanced materials, biotechnology and genome science. While some professions would be gone, there will be new positions that we never heard of, and some profession will be only updated to the future's conditions. Farther, human recourses departments will be affected by those changes that evolve into the new human-machine oriented process.

Technologies grow so fast that innovations which have been approved by the companies would take place the old fashion machines in rapidly by new technologies arrives into the business. Those new machines and systems are connected to the internet (IoT: Internet of Things) by inner wireless connection plugs so that they can talk to each other and manage the process in dark factories. It can also be seen in our high-tech design houses with new applications through interior machines such as; automatic curtains, lights, bed, coffee machines... etc. In these houses, the owner can control and secure the whole house facilities with a smart-phone application.

The velocity that is one of the most important factors of Industry 4.0, is a key factor of increasing concerns in this regard. Depth and extensity can be sorted as the other factors, which brought us to see there are many radical changes occurs and all the systems re-structured from head to toe. From this point, it is possible to say that this powerful force can put all the professions' process forward and re-organize them in differentiated dimensions. However, it is still not clear to see that how further this can go and in what amount of time.

To handle this, first of all, It shall be studied that how deterioration and automation of technology can substitute labor with capital and how taking workers to be unemployed and/or to force them to use their skills on other positions emerges a devastating effect. Secondly, this destructive effect is accompanied by a developer effect; the demand for new products and services that are increasing and bringing new professions, jobs, and even sectors.

Thus, two different results can be handled within this period; there is one side who believes to the happy end and the other side who believes that this will create massive technological unemployment. A qualitative change in current labor is vital and labor requirement will continue increasingly for those who defend the happy-end scenario. Those who advocate reverse argue that this change is not possible within this "speed" and that many lives will negatively affect this issue.

In other respects, each technologic development brings a new opportunity while abolishing some of the industrial branches as it can be seen through the historical process. Therefore, human resources could be appraisable for another available position when it is not essential on the current position. For example, thousands of labors who had been working in the

agricultural industry have now replaced with machines. At the beginning of the 19th century, agricultural workers in the US were about 90 percent of the total workforce, but today is about 2 percent (Schwab, 2017). Yet, the necessity of labor in different places, especially in the service industry, has caused these people to migrate from their villages to the cities and to exist in different branches of business. Therefore, techno-optimists argue that in the future, the automation process will replace the business lines that are available today with unique positions.

Many different working categories, especially those requiring mechanical repetition and precision hand labor, have already been involved in automation. A recent Forrester Report predicts that by 2021, 6% of jobs in the US will be automated. In another study, it is predicted that 47% of the professions in the US will be unmanned during the automation process. As technological developments tolerate, many of today's professions will eventually become partial or completely liable to automation such as analysts, doctors, journalists, accountants, insurers, and librarians ... etc. The current situation shows that: As it seems through the Oxford Martin Technology and Employment Program predicts, today only 0.52 percent of the American labor force is working in sectors that did not exist at the beginning of the century. However, this ratio was about 8 percent in the 1980s and 4.5 percent in the 1990s. A new report from the US Bureau of Economic Census in which sheds on an interesting relationship between technology and employment reinforces it even more. The report indicates that productivity of innovations on informatics' systems and other disruptive technologies has increased by replacing existing workers rather than creating new products that will need more labor-time (Christensen, Raynor, & McDonald, 2015).

Two researchers from the Oxford Martin School, Economist Carl Benedict Frey and Machine Learning Specialist Michael Osborne digitized the potential impact of technological innovation on employment by sorting 702 different jobs into the probability of being liable to automation, the least sensitive to automation risk, and the most sensitive to risk. As can be seen in the table, the most and least susceptible occupations are listed in automation.

Table 1. The Least and the Most Susceptible Professions to Automation

The Most Susceptible to Automation	
Possibility	Jobs
0,99	Telemarketers
0,99	Tax Consultants
0,98	Insurance Expert
0,98	Referee and Other Sport Workers
0,98	Law Reporter
0,97	Waiters at Cafe and Restaurants
0,97	Estate Agent
0,97	Farm Workers Middlemen
0,96	Secretary, Managerial Assistants
0,94	Deliverer
The Least Susceptible to Automation	
Possibility	Jobs
0,0031	Mental Health and Substance Addiction Social Workers
0,0040	Choreographers
0,0042	Doctors and Surgeons
0,0043	Phycologists
0,0055	Human Resource Managers
0,0065	Computer System Analysts
0,0077	Anthropologists and Archeologists
0,0100	Marine Engineers and Naval Architects
0,0130	Sales Managers
0,0150	General Managers

Source: Klaus Schwab, (2017). *Dorduncu Sanayi Devrimi (The 4th Industrial Revolution)*, Optimist, Istanbul. P:48

On the other hand, it is claimed that some new professions will come out. According to the Industry 4.0 Platform in Turkey some professions that will be needed in the coming years are as follows (Eger, 2017):

- Industrial Data Science
- Data Security Expertise
- Robot Coordination

- Network Development Engineering
- IT / IOT Solution Architecture
- 3-D Printer Engineering
- Industrial Computer Engineering / Programming
- Industrial User Interface Designer
- Cloud Computing Expertise
- Wearable Technology Designers

The other issue is that automation will not be completed overnight, and key factors will in hence the pace and extent of its adoption. Five factors affecting pace and extent of adoption (McKinsey Global Institute, 2017) are as follows:

Technical Feasibility Technology has to be invented, integrated, and adapted into solutions for specific case use,

Cost of Developing and Deploying Solutions Hardware and software costs,

Labor Market Dynamics The supply, demand, and costs of human labor affect which activities will be automated,

Economic Benefits Include higher throughput and increased quality, alongside labor cost savings,

Regulatory and Social Acceptance Even when automation makes business sense, adoption can take time.

First is technical feasibility, since the technology has to be invented, integrated and adapted into solutions that automate specific activities. Second is the cost of developing and deploying solutions, which affects the business case for adoption. Third are labor market dynamics, including the supply, demand, and costs of human labor as an alternative to automation. Fourth are economic benefits, which could include higher throughput and increased quality, as well as labor cost savings. Finally, regulatory and social acceptance can affect the rate of adoption even when deployment makes business sense. Taking all of these factors into account, we estimate it will take decades for automation's effect on current work activities to play out fully. While the effects of automation might be slow at a macro level within entire sectors or economies, they could be quite fast at a micro level, for an individual worker whose activities are automated, or a company whose industry is disrupted by competitors using automation (McKinsey Global Institute, 2017).

Another study by McKinsey Global Institute "What the future of work will mean for jobs, skills, and wages" is focusing on five questions shown below. The results reveal a rich mosaic of potential shifts in occupations in the years ahead, with important implications for workforce skills and wages. Our key finding is that while there may be enough work to maintain full employment to 2030 under most scenarios, the transitions will be very challenging matching or even exceeding the scale of shifts out of agriculture and manufacturing we have seen in the past (Manyika, et al, 2017).

What impact will automation have on work?

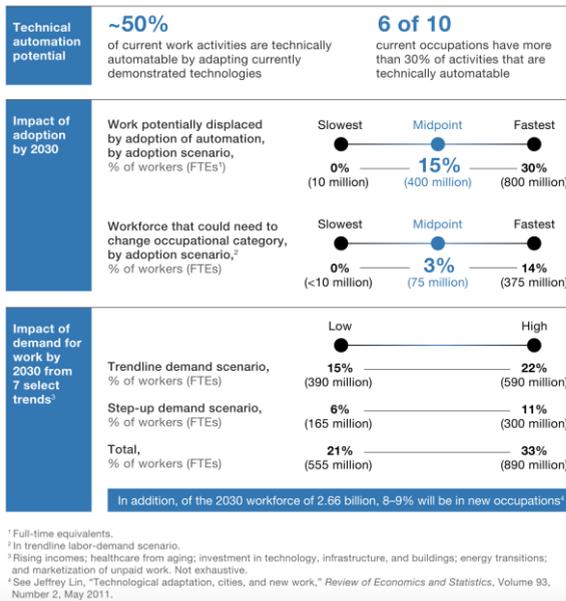
What are possible scenarios for employment growth?

Will there be enough work in the future?

What will automation mean for skills and wages?

How do we manage the upcoming workforce transitions?

Fig 1. Automation Will Have a Far-Reaching Impact on The Global Workforce

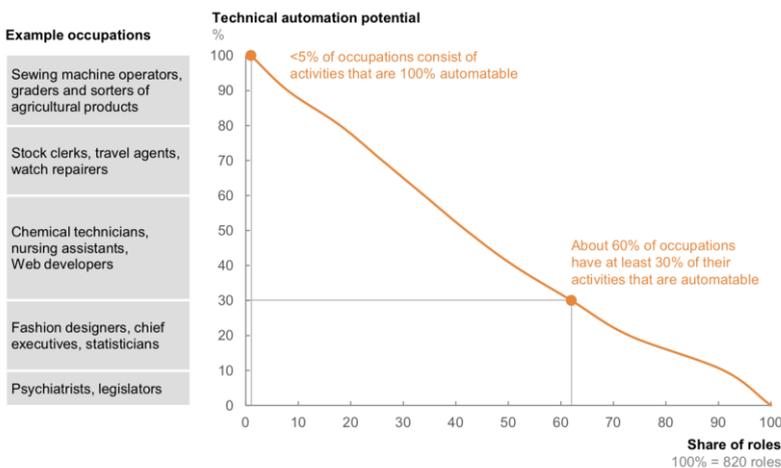


Source: McKinsey Global Institute Analysis

From a different perspective on the same subject; it is necessary to take a look at positions at this time. In the future, examine the most likely jobs that computers will take and the positions that are expected to depend on labor for a longer period of time:

Fig 2. Automation Potential Based on Demonstrated Technology of Occupation Titles in US

Automation potential based on demonstrated technology of occupation titles in the United States (cumulative)¹



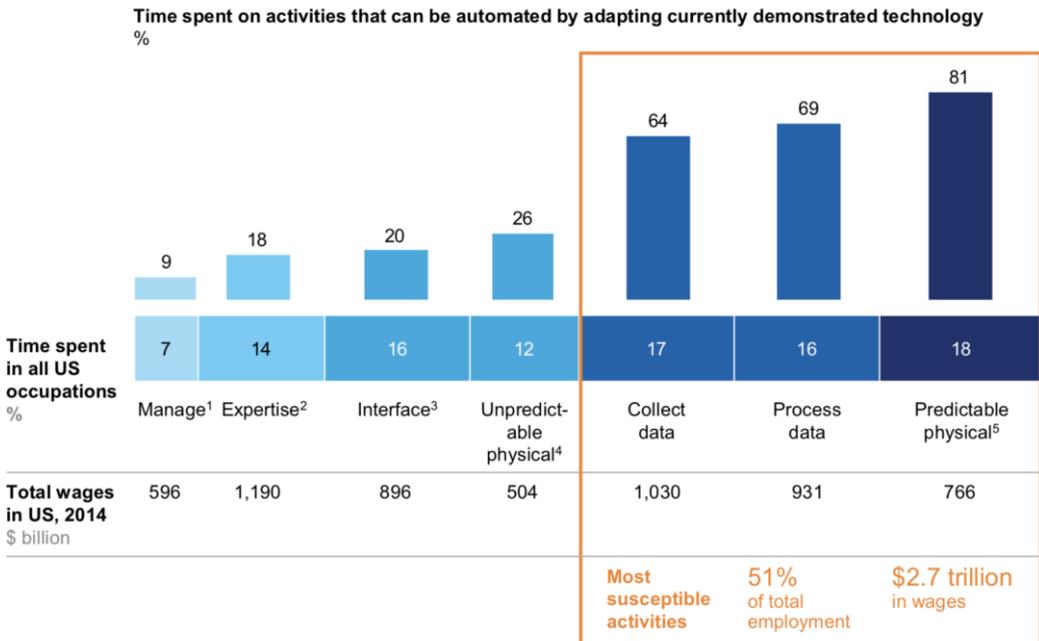
¹ We define automation potential according to the work activities that can be automated by adapting currently demonstrated technology.

SOURCE: US Bureau of Labor Statistics; McKinsey Global Institute analysis

Source: McKinsey Global Institute Analysis

Fig 3. Three Categories of Work Activities Have Significantly Higher Technical Automation Potential

Three categories of work activities have significantly higher technical automation potential



1 Managing and developing people.
 2 Applying expertise to decision making, planning, and creative tasks.
 3 Interfacing with stakeholders.
 4 Performing physical activities and operating machinery in unpredictable environments.
 5 Performing physical activities and operating machinery in predictable environments.
 NOTE: Numbers may not sum due to rounding.

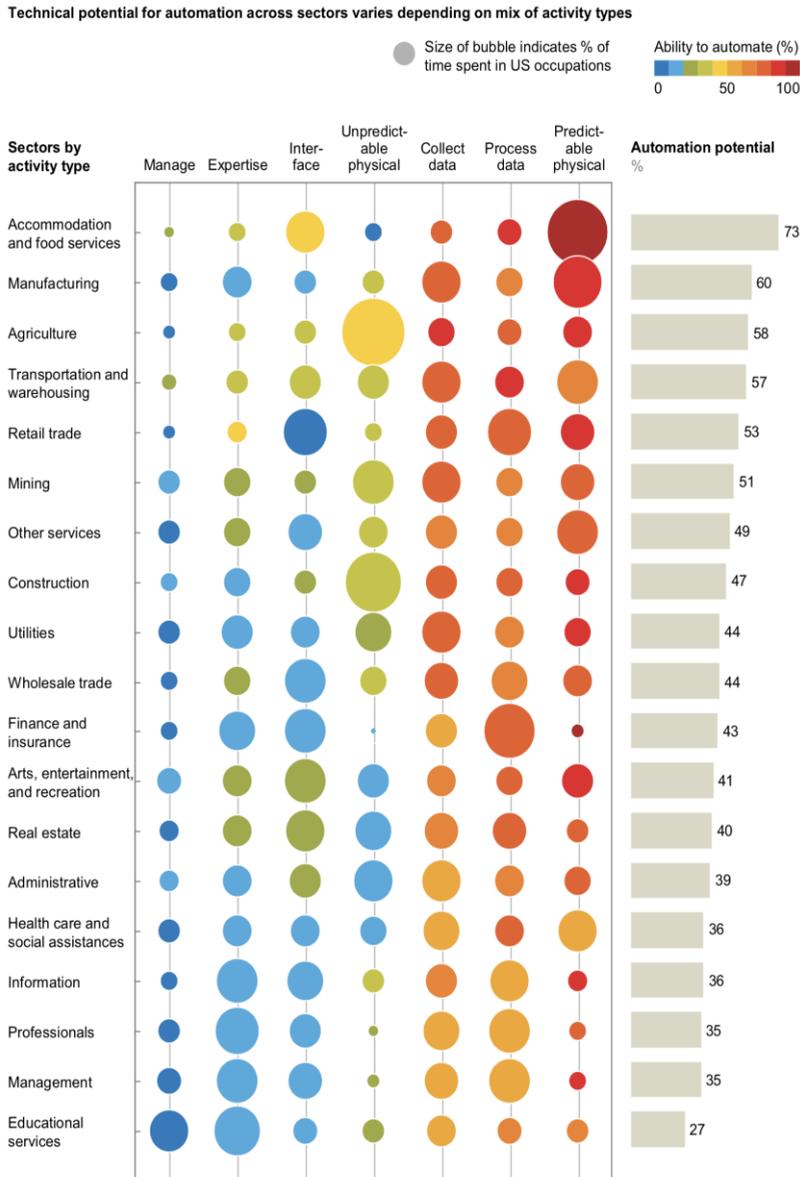
Source: McKinsey Global Institute Analysis

Here, serial production jobs are expressed as "predictable physical" which is simple operator tasks not based on mastery in factories. "Unpredictable physical" means to not based more on hand job that done in regular, standard places and not always done in the same way. As you can see, jobs that are predictable, are physical work done in specific environments, are data processing and data collection jobs have the highest potential for automation in future. The managerial and decision-making expertise positions are safe areas in this respect.

According to the research, automation transformation process depends on sectors, positions and countries conditions. But jobs that can be done with computers at a high rate are a global concern of 1.2 billion people with their salary of 14.6 trillion dollars.

The two factors that will have the most impact on automation are the productivity and labor market. The following chart helps us to see the big difference between what is now and what is expected in the next 50 years:

Fig 4. Technical Potential for Automation Across Sectors Varies Depending on Mix of Activity Types



Source: McKinsey Global Institute Analysis

Methodology

The aim was to investigate and find out about the automotive sector managers in İzmir and the surrounding areas regarding their future professions. According to our literature review, there were a few specific studies conducted related to professions' automation in the US but no research in Turkey. Because of that reason, due to exploratory nature, in-depth interviews were chosen as the research method (Yin, 1989; Sasi & Arenius, 2008). Qualitative methods should be used to clarify social issues in order to get deeper information (Hill, McGowan, & Drummond, 1999; Hoang & Antoncic, 2003; Jack, Dodd, & Anderson, 2009). Purposive sampling approach was used and 10 participants were selected from the members

of automotive sector managers and/or company owners. Series of 10 interviews were made with the participants. The questions of interviews were about self-assessment of Industry 4.0 process of companies and profession's future. Collected data were inductively analyzed, network patterns were discovered. The main limitation is our sample size so it is not enough to generalization, and the company types. Working with different sectors and more samples are our future objectives to improve our study.

Findings

According to quotas derived from transcripts, we found four main themes.

The first theme is **Lower Investment Requirements and Securing Current Investments.**

The hardware and software investments in applications made for individual machines and facilities can be provided at optimum costs in virtue of the modular structure reached and standardization provided in automation systems in which functions and capabilities of it are constantly increasing. Furthermore, it does not constitute an obstacle to modernization and capacity building investments in facilities, existing automation infrastructure despite changing technologies, in virtue of the compatibility that has been developed over the years.

According to interviews, we have observed that process of Industry 4.0 is being seen as uncomplicated for adaptation. Generally, managers emphasized that transforming all the steps of the company into the automation is requiring lower investment due to their current working structure. The infrastructure of the city such as the internet has been evaluated as an only possible obstacle.

On the other hand, lowering their budget on the process means to them as more employment possibility due to the fact that it is mostly believed that it is not possible to operate all those new systems without their current employees in this new process. One of the participant managers expressed this as: *"We are planning to adapt our location (workplace) fully automated systems in a very little soon without unemployed any workers we have. Because we are aware of experience they have and this experience will provide us to operate those systems smoothly..."* The other emphasized that it also secures their investments by holding current employees as *"As we are approaching the new era of Industry, we all know that this cannot be handled without the support of our current employees, they all know how to systems work, and how to operate them in an urgent case. We are in a place that always facing with some connection problems, thus leaving all those systems without any control will cause lots of problems. Therefore, we'll keep our employees to seek all those processes. We have all started to train our employees according to this new industrial revolution already..."*

The second theme is **Productivity and Quality Enhancement.**

Integration in automation systems occurs in three different dimensions. In order to refer the high level of integration and the benefits that it will provide, whole communication facilities of an automation system, engineering tools, and data management must constitute an integrity. For different processes, it is possible to obtain a real productivity increase and service quality in the facilities with standardized and coordinated engineering tools and operator interfaces. Product and production quality can be monitored and reported in real time, furthermore, it can be easily shared between different units and businesses between production and management levels in favor of an integrated data management implementation. In virtue of reliable data and information that can be reached rapidly, product and production quality can be controlled on a global scale.

During the interviews, managers mostly emphasized the same idea by their words constantly such as *"...providing quality..."*, *"...its quality-oriented process..."*, *"...provides quality ..."*, *"...quality that is provided by..."*. Thus, we can say that the way their approaching the subject was about quality enhancement. They also stress that new process will provide many productivities with their employee's support. Almost all the managers expressed their opinions according to this as: *"We all know professions will be affected by these process, but it will provide many other opportunities as well. With the new Industrial Revolution, if we can completely success to adapt to it, it will provide us a quality increase..."*, *"Our profession will effect of course, but we do not plan any unemployment now, in the future as well. Because we know that our productivity with its quality-oriented process will be increased and this will not be organizable without our labor force..."*

Besides, today automation systems and developments in information technology allow the production process can interlock by ERP systems through the Manufacturing Execution Systems (MES) with horizontal integration. In this wise, there are examples that can be reduced up to 40% on inventory costs in the supply chain, with electronic connections availability.

The third theme is **The Ability to Deliver New Products Faster and Shorter Engineering Times.**

Modular structures of automation systems are supported by the necessary simulation models would be possible to conduct simultaneously with process engineering and to simplify automation engineering. Integrated automation platforms shared by many applications, achieve significant integration problems in projects and reduce the total engineering time in the application. In favor of Component-Based Automation (CbA), from material input to production processes and all kinds of engineering tools necessary for final products and facility modules can share the same platform.

In order to express this situation managers mainly said that it was possible to accelerate the ability to deliver new products by new industrial structure so that their employees can shorten their engineering times. A manager said that in this way: *"...The production line we have is facing several problems due to it is half-automated architecture. When we complete the full automation, employees will be able to shorten their engineering timing."* Another, an owner, said it was also facilitating and simplify their employees' jobs as: *"Well, the new automation systems will bring new facilities that our employees can go with it. It will be a lot easier than it was for them to work. The operation will go on the cyber-systems, but to maintenance, them, control or check them if they were working properly we still need them..."*

The fourth theme is **Complementary Solutions and Services**.

Despite all their sophistication, only automation systems and information technologies themselves may not be able to provide expected benefits. There is also a need for technical services to support all of these; intensive process experience, healthy logistics solutions, and appropriate energy infrastructure to be able to get fully expected benefits. These elements must also be taken into consideration by companies that offer products and systems towards the automotive industry in the electricity-electronics sector. Productivity in production, quality, and flexibility are required for almost every manufacturer within the diversity of brands and models in automotive, the intensifying and globally competitive environment. Herewith, all the manufacturers in the sector including the automotive supplier industry try to provide a competitive advantage by focusing on outsourcing by optimizing material flows and establishing modern energy management systems where they are inadequate or technical services where they have a cost advantage.

By this theme, we can say managers we interviewed all agree on keeping their employees despite the fact that they all believe that professions requirement will be re-organized to supply complementary solutions and services. According to the expression we analyzed, we could be seeing that current positions need might change in the future automation-oriented process according to managers thoughts, however, they plan to replace or change their employees' positions in order to keep their companies operatable. Their ideas rely on their believes that their employees are the only factor that can handle their companies during the Industry 4.0 adaptation process.

As an example, to demonstrate this, an owner of a company expressed that: *"Well, unemployment in this process due to we replace the labors with machines is not logic I think. Because I personally know that without their experience we wouldn't be able to supervise the system. We will absolutely need new employees for the new positions but what we plan is to train the employees we have for that position that they can handle, but for the other positions we might need such as system engineer we will, of course, deploy it from outsource..."*

Conclusion

As we can see, the future of the professions prone to change it anyhow. The jobs can differentiate such as operator, an untrained and unskilled labor or a housekeeper in a hotel. These are some of the things that are believed to be the most remote of learning opportunities, both material and intellectual, as well as time-consuming. According to some managers, it's not about a diploma or a monetary opportunity, but a learning desire and enthusiasm makes the difference. Most of the positions will be automated sooner or later, and unfortunately, some of the tasks are to be terminated. Naturally, new structure expects labor to be prone to data collection, open to learning.

Conversely, to look through another perspective, we can say that for those who do the above-mentioned kind of work in the digital age, they actually have more opportunities than ever before. There are endless possibilities even for a housewife to do digital marketing, reach out to other countries to connect someone or build a blog. As a matter of fact, it is necessary to have certain knowledge even to see that these possibilities exist. This fact also needs to be thought over; the world manages money and automation mean ability to do the same job cheaper and in more accurate and more predictable way. This transformation is not something that a person, group or country can manage, nevertheless, it is being seen as a general situation of the new world order. It is absolutely necessary to see what will happen in the next 30 years and prepare both ourselves and our institutions for it.

The Digital Future of Work Summit in New York in 2017; was about the digital future of business. According to the summit, whether for an employee, a young person in your 20s who will be assigned to working life or a child who has just started a primary school, there is an absolute need to be skilled, well-educated. The outputs from the summit are listed as follows:

- Learning to learn will be one of the most important competencies,
- Career paths will be much vaguer,
- Self-Learning ability has importance,
- A closer relationship with the machines is a must,
- It is necessary to think analytically and creatively,
- Being open to new opportunities,
- Ability to use new applications, be familiar with coding and sensor technologies.

Consequently, as it can be understood, this study regards to professions susceptible to automation shows that automotive industry managers and owners prone to have their employees as in the same position for the new industrial process or replace them to new positions by training them. In this study, participants interviewed, the automotive sector managers and owners, are from Izmir Aegean Industrial Region, and are working a different part of automation works, thus, these factors have been effective on results. In order to increase the validity and reliability of the study, we ought to increase the number of samples from different parts of Turkey. Therefore, we must state that we believe further research in the light of this study will give more general results.

References

- [2] Autor, D. (Director). (2017). Will automation take away all our jobs? at TEDx [Motion Picture].
- [3] Christensen, C. M., Raynor, M. E., & McDonald, R. (2015, December). What is Druptive Innovation? Harvard Business Review.
- [4] Eger, E. (2017, December 18). Endüstri 4.0 ile Birlikte Gelecek 10 Yeni Meslek. Retrieved from Türkiye'nin Endüstri 4.0 Platformu: <http://www.endustri40.com/endustri-4-0-ile-birlikte-gelecek-10-yeni-meslek/>
- [5] Frey, C. B., & Osborne, M. A. (2013, September 17). The Future of Employment: How Susceptible Are Jobs To Computerisation? Oxford Martin School, pp. 1-72.
- [6] Hill, J., McGowan, P., & Drummond, P. (1999). The development and application of a qualitative approach to researching the marketing networks of small firm entrepreneurs. *Qualitative Market Research*, 2, 71–81.
- [7] Hoang, H., & Antoncic, B. (2003). Network-based research in entrepreneurship: a critical review. *Journal of Business Venturing*, 18, 165–187.
- [8] Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. McGrawHill, Third Revised Edition, ISBN 0-07-166418-1.
- [9] Jack, S., Dodd, S. D., & Anderson, A. R. (2009). Change and the development of entrepreneurial networks over time: a processual perspective. *Entrepreneurship and Regional Development*, 20(2), 125-159.
- [10] Kocyigit, M. (2017). *Dijital Halkla İlişkiler ve Online Kurumsal İtibar Yönetimi*. Konya: Eğitim Kitapevi.
- [11] Manyika, J., Lund, S., Chui, M., Bughin, J., Woetzel, J., Batra, P., . . . Sanghvi, S. (2017). What the future of work will mean for jobs, skills, and wages. McKinsey&Global.
- [12] McKinseyGlobalInstitute. (2017). *A Future That Works: Automation, Employment, and Productivity*. McKinsey&Company.
- [13] Sasi, V., & Arenius, P. (2008). International new ventures and social networks: Advantage of liability? *European Management Journal* 26, 400-411.
- [14] Schwab, K. (2017). *Dördüncü Sanayi Devrimi (The Fourth Industrial Revolution)*. Istanbul: Optimist. Retrieved from <http://danismend.com/kategori/altkategori/musteri-iliskileri-yonetimi/>

- [15] Yin, R. K. (1989). Case Study Research: Design and Methods. Beverly Hills.: Sage Publications Ltd.
- [16] Websites
- [17] https://www.oxfordmartin.ox.ac.uk/downloads/academic/The_Future_of_Employment.pdf
- [18] https://www.mckinsey.com/mwg-internal/de5fs23hu73ds/progress?id=-E2Mmj4ZGseXEpFL0ggzsvFqMnrZ-J_EPCFpP4O8qzE,
- [19] <https://www.mckinsey.com/global-themes/future-of-organizations-and-work/what-the-future-of-work-will-mean-for-jobs-skills-and-wages#part3>
- [20] https://learndigital.withgoogle.com/dijitalatolye?&ds_kid=43700019378251546&gclid=CjwKCAiAvf3RBRBBEiwAH5XYqKVgFrOAWATIDlb8QBO8Dv4VLZJVmzZrABDC90bkyOAWWPW8bx_d1BoCtwUQA_VD_BwE&dclid=CMnYnKrXpNgCFUYg0wodmegOYw
- [21] <https://www.mckinsey.com/~/media/mckinsey/business%20functions/mckinsey%20digital/our%20insights/where%20machines%20could%20replace%20humans%20and%20where%20they%20cant/sector-automation.ashx>
- [22] <http://digitalfutureofwork.com>
- [23] <https://poyrazruzgari.com/2017/12/25/otomasyon-bize-ne-yapacak/>
- [24] <https://www.onetcenter.org/database.html>
- [25] <https://www.mckinsey.com/global-themes/future-of-organizations-and-work/what-the-future-of-work-will-mean-for-jobs-skills-and-wages#part%203>
- [26] <https://www.mckinsey.com/~/media/McKinsey/Global%20Themes/Future%20of%20Organizations/What%20the%20future%20of%20work%20will%20mean%20for%20jobs%20skills%20and%20wages/MGI-Jobs-Lost-Jobs-Gained-Report-December-6-2017.ashx>

Social Media – Educational and Pedagogical Problems

Bogdan Zeler

Institute of Cultural and Interdisciplinary Studies, University of Silesia in Katowice, Poland

Abstract

Communicational behaviour has undergone more and more dynamic transformations together with the appearance of the further forms of these media such as blogs and video blogs, social networks, communications applications especially Facebook and Twitter. The initial enthusiasm has gradually faded to a large extent and has been even replaced with elements of criticism. Web 2.0 media have the element of risk which can be generally understood as probability of occurrence of something unpredictable. Our anxiety connected with the media often has intuitional character, or it is a futurological self-fulfilling prophecy. We are often surprised with the way the media are used, it also refers to the consequences of entering the world of Web 2.0 media. These elements of risk are connected with such issues as identity, anonymity, identity theft, hate speech, Internet hate and trolling. Recently fake news have become a particular danger. Numerous communicational activities involve bots. Social media instead of connecting create informational filter bubbles. These communicational changes raise a question concerning the form of education and pedagogy, and about the character of activities on this field in which young people in the period of Web 2.0 media should participate. What new competences (social, personal, cultural, technical) are required in this new form of communication. Contemporary theories and currents in education are not always useful, even such radical ones as post-pedagogy and postmodern pedagogy. It seems to be crucial to indicate rules which will allow young users of 'new new media' to find their way in axiological space where constant values which so far have been the bastion of educational process are exposed to adiaforisation – the process of liberating some categories of actions from moral judgment, finding them ethically indifferent. 'Coming of Age in Second Life', the appearance of new anthropology of virtual man, to quote the book by Tom Boellstorff, makes us reconsider those educational and pedagogical contexts.

Keywords: social media, networking, risk, knowledge, pedagogy, education

Introduction

Since the appearance of Web 2.0 media or, as Levinson called them, 'new new media' (Levinson, 2010: 11), we have seemed to link them with numerous positive associations. Firstly, they have become widely available for all Internet users. As one of the media researchers states, according to recent research carried out among Polish teenagers, they spend daily over six hours on the Internet. Mainly in social media.

Social media have been commonly connected with numerous advantages, among which the following have been dominating:

- building a community
- development of democracy and its typical systems of values and behaviour
- reinforcement of controlling function of society
- immediacy of this type of communication
- creating of new communicational behaviours (especially those connected with changing the emphasis from words to pictures)

Communicational behaviour has undergone more and more dynamic transformations together with the appearance of the further forms of these media such as blogs and video blogs, social networks, communications applications especially Facebook and Twitter. The initial enthusiasm has gradually faded to a large extent and has been even replaced with elements of criticism.

Web 2.0 media have the element of risk which can be generally understood as probability of occurring of something unpredictable.

Our anxiety connected with the media often has intuitional character, or it is a futurological self-fulfilling prophecy. We are often surprised with the way the media are used, it also refers to the consequences of entering the world of Web 2.0 media. Some intuitions connected with 'new new media' will be mentioned below.

Social media – the risk factors

Since the appearance of Web 2.0 media or, as Levinson called them, 'new new media', we have seemed to link them with numerous positive associations. Firstly, they have become widely available for all Internet users. As one of the media researchers states, according to recent research carried out among Polish teenagers, they spend daily over six hours on the Internet. Mainly in social media.

Social media have been commonly connected with numerous advantages, among which the following have been dominating:

- building a community
- development of democracy and its typical systems of values and behaviour
- reinforcement of controlling function of society
- immediacy of this type of communication
- creating of new communicational behaviours (especially those connected with changing the emphasis from words to pictures)

Communicational behaviour has undergone more and more dynamic transformations together with the appearance of the further forms of these media such as blogs and video blogs, social networks, communications applications especially Facebook and Twitter. The initial enthusiasm has gradually faded to a large extent and has been even replaced with elements of criticism.

Web 2.0 media have the element of risk which can be generally understood as probability of occurring of something unpredictable.

Our anxiety connected with the media often has intuitional character, or it is a futurological self-fulfilling prophecy. We are often surprised with the way the media are used, it also refers to the consequences of entering the world of Web 2.0 media. Some intuitions connected with 'new new media' will be mentioned below.

When we observe participants of 'new new media' we can notice the fact that they take numerous risky actions connected with defining their identity. Firstly, protecting privacy is commonly neglected. Personal details are publicised (forename, surname, address, workplace, e-mail address etc). In some cases those details evoke the risk of becoming a crime victim, or its use may result in becoming an accomplice to the crime. Defining our identity in social media we constantly choose the elements of our identity which we want to present to other users of the media, and on the other hand we choose the elements which should stay concealed. Through this kind of self-characteristic we often distort our image. It is not true, preferably idealized obviously. The most convincing argument can be provided with the analysis of profile photos in social media and the range of using photographic filters in their edition. Both 'polishing' the biographies and not mentioning some facts in professional career have similar character. Obviously pretending a fictional person is an extreme form of such behaviour, when the user suffers from peculiar form of 'split personality'. This type of identity 'transformation' can be called 'internal.' Its character is established by the person themselves, their efforts, decisions and chosen strategies.

"In the epoch of confessing society, when informational exhibitionism is not surprising for anyone [...] Every day through the network we expose ourselves to invigilation, we allow tendencies and trends to decide about our choices, and living under constant pressure of getting to technological and social position - out of service - we subjugate ourselves."(Foucault, 1998: 36)

Identity interferences and changes can become much more serious when they are caused by external factors, actions of other social media users. Such actions are: identity theft, impersonating another person. The influence of the environment has special dimension in the actions connected with judging other users. On the one hand those opinions can be motivating if they are positive, but on the other hand when we face criticism they can result in depression. The phenomenon of Internet hate has such a character. It refers to actions taken because of anger, aggression or hate. These are all forms of attacking someone, mainly verbally but also with graphics and videos. Trolling is a similar phenomenon. It is intentional act of influencing other users aimed at ridiculing or insulting someone by sending aggressive, controversial and often untrue information. Usually consequent ignoring of trolling results in discouraging it, moving it to some other place or complete

giving up the activity. However, if we do not stick to this tactics dealing with trolls and haters we may lead to serious psychological problems, which consequences can be crucial for our identity.

Teenagers observe in the media idealized images of their idols and other teenagers. The desire of 'being similar' results in the risk of dramatic choices, including suicide attempts.

Therefore it is worth noticing that more and more often we decide not to extend the circle of our friends or observers in social media. Users on their private profiles often limit themselves to several dozens of people they stay in touch with. It is similar with followed and observed web portals or web pages. On the one hand it provides the feeling of safety and allows to avoid malicious comments, but on the other hand it limits the amount of information and confines the borders of our network world. Media lose their social character and become our media fortress.

"It can be proved on several levels starting with daily following other people's activities in social media [...] and finishing with massive forms of marketing and various types of administrative, Internet invigilation which also influence our relations." (Bauman, Lyon,2013: 80)

The sphere of marketing seems to be an important example and marketing campaigns in social media become more and more popular, it can be said, they dominate them to some extent.

Searching for an appropriate target group in social media, preparing a campaign, choosing an appropriate place (Facebook, YouTube) and appropriate tools (for example CanYa, Power Editor, Facebook Analytics) dominated the way marketers think about social media. The clash of a professional equipped with specialised tools with an individual, often naive, recipient of the media creates a risk connected with the lack of competences. A creator of marketing campaign in social media and its recipient have definitely unbalanced positions.

Web 2.0 media became the favourite place of presence and activity for politicians, or even, as one can say, for doing politics. Twitter is particularly popular because it creates the possibility of instant dissemination of news about events, almost at real time, and equally instant commenting on them. We can mention Twitter activity of a former Polish Minister of Foreign Affairs – Radosław Sikorski or tweets constantly written by the President of the United States – Donald Trump. Journalists wait impatiently for those tweets to tweet them on and comment on them. Such a method of doing politics and journalism may result in superficiality. After all Twitter message contains only 140 signs maximum and deeper reflection is hardly possible. Such a reflection takes also more time and Twitter gives no time at all. The sooner one passes the news on the better.

What may be surprising, the world of social media became also the domain of people connected with the world of religion. Aforementioned risk exists also in this case, after all the principles of faith and spontaneity seem to be contradictory. Still the issue of social media seems to be the matter of interest to theologians which can be proved by Gilberto Borghi's book 'Faith in the Time of Facebook'. It asks whether the generation of Facebook believes in God and what can be done to bring the young closer to Jesus in the time of social media.

Fake news – purposefully spread false information, is the phenomenon which refers to the aforementioned circle, it is also the biggest risk connected with social media. The role of Facebook in its spreading is estimated at around 30%. Therefore actions which are undertaken to warn against this kind of information are not surprising. Articles presenting an issue in a different way are indicated in the context and 'voting' of information recipients is organized. Still at present it is bound to fail. Much information, including social reactions, is generated by bots which use particular algorithms. On the one hand they detect false information, but on the other they generate it and make its identification more difficult. Danger connected with this kind of information is more and more visible, recently during the presidential election in the USA.

The risk connected with endangered security of the country is another issue. Social media seem to be the place which is more and more widely taken up by terrorism, which can be proved for example by Internet actions of Islamic State. Among the basic dangers connected with the sphere we can find:

1. deformation of the content and implementation of false logical content to information systems through government contact channels and military systems of commanding
2. activity of special forces and information subjects of other countries and non-state actors
3. hostile operational activity of information and propaganda structures, state and non-state actors
4. propaganda and disinformation actions

5. domination of potential aggressors in information surroundings
6. penetration of information surroundings [...] by hostile propaganda and information structures
7. the loss of ability to influence and distribute information in information environment “. (Aleksandrowicz, 2016: 122-123)

Activity of state forces concerning security may lead to the risk of breaching human right for example invigilation in the space of ‘new new media’.

Aforementioned phenomena and the risk connected with them suggest to move the issue of risk to ethical ground, where the notion of adiaforisation will be useful.

“Adiaforisation means that some categories are classified as free from ethical evaluation, ‘ethically neutral’, in which choice between good and evil does not take place – in other words, categories not mentioned by ethical codes [...]. This traditional today, orthodox mechanism of adiaforisation still works and in some aspects it is even more efficient than in the times of relatively primitive technology. “ (Bauman , And If ... ,1995: 156)

In ethical aspect, the risk is rooted in this indifference. “In the epoch of Web 2.0 technology co-participation should lead to co-responsibility, which obviously does not happen. It would not be exaggeration to say that co-participation first of all leads to complete legitimization of any quality, fading awareness of the source of a message and degradation of the meaning of quality.” (Dziadzia, 2012: 109)

„Towards the media” – education and media pedagogy

The aforementioned phenomena relating to movements in the process of communication, politics, and widely understood culture provoke questions about educational dimension. The task of media education is to describe those communicational, social and technological changes, their interpretation and placing them in axiological context. The next phase is to indicate ways to shape optimal (proper) communicational behaviours connected with responsible using of ‘new new media’.

It is optimistic that network in all those cases became the source of needed information and the place of communication exchange, a platform of dialog. It can be perceived as its advantage. Social media have a vital role in the process of education and organizing of educational activities. For example groups of students focused on a particular problem trying to solve it in the network space under supervision of a teacher-moderator have such a character. Facebook can be an example of media space for such activities. A society like that should have community of relations and be a community of place, memory and practice.

One of the basic categories used for describing the contemporary world is networking. It also refers to the world of information and knowledge. Henning Lobin characterized the process in the following way: “not only computers or people connect in the network with each other, also the knowledge itself has network structure. Opposite to hierarchical conception of knowledge, which is so meaningful for the culture of writing, nowadays another thought becomes more and more common. In the epoch of networking of knowledge the content of any information includes how and to what extent this information is connected with other information”. (Lobin, 2017: 33) It seems that the most important task of media education nowadays is to realize the fact.

Is it really necessary for us to look for all the information in the network? Can media communication replace ‘face to face’ communication? It was certainly the easiest and the fastest solution. But a question arises about the elements which might have been neglected by us because of this facility. Moving life to the Network we have lost the freedom of choice, part of our rights, privacy, freedom of speech, work, transparency, and paradoxically possibility of free access to information and participation in culture. Changes experienced by our ‘reformatted’ brains are a good example. It results for example in the lack of ability to read a long text in a linear way. New new media users are constantly exposed to information, they start to treat all of it in the same way, they cannot introduce proper hierarchy and selection of those element which contain elements of the truth.

In network we have to make individual decisions according to appropriate rules. Very often they decide about our identity, the way we estimate another person, the way we behave and react. Entering the Network we leave our traces and we not always remember about our security. The changes are more and more rapid, threats to our sovereignty are multiplied. The task of new media education should be producing a compromise between our life in the real and digital world.

The range of liberty in the Network for us and for others should be discussed. It should be linked with the sense of risk we experience in the digital world. It seems to be indispensable to present to the Network users the cost-benefit analysis

connected with our presence in the digital world. Leaving our personal details in the Network can be a great field for educational activity. The loss of data or using it by other people can immensely influence our real life.

The competences which should be possessed by the Network users can be divided into two categories. The first one refers to technical contexts of this type of communication. It is indispensable to acquire knowledge concerning the way social media function: the ability to create an account or a profile, understanding the rules of security. The other category refers to social competences, in other words ability to communicate efficiently, clear formulation of opinions, understanding the character of changes taking place in contemporary media when paradigm of word is replaced with domination of image and multimedia effects. In this context media education has to be redefined because "media education is connected with the authority of images, sounds and messages, it means that the user has access to those elements and can or should analyze them in a critical way and judge them". (Godzic, 2015: 33)

Consequently, the following activities should be classified as the key media competences: the ability of searching and using information, estimating it, analysing, organizing and designing scheduled targets, processing and using the information in a critical way. These activities are the basis of the process of building knowledge understood in a modern way. (Borawska-Kolbarczy, 2016: 72-73)

Contemporary man experiences the same changes that widely understood humanistic reflection undergoes in the postmodern epoch. They influence numerous conditions of educational process. All those factors result in the necessity of describing the aims of media education which should be understood as education 'towards the media'. Traditional understanding of education, which was perceived as conveying knowledge and values typical for elder generations to a generation entering their life, has changed. Nowadays the young understand network processes better although they are not able 'to judge' them properly in the aspect of values (axiology). In this context pedagogical contexts of changes connected with existence in the world of Web 2.0 media seem to be essential.

Numerous elements of risk connected with this type of media were mentioned in the first part of the article. What should the basis of media pedagogy be like to minimize the factors of risk?

Until recently when asked about our identity we were able to give a strong answer. We could easily determine our sex, age, nationality, education. Asked about convictions we also did not have any problems with indicating a system of values close to us, particular ideological options. Today this 'hard', 'constant' identity was replaced with perceiving the world in categories of 'fluidity' and changeability. Informational revolution resulted in the appearance of dozens of cultures surrounding a contemporary man, cultures which are as meaningful as their own native national culture. The way the categories constituting international discourse have been understood so far has to be fundamentally transformed and reevaluated. Society of the Network created in the epoch of the Internet becomes on the one hand a community, connecting all the network users, but on the other hand the phenomenon of alienation from the society can be observed. As Boellstorff says, a reflection over anthropology of virtual man becomes necessary. Reflection over the way the virtual worlds change our perception of identity and our participation in society.

Behaviour characteristic for social media users is the evidence of those changes. We move political and educational dialog to the space of new new media, they change in a particular way our attitude to art and literature. In the space we create our identity (or identities, to be precise) and we meet another man and their culture. The media become the place where the opposition between 'Us' and 'Others' is exceptionally evident. Because of these factors we have to set tasks for participants of intercultural dialog anew. We also have to set new fields of media education which must be understood as education 'towards the media' on the one hand, and as education towards another Man on the other. In the 'philosophy of dialog' we can notice elements building the basis for social behaviour. Buber's conviction that the only real pair of words is the word 'me-you' should become the basis for ethical choices made in the world of 'new new media' by their users. Emphasizing the ethical dimension of participation in media seems to be particularly important. Its bases are common for all reflection over deontology of media. It consists of basic values: respect for life and interpersonal solidarity. They also determine basic restrictions relating to media users, the newest media in particular: not to lie, not to cause unnecessary suffering, not to expropriate someone's property. All those rules and restrictions, which so far have been obvious in the world of journalism, in the network world become vague. That is why they have to become the basis for media pedagogy and media education. (Bertrand, 2007: 77)

The question about the theories and pedagogical conceptions in which we can find elements of this pedagogy is another problem. Two traditions seem to be worth recollecting. The first one is hermeneutic tradition. "Hermeneutic act [...] after complete encounter of the world of the author of the sign with the world of the recipient [...] on the level of the sign, which can be the basis for recreating identity of sense and function. It can be done by a person thanks to identity of personal and

spiritual structure.” (Bartnik, 1994: 112) An hermeneutic act understood in that way seems to allow all participants of communication process to realize responsibility for conveyed message and respect for co-participants of this communicational action. The other pedagogical context, which is worth mentioning, are movements in postmodern pedagogy: “post-structuralism as the theory of social life and its educational contexts, deep ecology [...] multicultural education” together with its fight for the shape of the politics of representation, education and simulated culture, postmodern world of consumption, popular culture” (Śliwerski, 2015: 392-393). All those models to a great extent influence behaviour and attitudes of Web 2.0 media users.

Conclusion

Social media convey great possibilities for interpersonal communication, disseminating of the attitude of tolerance and opening to other people. But they are also the space in which values are constantly denied, the place for disseminating hate, rejection and closing to other people. It can be said that in the new new media we can observe a struggle of two worlds: good and evil, us and others. Our common expectations concerning the media may remain unfulfilled. How should we behave in this new situation? How should existing dangers be dealt with? How can the attempts of breaking up the process of meeting with the Other in the Network be prevented? Will the controversial legal regulation solve the problem? Will the attempts of controlling the Internet become another source of restricting network freedom?

All those elements make us reconsider tasks that network dialog users have to undertake and set new fields of media education which should be understood as education ‘towards the media’ on the one hand, and towards Man on the other. It is necessary to create attitudes opened to other cultures, and at the same time emphasize the dangers of the contemporary world (terrorism, refugees). It should be new media pedagogy which would prepare societies to analyze complex phenomena characteristic for contemporary civilization, bring up a spiritually rich man and finally integrate man with the world of human community. Searching for the elements we have in common with another man and understanding the differences that divide us.

References:

- [1] Aleksandrowicz, T. (2016). Podstawy walki informacyjnej [*The Basis of Information Battle*]. Warszawa: Editions Spotkania.
- [2] Bartnik, C.S. (1994). Hermeneutyka personalistyczna [*Personalistic Hermeneutics*]. Lublin: Wydawnictwo Katolickiego Uniwersytetu Lubelskiego.
- [3] Bauman, Z. (1995). A jeśli etyki zabraknie [*And If Ethics is Gone*]. *Kultura Współczesna*, nr 1-2.
- [4] Bauman, Z. & Lyon D. (2013). Płynna inwigilacja. Rozmowy [*Liquid Invigilation. Conversations*]. Kraków: Wydawnictwo Literackie.
- [5] Bertrand, C-J. (2007). Deontologia mediów [*Deontology of the Media*] (T. Szymański, Trans.). Warszawa: Instytut Wydawniczy Pax.
- [6] Boellstorff, T. (2012). Dojrzwianie w Second Life. Antropologia człowieka wirtualnego [*Coming of Age in Second Life. An Anthropologist Explores Virtually Human*] (A. Sadza, Trans.). Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- [7] Borawska-Kalbarczyk, K. (2016). Dziedzictwo Gutenberga kontra cyfrowa infosfera – o poprawę kompetencji informacyjnych młodzieży [Gutenberg's Heritage Versus Digital Infosphere – About Improvement of Information Competences Among the Youth.] In N. Walter (Ed.) Zanurzeni w mediach [*Immersed in the Media*]. Poznań: Wydawnictwo Naukowe Uniwersytetu im. Adama Mickiewicza w Poznaniu.
- [8] Borghi, G. (2017). Wiara w czasach Facebooka [*Faith in the Time of Facebook*]. (J. Ganobis, Trans.). Częstochowa: Wydawnictwo Św. Paweł.
- [9] Cyndecka, M. (2014). Facebook wspólną platformą wymiany doświadczeń .W kierunku edukacji otwartej [Facebook - a Common Platform of Exchanging Experience.Towards Open Education]. In G. Penkowska (Ed.) Fenomen Facebooka. Społeczne konteksty edukacji [*The Phenomenon of Facebook. Social Contexts of Education*]. Gdańsk: Wydawnictwo Naukowe Katedra.
- [10] Dziadzia, B. (2012). Dylematy kultury uczestnictwa [Dilemmas of So Called Participatory Culture]. *Media i Społeczeństwo*, nr 2.
- [11] Foucault M. (1998). Nadzorować i karać [*Discipline and Punish*] (T. Komendant, Trans.). Warszawa: Aletheia.
- [12] Godzic, W., L. Rudzińska & M. Kowalska. (2015). Świat, który potrzebuje redukcji medialnej. Poznanie, terapia i wyzwania [The World Which Needs Media Reduction. Cognition, Therapy and Challenges]. In M. Fedorowicz & S. Ratajski (Eds.) O potrzebie edukacji medialnej w Polsce [*About the Need of Media Education in Poland*]. Warszawa: Polski Komitet ds. UNESCO oraz Krajowa Rada Radiofonii i Telewizji.

- [13] Levinson, P (2010). Nowe nowe media [*New new media*]. Kraków: Wydawnictwo WAM
- [14] Lobin, H. (2017). Marzenie Engelbarta. Czytanie i pisanie w świecie cyfrowym [*Dreams of Engelbart. Reading and Writing in Digital World*] (Ł. Musiał, Trans.). Warszawa: Państwowy Instytut Wydawniczy.
- [15] Śliwerski, B. (2015). Współczesne teoria i nurty wychowania [*Contemporary Theories and Movements of Education*]. Kraków: Impuls.

Impact Evaluation of Indonesia Conditional Cash Transfer Program (BSM) on Student Achievement

Rosinta Hotmaida Febrianti Purba

Master of Science in Economics, Faculty of Economics and Business, Universitas Gadjah Mada, Indonesia

Abstract

One of the Indonesia's Government efforts to improve the quality of education, particularly at the primary and secondary level, is the provision of BSM. This program launched under TNP2K due to the lack of significant BOS program in overcoming the number of drop out students due to parenting difficulties in meeting other educational needs such as uniforms, shoes, transportation costs and other education expenses not covered by BOS funds. However, the implementation of BSM has drawn a lot of criticism, especially regarding budget management and in terms of targeting, thus potentially hampering the achievement of BSM policy objectives. At the same time, there are inclusive errors and depending on the level of education, 50 to 70 percent of beneficiaries are ineligible. Whereas the budget for BSM program is proportional and in 2017 reaches Rp. 416.1 trillion or 27.4 percent of total APBN expenditure. Using the data from the 5th Indonesian Family Life Survey (IFLS) wave 5th, this study analyses the impact of BSM delivery on student achievement as measured by the final school exam scores. The method of analysis used is Propensity Score Matching, so the average treatment effect of BSM policy can be obtained. Despite the low targeting performance, the analysis shows that the program has a positive effect. Analysis shows Students who receive BSM program assistance get a higher test score of 5.6 percent than students who do not receive the program. Based on the analysis, the paper concludes that the program should be maintained and targeting efficiency needs to be improved as the program has a meaningful effect for low-income households in terms of increasing student achievement.

Keywords: BSM, cash transfer, PSM, student score, subsidy program.

Introduction

People center development places humans as the subject of development (Korten, 1984). In terms of investment, Becker in Sulistyanningrum (2016) indicates that education has a positive relationship with economic growth, namely through human capital investments (human capital) future income will increase. Based on the findings of the World Bank, the rate of return on investment in education shows a higher figure than physical investment, which is 15.3 percent versus 9.1 percent (Fattah, 2009). Human capital in the form of education and health will increase the potential of individual income, and will affect the economy through a number of externalities (DE Silva & Sumarto, 2015). Becker and Amartya Sen suggest that educational investments are means of addressing the problem of poverty and democratic growth. Through educational investment, a person's standard of living will increase, thus equipping individuals with the ability to access jobs to generate income. The role of education is also seen in the macro level. Augmented Solow-Swan model incorporates the role of education as a production factor that capable to explaining the variation in real per capita income between countries (DE Silva & Sumarto, 2015).

The awareness related to importance of education is used as a means to eradicate poverty from 9% to 10% (Bappenas, 2013). Various government poverty alleviation programs have suppressed poverty year after year. One way to alleviate poverty is through the Anti Poverty Program whose benefits are targeted specifically to the poor. The Anti Poverty Program in Indonesia is part of the Social Safety Net (SSN) introduced in 1998 (Daly & Fane, 2002).

The Conditional Cash Transfer program has been widely introduced in Latin America and some countries around the world as a social policy tool for reducing poverty. Distribution of cash assistance to poor households based on the requirements of beneficiaries in education and health. The program is also a kind of support to meet SDG's goals to eradicate poverty and improve the education and health sector.

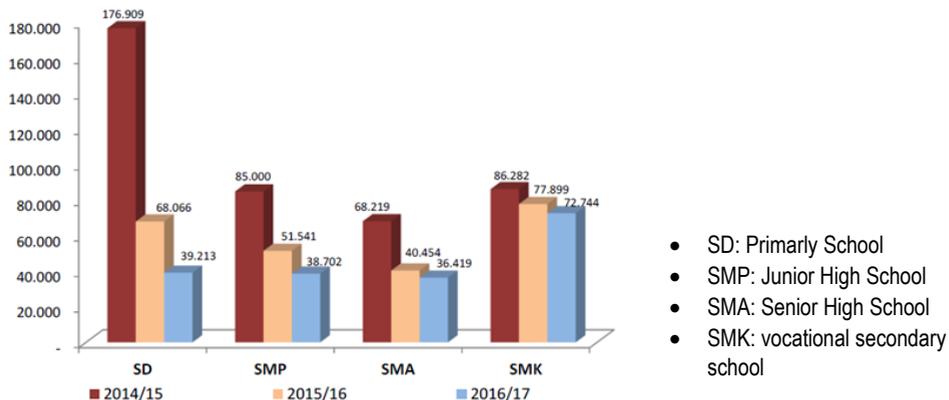
Table 1 Poverty Reduction Program Scheme

No	Program Name	Social Protection Program		
		Volume	Target Amount	Period of Implementation
1	Rice Subsidy (Raskin)	15 Kg per poor household every month	15.5 million poor households	1998-Present
2	Family Hope Program (PKH)	1.4 Million Rupiah (IDR) cash transfer per household every year	2.4 million very poor households	2007-Present
3	Poor Student Assistance (BSM)	Cash transfer Primary School: IDR 380 thousand/year, Junior High School: IDR 450 thousand/year, Senior High School: IDR 750 thousand/year.	8.7 million students	2008–Present
4	Temporary Direct Assistance (BLSM)	IDR 150,000 cash aid per poor and vulnerable household	15.5 million households.	2013 (4 months duration)

Source: Poverty Reduction Acceleration Team (TNP2K)

The target of BSM is 25 percent of the poorest households categorized by per capita expenditure level. The program focuses on children in school age, which is between 7 and 18 years old. The BSM program was launched under TNP2K due to the lack of significance of BOS program in overcoming the number of drop out students and increasing the number of student participation in school participation as shown in Graph 1. It is caused by the difficulty of parents/family in fulfilling other education needs such as uniform, , shoes, transportation costs and other education expenses not covered by BOS funds (TNP2K, 2012). The TNP2K poverty reduction program like BSM has been regarded as a success. However, how this success is achieved is much less clear (Ashcroft, 2015). This is because the impact evaluation system does not always exist to catch it.

Graph 1 The Growth of Dropouts Students by Education Level 2014-2017



Source: Ministry of Education and Culture, 2017

Government Intervention

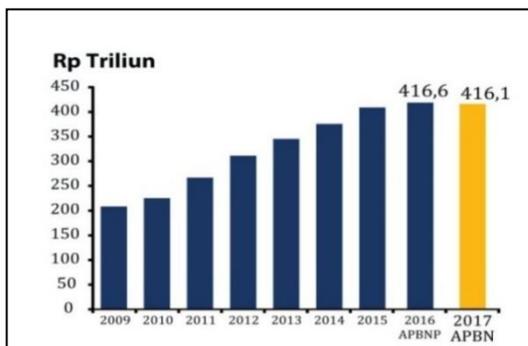
The role of strategic education in the economy is to encourage every country to provide a certain quality education services to its citizens. Government presence is necessary because education services cannot be fully provided by market mechanisms. Through several policy programs such as BOS, BSM, and PKH known as Conditional Cash Transfer. Government intervention is needed to ensure that all residents have access to affordable and quality of education services. In almost every country, this government obligation is contained in the basic constitution. In practice, governments in some countries, especially in developing countries have prioritized budget allocations for education. In some developing countries, the government designed an educational subsidy program to ensure that children have access to education

services, such as PROGRESA (Programa de Educacion, Salud y Aliimentacion) in Mexico, PRAF (Programa de Asignacion Familiar) in Honduras, PETI (Programa de Erradicacao do Trabalho Infantil) in Brazil, FA (Familias en Accion) in Colombia, in Indonesia there are BOS (Sulistyaningrum, 2016) and BSM (Yulianti, 2015).

From the budget side, the proportion of the The Indonesian Budget (APBN) for education is at least 20 percent. Because it is proportional, the amount of education budget will follow the amount of APBN expenditure allocation. In APBN 2017, education budget is allocated IDR 416.1 trillion or 27.4 percent of total APBN expenditure. Figure 2 shows the graph of the development of the education budget during 2009 - 2017 with an increasing trend.

Based on data from the Ministry of Finance of Indonesia, the target of the 2017 education budget is allocated for school rehabilitation, professional allowances, Smart Indonesia Card, Bidik Misi assistance, and School Operational Assistance (BOS), and Poor Student Assistance (BSM). BSM funds in APBN 2017 of Rp. 45.2 trillion or about 11 percent of the total education budget. This shows that the BSM program is crucial and is expected to have a positive impact on the quantity and quality of education services throughout Indonesia.

Figure 2 Government Expenditure Trends in the Education Sector

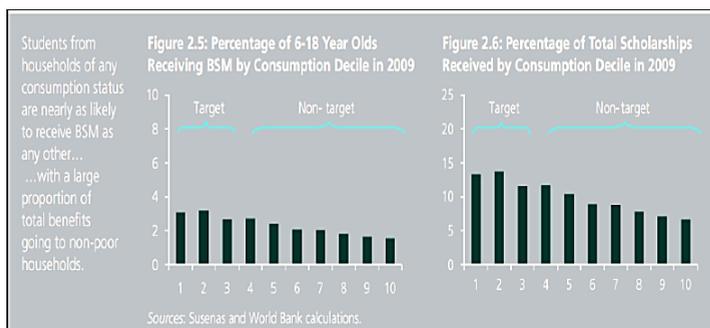


Source: Ministry of Finance Indonesia

Compliers and Non-Compliers Issues

During the first year of operation, BSM coverage reached 3.6 million students. The number increased to 8 million by 2013 and covers 33 provinces in Indonesia. Unfortunately, the World Bank (2012a) found that there was a misnomer in the first year of BSM implementation. The problem is that BSM was also accepted by non-target students in 2009 as shown in Figure 1, which is larger than the targeted students. Figure 1 also shows that the percentage of beneficiaries receiving the program (decile 1 - decile 3) is only 40 percent of those who should receive it. The budget is only able to absorb less than 15 percent of the poorest people. The World Bank (2012a) argues that BSM is 'ineffective in identifying students' as beneficiaries of the program. The reasons are lack of program socialization, limited program monitoring and the need to prove the database used in targeting.

Figure 1 Percentage of Children Aged 6-18 Years Receiving BSM (Based on Desile Consumption)



Source: World Bank 2012a : 46.

A study conducted by Rand Corporation (2013) also found that BSM programs were less successful due to lack of regulatory and monitoring provisions, time issues, and limited coverage due to government budget (Baker & Siemens, 2013). Although BSM operates in all provinces and its budget is the third largest among the social safety net programs in Indonesia, it only covers 2.3 percent of children among the 6-18-year age group (World Bank, 2014). In short, this condition indicates that BSM has problems with targeting effectiveness, therefore, is still unable to help all the poor in terms of educational cost constraints.

In its development, many critics addressed to BSM implementation. World Bank (2015) writes that the BSM budget has not been effective in improving the quality of education, partly because of the low participation of school committees in determining the BSM budget allocation. This raises the question of the effectiveness of the disbursement of BSM funds. To test the effectiveness, one of the methods that can be used is to see the impact of BSM on improving students' learning achievement with national final examination scores as the proxy.

This study aims to evaluate the impact of BSM on the final national examination scores. There are two contributions from this study. First, this research would like to see the impact of BSM on student achievement. Previous research with the Indonesian case (Yulianti, 2015) only looked at the impact of BSM on the drop-out rate of students, and Widnyani & Sukadana (2017) at CCT allocations by poor families. Secondly, this study also controls several other government policy programs as explanatory variables, such as School Operational Assistance and Family Hope Program allegedly influencing student achievement. Previous research related to BOS with Indonesian case (Sulistyaningrum, 2016) has not controlled other education programs.

Literature Review

Education Subsidy Program Benefits

Murnane & Ganimian (2014) discussed the evaluation of the impact of educational programs in 33 low- to middle-income countries. There are four conclusions given. *First*, reducing school costs and providing alternatives to traditional public schools, improving attendance and student achievement, although not improving performance. *Second*, providing information on the quality of schools and the benefits of schooling generally improves student outcomes and achievements. *Third*, better resources do not improve performance unless there is an effort to change the student learning experience in school. *Fourth*, 'good' incentives for teachers can improve teacher performance and improve student achievement.

Supply and Demand Approach

Government subsidy programs in increasing enrollment can be differentiated into supply approach and demand approach. Supply approach for example by building schools, increasing school resources by increasing teacher salaries, providing training, reducing class size, and more. Supply approach can increase enrollment in some cases but not specifically increase the enrollment of poor students and can expand the gap of educational attainment of poor and wealthy children (Schultz, 2001). The result of evaluation of PRAF program in Honduras found that demand approach increase enrollment while supply approach does not (Glewwe & Olinto, 2004). Demand approach provides administratively targeted subsidies for the poor in the community so it is expected to reduce the gap enrollment between poor and non-poor. The demand approach has been shown to reduce inequality in education and incomes in Mexico and other Latin American countries (Schultz, 2001).

Impact Evaluation of Education Subsidy Programs in Various Countries

Fiszbein & Schady (2009: 128-129) provides a summary of studies conducted by the World Bank in estimating the impact of CCT (conditional cash transfer) on enrollment and school attendance. Almost every evaluation shows a positive effect of CCT on enrollment, although the effect is sometimes found among some age groups and not in other groups.

Table 1 presents some of the results of impact evaluation studies in various countries. Based on time series data of national level of Bangladesh, enrollment level of male middle school is higher than female student. Beginning in the early 1990s education subsidies for female students were introduced in Bangladesh and lowered the level of inequality of male and female enrollment. S. Khandker, Pitt, & Fuwa (2010) evaluated the impact of the subsidy program and found that there was a significant impact on the enrollment of high school girls. Endogenous issues arise from the time of program introduction. The FE conditional logit model is used to eliminate village-level heterogeneity that may affect factors from outcomes, individual school enrollment, and program introduction times. The available data is sufficient to estimate the marginal effect but not to identify the average effect. Samples are broken down into ages 11-18 and 13-18 years, for both men and women. The age is a risky age for drop out students.

The FA Program in Columbia covers aspects of health, nutrition, and education. This program was implemented in 2001. Attanasio, Fitzsimons, & Gomez (2005) evaluated the impact of the FA on education. In the field of education, the FA provides monthly subsidies to eligible mothers. Terms of subsidies are welfare under a certain cut-off, have children aged 7-17 years, and live in the treatment area. The impact of subsidy was measured by comparing enrollment rates between individuals in the treatment area and control areas. Enrollment prior to the enactment of the FA Program was analysed to see if there was any difference between treatment and control areas, due to the anticipated effects and/ or different fundamentals across regions. The impact estimation is done by linear regression parametric method. The results obtained from the procedure are not different from the regression method. Linear regression is chosen because of its parametric foundation. Based on the impact evaluation, the FA program effectively increased the enrollment rate in the 14-17 year age group, both in rural and urban areas.

Maluccio & Flores (2004) evaluated the impact of the RPS program in Nicaragua. The RPS program provides additional income for households to increase food expenditure, reduce primary school drop-out rates, and improve health care and nutrition for under-fives. Household and individual-level data are taken before and after the RPS program is implemented. This allows the calculation of the average program impact with double-difference method. In the educational aspect, the average effect on the enrollment of children aged 7-13 years showed significant results for follow-up in 2001 and 2002. Prior to the RPS program, enrollment rates in the treatment and control groups showed almost the same number, around 70%. During follow-up in 2001 and 2002, enrollment in the treatment group reached 90% while in the control group 75.1% and 79.2%.

The PROGRESA in Mexico provides a wide range of assistance to families belonging to the extreme-poor category and targeting mainly rural communities. The goal is to improve standards of living, health and nutrition, and increase educational opportunities for children. In determining households that are included in the poor enough category to obtain subsidies, household well-being indexes are calculated based on the 1997 census, from information on household consumption, assets, and income. The success of the randomization design is evident from the insignificant value of enrollment differences from the treatment and control group prior to the start of the program. The difference-in-difference estimator showed that the PROGRESA program increased enrollment by 0.66 years at the baseline level of 6.80 year old school (Schultz, 2001).

Table 2 Study on the Impact Evaluation of Education Subsidy Programs in Several Countries

Program	Variable	Method	Result	References
Country: Bangladesh Program: female school stipend program	Y: enrollment	Fixed Effect conditional logit: school/village level Two data set: cross section of Household and School panel data	Based on cross section data of households, the program improves secondary education for women. Based on school panel data: the program has a significant impact on the enrollment rate of women	(S. Khandker et al., 2010)
Country: Columbia Program: FA (Familias en Accion),	Y: enrollment	Linear Regression	The FA program effectively improves enrollment rates in children ages 14-17 Men get a positive effect better than women.	(Attanasio et al., 2005)
Country: Mexico Program: PROGRESA	Y: enrollment	Randomized design, Double-difference estimator	Enrollment increased by 0.66 years at the baseline level of 6.80 years of schooling	(Schultz, 2001)
Country: UK Program: Means-tested grants for children aged 16-18 years	Y: drop-out proportions	Matching Method on Panel Data	Full-time participation rate increased by 7% a year later.	(Dearden, Emmerson, Frayne, & Meghir, 2000)

Program	Variable	Method	Result	References
Country: Honduras Program: PRAF II Two interventions were analyzed: Demand intervention & supply side incentive	Y: enrollment children aged 6-13 years	Econometrics	Demand side intervention increases 1-2% enrollment rate, reduces dropout 2-3%, increases school attendance by 0.8% / month. No effect on child labor force. Based on the simulation, in the long run, demand intervention increases the years of schooling 0.7% for children aged 14 years. Supply side intervention has no impact.	(Glewwe & Olinto, 2004)

Poor Student Assistance (BSM) in Indonesia

The Indonesia Government in 2001 reduced the fuel subsidy and allocated it for subsidies in education, health and infrastructure. There are two education subsidy programs that lasted for 4 years until the year 2004 namely; 1) BKM is a cash transfer for elementary, junior and senior high school students; and 2) BKS or grants for schools.

In 2005, BKM and BKS were changed to BOS. All poor students get priority to receive BOS. These poor students are not required to pay tuition, while the other students still pay tuition but not as high as the school cost prior to the BOS program. Since 2009, BOS has been allocated for poor and non-poor students. However, due to the increasing number of dropouts every year, the government issued BSM programs. It is expected that all students would not only be free from the burden of paying school operational costs, but also poor students get additional assistance for transportation and school uniforms. Furthermore, the Indonesian government adds nominal assistance with the aim of improving the quality of basic education, not merely fulfilling the previous objective of the compulsory 9-year study.

Not many studies evaluate the impact of BSM programs. Yulianti (2015) evaluated the impact and function of CCT in overcoming the number of dropouts, using a descriptive analysis approach showed negative results and significantly reduced the number of students who dropped out of school. Sulistyningrum (2016) evaluated the impact of BOS program on elementary school exam scores. Using the Propensity Score Matching (PSM) and Near Neighbour (NN) matching algorithms, it was concluded that the BOS program was able to increase student value. The data used is IFLS 4 (2007). Student exam scores are measured at the age of 11 years or when students are in 6th grade. Trials are held simultaneously at the national level by MOEC. In general, parental education is positively correlated with student test scores.

Data, Variables, and Analysis Methods

This study uses secondary data sourced from Indonesia Family Life Survey (IFLS). IFLS was the first longitudinal survey conducted in Indonesia in 1993, 2000, 2007, 2014. IFLS's initial sample represented 83 percent of Indonesia's population, living in 13 provinces from 26 provinces (Strauss, Witoelar, & Sikoki, 2016). IFLS data contains information on various aspects of household life and individuals. The data used in this study focuses on children's education, which comes from book 5 and book 3A. IFLS data contains information on the status of whether or not the IFLS-sponsored child receives BSM education assistance at school. In addition, in the IFLS there were also questions about the value of the National Exam (UN), so that information can be obtained on the outcome variables of this study. In order to evaluate the impact of BSM, information on the characteristics of children, families, and schools can all be obtained from IFLS.

The dependent variable in this study is the value of UN/EBTANAS students, while the treatment variable is dummy whether students receive BSM or not. To estimate the probability of students obtaining BSM, several explanatory variables are used, such as sex, location (village/town), size of household, parental education level, household expenditure, electricity ownership, farmland ownership, home ownership status, schools (public/ private), cigarette expenditures, health expenditures, and education expenditures.

Theoretically, the most appropriate method of impact evaluation is the randomisation of comparing actual and counterfactual results (Rubin 1977). However, this method cannot be done if data collection is done after the program runs. One method for evaluating non-random impacts is the Propensity Score Matching (PSM) to overcome the selection bias problem in the determination of programming through the matching process (Rosenbaum & Rubin, 1983). The PSM method designs a control group based on the probability of respondents participating in the program, using observed characteristics.

Participating respondents were compared with non-participating respondents. In this approach, there is no need to match each treated unit (Heckman, 1997) to the untreated unit which has the exact same value for all observed control characteristics. Instead, for each unit in the treatment group and in the non-participation group, the probability will be calculated that the units listed in the program are based on the observed characteristic value, called the propensity score. Angrist. and Pischke (2008) show the following PSM equations:

$$Y = \alpha + \beta T_i + \gamma A_i + \mu_i$$

Here Y is the result of the student's score. α is the intercept, βT_i is the causal effect of the BSM programming, γA_i is the effect of the control variable.

The average treatment effect of the program is calculated by comparing the average outcome (outcome) between the participating respondents and the non-participating respondents. The validity of the PSM model depends on two assumptions; 1). conditional independence, 2). There is sufficient common support between participating and non-participating respondents (S. Khandker et al., 2010; Abadie & Imbens, 2006; Dahejia & Wahaba, 1999).

The assumption of conditional independence states that with certain explanatory variables not influenced by the presence or absence of treatment, the potential outcome is independent of the treatment decision. If Y_i^T represents the outcomes for participants and Y_i^C represents outcomes for non-participants, conditional independence can be written.

$$(Y_i^T, Y_i^C) \dots T_i | X_i$$

For estimated treatment of treated, the above assumptions can be relaxed to:

$$(Y_i^C) \dots T_i | X_i$$

The common support assumption emphasizes that the observations included in the treatment have similar comparative observations based on the distribution of the propensity score. This condition can be written in the equation:

$$(0 < P(T_i = 1 | X_i) < 1)$$

The effectiveness of the PSM method also depends on the number of samples and the comparison between the number of participants and non-participants so that a representative support can be obtained. For estimation of treatment of treated, these assumptions can be relaxed to:

$$(P(T_i = 1 | X_i) < 1)$$

If these two assumptions are met, we can calculate the Treatment of Treated (TOT) with the following equation:

$$TOT_{PSM} = E_{P(X)|T=1}\{E[Y^T|T = 1, P(X)] - E(Y^C |T = 0, P(X))\}$$

Systematically, the following PSM steps (Khandker, Koolwal, & Samad, 2010) are:

Estimate the program participation model by using a number of covariates (explanatory variables) that are suspected to have an effect on the program's participation.

Determine the shared common support area that represents the distribution of the propensity score between the participating and nonparticipant groups, and perform the balancing test.

Match participants and non-participants using several techniques; nearest-neighbor matching, caliper or radius matching, stratification or interval matching, kernel and local linear matching, difference in difference matching.

In addition, according to Marco Caliendo & Kopenig (2005), the implementation steps of PSM are as follows:

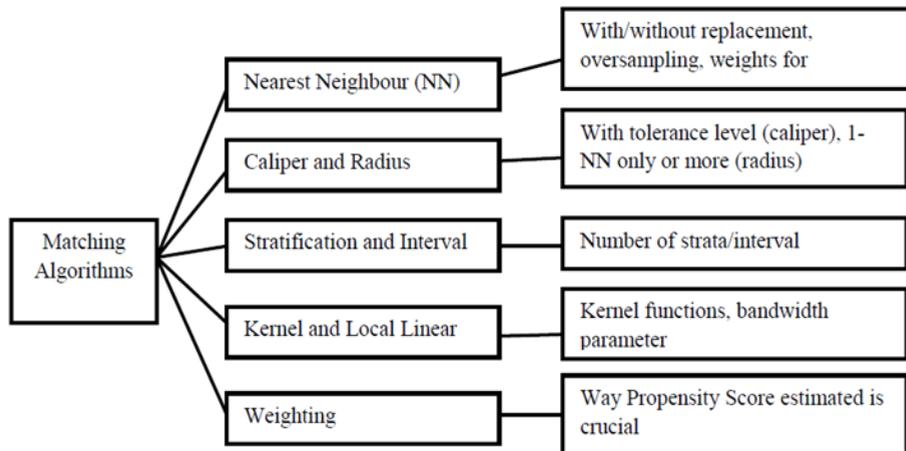
Estimated Propensity Score

There are two steps to do estimation of propensity score that is choosing model specification and variable selection. The choice of variables should be based on previous findings as well as relevant economic theory.

Choosing a Matching Algorithm

Five different matching algorithms according to M. Caliendo & Kopeinig (2005): Nearest Neighbors (NN), Caliper and Radius, Stratification and Interval, Kernel and Local Linear and Weighting (Figure 2), and this paper will use NN matching

algorithms. There is no superior method among all matching methods. This is due to the trade-off between bias and variance that will affect the estimated value of ATT (Caliendo and Kopeinig, 2008).



Testing over lap or common support

This stage is an important part in matching estimation (Sulistyaningrum, 2016) for ensuring matching between the treated group and the control group.

Test the Matching Quality

Tests that can be performed include standardized bias, t test before and after matching and F joint equality of means test on sample matched. If there is no difference (receiving H0), it means that the sample used has good matching quality. If the match quality is poor or there is still a difference, it's better to repeat the same steps until the matching quality is satisfactory.

Sensitivity Analysis

Sensitivity analysis was conducted to see the presence of hidden bias due to unmeasured variables in treated and untreated groups. The Wilcoxon marked rank test can be used to perform to perform sensitivity analysis.

Results and Discussion

Table 3 Samples of Beneficiaries and Non BSM Program Receivers

Beneficiaries	Non BSM Program
205	1.252

Source : Indonesia Family Life Survey (IFLS) Database

Table 3 shows that there were 205 students who received the last one year program and 1,252 students did not receive. To determine household treatment and control, a matching process is done by including all household characteristics variable that has been determined by TNP2K as the condition of program beneficiaries.

The variables used in the PSM must meet the Conditional Independent Assumption (CIA) in which the outcome variable must be independent of the conditional treatment of the propensity score (Caliendo & Kopeinig, 2005). The model meets the CIA if the outcomes to be administered from the treatment group are not influenced by other variables other than treatment variables, meaning the outcome of the intervention is not the influence of other factors outside the intervention. The probability score match is a solution to the problem of dimensions and can be estimated using probit or logit models. Since most statistical literature tends to use probit, this study also uses probit models to obtain predictive propensity scores (Dehejia & Wahba, 1998). The probability of obtaining BSM is determined by various individual characteristics as in table

4 above. In column 1 (table 4), internet access variables, mobile ownership, estimated number of students in the classroom, length of trip to school, household expenditure logs for food in a month is significant.

Table 4 BSM Probit Model

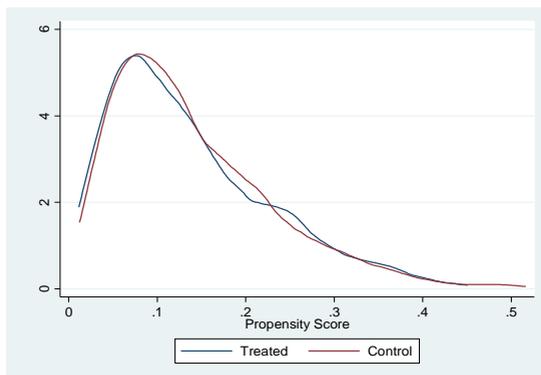
bsm	Parameter Estimation	
	Coefficient (1)	Std. Err (2)
Man	-.0428243	.0886154
Age	.0636282	.0540174
Internet	-.2231214**	.1013334
Phone	-.2347335**	.100796
Transportation	.0042593	.0048241
Class_size	-.0088417**	.004373
public	.1461131	.1394117
jumlah_art	.047976	.0304487
Yearsof_schooling	-.0414357***	.011099
Lnfood	-.2225261***	.0843454
Urban	.1273698	.0957205
lnavgsmok14	.0047508	.0231115
lneduc_exp14	-.0656882	.0421147
Cons	2.48459**	1.31741

Note: dependent variable is BSM where 1 for receiver, 0 other

*Significant at 10%, **significant at 5%, ***significant at 1%

This study used Near Neighbor Matching, because the data distribution did not differ significantly in the treated group and control group as shown in Figure 2. The distribution of treated group had higher propensity score than the control group.

Figure 2 Propensity Score Distribution and Common Support



Sianesi (2006) states that common support should be checked, requiring that there be treated group units and control groups that have similarity values of propensity matching after matching when the density values of the treatment group and the control group occur overlap (intersection). The common support area represents the similarity of characteristics between the two groups based on the similarity of the distribution of its propensity values. Table 5 confirms that common support is met because there is an overlap propensity score between treated and control groups.

Table 5 Characteristics of Explanatory Variables (Average)

	Non-BSM	BSM	Difference	(p-value)
Total Final Exams (UAN) Value	15.33	15.04	0.29	0.09
Average Final Exams (UAN) Value	7.66	7.52	0.14	0.09
Final Exams (UAN): Mathematics	7.50	7.31	0.20	0.10
Final Exams (UAN): Bahasa	7.82	7.71	0.11	0.00
dummy student gender	0.49	0.48	0.01	0.24
Student age	13.15	13.17	-0.02	0.27
dummy using internet or not	0.69	0.50	0.19	0.00
dummy using mobile phone or not	0.74	0.56	0.17	0.00
Approximate length of trip to school	10.52	11.46	-0.94	0.00
Estimated number of students in the class	30.53	27.90	2.63	0.00
Dummy public or private SD type	0.86	0.90	-0.05	0.00
Amount of Household member	4.72	4.97	-0.24	0.00
Head of household education	8.82	6.40	2.41	0.00
log Household expenses for food	14.44	14.22	0.22	0.00
dummy urban or rural	0.61	0.54	0.07	0.00
lnavg_smoking14	9.29	9.30	-0.01	0.89
ineduc_exp14	12.97	12.51	0.46	0.00

Estimates are conducted to analyse how far the impact of the BSM program affect student attainment. Figure 3 shows the results of the Average Treatment Effects on the Treated (ATET) of the BSM program as a whole. From the estimation results using NN Matching the author found that the BSM program was able to increase the average score of BSM recipient students by 5.6 percent greater than the students who did not receive the program at the level of significance of 10 percent.

Figure 3 BSM Effect on Student Score Average (New Method)

```
Treatment-effects estimation      Number of obs =      1,395
Estimator      : propensity-score matching      Matches: requested =      1
Outcome model  : matching                      min =      1
Treatment model: probit                        max =      2
```

	AI Robust		z	P> z	[95% Conf. Interval]	
	Coef.	Std. Err.				
ATET						
ban_bsm						
(1 vs 0)	.2154923	.1181986	1.82	0.068	-.0161727	.4471573

Source: processed using STATA

Cash transfer programs can have a positive effect on student achievement (Sulistyaningrum, 2016). As in other developing countries, cash transfers such as BSM are indeed able to decrease not only drop-out rates, and allow improvements in achievement of poor students.

Figure 3 ATT Estimation with NN Matching

```
ATT estimation with Nearest Neighbor Matching method
(random draw version)
Analytical standard errors
```

n. treat.	n. contr.	ATT	Std. Err.	t
195	167	0.452	0.254	1.778

Note: the numbers of treated and controls refer to actual nearest neighbour matches

Discussion and Conclusion

This study as a whole, indicates that estimated using PSM, BSM program managed to improve student achievement test results. BSM program has a positive and significant impact on the average score of children. Students receiving program assistance received a higher test score of 5.6 percent. As a program of assistance to poor students, BSM helps students gain access to education, especially basic education, because the government can ensure direct use of subsidies for students, although it is difficult to properly monitor the use of aid funds. As Widnyani & Sukadana (2017) finds in evaluating the use of CCT funds in the form of BLSM by households, the increase in family income due to CCT increases household consumption of cigarettes. Thus, further research can evaluate the allocation of the use of BSM funds by individuals so that it is known whether the aid program is being used properly.

Researcher are aware of the limitations of the preparation of this paper, such as; 1) the impact evaluation of matching methods makes it possible to overcome the bias through statistical techniques and form a comparison group although there is no counterfactual data, but the bias is not completely eliminated. Nevertheless, the matching method is considered to be the best alternative after RCT (Almunawaroh, 2016); 2) there is possibility of causality by the use of household expenditure variable, education expenditure, food expenditure and cigarette expenditure. Thus, it is necessary to conduct further study to form a more comprehensive construct related to the effectiveness of the BSM program.

Acknowledgment

I would like to thank to Jesus Christ who accompany and never give up on me, to Indonesia Endowment Fund for Education (LPDP) Ministry of Finance Republic of Indonesia for supporting the author by scholarship. I am so grateful as well to Gumilang Sahadewo, Ph.D. for giving and always encouraging the author to accomplish this project. My best gratitude for my parents, D. Purba and N. Marbun; my brothers, Deddy and Hefry; my sister Nita and Sarma also Dear my niece, thanks for your praying and pure love; my life partner upon crisis and joy, Lintong; all sponsor who made this dream gonna be happened; Ms. Vivin, Mr. Adhi, Mr. Anang Prihantoro, Mr. Cosmas Batubara, Mr. Edmond, Fr. Banu, Mr. Kamto, Mr. Prosil Mabsus, and the last but not least, all my true friends, Geny and Vic who adorn this paper, Kiki, Yuni, Tante Ditha, Widya, Bara, Wahyu, Nia; my dogs, Axello and Nesia for being together during working on and finishing this paper.

References

- [1] Almunawaroh, D.F. 2016. Dampak Kebijakan Program Keluarga Harapan terhadap Konsumsi Rumah Tangga Indonesia Tahun 2014. Tesis, Fakultas Ekonomika dan Bisnis, Universitas Gadjah Mada, Yogyakarta.
- [2] Abadie, A., & Imbens, G. W. (2006). Large sample properties of matching estimators for average treatment effects. *Econometrica*, 74(1), 235–267. <https://doi.org/10.1111/j.1468-0262.2006.00655.x>
- [3] Angrist J. D. and J. S. Pischke. (2008). *Mostly Harmless Econometrics : An Empiricist ' s Companion*. Massachusetts I nstitute of Technology and The London School of Economics, (March), 290. <https://doi.org/10.1017/CBO9781107415324.004>
- [4] Attanasio, O., Fitzsimons, E., & Gomez, A. (2005). The Impact of a Conditional Education Subsidy on School enrollment in Colombia. Centre for the Evaluation of Development Policies (EDePo), Report Sum, 1–14.
- [5] Baker, R., & Siemens, G. (2013). *Educational Data Mining and Learning Analytics* Ryan S.J.d. Baker, Teachers College, Columbia University George Siemens, Athabasca University 1. Cambridge Handbook of the Learning Sciences.
- [6] Caliendo, M., & Kopeinig, S. (2005). Some Practical Guidance for the Implementation of Propensity Score Matching. DIW Discussion Paper, 485(1), 1–29. <https://doi.org/10.1111/j.1467-6419.2007.00527.x>
- [7] Caliendo, M., & Kopenig, S. (2005). Some Practical Guidance for the Implementation of Propensity Score Matching. IZA Institute for the Study of Labor, Discussion paper no.1588.
- [8] Dahejia, R. H., & Wahaba, S. (1999). Causal effects in non-experimental studies. *Journal of the American Statistical Association*, 94(448), 1053–1062.
- [9] Daly, A., & Fane, G. (2002). Anti-Poverty Programs in Indonesia. *Bulletin of Indonesian Economic Studies*, 38(3), 309–329. <https://doi.org/10.1080/00074910215535>
- [10] Dearden, L., Emmerson, C., Frayne, C., & Meghir, C. (2000). Education Subsidies and School Drop-Out Rates (Vol. 12).
- [11] DE Silva, I., & Sumarto, S. (2015). Dynamics of Growth, Poverty and Human Capital: Evidence From Indonesian Sub-National Data. *Journal of Economic Development*, 40(2), 1–33.
- [12] Fiszbein, A., & Schady, N. R. (2009). Conditional cash transfers. *World Bank Policy Report* (Vol. 1). [https://doi.org/10.1016/S0378-4266\(03\)00124-9](https://doi.org/10.1016/S0378-4266(03)00124-9)
- [13] Glewwe, P., & Olinto, P. (2004). Evaluating of the Impact of Conditional Cash Transfers on Schooling: An Experimental Analysis of Honduras' PRAF Program, 1–50.
- [14] Heckman, G. J. (1997). *Dunkl operators*. Asterisque, 245, 223–246.
- [15] Khandker, S., Pitt, M., & Fuwa, N. (2010). Subsidy to Promote Girls' Secondary Education: The Female Stipend Program in Bangladesh. *MPPA*, (23688).
- [16] Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2010). *Handbook on Impact Evaluation*. World Bank. Washington.

- [17] Korten, D. (1984). Rural development programming: The learning process approach. In *Peoplecentered Development contributions toward theory and planning frameworks*.
- [18] Maluccio, J. A., & Flores, R. (2004). Impact Evaluation of a Conditional Cash Transfer Program: the Nicaraguan Red De Proteccion Social.
- [19] Mumane, R. J., & Ganimian, A. J. (2014). Improving Educational Outcomes in Developing Countries: Lessons From Rigorous Evaluation.
- [20] Rosenbaum, P. R., & Rubin, D. B. (1983). a. "The Central Role of the Propensity Score in Observational Studies for Causal Effects." *Biometrika*, 70(1), 41–55. <https://doi.org/10.1093/biomet/70.1.41>
- [21] Rubin, D. B. (1977). Assignment to Treatment Group on the Basis of a Covariate. *Journal of Educational Statistics*, 2(1), 1–26.
- [22] Schultz, T. P. (2001). *Economic Growth Center School Subsidies for the Poor: Evaluating the Mexican PROGRESA Poverty Program*. New Haven.
- [23] Strauss, J., Witoelar, F., & Sikoki, B. (2016). User's Guide for the Indonesia Family Life Survey, Wave 5. RAND Labor and Population Working Paper Series, 2.
- [24] Sulistyanningrum, E. (2016). Impact Evaluation of the School Operational Assistance Program (Bos) Using the Matching Method. *Journal of Indonesian Economy and Business: JIEB*, 35–62(31), 1. Retrieved from <http://search.proquest.com.virtual.anu.edu.au/docview/1786605462/fulltextPDF/5D05B29836A74980PQ/26?accountid=8330>
- [25] World Bank. (2014). *World Development Indicators 2014*. Group. <https://doi.org/10.1596/978-1-4648-0163-1>
- [26] World Bank. (2015). *World Development Indicators 2015*. World Bank. <https://doi.org/10.1596/978-0-8213-7386-6>
- [27] Yulianti, N.R. (2015). The Functioning and Effect of a Cash Transfer Program in Indonesia. *International Institute of Social Studies*.
- [28] Widnyani, I.A.M., & Sukadana, I.W. 2017. Dampak Unconditional Cash Transfers (UCT): Studi Kasus Bantuan Langsung Sementara Masyarakat (BLSM) pada Rumah Tangga Miskin di Indonesia. Udayana University.

Appendix

Abbreviation

PSM	Propensity Score Matching
BAPPENAS	Indonesian Ministry of National Development Planning (Badan Perencanaan dan Pembangunan Nasional)
BDT	Integrated Database
BSM	Poor Student Assistance (Bantuan Siswa Miskin)
BOS	School Operational Assistance (Bantuan Operasional Siswa)
BKM	Special Assistance for Student (Bantuan Khusus Murid)
BKS	Special Assistance for School (Bantuan Khusus Sekolah)
CCT	Conditional Cash Transfer
BLT	Direct Cash Assistance (Bantuan Langsung Tunai)
BPS	Central Bureau of Statistics (Badan Pusat Statistik)
GDP	Gross Domestic Product
JAMKESMAS	Indonesian National Health Insurance (Jaminan Kesehatan Masyarakat)
JPS	Social Safety Net (Jaringan Pengaman Sosial)
KPS	Social Protection Cards (Kartu Perlindungan Sosial)
LPG	Liquid Petroleum Gas
PKH	Family Hope Program (Program Keluarga Harapan)
PPLS	Social Protection Program Data Collection
RASKIN	Rice for the Poor (Beras Miskin)
SKTM	Certificate of inability/Poor (Surat Keterangan Miskin)
TNP2K	National Team for Accelerating Poverty Reduction (Tim Nasional Percepatan Penanggulangan Kemiskinan)

The Importance of Resource Assessment for Entrepreneurship and Local Economic Development in Kosovo

Prof. Dr.Sejdi Rexhepi

Faculty of Philosophy, Department of Political Science, University of Prishtina

Mjellma Kadriu, Msc

Faculty of Philosophy, Department of Political Science, University of Prishtina

Abstract

Kosovo is an underdevelopment country that faces challenges such as poverty, large numbers of unemployment people, and slow economic development. Faced with this fact, country is estimated to be rich in considerable natural resources as well as a relatively young population. Therefore, knowledge and assessment of resources is an important prerequisite for their valorization in function of faster economic development. In underdeveloped countries such as Kosovo, there are not enough professional institutions that provide reliable data on available national resources and their comparative advantages. In these circumstances entrepreneurship and economic development are closely related to entrepreneurial courage and the overall perception for resources and market trends. Entrepreneurship is a basic prerequisite for activating resources. This is particularly the case in underdeveloped localities with high degree of unemployment. For this purpose, individual knowledge is very important to undertake activities that would be successfully concluded. In this research an effort will be made to explain the importance of knowing and evaluating local resources for entrepreneurship and local economic development. In particular, the role of civil and business perceptions will be explained and interpreted with proper statistical methods in order to bring professional and scientific conclusions.

Keywords: resource assessment, local economic development, human and natural resources, entrepreneurship

Introduction

Entrepreneurship in underdeveloped countries, especially in countries that have did not close the transition process from the state-run economy to the economy based on market laws (as is Kosovo), is accompanied with insecurity and lack of courage as a result of lack experience and sufficient informations, for market demand and competition, as well as lack of sufficient information on available local resources and comparative advantages to which local economic development can be sustained.

Entrepreneurship is an important factor and we can even say that it is a basic precondition for activating available resources. This is particularly in the case of underdeveloped localities with a high degree of unemployment. For this purpose, individual knowledge is very important factor to undertake activities that would be successfully concluded. But that is insufficient to survive within a global competition that has included every segment of economic life.

Identifying of development opportunities, namely the available resources and the comparative advantages that the locality has is very important for any entrepreneurial initiative. Personal knowledges is key to take entrepreneurial action, but they are insufficient to undertake successful actions, particularly in the context of global competition, where small businesses need to be very creative to maintain their existing market position, and to take benefits of the advantages that the locality and its resources available offers.

Entrepreneurship identifies development opportunities, but for this purpose, financial resources are also necessary, as well as qualified human resources, that are capable for assessing the existing situation and predicting the future. In underdeveloped and in transition countries, entrepreneurs in most cases do not even have enough experience and knowledge, as well as sufficient financial resources, so they don't have courage and entrepreneurial security. They therefore take certain entrepreneurial actions with excessive care, and often in the hope of support from the state, in particular to avoid risk and uncertainty in the market.

Therefore, these countries should evaluate their material and human potentials as well as comparative advantages, in order to help potential entrepreneurs to benefit from their creativity to take advantage offered by the locality as are natural sources, labor and other dependable costs such as transport costs, renewable energy sources, market, etc.

Based on what we said above, and as result of many limiting factors, these research emphasize the importance that have subjective knowledge and perception for the resources that the locality has abundant, and which active entrepreneurship can use comparative advantages in function of creating new businesses and developing existing ones. This aspect has been examined from the perspective of the subjective perception of the ordinary citizen, respectively by the experience of the businesses and partly the perception created by the information produced by the general business environment. In this way, the citizen's perceptions about development policies have been evaluated in order to understand if they more expect by their private initiative, the role of the state, or the combined public-private partnership.

Uncertainty in the market and the lack of sufficient experience (being a new economy) has made that this research give a special emphasis to the subjective perception of the role that the state should have in promoting entrepreneurship and their support, and in particular informing entrepreneurs about the size and value of natural and human resources available, as well as promoting ideas and supporting new and existing businesses.

The work consists of three main parts. In the first and the second part, the theoretical issues related to entrepreneurship and local economic development has been elaborated. The third part focuses on the core of research: Entrepreneurship and Local Economic Development in Kosovo. Initially, the general situation of the economy was presented, and in particular the issues related to entrepreneurship, labor and economic development. Then the analysis and interpretation of collected data through questioners has been done. The data have been elaborated with adequate statistical methods that have led to the drawing up of a scientific and professional conclusion.

Introduction to the Concept of Entrepreneurship

Entrepreneur and entrepreneurship as an activity is old as human activities itself. However, the contemporary meaning of these concepts has been given by Schumpeter who is rightly considered as a creator of entrepreneurship as a field of scientific study. He defined entrepreneur as a person who creates innovations by doing things differently. "Schumpeter defined entrepreneurs as innovators who take advantage of change, including: (i) the introduction of a new (or improved) good; (ii) the introduction of a new method of production; (iii) the opening of a new market; (iv) the exploitation of a new source of supply; and (v) the re-engineering/organization of business management processes. Schumpeter's definition therefore equates entrepreneurship with innovation in the business sense; that is identifying market opportunities and using innovative approaches to exploit them."¹ "Joseph Schumpeter pointed out a century ago that entrepreneurs are often innovators, bringing new goods and technologies to markets, opening up new markets, processes, and ideas, and commercializing new knowledge. But, it is often mistakenly suggested that innovation by entrepreneurs is less important for growth in low-income developing countries than in more advanced economies."²

Schumpeter's definition of entrepreneur is base almost all of the definitions that we find from different authors and institutions. Thus for example, according to OECD "Entrepreneurs are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets."³

The Global Entrepreneurship Monitor gives a similar definition. He sees the entrepreneur as an attempt to create something new from a business, a self-employed or a business organization. "Any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals, or an established business."⁴

¹ Ahmad, N. and Seymour, Richard G., (2008), Defining Entrepreneurial Activity: Definitions Supporting Frameworks for Data Collection OECD Statistics Working Paper, Organisation for Economic Co-operation and Development, p.8., [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc\(2008\)1](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc(2008)1)

² Szirmai, A., Naudé, W., and Goedhuys, M., Entrepreneurship, Innovation, and Economic Development: An Overview, p.3; <http://i.unu.edu/media/unu.edu/publication/12592/chapter-1.pdf>

³ Ahmad, N. and Seymour, Richard G., (2008), Defining Entrepreneurial Activity: Definitions Supporting Frameworks for Data Collection OECD Statistics Working Paper, Organization for Economic Co-operation and Development, p.14., [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc\(2008\)1](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc(2008)1)

⁴ Cited by Bjorvatn, K., (2015), Youth-entrepreneurship-and-development.pdf, p. 15, <https://www.oecd.org/derec/sweden>

In the United States, for instance, the entrepreneur is often defined as one who starts his own, new and small business¹, and according to Oxford dictionary entrepreneur is “a person who sets up a business or businesses, taking on financial risks in the hope of profit.”²

Entrepreneurship and local economic development

Entrepreneur activity and entrepreneurship are closely linked with the entrepreneur itself, creative and courageous man who carries out activities to transform his ideas into processes, products, or new values. As defined by the OECD “Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurship is the phenomenon associated with entrepreneurial activity.”³ Entrepreneurship is a fundamental driver of economic evolution. Entrepreneurs can be seen as the key actors to optimally benefit from new unexpected opportunities.⁴

Through its active courage, the entrepreneur allocates resources where he thinks they will be used in the most productive way. Or as economist J.B.Say had said before 200 years, he “shifts economic resources out of an area of lower and into an area of higher productivity and greater yield.”⁵

It is worth mentioning the opinion of the Austrian School which, speaking of entrepreneurship, pay particular attention to the role of the institutions in the economy, emphasizing that they have a fundamental role to make entrepreneurial actions to take place as they affect the allocation of entrepreneurial talent. In this way they emphasize that entrepreneurship as a process is unevenly distributed among the countries, so “...thus an important explanation of the uneven economic development of regions and nations.”⁶

As Krugman observes, the location is a determining factor of development with the advantages it offers, whether it's resources, transport-related costs, market proximity, and so on. Entrepreneurs are the motor forces that put these advantages in the function of economic development. The role of entrepreneurs is particularly important in underdeveloped countries where small businesses are the main providers of employment and development. “Entrepreneurs in low-income developing countries provide innovations that are important for firm and country growth, even if they are incremental in nature. Innovation in developing countries involves the process by which firms master and implement the design and production of goods and services that are new to them.”⁷

Recognizing the importance of entrepreneurship in economic development and in order to assist policymakers, UNCTAD has developed the Entrepreneurship Policy Framework in 2012, resolution on Entrepreneurship for Development in 2014, and in the year 2015 work paper Promoting Entrepreneurship for Development, where it emphasized the importance of entrepreneurship in the context of the sustainable development goals – by creating jobs and driving economic growth and innovation, improving social conditions and helping address environmental challenges⁸. “UNCTAD recognize the fact that entrepreneurship can make a critical contribution towards attaining the sustainable development goals of the post-2015 development agenda, including poverty eradication, empowerment of youth and women and other disadvantaged groups, and full and productive employment for all. It can also help tackle environmental challenges. This will require supporting

¹ Drucker, P. F., Innovation and Entrepreneurship, p. 21;

http://www.untagsmd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Innovation%20and%20Entrepreneurship.PDF

² <https://en.oxforddictionaries.com/definition/entrepreneur>

³ Ahmad, N. and Seymour, Richard G., (2008), Defining Entrepreneurial Activity: Definitions Supporting Frameworks for Data Collection OECD Statistics Working Paper, Organisation for Economic Co-operation and Development, p.14., [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc\(2008\)1](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc(2008)1)

⁴ Stam, E. and Lambooy, Jan., (2012), Entrepreneurship, Knowledge, Space, and Place: Evolutionary Economic Geography meets Austrian Economics, p.8; https://www.uu.nl/sites/default/files/rebo_use_dp_2012_12-11.pdf

⁵ Drucker, Peter F., Innovation and Entrepreneurship, p. 21.,

http://www.untagsmd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Innovation%20and%20Entrepreneurship.PDF

⁶ Stam, E. and Lambooy, Jan., (2012), Entrepreneurship, Knowledge, Space, and Place: Evolutionary Economic Geography meets Austrian Economics, p. 8, 2012; https://www.uu.nl/sites/default/files/rebo_use_dp_2012_12-11.pdf

⁷ Szirmai, A., Naudé, W., and Goedhuys, M., (2011), Entrepreneurship, Innovation, and Economic Development: An Overview, p. 26; <http://i.unu.edu/media/unu.edu/publication/12592/chapter-1.pdf>

⁸ United Nations Conference on Trade and Development, (2015), Promoting entrepreneurship for development, p.2, http://unctad.org/meetings/en/SessionalDocuments/ciid29_en.pdf

the evolution towards a new generation of entrepreneurs and entrepreneurship policymakers with a vision and joint commitment to promote entrepreneurship for sustainable development.”¹.

Entrepreneurship is guided by different objectives. Some scholars argue that the ultimate goal for entrepreneurship is to create wealth². However, it is “widely believed that entrepreneurship is beneficial for economic growth and development” and “the entrepreneurship has been remarkably resurgent over the past three decades in countries that achieved substantial poverty reduction, and donors and international development agencies have turned to entrepreneurship to improve the effectiveness and sustainability of aid.”³

Entrepreneurship and economic development are closely linked. We can even say that local economic development is closely related to the activation of local resources through entrepreneurship. According to World Bank “The purpose of local economic development (LED) is to build up the economic capacity of a local area to improve its economic future and the quality of life for all. It is a process by which public, business and nongovernmental sector partners work collectively to create better conditions for economic growth and employment generation.”⁴

For the economic development, one particular consideration has the evaluation of resources to determine the relative advantages of the locality for holding the existing businesses and attracting new businesses. A special role in this direction has the local government in drafting local public policies and supporting the entrepreneurial activity through material, informative or financial support. There are even many authors who think that the municipal government is the main responsible for local economic development. For these purpose, assessing and recognizing resources is a necessary precondition for all participant in the developing. Recognizing the resources and designing strategies for their use is a much-needed input of any other entrepreneurial activity.

No matter which economic development model will be applied knowledge and assessment of available resources is essential for entrepreneurship and development. Over the past several decades development local and regional development policies have been oriented towards employment growth and job diversity, developing the economic base of communities, managing local assets to increase the factors that promote the location and the developing of intensive information industry.⁵ Location Incentives are targeted toward specific firms to encourage them to move to a community, or occasionally to expand their operations. “Commonly given initiatives include tax credits, abatements, or rebates as well as free or reduced-cost land. An alternative form is public infrastructure that is built (or tailored) to the needs of a new business.”⁶

Traditionally, most local economic development models revolve around the creation and retention of jobs. So, for example, the export-base/primary-jobs model, which is very popular with economic development practitioners, stems from the requirement to local governments for providing specific conditions (initiatives) to promote the arrival of firms or industries in certain area.”⁷

Economic Base Theory sees the economic system made up of the non-basic part that is produced for local consumption; and the other called basic, which produce goods and services primarily for export.⁸ This theory departs from the assumption that the basis of the development of a locality or region are businesses and industries that produce goods and services that are dedicated to the outside market, which then indirectly affect the development of businesses and non-basic sectors as well. However, there are opinions that the economic base model is not a sufficient answer to how a local economy should develop. The development models are also linked to the projected development goals, the two most important being

¹ Ibid, p.18

² Szirmai, A., Naudé, W., and Goedhuys, M., ((2011), *Entrepreneurship, Innovation, and Economic Development: An Overview*, p. 19; <http://i.unu.edu/media/unu.edu/publication/12592/chapter-1.pdf>

³ Naudé, W., (2013), *Entrepreneurship and Economic Development: Theory, Evidence and Policy*, p. 4; <http://ftp.iza.org/dp7507.pdf>

⁴<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTURBANDEVELOPMENT/EXTLED/0,,contentMDK:20185186~menuPK:399161~pagePK:148956~piPK:216618~theSitePK:341139,00.html>

⁵ Stimson, J. R., Stough, R. R., Roberts, H. B., (2006), *Regional Economic Development, Analysis and Planning Strategy*, Springer, p.55

⁶ Greenwood, Daphne T., and Holt, Richard P.F., ((2010); *Local Economic development in the 21st Century, Quality of Life and Sustainability*, M.E. Sharpe, London, p.15-16.

⁷ Ibid, p.15.

⁸ Stimson, J. R., Stough, R. R., Roberts, H. B., (2006), *Regional Economic Development, Analysis and Planning Strategy*, Springer, p.106.

creating more jobs and increasing per capita income. In reality, economic development means more than creating jobs; it also means creating jobs that are paid enough for a decent standard of living.¹

Location incentives are targeted toward specific firms to encourage them to move to a community, or occasionally to expand their operations. "Commonly given initiatives include tax credits, abatements, or rebates as well as free or reduced-cost land. An alternative form is public infrastructure that is built (or tailored) to the needs of a new business"²

Traditionally, it is considered that the good business climate is important for attracting and retaining existing businesses, creating jobs and wealth. Indeed, there are various indices that express the terms of doing business, such as the Economic Freedom Index which shows a liberal political trend as they are focused on businesses, or the State Competitiveness Index is another well-known index measure which assesses each state in terms of "the policies and conditions that ensure and sustain a high level of per capita income and its continued growth."³

Entrepreneurship and Local economic Development in Kosovo

a) General data

Kosovo is a small country that lies in the Western Balkans. As a new state, it has inherited a plundered economy and destroyed by the war caused by Serbia with the dissolution of the former Yugoslavia. Leaving out of a system of socialist economy, the transformation of the economy is faced with various problems known as transition problems from the socialist to the capitalist economy. Almost all sectors of the economy were at the "infant stage" of development in relation to the region as well, which resulted with high trade deficit, where, after 17 years, only about 11% of imports are covered by exports⁴.

Adoption of the laws of the market economy, without a sufficiently active state role in the economy in regulation and supervision, has made more developed in stihic way than under a well-planned plan. On the other hand, the fiscal policy was mainly in the function of filling the state budget, and monetary policy almost did not exist at all since the state of Kosovo uses the euro as a currency for the exchange of goods and services. On the other hand, the financial system as a result of inherited circumstances, including the fact that "The judicial system suffers from poor access, inefficiencies and delays⁵, has resulted for years with average high interest rates (those in the year 2014 dropped to 9.3% and in 2015 to 7.7%)⁶ which could have been an obstacle to development, mainly reflected through informal business which in 2017 was estimated to be 32% of the overall business activity⁷ to escape fees and taxes as a way to exist but also to neutralize the very high interest rates. Doubts about collusion among banks have consistently existed, although the same have never been officially proven.

The administration of the new state, which has been confronted with a large number of other political and economic problems, has been in a difficult position in exercising its role in accordance with the principles of free market economy.

Kosovo is considered to be very rich with underground resources, arable land as well as with a young workforce. However, the country continues to be poor. Although the per capita income from 2000 to 2016 has tripled from \$ 1,088 to \$ 3,641, it remains the poorest third country in Europe⁸, while resources continue to be used inefficiently, due to the fact that natural resources are not valued, and their valorization requires financial means, while the workforce is new but not prepared for entrepreneurship and the challenges posed by the market economy. Thus, although the growth rates since 2000 on average

¹Greenwood , Daphne T., and Holt , Richard P.F., ((2010); Local Economic development in the 21st Century, Quality of Life and Sustainability, M.E. Sharpe, London, p.15-16.

² Greenwood , Daphne T., and Holt , Richard P.F., ((2010); Local Economic development in the 21st Century, Quality of Life and Sustainability, M.E. Sharpe, London, p.15-16

³ Ibid, p.20-22

⁴In 2016 the export was 309,627 and imports 2,789,491 which resulted in a deficit of 2,479,864. In this way imports were covered only for 11.1%, Foreign Trade Statistics December 2017, Kosovo Agency of Statistics p. 9, <http://ask.rks-gov.net/media/3825/statistikat-e-tregtis%C3%AB-s%C3%AB-jashtme-dhjetor-2017.pdf>.

⁵ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 2016 Communication on EU Enlargement Policy, European Commission, 2016, p. 37.

https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2016/20161109_report_kosovo.pdf

⁶ Ibid, p. 38

⁷ Business Climate in Kosovo, (2017), Institute for Development Researche, Riinvest, Prishtina, p. 27; http://www.rinvestinstitute.org/uploads/files/2017/May/19/Klima_e_Biznesit1495199071.pdf.

⁸ The World Bank In Kosovo, Recent Economic Developments, <http://www.worldbank.org/en/country/kosovo/overview#3>

have been above 3% (during 2008-2016, GDP on the average was 3.4% increase)¹, Kosovo (Kosovo) continues to be underdeveloped and on a scale with high unemployment. The unemployment rate for 2014 was 35.3%, in 2015 it was 32.9%, and in 2016 it was 27.5%.² Kosovo, as elsewhere in the Western Balkans, suffers from high rates of unemployment, especially among young people. In 2014, about 2 out of 3 young Kosovars in the labor force did not have a job, contributing heavily to the 35 percent unemployment rate among the population. What is worse, the current economic growth is able to create jobs for only about 29% of the 11,500 people entering the labor market each year.³

The economic development without dilemma is related to the resources that a country has available. But this is just a necessary precondition, for their use financial means are required, as well as skilled workforce with entrepreneurial skills. The experiences of developed countries have shown that small and medium-sized businesses are generators of employment and development.⁴ The problem lies in the fact that countries can be rich in natural and human resources, but because of different factors, the same are not used efficiently and in the worst cases they are unused at all.

There are studies that prove that small and medium-sized enterprises are job generators. In Kosovo there are 33,465 active enterprises employing 155,135 employees.⁵ About 99% of enterprises are small businesses employing 1-9 employees.

However, the number of businesses that are registered and closed for a short time is relatively large. Thus, during the period 2007-2016, were registered 85,447 and in same time were closed more than 14,275 businesses.⁶ Only during 2016 10,424 new businesses were registered, while 2,350 businesses were closed at the same time.⁷

The number of enterprises that appear as registered but which are not active at the same time is considerable. This is because of many factors. One of them may be the lack of sufficient market and competition information. Likewise, an important factor that may have an impact on the early failure of initial businesses or on the discontinuation of their activity may also be the lack of sufficient information on the comparative advantages of locality based on natural and human resources and the degree of their use. This aspect of information has been considered crucial in this research, where through a concrete case of study data have been collected about the importance of knowledge of available resources for entrepreneurship, business and development. The data has been collected through a questionnaire consisting of 20 questions, which have distributed more than 100 respondents. Such a sample can be considered as sufficient representative of the researched population to draw based conclusions.⁸

b) Analysis and Interpretation of Data for Entrepreneurship and local economic development in Kosovo

The research was intended to evaluate the importance of assessing and recognizing natural and human resources for entrepreneurship. Being limited by objective factors such as lack of data from relevant private or state institutions, the research is based on primary data collected through questionnaires. The data have been processed through the SPSS statistical program and are interpreted following on the basis of professional and scientific achievements in the field of enterprise and local economic development. Relevant methods such as descriptive and comparative methods have been used to describe the existing situation as well as to compare the data and the results of the research. The inductive method has been used to complete the general conclusions regarding the expectations and perceptions of citizens and entrepreneurs about the importance of knowing and evaluating resources for promoting entrepreneurial activity.

Other sources have been used in the paper, from professional and scientific literature such as books and publications, but also by interpreting from the institutions and professional institutions. To promote based conclusions, the questionnaire has

¹ Ibid.

² Statistical Yearbook of the Republic of Kosovo for 2017, http://ask.rks-gov.net/media/3636/vjetari_statistikor_i_republik%C3%ABs_-s%C3%AB_-kosov%C3%ABs_-2017_-final.pdf

³ UNDP, The new entrepreneurs, <http://www.ks.undp.org/content/kosovo/en/home/sustainable-development-goals/goal-1-no-poverty.html>

⁴ See the research David G.W. Birch, Job Creation in America: How Our Smallest Companies Put the Most People to Work, 1987.

⁵ Statistical Yearbook of the Republic of Kosovo for 2017, p. 151-153. http://ask.rks-gov.net/media/3636/vjetari_statistikor_i_republik%C3%ABs_-s%C3%AB_-kosov%C3%ABs_-2017-final.pdf

⁶ The difference between the number of active and registered enterprises is considerable. This derives from the definition of active enterprises, which only include enterprises which in the current period are paying contributions to their employees. Statistical Yearbook of the Republic of Kosovo, 2017

⁷ Statistical Yearbook of the Republic of Kosovo for 2017, p. 159, http://ask.rks-gov.net/media/3636/vjetari_statistikor_i_republik%C3%ABs_-s%C3%AB_-kosov%C3%ABs_-2017-final.pdf

⁸ Matthews, B., Ross, L., Research Methods: A Practical Guide for the Social Sciences, (2010), Pearson Education Limited.

been distributed and completed in 10 different cities of Kosovo, ranging from different age, sex and occupation. The data are then presented in tabular and graphical form and are interpreted

Table 1. The importance of knowing the resources of locality for doing the business

The importance of knowing the resources of your locality to do business	Very much	91%
	A little	9%
The locality you live is rich with natural resources	Yes	80%
	No	15%
	I don't know	5%
The locality is rich with natural resources like	Water	5%
	Arable land	52%
	Natural resources	43%
The source of information for the resources available on your locality	State institutions	24%
	Private institutions	12%
	Market research	63%
	Others	1%

According to the questionnaire it has been found that in respondents' responses 91% answered that recognizing the resources of their locality to do business is very important.

80% of respondents answered that the locality they live is rich in natural resources. However, acknowledging the fact that the locality is rich in resources is not sufficient to promote entrepreneurial activity. For this reason, knowledge and financial resources are also needed to transform potential resources in products and services.

Respondents have been asked the same open question as to what resources their locality is rich, and 52% of respondents answered that their locality is rich in arable land and 43% of the locality in which they live is rich in natural resources.

For starting a business activity or expanding their activity, the main source of information on the resources in their locality is mainly taken from market research by 63% and only by 24% from state institutions. This shows that the entrepreneurs have the difficulty in providing information about the resources available on the locality where they live or want to develop their business activity. In the absence of relevant research institutions, they are obliged to conduct market research, or to engage a businesses or entities that do these evaluations. As it is seen, 63% of potential entrepreneurs provide this information through market research, while only 24% of information is provided by relevant state institutions.

This data are very important because new businesses and new entrepreneurs are usually faced with lack of funds for financing of their activity, and dealing with market research costs naturally is an obstacle for undertaking a business venture.

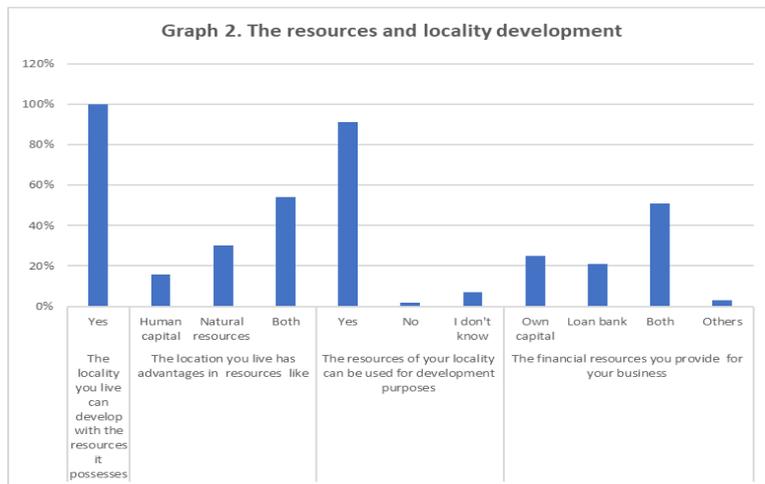


As seen from Table 2, according to all respondents, their locality can be developed with the resources they possess (100%). Although all respondents answered that the locality can be developed with the resources available to them (91%). Data shows that they do not have enough information about the comparative advantages of their locality in which enterprises and entrepreneurship activity should be based (human capital 16% and natural resources 30%).

Natural resources are a potential for development but as it happens to many countries, they are unused if there is no financial funding and lack of entrepreneur capable for materializing their use. The fact that access to bank loans for potential entrepreneurs is 21%, which indicates the difficulties that exist to utilize resources in a productive and sustainable way.

Table 2. The resources and locality development

The locality you live can develop with the resources it possesses	Yes	100%
The location you live has advantages in resources like	Human capital	16%
	Natural resources	30%
	Both	54%
The resources of your locality can be used for development purposes	Yes	91%
	No	2%
	I don't know	7%
The financial resources you provide for your business	Own capital	25%
	Loan bank	21%
	Both	51%
	Others	3%

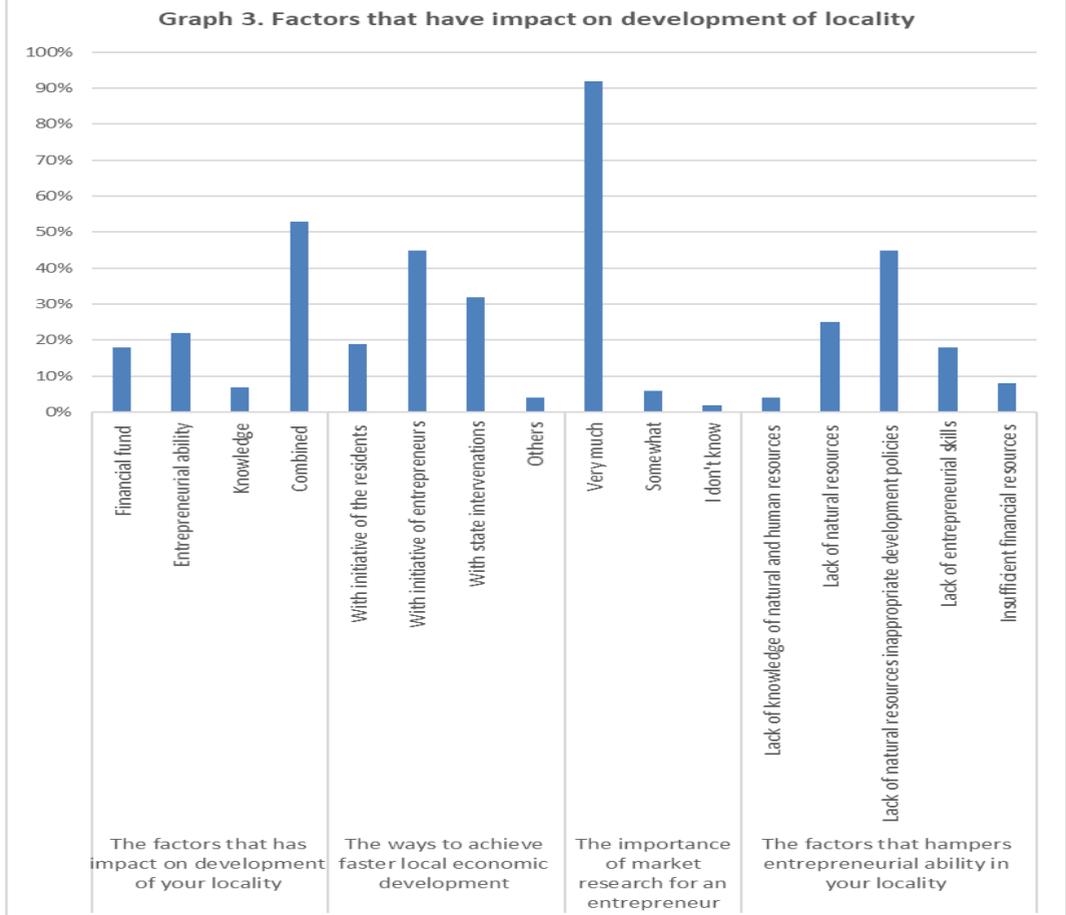


According to the respondents (Table 3), the factors influencing the development of their locality are 53% which include financial funds, entrepreneurial skills and knowledge. Respondents' knowledge is the factor with the smallest percentage (7%) of impact as a local development factor according to the results of the questionnaire. This is a concern for the fact that in the contemporary economy human capital skills are important both for enterprise and entrepreneurship activities.

Supporting the fastest local development in the courage and entrepreneurial initiative (45%) indicates the readiness of respondents to deal with market economy laws, even though 32% of them require a more pronounced role of the state in this regard. Market research is very important for an enterprise's success (92%), but on the other hand, respondents have responded that inappropriate state and local development policies have been the factors that have prevented entrepreneurial ability in their locality (45%). While the lowest percentage was the lack of knowledge of natural and human resources by 4% as a constraining factor of entrepreneurial ability, for the fact that they think they have enough information on natural and human resources.

Table 3. Factors that have impact on development of locality

The factors that has impact on development of your locality	Financial fund	18%
	Entrepreneurial ability	22%
	Knowledge	7%
	Combined	53%
The ways to achieve faster local economic development	With initiative of the residents	19%
	With initiative of entrepreneurs	45%
	With state interventions	32%
	Others	4%
The importance of market research for an entrepreneur	Very much	92%
	Somewhat	6%
	I don't know	2%
The factors that hampers entrepreneurial ability in your locality	Lack of knowledge of natural and human resources	4%
	Lack of natural resources	25%
	Inappropriate development policies	45%
	Lack of entrepreneurial skills	18%
	Insufficient financial resources	8%

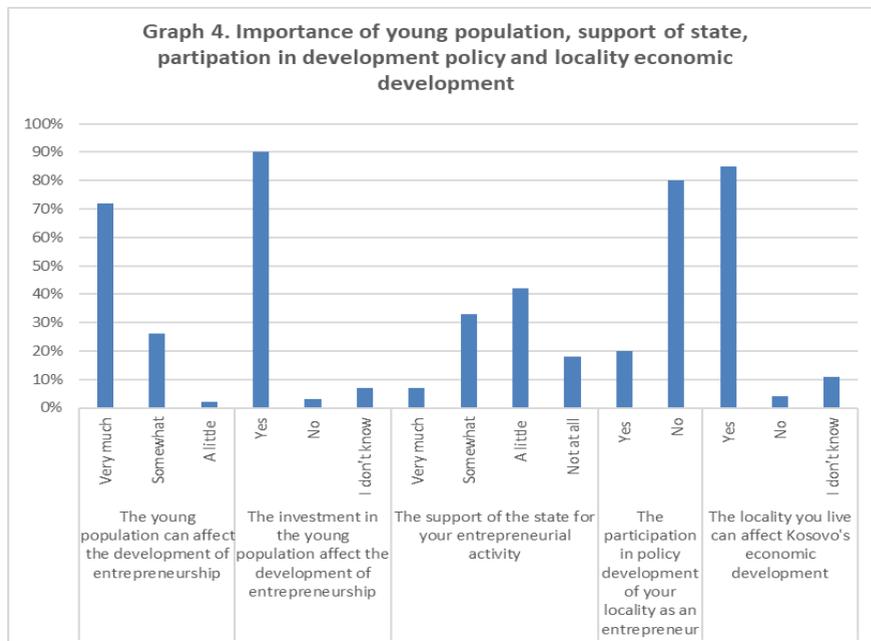


According to the respondents (Table4) it has emerged that the young population and investing on it has a great impact on the entrepreneurship and economic development with 72% and 90% respectively. But, they have little support from the state for their entrepreneurial activities (7%).

For different reasons, 80% of entrepreneurs responded that they did not participate in developing policies for developing their locality as entrepreneurs. This is an important fact because the community, enterprises (businesses) and the state need to work together to build development policies so that they can be applied in practice. The lack of cooperation of these economic agents in the design of development projections may undermine development and entrepreneurship, although 85% of respondents think that the location in which they live can affect Kosovo's economic development.

Table 4: Importance of young population, support of state, participation in development policy and locality economic development

The young population can affect the development of entrepreneurship	Very much	72%
	Somewhat	26%
	A little	2%
The investment in the young population affect the development of entrepreneurship	Yes	90%
	No	3%
	I don't know	7%
The support of the state for your entrepreneurial activity	Very much	7%
	Somewhat	33%
	A little	42%
	Not at all	18%
The participation in policy development of your locality as an entrepreneur	Yes	20%
	No	80%
The locality you live can affect Kosovo's economic development	Yes	85%
	No	4%
	I don't know	11%



Conclusion

Local economic development today is one of the most debated topics in academic and practical field. Evaluation of human and natural resources is a precondition for information and support of existing businesses but also for attracting potential entrepreneurs. Having in mind this fact, during the survey we have handled professional and scientific literature related to

entrepreneur and local development, as well as about the importance that have assessment and knowledge of resources for entrepreneurship and development of locality. For this purpose through research instruments such as questionnaires, are addressed these topics to draw conclusions that we are presenting as follows:

Entrepreneurship is a key factor in small states in order to increase employment but also economic development. Smaller countries, having a small market, small population and small geographic space, cannot claim to have large investors and businesses that employ a large number of workers. Therefore, entrepreneurship and its development in these countries represent the main source of employment. But also the evaluation and use of natural and human resources of country is necessary, which based on research, results that Kosovo is rich. But to use them, the state needs to find ways to clearly assess and define comparative advantages in relation to the region and other countries. In this way it would motivate and increase entrepreneurial courage, which itself is insufficient. Through policies support to entrepreneurs, indirectly the use of resources and economic development would be promoted.

Given that the country is rich with arable land, then this advantage should be used to create new jobs in order to reduce poverty and increase overall well-being. This does not only imply the promotion of entrepreneurship in the agricultural sector but, above all, the promotion of entrepreneurship in the sector of light food industries where many new jobs can be generated. The fact that Kosovo is a country with trade deficit balance, especially as a result of the import of food products, makes us conclude that the promotion of comparative advantages in this sector and other considered sectors, may lead to what has emerged from research that Kosovo can develop with its resources.

Getting started from the survey, country has with abundance natural resources as well as labor force, two most important inputs of production process, so local and central government should work together with the community in order to materialize these advantages.

There is a need for financial funds for entrepreneurship activity. However, young entrepreneurs have difficulties to borrow from banks and just a small number of entrepreneurs may have bank loans, while the rest will provide funding for their activity from own sources, or combination of both of these sources. In this regard, it is very important to find modality to support financing through affordable interest rates. As research suggests, financial resources are one of three factors that affect locality development along with entrepreneurial skills and knowledge. Therefore, special attention should be paid to these factors.

That Kosovo economy is in the phase of closing transition shows the data from the survey, where almost half of the respondents think that the initiatives of the entrepreneurs are the way for development of local economy, and just one third think that state should have an active role in the economy. These are a signal to the government, community and entrepreneurs to create policies that promote entrepreneurial initiatives as a basis for development. However, research has also found factors that hinder the entrepreneur, as are inadequate development policies.

According to the data, the new population has high impact on the development of entrepreneurship. While, investment in new population affects very much entrepreneurship development. From all this, it can be concluded that the new population and investment in it, present the main strength of entrepreneurship development. For that, state support is necessary in order to materialize respondents' expectation the locality they live can affect overall Kosovo's economic development.

As a conclusion, evaluating and knowing resources of locality is initial point and impassable step for entrepreneurs to create and implement innovative ideas. But to have a successful entrepreneurship is necessary state support through different fiscal and monetary policies.

Reference

- [1] Ahmad, N., and Seymour, G. R., (2008) Defining Entrepreneurial Activity: Definitions Supporting Frameworks for Data Collection OECD Statistics Working Paper, Organization for Economic Co-operation and Development;
[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc\(2008\)1](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc(2008)1)
- [2] Armstrong, H., and Taylor, J., (2000), Regional Economics and Policy, Third edition, Blackwell Publishing.
- [3] Bjorvatn, K., (2015), Youth-entrepreneurship-and-development pdf, , <https://www.oecd.org/derec/sweden>
- [4] Blakely, Edward, J., Leigh, Green, N., (2010), Planning Local Economic Development, Theory and Practice, SAGE.
- [5] Drucker, P.eter, F., (2002), Innovation and Entrepreneurship, Perfectbound; http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Innovation%20and%20entrepreneurship.

PDF

- [6] Fitzgerald, J., Leigh, G., Nancey., (2002), *Economic Revitalization, Cases and Strategies for City Suburb*, SAGE Publications.
- [7] Greenwood, Daphne T., and Holt, Richard P.F., (2010), *Local Economic development in the 21st Century, Quality of Life and Sustainability*, M.E. Sharpe, London.
- [8] Hague, C., Hague, E., & Breitbach C., (2011), *Regional and Local Economic Development*, Polgrave Macmillan.
- [9] Matthews, B., Ross, L., *Research Methods: A Practical Guide for the Social Sciences*, (2010), Pearson Education Limited.
- [10] Naudé, W., (2013) *Entrepreneurship and Economic Development: Theory, Evidence and Policy*; <http://ftp.iza.org/dp7507.pdf>
- [11] Pike, A., Rodrigues- Pose, A., & Tomaney, J., (2008), *Local and Regional Development*, Routledge.
- [12] Stam, E., and Lambooy, J., (2012), *Entrepreneurship, Knowledge, Space, and Place: Evolutionary Economic Geography meets Austrian Economics*; Utrecht School of Economics, Tjalling C. Koopmans Research Institute; https://www.uu.nl/sites/default/files/rebo_use_dp_2012_12-11.pdf
- [13] timson, Robert, J., Stough, Roger, R., & Roberts, Brian, H., (2006), *Regional Economic Development, Analysis and Planning STRATEGY*, Second Edition, Springer.
- [14] Szirmai, A., Naudé W., and Goedhuys, M., (2011) Sample material, First chapter, *Entrepreneurship, Innovation, and Economic Development: An Overview*, p.3; <http://i.unu.edu/media/unu.edu/publication/12592/chapter-1.pdf>
- [15] *Business climate in Kosovo*, Institute for Development Research Riinvest, 2017; http://www.riinvestinstitute.org/uploads/files/2017/May/19/Klima_e_Biznesit1495199071.pdf.
- [16] Kosovo Agency of Statistics, *Foreign Trade Statistics December 2017*, p. 9, In 2016; the export was 309,627 and imports 2,789,491 which resulted in a deficit of 2,479,864. In this way imports were covered only for 11.1%; <http://ask.rks-gov.net/media/3825/statistikat-e-tregtis%C3%AB-s%C3%AB-jashtme-dhjetor-2017.pdf>.
- [17] *Statistical Yearbook of the Republic of Kosovo for 2017*, http://ask.rks-gov.net/media/3636/vjetari_statistikor_i_republik%C3%ABs-s%C3%AB-kosov%C3%ABs_-2017-final.pdf
- [18] The European Economic and Social Committee and the Committee of the Regions, *Communication from the Commission to the European Parliament, the Council*, 2016 *Communication on EU Enlargement Policy*, European Commission, 2016; https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2016/20161109_report_kosovo.pdf
- [19] [The World Bank In Kosovo, *Recent Economic Developments*, <http://www.worldbank.org/en/country/kosovo/overview#3>
- [20] UNDP, *The new entrepreneurs*, <http://www.ks.undp.org/content/kosovo/en/home/sustainable-development-goals/goal-1-no-poverty.html>
- [21] United Nations Conference on Trade and Development, (2015), *Promoting entrepreneurship for development*; http://unctad.org/meetings/en/SessionalDocuments/ciid29_en.pdf
- [22] <https://en.oxforddictionaries.com/definition/entrepreneur>
- [23] <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTURBANDEVELOPMENT/EXTLED/0,contentMDK:20185186~menuPK:399161~pagePK:148956~piPK:216618~theSitePK:341139,00.html>

National Leveling of ELT Educational Programs and Their Harmonization with European Requirements for Competitiveness on the Market - Opportunities and Challenges

Jovanka Jovanchevska, MA

Abstract

The poor international competitiveness and the debatable language competences of the English language teaching staff educated in the Republic of Macedonia impose the need to revise the framework of higher education requirements for this profession and educational programs implemented by higher education institutions in the first place, as well as the professionalization of already existing staff. In this process, the main challenge resides in raising the operational level and standardization of the profession, followed by harmonization of national descriptors with the Common European Framework of Languages.

Keywords: ELT, Modern English Language, educational programs levelling

Introduction

„At any point in language teaching history there are always items of faith which nobody questions...“

Guy Cook

In the context of existing technology and the extent of today's communication, it is unnecessary to speak about the importance of English in the world. This tendency, except for the last thirty years with the emergence and the flickering development of the Internet, in the R. Macedonia has been recognized since the state's mere beginnings.

Having only the Department of English Language and Literature at the state university in the last century kept things quite simple – one higher education institution with limited number of options: staff, students, native speakers, and funds; limited options for students to stay in English speaking countries in order to practice and upgrade their proficiency in the language. The preset proficiency levels theoretically reached up to C1 (CEFR), but realistically, the average operational level was about B2¹².

Today in R. Macedonia there are several higher education institutions offering educational programs for future English language teachers. With the existence of English as subject (course) in primary, secondary and tertiary education, the need for such staff is obvious, but the demand, which was particularly rising 10-15 years ago, failed to maintain the level due to the influence of various factors. One of these factors is the lack of competitiveness of Macedonian English language teachers on the international labor market. At first glance, the reasons for this failure are in the classical dogma that there is no better teacher for a particular language than a native speaker of that language. We will leave this debate for a further occasion because the purpose of our research is another. The main reason for the inability of Macedonian English language teachers to teach in other countries is the lack of international recognition of Macedonian English language teaching programs' diplomas. The reasons for this reality are of a different nature, the most important ones (supposedly) including international accreditation of the ELT programs and vague and non-formal harmonization with the CEFR levels required for ELT program in the EU³.

¹ Personal unofficial view of foreign native speakers language instructors

² "Since 2012 France requires primary and secondary teachers to obtain a certificate¹⁴⁷ which proves that the teacher masters a modern foreign language at level B2 of the CEFR" – as mentioned in the Study "The implementation of CEFR in European Education Systems"

³ MoE's view, as presented by the higher education official at the workgroup meeting for harmonization of national ELT programs and standardization levelling of language proficiency requirements.

For the purpose of this paper, we set out to do the following:

1. Obtain an approximate view on predefined proficiency levels of students – we have conducted interviews with MEL¹ instructors from ELT programs at private universities in Macedonia. Our goal in this paper is to examine higher education ELT MEL practitioners' view on the realistic situation with adherence to CEFR levels and whether students do reach the expected predefined proficiency levels with the given class hours and (non)existence of prerequisite entry level.
2. Review the ELT requirements of accreditation organizations in the EU for accrediting ELT programs

1. Case study – interviews with MEL instructors

MEL instructor 1:

"During the creation of our MEL levels, we relied mostly on the CEFR levels and the given literature supporting them. Of course, most of the text books are actually specially designed for preparation of international EL exams, like the Cambridge Assessment ones – FCE and CAE. The expected level of high school EL courses in gymnasiums in the fourth year completes the cycle with FCE, but since we doubted that most of the children reach that level, we have dedicated the ELT program study year 1 to the FCE level (B2), and within the next two years students are supposed to master the C1 level. This is sometimes very difficult to achieve because of the limited number of MEL classes (as defined by requirements of domestic and foreign accreditations) and the lack of entry test producing mixed ability groups. Up to now, there has been no correlation between a given high school, generation, ethnicity or other factors with students' levels – they are very individual for individual students. The mostly productive has shown to be executing individual extra assignments with students to improve their weaknesses. The native speaker factor is locally present, but more emphasis should be put on the chances for students to travel and stay in an English speaking country for at least 6 months to improve their communication skills."

MEL instructor 2:

"We devote special attention to developing language skills separately, although some of the skills are largely neglected/different from the English language tradition, e.g. writing. Macedonian writing follows the Slavic languages culture, where a lot is written, but little is conveyed due to the use of a lot of figures of speech, evasion of direct expression of crucial topics and general use of a number of unnecessary words. Even though we have tried to foster writing by the introduction of special English writing courses, not much has been achieved in the line of writing though with students."

MEL instructor 3:

"From my international experience with teacher's conferences, I can say that the EL proficiency of out ELT staff in schools and ELT students is more or less the same. Macedonian EL teachers can be quite competitive on the international labor market if our teachers in-training have the right opportunities and the ELT programs have the necessary accreditations on board."

2. Case study 2 - Research of EU accredited ELT programs

We have investigated the offer of EU accreditations given out to EU ELT programs to find out their requirements. Since most of them cover multiple disciplines, the general criteria go in the same line for all higher education institutions. ENQA² accredits associations for accrediting higher education programs, and they have translated their Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in quite a range of languages, including EU countries (such as Bulgarian and Croatian), non-EU countries (Albanian and Bosnian) as well as non-European countries (Japanese). AQAS³ being one of ENQA's accredited associations, lists on its website that they have so far accredited two ELT programs in Europe – one in Moldova and one in Cyprus. By careful and in-depth examination of their accreditation reports officially available on the AQAS website, we have extracted the following paragraphs concerning proficiency levels/MEL and language in general:

¹ Modern English Language

² European Association for Quality Assurance, <http://www.enqa.eu>

³ Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen, www.aqas.eu

The following points relevant for our discussion are taken directly from the accreditation report for the ELT program in Moldova¹:

- The target level for English on the programme level must be defined clearly, e.g. by referring to the “Common European Framework for Languages” (p.1)
- The faculty should extend the amount of English practice courses and the English classes should be divided according to the level of proficiency. In addition, extra-curricular activities in English should be offered. (p.2)
- According to the mentioned regulations the admission is given based on a contest. The candidate selection happens according to their school marks and field abilities in the chosen professional field. (p.5)
- The faculty should extend the amount of English practice courses and the English classes should be divided according to the level of the students’ English proficiency. In addition, extra-curricular activities in English should be offered (p. 7)
- The students complained that their ability to speak English is limited due to the fact that they learn Romanian, Russian and French in schools and that particularly the English classes in the first year of study do not support the improvement of skills properly. The panel of experts recommends including more oral activities in the English language classes. The development of pronunciation skills should be enhanced by using computer-based technology such as *Praat* (freely available scientific software package for the analysis of speech) or *Audacity* (free open source digital audio editor and recording software application) in the phonetics classes (p.7)
- From the experts’ perspective, it is highly important for future teachers to develop a strong personality. That is why the experts recommend integrating more student-centred delivery methods in the programme in a way that the students are empowered in class to be more self-confident and to develop more learner autonomy (p.8)
- The target level for English must be clearly defined for each module, e.g. by referring to the Common European Framework of Reference for Languages (CEFR) (**Finding 8d**). The descriptions used hitherto are not comprehensible. (p.8)
- The structure the programme allows for international student mobility and contains well defined instruments to promote international mobility (ECTS, recognition of credits from abroad, diploma supplements, learning agreements). (p.8)

Relevant points from the ELT program in Cyprus²:

- The panel believes that further improvements could be reached if the programme could provide a larger variety of elective courses that are specifically geared towards the practicalities of (English) language teaching, thus providing an even better preparation for the ‘reality in the classrooms’ (p.4)
- On the level of the profile and general setup of the programme the panel of experts recognizes that the ELT department yet faces challenges to promote student exchange to US-American and British universities.... At the same time the panel believes that future English teachers should be provided with opportunities and incentives to study in an English-speaking country, immersing themselves in the English language as well as in Anglophone cultures. (p.4)
- It became obvious in the discussions with the staff of the programme that the importance of a student experience in an English speaking country is not disputed and that on an individual level students are supported once they show interest. These activities should be strengthened in the future and developed to short- to long-term strategies to foster student mobility to English-speaking countries. (p.4)
- Quite obviously, the transfer of knowledge is facilitated through a good atmosphere within the ELT department enabling a productive dialogue between students and teachers. This dialogue is apparently also used to discuss the workload with the students and adjust it if required. (p.6)
- With regards to the overall potential for further improvement of the curriculum, in particular, staff and students alike would welcome an elective course on learning and teaching technologies. (p.6)

¹ Decision of the Accreditation Commission of AQAS on the study programme “Romanian Language and literature and English Language” (B.Ed.) offered by Alecu Russo Bălți State University/Moldova

² Decision of the Accreditation Commission of AQAS, On the degree programme „English Language Teaching” (B.A.) at the Eastern Mediterranean University (Turkish Republic North Cyprus)

- A possible short-term measure might be to promote the exchange of students and alumni of the ELT programme who currently work as teachers and use the options offered through electives. (p.6)

Discussion

By reviewing the extracted relevant points, we can conclude that the language proficiency levels are not mentioned at all apart from the first one, where it is stated that levels should be defined clearly according to the CEFR, but no specific level was mentioned. Both committees working on these separate reports agree that the most important things to pay attention to are:

- student exchange and stay in English speaking countries (repeated on several occasions in both reports)
- studying relevant (modern) teaching methodologies
- student-centered learning
- speaking activities and support by elective courses with English instruction
- implementing technologies
- fostering good atmosphere for teaching and learning

Conclusion

We can safely conclude from this small-scale research that as far as the accreditation framework is concerned, our ELT programs in general can obtain the relevant EU accreditations following the Cyprus and Moldova programs' examples. Macedonian MoE's standing during the workshop on this topic was one sort of "testing" of MEL instructors' general attitude and possible acceptance of this idea with little relevant referential background for acceptance of Macedonian universities diplomas for ELT programs.

Yet, the idea as such is not to be dismissed. Levelling and harmonization of the requirements and CEFR levels of students' EL proficiency will probably lead to unified proficiency across this profession, at least with the newer generations of EL and pre-service teachers. At the same time, PD of in-service teaching staff in the direction of proficiency and communication improvement might lead to bigger inclusion of communication in the classroom, refreshing of language knowledge and coming closer to the "native teacher" notion.

Bibliography

- [1] AQAS Decision of the Accreditation Commission of AQAS, On the degree programme „English Language Teaching“ (B.A.) at the Eastern Mediterranean University (Turkish Republic North Cyprus), February 2014
- [2] Decision of the Accreditation Commission of AQAS on the study programme "Romanian Language and literature and English Language" (B.Ed.) offered by Alecu Russo Bălți State University/Moldova, February 2016
- [3] The implementation of CEFR in European Education Systems – Policy Department – Structural and Cohesion Policies, 2013
- [4] European Association for Quality Assurance, www.enqa.eu
- [5] Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen, www.aqas.eu

Getting Smart: How Intelligent Classrooms Can Create An Intelligent Workforce

Cusrow J. Dubash

Professor, Department of Education, Forman Christian College, Lahore, Pakistan

Bilal Ahmed

Lecturer, Department of Mathematics, Forman Christian College, Lahore, Pakistan

Abstract

The advent of technological innovations has transformed various sectors, teaching is one of them. Over the past one decade, a new teaching and learning model has emerged dealing with the integration of technology in teaching methodologies. According to available data, teaching experiences that involve the use of modern approaches, such as, technology can develop and rekindle student's potential and passion. Certainly, this can have a direct impact on children's intellectual and professional development. Research also shows that technology has a direct link to stimulating student's curiosity levels which make them perceptive and sharp. Interactive and constructive learning can certainly lead students toward exploring what remains away from their intellectual reach. Such training can expose students toward a skill oriented mode learning experiences which can directly deflect in terms of what conventional and non-conventional teaching settings can offer and takeaway in the long run. Therefore, it's argued that smart teaching, beginning from the elementary level, can have a significant impact on young children's grooming. This paper aims to study two different sets of perspectives. One perspective looks at a class of students which has been exposed to smart teaching methodologies. The other perspective explores a different class that has had traditional classroom experiences. Different indicators through a data collection focusing on the analysis of analytical and problem-solving skills among others will be mapped to prove the hypothesis that smart teaching is the way forward. Certainly, smart teaching is the need of the hour, particularly for underdeveloped countries – such as Pakistan – which continue to lack an intelligent workforce due to outdated teaching practices.

Keywords: Smart, Intelligent, Classrooms, Workforce

Introduction

Literature Review

Pakistan for the past seventy years has unfortunately provided rote learning experiences to its students, particularly in the public sector where roughly 80% of children go to study. This has and still is depriving students of critical thinking and problem solving skills. As technology continues to infiltrate into educational practices, teaching will have to be done differently, particularly if our students can compete at par with the rest of the world. Our archaic education system needs to be revamped and many schools and colleges of education are experimenting with different pedagogies.

According to Richardson (2011) Pakistan has seen very rapidly growing penetration of computer and internet in the personal lives of teachers and students but the pace of technology integration in classrooms for learning purposes is rather slow. It has been observed that the major hindrance for technology integration in classrooms is mostly from the teachers and not from the students. The reason is the attitude of the teachers towards technology. They are resistant to adopt it because of poor confidence and lack of knowledge. (Bingimlas, 2009)

Different societies have different circumstances and therefore different goals for educating their young generation. Educational technology can offer opportunities for communication, diverse and unlimited resources, and therefore it can be used for teaching and educational purposes. In today's world unpredictability is the only thing which doesn't change. Things which were true yesterday are not true today and tomorrow and this gives rise to a whole different story. (Arvind Kesh, 2017)

Technology when integrated with teaching methodology in the classroom can completely revolutionize the learning processes and outcomes. As founding educational technology advocate Jawn Hawkin (1997) explains in his article "The World at Your Fingertips: Education Technology Opens Door", that technology has the tools of empowerment which can enrich those who use it.

One or two decades ago the 'Chalk and Talk' monologue approach in the classroom was everything. It is the most common method of instruction in which the focus of the approach is content coverage. When the interactive style of learning is there then it helps students to get a better picture of the concept. (Ravi Oswal, 2017)

Conventional classroom teaching approaches have generated a lot of argument among teachers and educational experts. Some of them think that the monologue approach is the only way to teach students while others claim students need to be actively involved in the classroom learning. The lecture method involves the instructor doing all the conversation with little or no response from the students. This is problematic because students take on a passive role, which can obstruct learning. It is very difficult for students to sit for a long time and listen to the teacher go on about some topic. Now-a-days students are used to the television screen changing every other second and therefore have a difficult time continuing being focused during a lecture (Kevin Donnelly, 2014).

Teachers who practice the traditional way of teaching are not likely to stimulate the student's interests in learning as well as, they can't assist them in concept foundation (Ee Ah Meng, 2015). The teacher should not just depend upon lectures but should see that students too are participating. All slow learners can become quick learners once they are engaged in the class.

"Traditional teaching is concerned with the teacher being in control of the learning environment. Power and responsibility are held by the teachers and they play the role of instructor and decision maker. They regard students as 'knowledge holes' that need to be filled with information. To be brief, the conventional teacher thinks, it is the teacher that causes learning to occur in the students" (Novak, 1998).

Technology has now become a crucial part of children's lives. It is obvious because most homes have computers and internet-enabled devices. Brilliant minds work hard to create new things in a better way and technology has revolutionized the way we think and work. Classroom intelligence is rapidly progressing. The old traditional teaching methodology should be far behind in comparison to modern techniques.

The use of technology in education has provided students and teachers with an unlimited number of options for classroom learning. When we look at the history of technology integrated with education there are some very interesting facts that have led us to where we are today. Technology is a powerful tool that can support and transform education in many ways. The teaching strategies based on educational technology can be described as decent practice that facilitates the student's learning and enhances their performance. Technology integration inspires positive changes in teaching methods. Students and teachers can access information at any time. This is possibly the most obvious benefit of technology that there is no need to spend hours in the library to collect the information which is needed.

Think about what the mode of collaboration looks like in a traditional classroom setting. You organize groups, assign the project and suddenly the class becomes a complete mess. In this case some students don't get the opportunity to be heard. Technology when integrated with classroom teaching, allows students to work at home. The group is connected with the internet and everyone is inspired by the focused environment.

This paper looks at what difference the teaching of a mathematics concept makes when taught using the age-old traditional teaching approach vs. one that is technology enriched and uses technology integration to teach students.

Methodology

The purpose of this study is to show the importance of technology integration into a teacher's instruction method. In the information age technology tools should motivate students by making their lessons more exciting. This study aims to explore whether students could be more engaged intellectually through technology integration and how it affects their overall performance.

The main questions which this study looks to address are:

How technology integration can create a significant impact on students learning at the middle school level?

What are some of the possible areas which are affected positively in student's individual and collective training if they are introduced to a technology integrated learning environment?

This study compares two different teaching methods, including the traditional way that is basically 'chalk and talk' approach and technology based. To analyze the impact of particular teaching method pre- and post-tests are being used. Pre-assessment helps to understand their level of learning before being introduced to a particular content area. One section of the class was taught with the traditional methodology and the other section taught through technology integration. Post-tests were then conducted in both the settings.

This study with the thirty students each from grade 7 was conducted in the classrooms within a single school. Two different sections of same grade were selected as the sample. The subject of mathematics was chosen and the topic under consideration was the "Basics of Quadrilaterals". The pre- and post-test each comprised of 25 mixed statements which the students had to read carefully and identify as true or false. The pre-test was administered to both sections and scored. The pre test is attached as Annex 1. The same teacher was to teach these sections for procedural reliability. One section was taught solely using the conventional approach ---- textbook examples and exercises, board work, drill and practice. The other section was taught through the technology integration approach ---- computer software specifically "Dynamic Geometry Software" for investigating the different kinds of quadrilaterals, tablets and digital microphones. No textbook was used. Both sections were taught using the respective approaches for 4 weeks. Ample opportunities were provided to both sections for review, reinforcement and enrichment of the particular concepts. Both sections were administered a post-test which was scored. The post test is attached as Annex 2.

Data and Results Analysis

Table 1: Pre- and Post-Test Scores of Control Group --- The One Using the Traditional Approach

Students	Pre-Test	Pre Percent	Post-Test	Post Percent	Change
1	6	24%	8	32%	8%
2	12	48%	12	48%	0%
3	6	24%	6	24%	0%
4	11	44%	10	40%	-4%
5	14	56%	15	60%	4%
6	9	36%	11	44%	8%
7	7	28%	8	32%	4%
8	7	28%	9	36%	8%
9	8	32%	10	40%	8%
10	3	12%	6	24%	12%
11	6	24%	8	32%	8%
12	8	32%	9	36%	4%
13	9	36%	11	44%	8%
14	11	44%	14	56%	12%
15	4	16%	7	28%	12%
16	11	44%	12	48%	4%
17	12	48%	12	48%	0%
18	13	52%	14	56%	4%
19	10	40%	14	56%	16%
20	9	36%	14	56%	20%
21	7	28%	8	32%	4%
22	8	32%	9	36%	4%
23	8	32%	8	32%	0%
24	8	32%	10	40%	8%
25	7	28%	8	32%	12%
26	10	40%	12	48%	8%
27	9	36%	13	52%	16%
28	10	40%	13	52%	12%
29	6	24%	8	32%	8%
30	8	32%	9	36%	4%

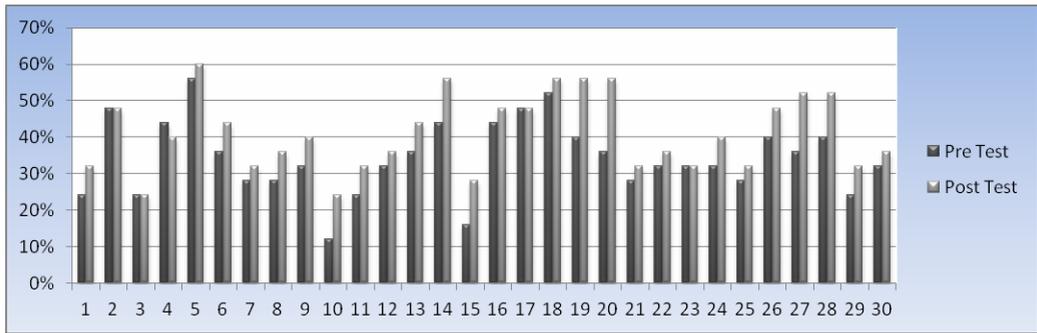


Figure 1: Graphical Representation of Pre- and Post-Test Scores of Control Group

Table 2: Pre- and Post-test Scores of Experimental Group --- the One Using the Technology Integrated Approach

Students	Pre-Test	Pre Percent	Post-Test	Post Percent	Change
1	8	32%	16	64%	32%
2	12	48%	19	76%	28%
3	9	36%	16	64%	28%
4	10	40%	19	76%	36%
5	10	40%	20	80%	40%
6	12	48%	18	72%	24%
7	12	48%	20	80%	32%
8	8	32%	17	68%	36%
9	9	36%	21	84%	48%
10	16	64%	22	88%	24%
11	15	60%	21	84%	24%
12	16	64%	23	92%	28%
13	14	56%	20	80%	24%
14	12	48%	21	84%	36%
15	10	40%	18	72%	32%
16	11	44%	19	76%	32%
17	11	44%	21	84%	40%
18	12	48%	18	72%	24%
19	16	64%	19	76%	12%
20	16	64%	22	88%	24%
21	12	48%	21	84%	36%
22	13	52%	20	80%	28%
23	14	56%	22	88%	32%
24	10	40%	21	84%	44%
25	9	36%	18	72%	36%
26	8	32%	18	72%	40%
27	8	32%	19	76%	44%
28	9	36%	21	84%	48%
29	10	40%	23	92%	52%
30	10	40%	24	96%	56%

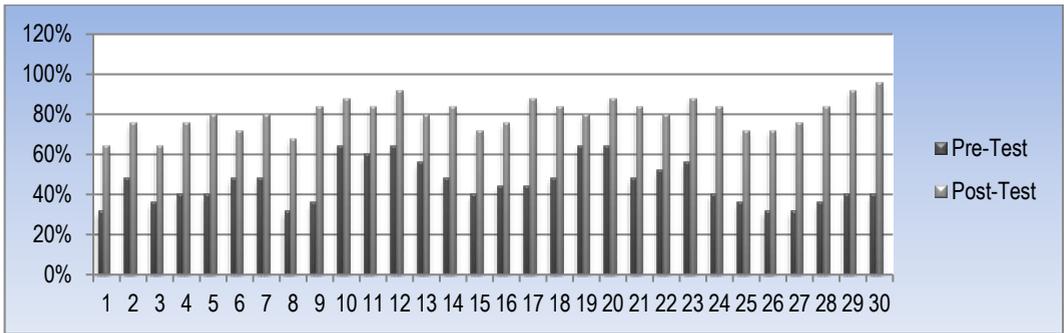


Figure 2: Graphical Representation of Pre- and Post-Test Scores of Experimental Group

Table 3: Percentage Change Frequencies ---- Traditional and Technology Approaches

% Change Traditional Approach	Frequency	Total Change Traditional Approach	% Change Technology Approach	Frequency	Total Change Technology Approach
20%	1	20	56%	1	56
16%	2	32	52%	1	52
12%	5	60	48%	2	96
8%	9	72	44%	2	88
4%	8	32	40%	3	120
0%	4	0	36%	5	180
-4%	1	-4	32%	5	160
			28%	4	112
			24%	6	144
			12%	1	12
	30	212		30	1020
	Average Change Traditional Approach →	7%		Average Change Technology Approach →	34%

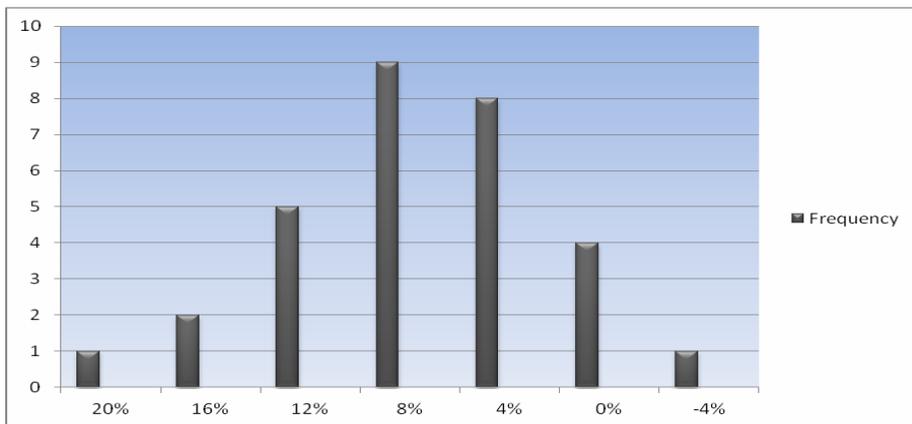


Figure 3: Percent Change Frequencies of Control Group (Traditional Approach)

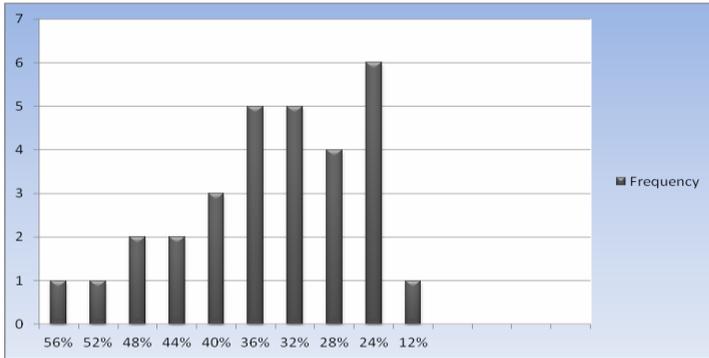


Figure 4: Percent Change Frequencies of Experimental Group (Technology Approach)

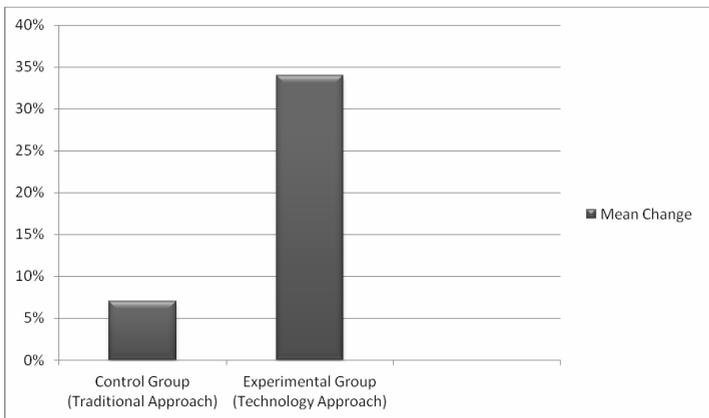


Figure 5: Mean Change between Control and Experimental Groups

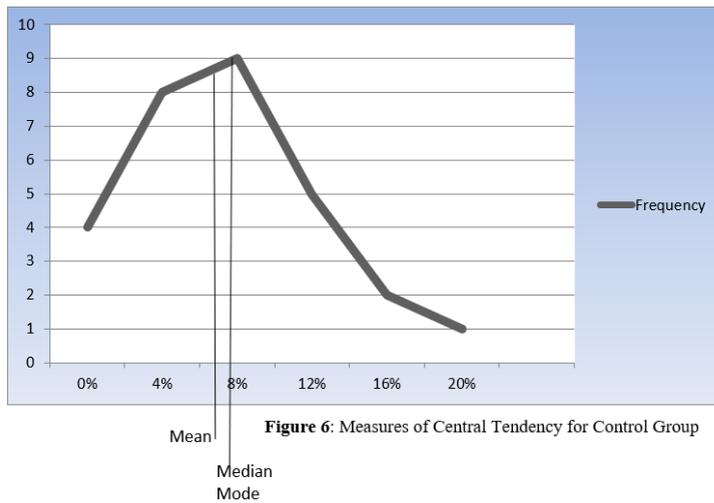
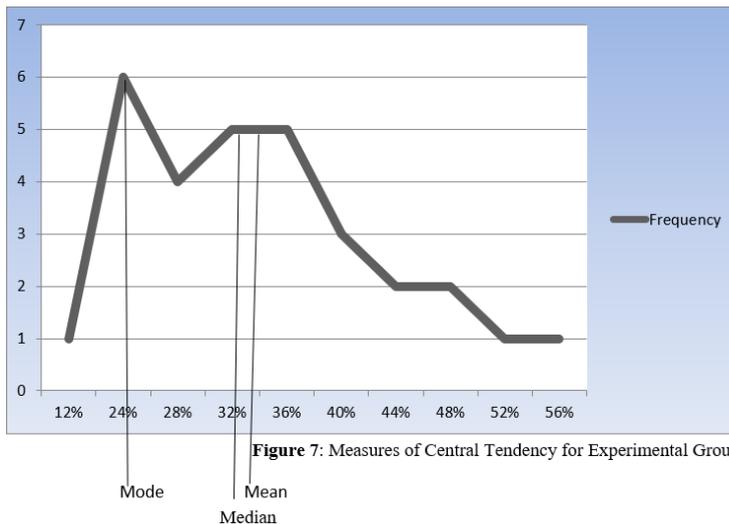


Figure 6: Measures of Central Tendency for Control Group



Discussion and Implications

Technological integration has moved education away from rote learning and regurgitation of facts and content. This may be true in the developed world where resources for technological interventions come easily unlike here in Pakistan where technology and its integration into academics is far-fetched due to: electricity supply, bandwidth issues, weak or poor connections, costs for initial installations and sustainability, rapidly changing devices and softwares owing to rapid innovations in technology, and the replacing of obsolete gadgets and softwares. Despite these limitations, Pakistan wants its students to receive world class education in order to create an intelligent workforce.

To achieve this goal we will simply have to change the way we teach. The archaic rote learning system still has its roots grounded strongly in the educational fields of the country. This study aims to show in a small way that contemporary 21st century education practices can help students learn, perform and apply better.

Mathematics cannot be learned by learning but by practice. To this end two sections of grade 7 with thirty students each was used for this purpose. The topic selected was "Basics of Quadrilaterals". Both sections were taught by the same teacher. The teacher was trained and made comfortable in the use of computers, technology gadgets and some softwares. This was done to make certain the teacher would be equipped with 21st century teaching skills and operate the required gadgets with ease. Both sections were administered a pre-test consisting of 25 statements about quadrilaterals that the students had to mark true or false. These were then scored and kept for future reference. For the next four weeks the classes were taught the same topic, but with different approaches. One group or class was taught using the traditional approach of lecture, drill and practice. The textbook was the only resource used. The other group or class was taught using technology integration making use of tablets, smart phones, and various softwares and provided much reinforcement and enrichment. No textbook was used. Both classes met five days a week for 50-minute sessions each. At the end, both classes were administered a post-test consisting of 25 statements about quadrilaterals that the students had to mark as true or false. These were then scored. The statements on the pre-test (Annex 1) and post-test (Annex 2) are all different. The pre- and post-test scores were then compared.

Table 1 and Figure 1 compare the pre- and post-test scores of the control group --- the one taught in the traditional way. It can be seen that change in scores is slight --- a mean change of just 7%. Moreover the median and mode are both at 8%. This is very close to the mean and the scores tend to cluster around the central values. This change can be attributed to factors such as: lack of focus and concentration, aimless repetition of tasks, having student's rote learn rather than understand and apply, weak teacher preparation and poor selection of activities. Traditionally speaking there is nothing of interest and excitement to hold the student's motivation for better outcomes.

Table 2 and Figure 2 compare the pre- and post-test scores for the experimental group --- the one that used technology and its applications to learn. The mean percent of change is 34%, The median is at 32% and the mode at 24%. This shows a slight spread of data which is indicative of a wider stretch in the change values. This group shows roughly five times the

mean change of the control group (Figure 3). This high amount of change can be attributed to: focused attention and concentration, variation in learning activities, prompt feedback with corrective interventions, self-paced progression. Technologically speaking there is much to hold on to the interest and excitement of the students and motivate them to keep going.

So, what are the implications for the Pakistani classroom? This study has clearly shown the benefits of engaging students in 21st century learning. This holds promise for the workforce of the future. If teachers would make a conscious effort to make their classrooms more intelligent by employing more current resources to teach, Pakistan could have an intelligent workforce capable of doing the tasks any where in the world.

This study could be replicated on a larger level and with other subject areas as well. If more such studies produced similar results it would more strongly support the claim that an intelligent workforce stems from intelligent classrooms.

Table 3 and Figures 3 and 4 show the range of change frequencies. It is clear that the range for the control group is 24 while that for the experimental group is 44. This indicates that the spread of scores was wider and bigger in the experimental group and narrower and smaller in the control group. Figure 5 compares the mean change percent for the two groups clearly indicating that the experimental group did approximately five times better.

Figures 6 and 7 clearly show the spread and range of the change in pre- and post-test scores together with the mean, median and mode values. Traditional teaching still holds students as passive recipients who work in isolation. This is not how the job market of the future will work and so we are not preparing students for their future in our classrooms today. The industrial age teaching practices cannot be congruent with those required for the information age. Teachers in classrooms today are products of the 20th century teaching 21st century students. Do you see the problem? It is the teachers who need to change not the students.

In conclusion, it is hoped that this study has in some way contributed to the larger goal of creating a prepared workforce for Pakistan's future. This builds on the understanding that we must change our teaching to include intelligent pedagogies that will help create the workforce of the future equipped with skills, they will need not ones we have mastered and been using. The future is now ---- it is in our classrooms today. Make a different to that future.

References

- [1] Alberta Learning (2000-2003). Information and communication technology, kindergarten to grade 12: Program of studies. Curriculum Standards Branch.
- [2] Balanskat, A., Blamire, R., & Kafal, S. (2007). The ICT impact report: A review of studies of ICT impact on schools in Europe. Brussels: European Commission.
- [3] Bingimlas, K. (2009). Barriers to the successful integration of ICT in teaching and learning environments: a review of the literature. *Eurasia Journal of Mathematics, Science & Technology Education*, 5(3), 235–245.
- [4] Donnelly, K. (2014) Available from: 'Chalk and talk' teaching might be the best way after all.
- [5] Earle, R. (2001). The integration of instructional technology into public education: promises and challenges. *ET Magazine*. 42(1). 5-13.
- [6] Hawkin, J. (1997) Available from: The World at Your Fingertips: Education Technology Opens Doors | Edutopia.
- [7] Jacobsen, D.M. (2001, April). Building different bridges: Technology integration, engaged student learning, and new approaches to professional development. Paper presented at AERA 2001: the 82nd Annual Meeting of the American Educational Research Association, Seattle, WA
- [8] Jonassen, D. H., Peck, K. C., & Wilson, B. G. (1999). Learning with technology in the classroom: A constructivist perspective. New York: Merrill/Prentice-Hall. 234 pp.
- [9] Kesh, A. (2017) Importance of Education Technology in teaching and learning! - Video Making and Marketing Blog.
- [10] Meng, E. (2015) Disadvantages of Chalk and Talk Method | Englishes of M. G. Santiago.
- [11] Novak. (1998) Traditional vs Modern Teaching Methods – Innovative Teaching Methods and Strategies.

- [12] Oldknow, A. Dynamic Geometry Software ---- A powerful tool for teaching mathematics, not just geometry. W. Sussex P021 1HR, UK.
- [13] Oswal, R. (2017) Available from: What is chalk and talk method of teaching? - Shiksha247 Blog.
- [14] Richardson, J. W. (2011) Challenges of adopting the use of technology in less developed countries: the case of Cambodia. Comparative Education Review, 55(1), 008-029.
- [15] Russell, M. Haney, W (2000). The Gap between Testing and Technology in Schools. National Board on Educational Testing and Public Policy Carolyn A. and Peter S. Lynch School of Education Boston College.
- [16] Wenglinisky, H. (1998). Does it compute? The relationship between educational technology and student achievement in mathematics. Princeton, NJ: Educational Testing Service.

Annex 1

Pre Test: Basics of Quadrilaterals

Classify each statement as True or false:

- _____ 1. All parallelograms are symmetric.
- _____ 2. Each diagonal of any parallelogram is also a line of symmetry.
- _____ 3. Consecutive angles of any parallelogram are supplementary.
- _____ 4. The diagonal of any parallelogram bisect each other.
- _____ 5. Each rhombus has exactly two lines of symmetry.
- _____ 6. Each diagonal of rhombus determines a line of symmetry.
- _____ 7. The diagonals of any rhombus are perpendicular.
- _____ 8. Each parallelogram is also a rhombus.
- _____ 9. All rhombuses are symmetric.
- _____ 10. The consecutive angles of any rhombus are supplementary.
- _____ 11. Each rectangle has exactly two lines of symmetry.
- _____ 12. The diagonals of any rectangle are congruent.
- _____ 13. Each diagonal of a rectangle determines a line of symmetry.
- _____ 14. The opposite sides of any rectangle are congruent.
- _____ 15. Each rectangle is also a parallelogram.
- _____ 16. Each square has exactly two lines of symmetry.
- _____ 17. Each diagonal of a square determines a line of symmetry.
- _____ 18. The diagonals of any square are congruent.
- _____ 19. The diagonals of any square are perpendicular.
- _____ 20. All squares are symmetric.
- _____ 21. Each square is also a rhombus.
- _____ 22. Each square is also a kite.
- _____ 23. Each parallelogram is also a kite.
- _____ 24. If a quadrilateral has four right angles, then it is a rectangle.
- _____ 25. If quadrilateral has all four sides congruent, then it is a square.

Annex 2

Post Test: Basics of Quadrilaterals

Classify each statement as True or false:

- _____ 1. All parallelograms have exactly two diagonals.
- _____ 2. Opposite angles of any parallelogram are supplementary.
- _____ 3. The diagonals of any parallelogram are congruent.
- _____ 4. The diagonals of any parallelogram are perpendicular.
- _____ 5. Each rhombus has exactly two diagonals.
- _____ 6. The diagonals of any rhombus are congruent.

- _____ 7. Each rhombus is also a parallelogram.
- _____ 8. The opposite sides of any rhombus are parallel and congruent.
- _____ 9. The opposite angles of any rhombus are congruent.
- _____ 10. All sides of any rhombus are congruent.
- _____ 11. Each line of symmetry of a rectangle is the perpendicular bisector of two sides of the rectangle.
- _____ 12. The diagonals of any rectangle bisect each other.
- _____ 13. Each line of symmetry of a rectangle determines a diagonal.
- _____ 14. All rectangles are symmetric.
- _____ 15. Each parallelogram is also a rectangle.
- _____ 16. Each square has exactly two diagonals.
- _____ 17. Each line of symmetry of a square determines a diagonal.
- _____ 18. The diagonals of any square bisect each other.
- _____ 19. The opposite sides of any square bisect each other.
- _____ 20. The opposite sides of any square are congruent.
- _____ 21. Each square is also a rectangle.
- _____ 22. Each square is also a parallelogram.
- _____ 23. Each kite is also a rhombus.
- _____ 24. Trapezoids have only one pair of opposite sides congruent.
- _____ 25. If the diagonals of a quadrilateral are perpendicular, then it's a rhombus.

State Procurement Electronic System Efficiency in Georgia

Tinatin Medzmariashvili

PHD student of Ivane Javakishvili Tbilisi State University, Faculty of Economics and Business

Abstract

State procurement has significant strategic importance for Georgia, while it serves the rational expenditure of the state funds and the creation of a transparent competitive environment for the state and the business sector. In the last few years, the development of electronic technologies have formulated united state procurement electronic system. State financial resource spending requires business correspondence based on a single electronic system, which facilitates the acquisition of the buyer and the supplier openly, easily and without any unnecessary restrictions. Electronic system elaboration ensures maximal transparency of procurement procedures and rational spending of the state financial resources. Furthermore, increases competition among the bidders participating in the tender and raises public awareness. E-procurement system increases efficiency of the procurement processes, through saving purchaser's and potential supplier's financial, human and time-consuming resources. Besides, the tender procedures are transparent and easy to understand for any person interested in it. It is effective and efficient for any country to use the state procurement electronic system, as it provides transparent procedures and eliminates competition restrictions, corruption and discrimination risks.

Keywords: State procurement, Electronic system, tenders, procurement procedures.

Introduction

State procurement – this is the procurement of any goods, service and civil works by procurement organization with the means belonging to the state (or equalized) (Khodeli, Broladze, Julakidze, 2014, p. 57). State procurements represent one of the most important fields and 12% of entire domestic product comes to it (State Procurement Agency, 2017, p. 2). Respectively, the greatest importance is given to rational spending of state financial resources, maximally transparent supply of information to the society and healthy development in the field of state procurement, establishment of fair and non discriminative environment. It is important that the field of state procurement works in order as for state as well as for private sector. Despite the fact that it is particularly actually to make rational and purposeful spending of state means, for the country it is important to have the increase of small and middle business involvement in state procurements, development of competition in private sector which in its turn provides the growth of their incomes. For today the state procurement are presented only as the instrument of economic regulation and not the means for providing state necessities and serve the increase of competitive advantages (ШАБУРИШВИЛИ, 2016, p. 139).

Role of Informative Technologies in State Procurement

In modern world daily the importance of information technologies are being increased, in private as well as state sector. The crucial changes in the field of state procurements of Georgia are associated with exactly the information technologies. State procurements comprise the important part of entire domestic product and serve the rational spending of state means and creation of transparent – competitive environment for state as well as business sector. It has to provide maximum protection of procurement organization and society through the way of publicity, rationality, equality, responsibility and increase of effectiveness (Gaprindashvili, 2012, p. 91). When proceeding state procurements during recent period particular place is occupied by the establishment of modern information technologies and electronic system. Special importance in information society is given to the effective usage of monetary resources being under the ownership of budget-funded organizations and physical entities, establishment of such contacts between customer and suppliers, during which on the one hand the supply of highest quality, guaranteed goods and items under process acceptable to Customer and on the other hand sale of the mentioned in time and for the prices acceptable, which are achieved through the way of establishing the informative union between manufacturer and customer available at the market (Gognadze, 2013, p. 7). Relevantly, it becomes necessary to precede the case based on electronic system which assists the contact of purchaser and supplier without extra preventions.

The state procurements of Georgia were carried out before 2010 based on paper regulation, which was related to the hard work, distrust towards state procurements of society, restriction of competition, risks related to corruption and discriminative attitudes. The participation in tenders organized based on the mentioned regulation was problem for regional companies, because they often had to visit capital city for taking part in tender. According to the report 2008 of World Bank, the state procurement system of Georgia was evaluated as the “high risk carrier system” of corruption. For the purpose that all the suppliers would have been under equal terms and LEPL Competition and State Procurement Agency gave chance of excluding discriminative attitude to LEPL National Agency of Public Registry under technical support providing the program development of electronic system of state procurement. Thus, since the beginning of 2010 electronic system of state procurements has been established and in October 2010 first electronic tender has been announced. Since December 2010 the document-based tenders have been abolished and all the state tenders are organized only in electronic way. The establishment of transparent system made the procedures related to the procurement simply perceivable and society was involved in system in the role of participant as well as observer. Also the problem of geographic inequality has been decided because during the period of paper based regulation tenders the enterprises located in regions, couldn't take part practically due to the presence of high expenditures.

United Electronic System of State Procurements

The development of united electronic system of state procurements in Georgia provided maximum transparency of procurement procedures, rational spending of state finances, increase of competition between claimers and elevation of social consciousness towards the field of state procurement. For today the united electronic system of state procurement comprises three languages and the data included in it are available to the system users in Georgian, English and Russian languages. Any stakeholder from all the places of world may take part in tender. It is remarkable that annually the number of stakeholders in the field of procurement is increased (see Figure #1) (State Procurement Agency, 2017, p. 17).

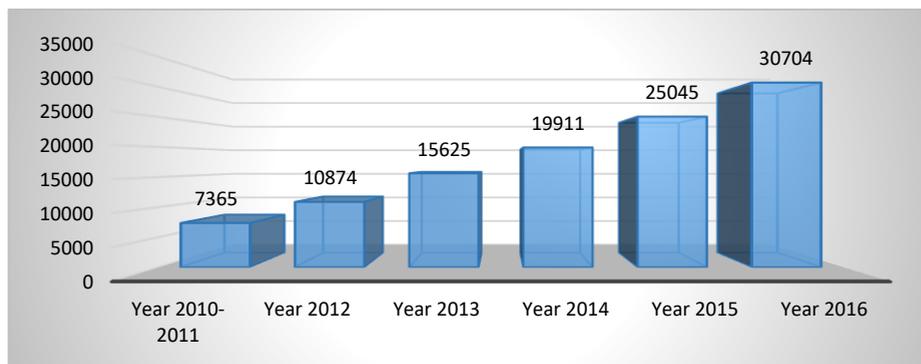


Figure No 1: Distribution of registered suppliers in 2010-2016

Still private sector is distinguished with great activity in the field of state procurement in 2016 and during year totally 5 659 new users have been registered in the system and as a result of the mentioned the number of registered users for the end of 2016 were 30 704. Based on the information available at National Service of Statistics for the end of 2015 about 160 000 active economic operators have been registered, according to which about 15.6% are taking place in state procurements (State Procurement Agency, 2016, p. 17).

Due to the united electronic system in Georgia the information related to the state procurement is available and open. Following belongs basically to such type of information: annual plans of procurement, bidding, documents for tender and its modifications, presumable cost of procurement, bids of suppliers and prices, Minutes of Tender Commission Meeting and correspondence with suppliers, agreements and their amendments, documents for executing agreement and factual taxes. The elevation of competition was assisted by the addition of modernized module of Dispute Examination Board in electronic system, made the procedure of appealing tender more simplified and any stakeholder registered as “supplier” in system may appeal the bids at Board and claimer who directly takes part in decisions/activity of tender/competition if it is considered that the regulations have been infringed under law and/or relevant normative acts and/or its rights have been humiliated.

While reforming the public procurements system the priorities and the demands were defined, which should have been met by the legislative amendments for the private and public sectors (Gaprindashvili, 2015, p. 955). The establishment

of united electronic system has significantly increased the indicator of involvement of private sector in state procurements. Also from the side of procurement organizations the number of tenders announced has been increased and in 2011 the quantitative indicator of electronic tenders exceeds 14 times the volume of tenders paper-based (see Figure #2) (State Procurement Agency, 2018).

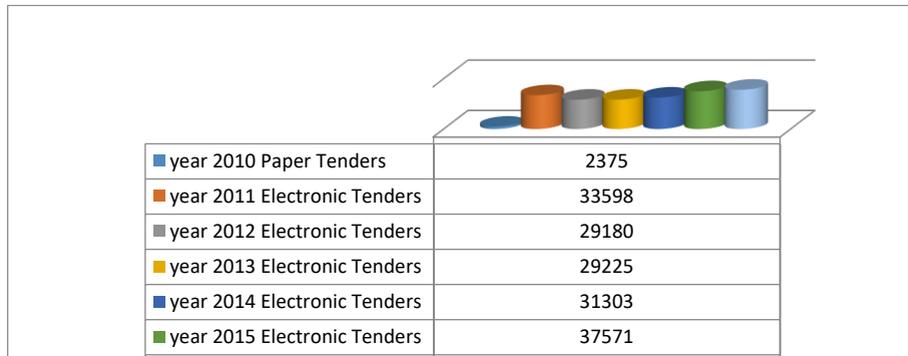


Figure № 2: Distribution of Paper and Electronic Tenders in 2010-2016

191 487 127 GEL has been saved from the budget during 2011 through united electronic system of state procurement (Competition and State Procurement Agency, 2012, p. 17), in 2012 – 155 610 107 (Competition and State Procurement Agency, 2013, p. 18), in 2013 – 231 062 588 (Competition and State Procurement Agency, 2014, p. 10), and in 2014 – 241 132 563 GEL (State Procurement Agency, 2015, p. 10.), in 2015 – 299 704 216 GEL (State Procurement Agency, 2016, p. 10), in 2016 – 278 435 040 GEL (State Procurement Agency, 2017, p. 12). This represents significant saving for state budget (see Figure #3).

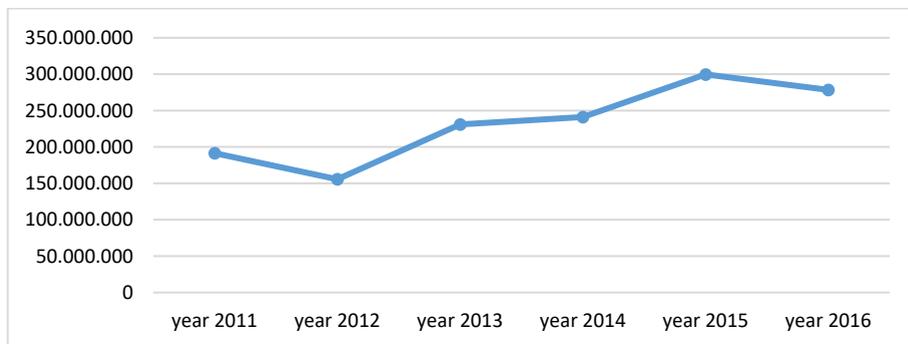


Figure № 3: Distribution of Budget Savings in 2011-2016

It is remarkable that state procurements represent one of the most important fields for any country. The government has to create the terms optimal for the establishment – development of business: provide political, economic and social stability in the country. Special attention has to be given to the development of healthy competition between the stakeholder through the state procurements which in its turn provides the rational spending of state means and maximum usage of own possibilities by the companies (Shaburishvili, Medzmariashvili, 2017, p. 258). The government has to create the competitive environment and provide the field of state procurement through organized legal basis.

Electronic system provides not only the simple transactions at the duration stage of tender, this gives possibility to use the information available in the system for making business processes more refined. The procurement organizations have possibilities to examine the tenders organized by other organizations and consider the information obtained when executing own tenders. Also system gives suppliers chance to study the requirements of state sector and further consider this when processing business. The electronic system of procurement is effective not only for the companies taking part in it, but for state institutions as well, because all the procedures starting with applying the applications of companies and evaluating their technical data and ended up with offering process and paying, takes place subject to electronic system. As a result,

time necessary for procedures has significantly decreased and also problems will be less (Transparency International Georgia, 2013, p. 5). Also, representatives of private sector through the schedules presented in advance by procurement organizations gives representatives of private sector plan the own activity during year.

Conclusion

Thus, all in all, modern information technologies assisted the development of state procurement system of Georgia. The electronic procurement system increased the effectiveness of procurement process and for today is saved, as financial, human and time resources of potential supplier organizations. Also, it assisted the publicity of process, elevation of trust towards the society, increase of healthy competition and what is most important rational spending of monetary means designed for state procurement. The increasing stage of LEPL "State Procurement Agency" gives the possibility to express the presumption of making united electronic system of state procurement more refined and more perfect. The policy of state procurement in Georgia provides the rational, reasonable and transparent spending of state financial resources. Despites, it significantly increases the level of competition in private sector and provides the maximum involvement of business subjects.

The united electronic system of state procurement provided the elevation of trust towards society and made transparent the mechanism for spending state financial resources. The electronization of procurement processes made the participation in tenders non bureaucratic and transparent. For today all the stakeholders may in shortest period search for the information if whether procurer executes the procurement of which item and of what type. The mentioned decrease the risks of corruption and creates fair environment. At this stage the united electronic system of state procurement is being refined and modified, which in future provides the perfection of processes related to the state procurements.

References

- [1] Competition and State Procurement Agency. (2012). Competition and State Procurement Agency Annual Report 2011. Tbilisi.
- [2] Competition and State Procurement Agency. (2013). Competition and State Procurement Agency Annual Report 2012. Tbilisi.
- [3] Competition and State Procurement Agency. (2014). Competition and State Procurement Agency Annual Report 2013. Tbilisi.
- [4] Gaprindashvili G. (2012). State Procurement Policy, Reforms and Resultes in Georgia. *ECONOMICS AND BUSINESS*, 91-96.
- [5] Gaprindashvili G. (2015). Public Procurement Development Stages in Georgia. *International Journal of Social, Behavioral, Educational and Management Engineering* Vol:9 N3, 955-958.
- [6] Gognadze g. (2013). Organization of state procurement management Using internet technologies. Tbilisi: Dissertation.
- [7] Khodeli g, Broladze z, Julakidze sh,. (2014). Public finances and property Management Guide. Tbilisi: Democratic Governance in Georgia (G3) Program.
- [8] Shaburishvili sh, Medzmariashvili T,. (2017). Competiton Regulation Methods in the State Procurement System of Georgia. The First International Scholarly and Practical Conference Competition Policy: Contemporary Trends and Challenges, (pp. 255-259). Tbilisi.
- [9] State Procurement Agency. (2015). State Procurement Agency Annual Report 2014. Tbilisi.
- [10] State Procurement Agency. (2016). State Procurement Agency Annual Report 2015. Tbilisi.
- [11] State Procurement Agency. (2017). State Procurement Agency Annual Report 2016. Tbilisi.
- [12] State Procurement Agency. (2018, February). www.tenders.procurement.gov.ge. Retrieved from www.procurement.gov.ge.
- [13] State Procurement Agency Annual Report 2016. (2017). Tbilisi.
- [14] Transparency International Georgia. (2013). Georgias' Public Procurement System. Tbilisi.
- [15] ШАБУРИШВИЛИ Ш.Т. (2016). ГОСУДАРСТВЕННЫЕ ЗАКУПКИ КАК ИНСТРУМЕНТ ПОВЫШЕНИЯ КОНКУРЕНТНЫХ ПРЕИМУЩЕСТВ НАЦИОНАЛЬНОЙ ЭКОНОМИКИ. МАТЕРИАЛИ III Міжнародної науково-практичної конференції, присвяченої 25-річчю Маріупольського державного університету, (pp. 139-140). Маріуполь.

Kosovo Political Party Attitudes Towards European Integration

Dritero Arifi, PhD

Professor (Ass.) at ILIRIA College, Prishtina. Republic of Kosovo, Faculty of International Relations and Diplomacy

Fjolle Nuhju, MA

Lecturer (Ass.) at ILIRIA College, Prishtina. Republic of Kosovo, Faculty of International Relations and Diplomacy

Abstract

Presentation of different party / program standpoints by political parties in the political scene during the mankind history has influenced the fact that the political parties have played an irreplaceable role in the establishment of democracy. In this article we will discuss the empirical validity of the views of Kosovar political parties in relation to the process of European integration, because party attitudes can often be transformed into state attitudes. In order to give an answer to this complex phenomenon, qualitative methods such as content and document analysis and interviews will be used in order to gather and analyze the data found. The findings of this article are very significant because, based on the analysis of party documents and the responses received from the interviews, we can conclude that the views of Kosovar political parties have not only prioritized European integration but also linked them with the idea of functioning of a modern state. In this regard, the importance of this research is related to the facts and a realistic situation to understand the complexity and the importance of the integration and transformation processes. In this context, the views of Kosovar political parties go beyond the themes of European integrations, they actually link this concept to a much wider dimension of social transformation, because it includes fundamental democratic values. In this form, by such standpoints, political parties transmit to Kosovo society an interethnic and religious awareness and tolerance.

Keywords: Kosovo, Political Parties, program policy, European integration, society transformation

Introduction

Political parties, basically, everywhere in the world are the artisans or promoters of changes in today's societies. However, Kosovar political parties are also playing a key role in the process of EU integration and democratization of Kosovo society. If we refer to Giovanni Sartori then with the relevant party we mean that a party is likely to form a coalition government or at the most important point when a party has an influence on competition or actually changes the direction of party competitors. (Muller,2006). Regarding this research, the determining factor that has influenced the selection of Kosovar political parties has been the form of direct impact of policy implications in the respective countries, regardless of tradition and party experience. This means that the research objective has to do with analyzing and comparing the program points of the relevant Kosovo parties, which in some other form have influenced policy making since the 1990s to the present times. In the last twenty years, the Albanian political scene is characterized by the formation of many political parties, which during this period had their political "fall and shine". Perhaps, this has to do with the fact that Albanians, most likely, later established political parties. In a way, it can be said, they tried to compensate for lost time in communism, state-building, and state-building. In the case of this research, it is necessary to elaborate the party's attitude towards the European integration of the three main Kosovar parties such as the Democratic League of Kosovo - DLK, the Democratic Party of Kosovo - DPK and the Self-Determination Movement - SDM. One more reason for this selection has been and has largely influenced Arben Llalla's writing (Llalla, 2011), which points out that around 7 million Albanians live in the Balkans, which in total have founded about 150 political parties. Referring to the author in question in Albania (approximately 4 million inhabitants) there are around 60 parties on average, in Kosovo (1.8 million inhabitants) around 50 parties, in Macedonia about 10 parties. In Montenegro where Albanians are around 50,000 people with about 30,000 thousand voters have 6 parties, and in the Presevo Valley about 7 parties. The theme of European integration is also linked to many other dimensions, because when we talk about European integrations, we are talking about a broad concept of values that should be included from human rights to the separation of powers. Here, we are simply not talking about the foreign policy aspect as a special program point, but in the sense that European integration involves a host of reforms that need to be undertaken

by a country to join the EU. Political parties represent state interests, based on party and government programming attitudes. And in a way, even the worldview of a society. So if the Kosovar parties are about the values of the European Union and the integration in this organization, then it should of course be more open and comprehensible in the social themes, and how much they will pay attention to, or are the ethnic themes that have more impact? Because the nature of the EU integration process is similar to the empowerment of the democratic system, the structure of gender mainstreaming and inter-religious and inter-ethnic tolerance, so the purpose of this research will be to focus mainly on the positions or program positions of the Kosovar parties in relation to the European integrations. In this context it will be very clear: whether Kosovo's democratic values represented by the European Union (EU) are defined? This aspect will determine in what position do the Kosovar political parties stand? It is also related to neighboring and regional policies. Integrations as such can produce more positivity from a multidimensional point of view, such as: Regional Partnership, and improve neighborly policies, especially in the Balkans. For this reason, it should be analyzed: What is the Kosovar parties' program approach towards European integrations? As for the methodology, the primary purpose of content analysis is the interpretation of the texts explored. The interviews will help to understand the attitudes and the way of understanding the political party positions. Also, all the above-mentioned respondent positions were current when interviews were conducted.

Historical Background of the Kosovar political parties

Towards the end of the twentieth century we can say that we have "powerful political earthquakes" in the sense of the collapse of communist regimes in SEE-Southeastern Europe (Carothers, 2002). In this regard, to understand the complexities, problems and importance of integration and transformation processes, it is necessary to understand the differences that existed between two worlds West vs. East since various authors called it the Cold War conflict. There has been a division of the world into two spheres of interest: military, political, cultural, and economic dimensions (Filmaier, Gewessler, Holl, & Mangott, 2006). Therefore, this division has had a very negative impact especially on post-communist societies, as there have been backward steps in all aspects of social development, as opposed to Western European societies. However, after the end of the communist regime in Southeastern Europe, these countries faced doubly challenges: the political and economic transition that was much needed to reform, and the communist past that had left harsh marks on people's lives, as well the political-social and historical problem had to be elaborated for the consolidation of society (Rose, 2009). For this reason, "Communist societies were not modern in the European sense" (Rose, 2009: 21). Therefore, despite political developments and democratic processes, the liberalization of the economy had to take place. Also, the integration of the security factor was very much needed just as NATO accession for the stability of post-communist societies (Bebler, 2015).

After the great change in 1990 it was very important that post-communist societies could be identified with European values, which were as such: the rule of law, transparency, efficiency, pluralism, political parties' participation, human rights, minority rights, etc. (Rose, 2009). In this sense, the first step was the distribution and restoration of democracy in the SEE countries (Seiler, s.d.). The second step would mean: the awareness of society and civil society forces have played a major role in creating conditions for transition from communist societies to the competitive-liberal society (Parry, 2010) and the third step had to consolidate the entire system (Eckert, 2008). What did all this mean? That the society would be ready to evaluate and protect essential issues such as human rights, freedom of speech, expression, minorities, etc. (Siavelis, 2006). In this multi-party development process, the majority of political parties and a large part of society (Kopecky & Mudde, 2002) are talking in the context of time when SEE and Central countries were extremely enthusiastic about EU integration (Hughes, Sasse, & Gordon, 2002).^[1] In developing the process of democratic values, political parties have undoubtedly played a crucial role in consolidating political transition (Enyedi, 2006). From this process it is understood that: Europeanism has been shown as a phenomenon or as a goal of most political parties in SEE. This European orientation or approach has forced political parties to radically modify and modify party programs (Ladrech, 2002). From this point of view, we can conclude that: political parties' competition represents an element of political change, and an empowerment of democratic institutions in post-communist societies (Enyedi, 2006).

Compared to Southeastern Europe, the Balkans, or rather the Former Yugoslavia, failed to catch up with the development of democracy, as in other post-communist countries. Former Yugoslavia actually became a "democracy" only in terms of elections, but were these elections free? This leaves much to be suspected, for example in Serbia- Slobodan Milosevic regime after the 90s led to the then Yugoslav Republic State, and has always been the "winner of the election" until 2000, only after the discovery that the votes were manipulated, Slobodan Milosevic is withdrawn (Bugajski, 2002).^[2] Thus, political parties in the former Yugoslavia were the center for recruiting volunteers to be sent to Bosnia, Croatia and Kosovo, and most notably the Serbian Radical Party led by Vojislav Seselj (Konitzer, 2008). In the early 1990s, and throughout the decade, the destruction of former Yugoslavia continued. Understandably, with these wars the development of political

parties in this region has been greatly influenced by nationalism (Enyedi, 2006). The very circumstances surrounding the creation of political parties in the territory of the former Yugoslavia were unusual. Therefore, they cannot even be compared for the same period as the development of Political Parties in Central and Southeastern Europe. Political parties in the former Yugoslavia, respectively in Serbia, a country that also led all wars in this territory, but also in Bosnia and Herzegovina and partly in Croatia, were not interested in developing a competitive economy, respecting the rule of law or human rights, not to talk about minorities.

As for Albanians in Former Yugoslavia, Kosovo^[3], Serbia, Macedonia and Montenegro, here we should make ethnic division from other parts of the former Yugoslavia because Albanians were the third nation in this federation of states, although they have not been accepted as such. Systematic discrimination of non-democratic regimes, not only in Serbia but also in other republics, has had a very negative impact on the inconsistent development of Albanians as a nation. Therefore, the parties formed after the 1990s are the first political parties since the 1945s. But even if we go back in history, we can see that there has not been any positive development regarding the development of the party spectrum. The birth of pluralism and Kosovar political parties was something very new, as was also for the former Socialist bloc. Since the beginning of the plural-party life, the Kosovar parties lacked significantly the true experience of party-plural life. In this form, Kosovar parties did not know much about the process of representative democracy, except what they had learned in literature about democracy and pluralism. According to this fact, this shows that Kosovar parties lacked the tradition and experience of representative democracy. Under these circumstances, this was a huge handicap for a successful party development, given: a plagued economy of the Balkan region and the wars in the former Yugoslavia. Meanwhile, the Kosovo case has been even more difficult, because Kosovars have faced a classic occupation, and in the late 1990s, even with an armed struggle.^[4] This proves that the creation of Kosovar political parties occurred in the circumstances of post-communist transition, and at the same time in the circumstances of armed conflicts, especially in the former Yugoslavia, until the process of state-building.

The establishment and establishment of Albanian political parties in Kosovo has been very difficult and complex. We can say that it has gone through several different stages of development such as:

Communist period in the former Yugoslavia 1945-1989. In this period, the plural party system was not allowed.

The post-communist period 1990 - which does not mean that it has greatly influenced the development or the establishment of Albanian political parties in Kosovo. But it marks only the beginning of creating a party / party competition.

The circumstances of classical occupation by Serbia 1989-1999 have left many consequences on the political, economic, social scene etc. Because in the circumstances of occupation we cannot talk of a development of the Kosovo party system.

The war between the KLA (Kosovo Liberation Army) and Serbian military forces 1997-1999

NATO bombing against the Serbian Army in March-June 1999

Kosovo Liberation and International Administration of Kosovo - by UNMIK (United Nations Security Council) -1244 (1999-2008). Due to the international administration of Kosovo according to the resulting United Nations Security Council, Albanian political parties in Kosovo also had a handicap, especially in the period 1999-2008. In this sense, unable to govern itself, political parties have failed to create clear positions on the most important social issues. It can be concluded that the whole political focus has been focused on how to achieve Kosovo independence as soon as possible.

The post-independence period of Kosovo 2008 - begins a rush of political parties. Where the main focus is no longer Kosovo's independence, but starting with issues such as human rights, minorities, religion and European integration.

Democratic League of Kosovo - DLK

In 1989, the former Yugoslav regime allowed the formation of political parties. In Kosovo, we have for the first time such an organization formed by Albanians, the establishment of the Democratic League of Kosovo, which was then the first Albanian party in the entire Albanian space in both former Yugoslavia and Albania (Bugajski, 2002). Therefore, it can be considered as the first Albanian party formed after the collapse of communism. Here the circumstances in which DLK was created, where Kosovo experienced a classical invasion by then-Slobodan Milosevic's regiment, was more a union of a popular movement against the occupier, or an Albanian political organization revolted against the Slobodan regime Milosevic. So the DLK can call it to a party mass, but not in the sense of the tradition, experience or political pluralism at the time, but a "kind of political party" more based on Slobodan Milosevic's regime than just based on program, party statute and political competition. So, because of the occupation of Kosovo by the then Serbian regime, it has been impossible to develop a normal life, not to talk about the race and party alternatives. Ibrahim Rugova or the historic president, as the proponents of

this party were slaughtered, was one of the main founders of the party, and was a party chairman until 2006, and is now led by Isa Mustafa. So, if we refer to post-war and independence, then DLK the ideological identifies himself as the political subject of the right center and with strong features of conservatism. They also joined the EPP, the European People's Party, (EPP, 2018). In the first post-war elections of 2001 and 2004, it emerged as the first party in Kosovo. From 2007 to 2017 almost all the time has been part of the government. The main platform embedded in the political program is: for the European perspective (LDK, 2012). This implies that what this political entity represents today is economic liberalism, advocating human rights, emphasizing equality for all regardless of gender, age, ethnicity and religion (LDK, 2012).

Democratic Party of Kosovo - DPK

DPK was established after the Kosovo War (1999) initially as the Party of Democratic Progress (PDPK) until the First Election Assembly in 2000, changing its name to the Democratic Party of Kosovo (DPK), where the chairman was elected Mr. Hashim Thaci. Since the establishment, the chairman of DPK has been Hashim Thaci ^[6] by March 2016, and is now led by Kadri Veseli. DPK is considered to be the heir to the political and military structures of the KLA or as it calls differently with a military identity, although in its leadership there are many members of the academic world and civil society (Kuqi, 2017). It is considered that there has been a significant impact on building pluralism and democracy respectively. According to the deputy chairman of DPK, Kuqi: the evolution of the DPK has been great and there have been three reasons: the first reason was the market economy in the sense of the political market, the second the leadership was young, and the new leadership differs, in the sense it has not been conservative and time has come to maturity of PDK (Kuqi, 2017). So, in this regard an important element is that the DPK was the winning party in 2007 and in coalition with LDK prepared the declaration of independence of Kosovo (2008). From 2007 until the 2014 elections, it has emerged as the winning party of the elections. When it comes to the DPK, officials of this party say that they belong to the right center, but have conservative features in terms of preserving traditional values. Likewise, it is very vocal in terms of religion or, precisely, the non-inclusion of religion in public policy, the DPK emphasizes that the state of Kosovo must maintain its neutrality to religions, that is, a secular state that is always respecting the Constitution of Kosovo. In the political platform DPK supports the view that: Euro-Atlantic integration should be the goal of Albanian-wide integration. To achieve this goal, the DPK is to get Kosovo as soon as possible to join the EU and NATO, however, consider the reports with the United States as special - unique because of the US assistance they have given during the 1999 war to the independence of Kosovo.

Self-Determination Movement - SDM

The Genesis of Self-Determination Movement was born of shares of the Action Network for Kosovo, which was established since the time of Kosovo occupation by Serbia in 1997. And it continued until 2005 when it was founded as Self-Determination Movement, a non-governmental organization. Continuing with the transformation into political movement in 2010 and to become the first part of the legislation of the Republic of Kosovo (2010-2014) with 12.69% of the vote, and with the early elections for the legislature 2014-2018 with 13.59 % (KQZ, 2018). This movement has produced a lot of debate in Kosovo society, especially in relation to Serbia and the international presence in Kosovo.

Chairman of SDM is currently Visar Ymeri. Referring to the SDM Program this political subject belongs to the center of the Left, and is the only political entity of the center in the Kosovo parliament. The SDM is positioned against the direct involvement of the international community in Kosovo's political life. Because of the program attitude of the unification of Kosovo with Albania, these attitudes are seen not only as a patriotic movement, but rather as a nationalist ideology. However, they are for Kosovo's membership in NATO and the EU, but from their perspective they see European integration as an Albanian in general, as a nation and not separately (Selimi, 2017).

The concept and function of the party program

When talking about party programs, it should be taken into account that according to the analysis of party programs, these are divided into several levels, which means each program type has its meaning and function. Therefore, according to the analysis of party programs, we find that there are some types of party programs that are distinct from each other, both in terms of orientation, ideology, content and time (Hartmann, 1979). Therefore, every party program represents a certain ideology. Or, more precisely, in some ways they offer concrete measures and objectives that in some way define the actions of the parties (Merz & Regel, 2013). Consequently, the party program is based on four elements: fundamental values, the concept of the state system, the world's conception and political positioning. Therefore, party programs have meaning and value only in democratic systems, because these programs present competing ideas or values and different alternatives (Katzner, 1948). Party programs also have two very interesting functions, both external and internal. With the external function we mean: advertising, publicity and party profile, which means that the main function has to do with the greatest increase of voters (Kriechbaumer, Khol, & Ofner, 1990). Whereas, with the internal function it means the shaping of the

party, the identity and the integration of different social groups (Ickes, 2008). Thus, the most important feature of a party is: program, identity, and ideology. In principle there are three main types of party programs: the political program, the electoral program and the government program, respectively the government coalition. Regardless of the orientation, ideological, content and time, these programs have interlinkages.

The political program represents the identity and ideological ideology in broad lines. While the election program focuses mainly on providing promises to various political projects, and the government program, respectively, of the government coalition, offers political projects for the next four years. But when we talk about the implementation of party programs, it mostly depends on the good will of the government, or better to say from the starting point of coalition formation, which party subject has a greater percentage in parliament. This is probably one of the main problems that the political parties face today, because during the election campaign the parties, especially the opposition, elaborate detailed programs, but when they come to power they are often forced to continue implementing the programs of the previous government. On the one hand, the government program represents a coordinated program between the parties forming the government and budget opportunities, on the other hand, in this "Program" are projected future projects in the four-year period (or more). In this regard, there may be many reductions or limitations of the policy promises that were promised during the election campaign. Because here there are two elements that need to be counted, and they are, under a compromise with the coalition partners, and under the two financial calculations of each project.

Party Attitudes of Kosovar Political Parties toward Euro-Integration

DLK has given this topic a lot of importance in its program. DLK, EU integration does not see it merely as a technical fulfillment of the tasks to become a member, but as a project of "Europeanization of Kosovar society, institutions and parties" (LDK, 2012: 20). Referring to the DLK program, integration into the EU means building a functional democratic state that will bring security, peace and prosperity not only for Kosovo but for the entire region as well. In this regard, according to DLK, neighborly cooperation would contribute tremendously to the promotion of regional peace, stability and prosperity (LDK, 2012: 19).

For DPK the topic of European integration we can say that there is considerable scope in the DPK program. Program and party positioning is extremely well elaborated in the context of Euro-Atlantic integration and the aspiration to join these organizations. According to DPK, EU membership is not only a goal but shows all the modern attributes of citizenship, and is an indicator of a democratic state that respects and protects human and minority rights (Kuqi, 2017), and is a constructive contributor for peace and stability, a state that cultivates friendly relations with the countries of the region and beyond (DPK, 2014). Therefore, the programming theme related to EU membership is extremely important to DPK from many points of view mentioned. Given these program stances, the DPK presents itself as a pro-Western party, devoted to universal values such as human rights, and so on. However, these positions on European integration in the Balkan context mean that membership in this organization would, among other things, provide some assurance that in the near future there will be no military conflicts, because in fact these program stances are also directly related to attitudes towards neighbors, so by introducing the program platform and respecting the principles and rules of EU membership. DPK is interested in promoting constructive neighborhood in the region, based on the principles of non-interference in domestic affairs, mutual recognition and protection of minority rights, all-inclusiveness and equality in regional representation, as well as creation of spaces common for political, economic, security, and socio-cultural cooperation (DPK, 2014).

As for the European integration SDM has very little material in the program, which only emphasizes how much they are pro integration in the EU, through a normal path. On the other hand, Selimi unveiled the party's intentions, which emphasizes that we as Albanians should have parallel integration with the Euro-Atlantic integrations to have integration within Albanians (Selimi, 2017). From this point of view, it emerges that SDM also conceives European integrations from the Albanian-nationalist prism. In the context of neighborly policy SDM thinks that Kosovo should focus on relations with Albanians living in neighboring countries surrounding Kosovo (LVV, 2010). Referring also to the interview with Mr. Selimi, SDM has no territorial claims against neighbors, but only demands the right of Albanians to join, according to Selimi: correcting injustices that have occurred against Albanians. This should not be a territorial claim to anyone, but it should be understood as realizing our rights and correcting injustices that have occurred against us in the last 100 years (Selimi, 2017). Within this subject, the SDM seeks good neighborly relations with the republics around Kosovo (Albania, Serbia, Macedonia, Montenegro), however based on reports of reciprocity, equality, and normal relations between states, not inferiority reports to any neighbors.

From what we see, we understand that Kosovar political parties have paid particular attention to European integrations, especially DKL and DPK, while SDM is quite different from DLK and DPK, because SDM actually points out that they are

a movement in the context of this characterized as post-materialist, are opposed to dominance of economic markets, and as such are driven by leftist or social democracies. But, at the same time, there are also nationalistic elements, referring to their program; SDM says they are in favor of a two-sided referendum on joining Kosovo with Albania, within the framework of the peace agreement. The European integration for this party is in the secondary sense, but from what we have understood during the interviews, it turns out that: Kosovar parties perceive European integrations in three aspects: the first, that EU integration - will bring peace, stability, political, economic and military stability, the second aspect concerns the integration of entire Kosovo society as a whole in European structures, because this integration would be in the function of the transformation and democratization of Kosovo society with the values and principles of the EU, would mean a "Europeanization of Kosovo society". **Then the second** aspect is seen from two perspectives, first: security and prosperity for the Kosovars / Albanians in the Balkans, and second, a borderless and unobstructed interaction in every aspect within the Albanian factor. **And the third aspect:** relaxing and empowering inter-neighborly relations, which would be a prerequisite for peace, stability, political and economic sustainability. In general, this theme, according to the programs of the Kosovar parties, emphasizes that the goal in the EU, empowers all the modern attributes of citizenship, and is an indicator of a democratic state that respects human rights, minorities, the rule of law etc. It turns out that really the party / program influence has had a tremendous impact on the development of Kosovo society's awareness, especially after the war years in the development of the democratization of society, because the orientation of Kosovar parties and program policies have been and are oriented towards European integration. All this focus oriented by European values and principles implies that Kosovar parties have transmitted programs and policies, advancing human rights, gender equality, cultivating ethnic and inter-religious tolerance, improving neighborly relations, especially after the war in Kosovo, which is a prerequisite for sustainable economic development and preservation of peace. All this proves that European values dominate most Kosovar parties, which means that these parties follow comprehensive policies because they address all citizens regardless of ethnicity. Starting from this fact, party programs as their main goal is to improve the protection, freedom and dignity and representation of the individual before the ethnicity. It is clear that Kosovo parties represent the Albanian majority but do not exclude other ethnicities. This fact tells us that Kosovar parties are very open about society, the individual and the ethnicity. This is also one of the indicators that the degree of democratization of a country or society is also measured by the degree of democratization of political parties. Because, on the contrary, if political parties are not democratized, then that culture will be transferred to institutions, societies and everywhere else, the thing that has been confirmed and happened during the 1990s in the territory of the former Yugoslavia.

Conclusion

Political parties have a central role to play in the development of new democracy, especially in Western Balkan countries, respectively in Kosovo society, identifying the politicization of social divisions, the area of human rights, and so on. Political parties can also be seen as promoters that influence the rise of political awareness of the importance, social, state, constitutional and national weight. Therefore, based on these facts and circumstances, it means that with the appearance and representation of social interests in the party system, demands and program positions within a society, then we can say that political parties are like a connecting bridge between society, independent institutions and the state.

Especially during the interviews we have noticed that in most cases party officials are interested in following tolerant policies, both internally and externally with the neighbors, for the fact that most party officials argued that any design of any policy other than what they represent in the programs would have fatal effects for the Balkan region, especially for Kosovars and Albanians as a whole. While, on the other hand, we are convinced that as far as European Integration is concerned, this process is seen as a process that will benefit the entire Kosovar society, rather than separate groups within it. In this way, the Kosovar parties want to create at the same time "European standards", starting from the standard models of legislative, executive, judicial institutions, market organization, banks etc. On this logic, EU integration becomes an undisputable program priority for almost every Kosovar party, which at the same time means that the program policies of Kosovo parties are oriented to the values and principles of the EU, which means that Kosovo parties have reached political maturity and are aware of playing a crucial role in society, and will be the determining future for the creation of a tolerant and democratic climate, both within Kosovo society and abroad. From this aspect, it turns out that: most of Kosovo's political parties can be classified as "Light European Political Party" in the sense that they are in the early stages of development as a political party in the European context, and in relation to party programs. So there are differences, what is being said, how it is promoted, and how it is realized. Therefore, Kosovar political parties should pay close attention to party programs, and not just be a party letter or document, for example, according to Freedom House 2015: Kosovo from the aspect of the functioning of democracy is evidenced as a "semi-consolidated authoritarian regime", whereas in 2016 it is evidenced as partially free. Then we can understand and find out why we have called it "Light European Political Party". As in any multiparty democratic system, even in "Kosovo parties" we have to do or encounter the imperfections of each party or party

program. But regardless of the various deficiencies that have political parties, party attitudes and programs, have a particular weight, because when any of them (the political parties), form the government of the state of Kosovo, in indirectly way these party attitudes are also determining the political agenda of the state.

References

- [1] Bebler, A. (2013, January 17). Regional Security in South Eastern Europe. Bratislava, Bratislava, Slovak Republic. Retrieved from <http://www.cenaa.org/en/> : <http://www.cenaa.org/en/>
- [2] Bugajski, J. (2002). *Political Parties of Eastern Europe: A Guide to Politics in the Post Communist Era*. New York: The Center for Strategic and International Studies M.E. Sharpe.
- [3] Carothers, T. (2002). The End of the Transition Paradigm. *Journal of Democracy* , 13 (1), 5-21.
- [4] Eckert, F. (2008). *Vom Plan Zum Markt. Parteipolitik und Privatisierungsprozesse in Osteuropa* (Vol. I). Wiesbaden: VS Verlag.
- [5] Enyedi, Z. (2006). Party politics in post-communidt transition. In R. S. Katz, & W. Crotty, *Handbook of party politics* (pp. 228-238). London: SAGE Publikacions Ltd.
- [6] EPP. (2018, January 27). *European People's Party* . Retrieved January 27, 2018, from <http://www.epp.eu/parties-and-partners/> : <http://www.epp.eu/>
- [7] Filmaier, P., Gewessler, L., Holl, O., & Mangott, G. (2006). *Internationale Politik*. Wien: WUV.
- [8] Hartmann, J. (1979). *Parteiforschung*. Darmstadt: Wissenschaftliche Buchgesellschaft.
- [9] Hughes, J., Sasse, G., & Gordon, C. (2002). Saying 'Maybe' to the 'Return to Europe': Elites and Political Space for Euroscepticism in Central and Eastern Europe. *European Union Politics* , 3 (3), 327-355.
- [10] Ickes, A. (2008). *Parteiprogramme. Sprachliche Gestalt und Textgebrauch*. Darmstadt: Buchner Verlag.
- [11] Jurgen, H. (1979). *Parteiforschung*. . Darmstadt: Wissenschaftliche Buchgesellschaft.
- [12] Katzer, M. (1948). *Partei Programme und Demokratie*. Meisenheim/Glan: Westkultur Verl.
- [13] Konitzer, A. (2008). The Serbian Radical Party in the 2004 Local Elections. *East European Politics and Societies* , 22 (4), 738-756.
- [14] Kopecky, P., & Mudde, C. (2002). The Two Sides of Euroscepticism: Party Positions on European Integration in East Central Europe. *European Union Politics* , 3 (3), 297-326.
- [15] Kriechbaumer, R., Khol, A., & Ofner, S. G. (1990). *Parteiprogramme im Wiederstreit der Interessen. Die Programmdiskussion und die Programme von OVP und SPO 1945-1986*. Wien: Verlag fur Geschichte und Politik.
- [16] Kuqi, H. (2017, May 03). European Integration. *Democratic Party of Kosovo and the European Integration*. (D. Arifi, Interviewer)
- [17] Ladrech, R. (2002). Europeanization and political Parties. *Party Politics* , 8 (8), 396-397.
- [18] LDK. (2012). *Per perspektiven evropiane*. Prishtine: Lidhja Demokratike e Kosoves.
- [19] Llalla, A. (2011, Juli 17). <http://ina-online.net/> . Retrieved from Iliria News Agency: <http://ina-online.net/>
- [20] LVV. (2010). *Zhvillim dhe Shtetndertim. Bashke eshte e mundshme*. Prishtine: Levizja Vetevendosje.
- [21] Merz, N., & Regel, S. (2013). Die Programmatik der Parteien. In O. Nidermayer, *Handbuch parteienforschung* (pp. 211-238). Wiesbaden: Springer VS.
- [22] Muller, W. C. (2006). Parteiensystem. In H. Dachs, P. Gerlich, H. Gottweis, H. Kramer, V. Lauber, W. C. Muller, et al., *Politik in Osterreich. Das Handbuch* (pp. 279-303). Wien: Manzsche Verlag.
- [23] Parry, G. (2010). *Elitat politike*. Tirane: Dudaj.
- [24] PDK. (2014). *Misioni i ri. Zhvillim ekonomik dhe punesim*. Prishtine: Partia Demokratike e Kosoves.
- [25] Rose, R. (2009). *Understanding Post-Communist Transformation. A button up approach*. New York: Routledge.
- [26] Seiler, D. L. (s.d.). *Partite Politike*. Tirane: UET Press.
- [27] Selimi, R. (2017, March 08). European Integration. *Self Determination Movement and the European Integration*. (D. Arifi, Interviewer)
- [28] Siavelis, M. P. (2006). Party and social structure. In S. R. Katz, & W. Crotty, *Handbook of party politics* (pp. 359-369). London: SAGE Publikacions Ltd.
- [29] Zgjedhor, K. Q. (2018, January 27). *Komisioni Qendror Zgjedhor*. Retrieved January 27, 2018, from www.kqz-ks.org/

Notes

[1] In the meantime, this goal has been accomplished, because all the contending countries of Central and Eastern Europe are members of the European Union, except for the Western Balkans.

[2] Slobodan Milosevic ends up in The Hague Prison, which at that time was tried by the International Criminal Tribunal for the Former Yugoslavia, respectively in Kosovo, but who does not await final judgment because he dies in prison

[3] According to the population census in 2011 and the 2016 assessment, Kosovo has a population of 1,783,531, with over 90% ethnic Albanian, while the other is composed of the Serb, Turk, Boshnjak, Roma, Ashkali community. (source: <http://ask.rks-gov.net/media/3385/vleresimi-i-popullsise-se-kosoves-2016.pdf> (27.January 2018))

[4] Since 1990 Serbia suppresses the autonomy of Kosovo guaranteed by the 1974 Constitution. With this action, the Serbian regime of Slobodan Milosevic leaves Albanians, albeit a majority totally isolated from the public system. So Kosovo Albanians were forced to create a parallel system of services from schools to hospitals. After the Dayton Agreement - where Kosovo is left behind, then the first moves for armed resistance, the formation of the KLA, begin in Kosovo. After bloody fighting and massacres committed by Serbian forces, the international community decides to negotiate between the parties in the conflict. After the failure of negotiations for a peaceful process between Albanians and Serbs, NATO takes the decision to bomb Serbia, namely military targets, throughout the Serbian territory. As a response, the Serbian regime expels nearly 1,000,000 Albanians in Macedonia and Albania. This was also the largest influx of refugees at the end of the century. XX. After the capitulation of Serbia or the former Yugoslavia, with the agreement of Kumanovo (Macedonia 1999), the withdrawal of Serbian forces from Kosovo began. Also, the Security Council agreement is reached as the 1244 resolution, where the territory of Kosovo would be administered by UNMIK (UNSCR-1244), thus ending the armed struggle in Kosovo. In 2006, negotiations for agreement between Kosovo and Serbia are under way under the leadership of President Martti Ahtisaari's UN Security Council, where after the conclusion of the negotiations, Martti Ahtisaari proposes conditional independence of Kosovo. Kosovo declares independence on 17 February 2008 (according to the census in 2011 there are 1,820,631 over 90% ethnic Albanian population number). Until now, Kosovo is recognized by 109 member states of the UN, two SC members, such as Russia and China declare not recognition of Kosovo as well as 5 EU member states (Spain, Greece, Cyprus, Slovakia, Romania) that have not yet recognized Kosovo's independence.

[5] Hashim Thaci was the KLA representative in the peace talks in Rambouillet in March 1999, Kosovo Prime Minister 2007-2014, President of the Republic of Kosovo from 2016

Instagram, Facebook or Twitter: Which Engages Best? a Comparative Study of Consumer Brand Engagement and Social Commerce Purchase Intention

İbrahim Kircova

Yıldız Technical University

Yılmaz Yaman

Yıldız Technical University

Şirin Gizem Köse

Yıldız Technical University

Abstract

Social media networks compete with each other, and they make an effort to increase their number of users while at the same time trying to create engagement. That is because a social media brand with high engagement creates high commitment and that leads to satisfying its business partners. This also increases the social commerce through that social media brand. Social commerce is defined as the commercial activities through social media channels, and it is a subdimension of online commerce. The new realities increased the interest towards social commerce through social networks and made it valuable to explore for both practical and academic environments. This study aims to investigate social media engagement regarding social media networks and explore the relationship between social media engagement and social commerce purchase intention. In the light of these objectives, a survey was conducted to collect the data and shared through social media networks. Hypotheses in the research were analyzed by using independent samples t-test, one-way ANOVA, Pearson correlation, and multiple regressions. Results showed social media networks differ according to consumer brand engagement. Also, consumer brand engagement differs according to age, education level, and income level. Another result proves that consumer brand engagement differs according to social media usage frequency and time spent using social media. Furthermore, social commerce purchase intention differs according to the social media networks. Finally, the study found that there is a positive relationship between consumer brand engagement and social commerce purchase intention.

Keywords: Consumer Brand Engagement, Social Commerce, Social Media Marketing

Introduction

Consumer brand engagement (CBE) represents the specific brand interactions of consumers' in cognitive, emotional, and behavioral dimensions (Hollebeek, Glynn, & Brodie, 2014). This engagement can be observed through social media networks (Boyd & Ellison, 2007). Social media networks are not just the channels that people interact with each other by creating a profile page, but also they have become the platforms that provide new business models and thus made the emergence of social commerce concept possible (Liang & Turban, 2011). Studies on social commerce started to increase after 2010 and 110 different studies have been carried out by the end of 2015 (Busalim & Hussin, 2016a). The objectives of most of these studies are related to the conceptualization of social commerce, understanding consumer behavior in this context and investigating the interface of the websites that make social commerce. Busalim & Hussin (2016a) indicate that in the studies they investigated, there is only one of them emphasizes on consumer engagement in social commerce. The common social networks have their own construct, and culture and therefore, they have different engagement levels (Clark, Black, & Judson, 2017; Smith, Fischer, & Yongjian, 2012). A study takes these differences into account is expected to contribute to both academic and managerial areas.

From this point of view, the primary objective of this research is to compare the engagement levels of social media networks and explore the relationship between these engagements with social commerce. In this context, the fundamental questions of the research are:

- RQ1:** Is there a difference between social media networks regarding consumer engagement?
RQ2: Does high consumer engagement turn into high social commerce purchase intention?
RQ3: Which social media network user tends to purchase in social commerce?

The study starts with the literature review of consumer brand engagement and social commerce concepts and continues with organizing research model and building research model and hypotheses. After giving information related to sampling, method, and analyses, hypotheses were tested. The results have been evaluated from academic and managerial points.

Literature Review

Service-Dominant Marketing and Consumer Brand Engagement

Consumer brand engagement (also known as customer brand engagement) is a concept that is supported by service dominant marketing theory and appeared in the literature in the 2000s (Brodie, Hollebeek, Jurić, & Ilić, 2011). In service dominant marketing, customers take part in producing the service as a result of the engagement with customers. Together with this, the element that determines the value of the product is associated with the satisfaction level of customer (Erdoğan, Tiltay, & Kimzan, 2011). From this point of view, consumer engagement is a reflection of customer's particular psychological state induced by the customer's interactive experiences with a brand or platform (Brodie et al., 2011).

Nowadays social media prominently affects every area of life as it is a new form of communication (Klososky, 2011), it also started to influence purchase decision (Pongpaew, Speece, & Tiangsoongnern, 2017). The social media platforms that offer their users engagement remain on the agenda of marketers. At present time, brands try to manage a range of processes that start from identity creation on social networks, blogs, and other digital tools and continue with customer service in the frame of social media marketing (Kircova & Enginkaya, 2015). Therefore, nowadays consumer engagement means consumers' experiences on social media platforms and accordingly reflections of their psychological states.

Fundamentally consumer engagement has three dimensions: a) cognitive processing b) affection c) activation. Cognitive processing is "a consumer's level of brand-related thought processing and elaboration in a particular consumer/brand interaction". As consumer's cognitive processing capacity increases, the engagement also increases. Affection is defined as "a consumer's degree of positive brand-related affect in a particular consumer/brand interaction." Finally, activation is "a consumer's level of energy, effort and time spent on a brand in a particular consumer/brand interaction." (Hollebeek et al., 2014)

Engagement in social platforms includes how consumers use, share and talk about the content related to brand and company (Kircova & Enginkaya, 2015). The first expectation of brands that use social media marketing is users' adaptation and contribution to the content and engaging with the brand (Tsimonis & Dimitriadis, 2014). Nowadays most of the consumers engage with brands through social media and brands also use social media networks as customer services and as a fundamental contact point with consumers (Clark et al., 2017).

When the penetration rate of social networks are investigated, we can see that the most used social networks are Facebook (%63), Instagram (%27) and Twitter (%22) (Smartinsight, 2017). In Turkey, most used social networks are Facebook, Twitter and Google+ while Instagram is the fifth most used social network after Youtube and it is the most developing one (Statista, 2017). In the consumer researches that were carried out on social media networks, it was found that the users of Facebook, Instagram, and Twitter differentiate according to some dimensions (Clark et al., 2017). However, this differentiation was not investigated from the point of engagement.

This study investigates consumer engagement of three most prominent social networks comparatively. In this context, first three hypotheses are related to the differentiation of consumer engagement according to social media networks, socio-demographic variables, and social media usage habits.

- H1:** Consumer brand engagement differs according to social media networks.
H2: Consumer brand engagement differs according to socio-demographic variables.
H3: Consumer brand engagement differs according to social media usage habits.

Engagement and Social Commerce Purchase Intention

The fact that the social media networks like Facebook and Twitter become popular opened the way for a new e-business distribution channel named social commerce (Liang, Ho, Li, & Turban, 2011). Social commerce can be defined as doing commercial transactions through social media networks. Nowadays many e-commerce firms aim to reach the global market by moving their commercial activities to social media (Zhou, Zhang, & Zimmermann, 2013).

Social commerce concept has been increasingly popular in the recent years. For instance, there are 25 million commercial profiles worldwide as of December 2017. This number was 15 million in June 2017. Nowadays, %80 of people on Instagram follow a business profile and %25 of people on Instagram (equals to 200 million people) visit a commercial page every day. These facts point that social commerce has become an area that companies are especially interested in (Instagram-Press, 2017).

Academic studies related to social commerce increased after Yahoo introduced common shopping interface named social commerce for the first time in 2005. It is identified that there are 110 studies in years 2010-2015. Most of these studies focused on user behavior on social commerce, social commerce models, website designs, security and firm performance (Busalim & Hussin, 2016b). With the development of social commerce concept, consumers' intention of shopping through social media networks often became subject of studies. These studies generally focused on perceived trust, risk and social support (Farivar, Turel, & Yuan, 2017; S Kim & Park, 2013; Liang et al., 2011).

It is observed that firms engage with consumers in an attempt to stay connected with them. In a research, it is found that marketers should especially invest more in Facebook and Twitter to reach customers and engage more with them (Smith et al., 2012). Therefore social media engagement has become an essential element for both marketing and sales activities. From this point of view, it is expected that as social network engagement increases, purchase intention in social commerce also increases.

Social media increasingly become a part of life and studies prove that it affects purchasing decisions together with daily socialization needs. Various studies indicate that social media explains %18 to %79 of social commerce (Abed, Dwivedi, & Williams, 2017). For instance, Kim & Park (2013) found that trust in social media explains %33 of social commerce purchase intention. Another study specifies that perceived commercial risk and trust in website explain %54 of social commerce purchase intention (Farivar et al., 2017).

The primary objective of social commerce is gaining benefit through social networks. This benefit is measured by determining purchase intention which is an indicator of consumer behavior (Liang et al., 2011). In this context, H4 and H5 are as follows:

H4: Social commerce purchase intention differs according to social media networks.

H5: There is a positive relationship between social commerce purchase intention and consumer brand engagement.

Methodology

The selection of social networks used in the research

It has been 20 years since the first big social network website opened. According to the classification of Boyd & Ellison (2007), social network sites that become widespread in 1997, nowadays has turned into a global network that includes 2.46 billion people (Statista, 2017). Facebook has become the most crowded community in the world with its more than 2 billion users after ten years of its establishment which is 2005 (Huffington Post, 2015).

In the world, Facebook (%94) is the primary social media network that businesses use for marketing purposes, and Twitter (%68), LinkedIn (%56) and Instagram (%54) follows it (StatistaX, 2017). Although Instagram appeared lastly, Instagram is expected to be in the first three social networks in the year 2018 with its pace. Therefore it can be seen that the most important and primary tools for social commerce transactions are Facebook, Twitter, and Instagram.

According to a research carried out by Hootsuite, more than 1/3 of the world uses social media networks as of 2017, and the networks increase their user numbers annually %21. Turkey is the 12th country that has the biggest user number with its penetration rate of %60.

Similar to the world, the most used social media networks in Turkey are Youtube, Facebook, Instagram and Twitter (We Are Social, 2017). This research was carried out on the most used social networks in Turkey and the world in the context of social commerce. The research involves the first three networks Facebook, Instagram, and Twitter. Youtube was excluded since it focuses on video.

Variables of the Research

Studies on social media engagement fundamentally have two different approaches:

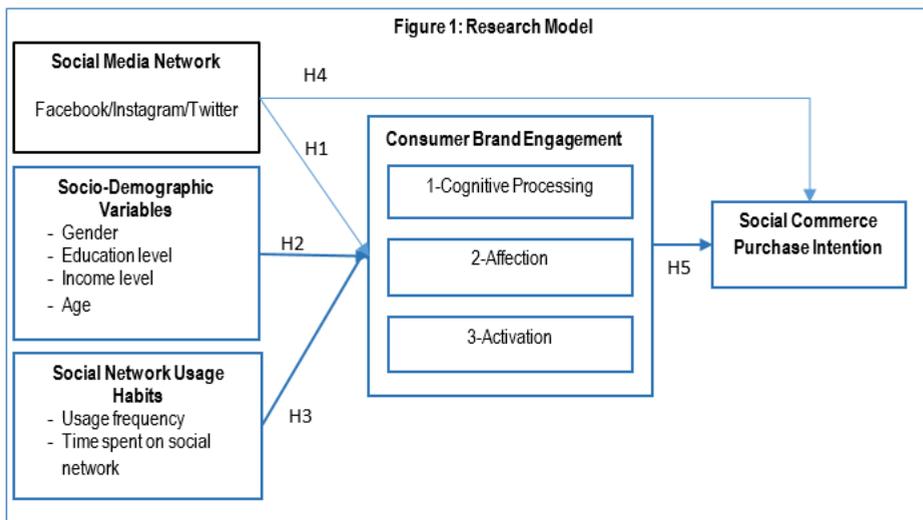
The studies focusing on the reactions of consumers (number of likes, number of comments, follower number etc.) to the posts made by Brand X or Brand Group X's account in social media networks (Malhotra, Scholar, Hill, & Malhotra, n.d.; Mishra & Mishra, 2017; Olczak & Sobczyk, 2013; Pletikosa Cvijikj & Michahelles, 2013).

The studies focusing on consumers' declaration related with engagement based on the personal experiment on social media (Clark et al., 2017; Enginkaya & Esen, n.d.; Hollebeek et al., 2014; Kabadayi & Price, 2014; Pongpaew et al., 2017).

This study follows the second approach. Therefore, in this research Hollebeek et al.'s (2004) social media engagement measure was used. The scale has three dimensions: cognitive processing, affective and activation. This study also used Kim & Park's (2013) social commerce purchase intention scale.

The research was carried out with an online survey. In the first question, participants were asked which social media network they use the most. According to this answer, they were given a specially designed survey. This means, participants only answer the questions related to the social media they use the most. Tablo 1 shows the details of three-dimensional consumer brand engagement (CBE) and one dimension purchase intention (PI) scales.

CBE_Cognitive Processing	1.1 Using F/I/T gets me to think about F/I/T.
	1.2 Using F/I/T stimulates my interest to learn more about F/I/T.
	1.3 I think about F/I/T a lot when I'm using it.
CBE_Affection	2.1 I feel very positive when I use F/I/T.
	2.2 Using F/I/T makes me happy.
	2.3 I feel good when I use F/I/T.
	2.4 I'm proud to use F/I/T.
TME_Activation	3.1 I spend a lot of time using F/I/T, compared to other professional social networking sites.
	3.2 Whenever I'm using professional social networking sites, I usually use F/I/T.
	3.3 F/I/T is one of the brands I usually use when I use professional social networking sites.
Purchase Intention	I am likely to purchase products on F/I/T
	Given the opportunity, I would consider purchasing products on F/I/T in the future.
	It is likely that I will actually purchase products on F/I/T in the near future.
	Given the opportunity, I intend to purchase products on F/I/T.



Consumer brand engagement, social commerce purchase intention, choice of the social media network, socio-demographic variables (gender, education level, income level, and age), social network usage habits (frequency, time spent on the social network) are included in the research model. Figure 1 demonstrates the research model of the study.

The hypotheses of the research are as follows:

H1: Consumer brand engagement differs according to social media networks.

H2: Consumer brand engagement differs according to socio-demographic variables.

H2.1: Consumer brand engagement differs according to gender.

H2.2: Consumer brand engagement differs according to education level.

H2.3: Consumer brand engagement differs according to income level.

H2.4: Consumer brand engagement differs according to age.

H3: Consumer brand engagement differs according to social media usage habits.

H3.1: Consumer brand engagement differs according to usage frequency.

H3.2: Consumer brand engagement differs according to time spent on the social network.

H4: Social commerce purchase intention differs according to social media networks.

H5: There is a positive relationship between social commerce purchase intention and consumer brand engagement.

Sampling and Data Collection Method

Users who define their most used social network as Facebook, Instagram and Twitter aged above 18 are the population of this research. A sample group who declares to use the related social networks was chosen to reach the population. Convenience sampling method which is suitable for exploratory research was used. Although this study investigates causal relationships, "social commerce" area is still open for exploring, and it still improves. Therefore convenience sampling can be chosen despite the limitations.

After the data collection process, 408 valid surveys were obtained. The study used the commonly used sampling formula; $n = \pi(1-\pi)/(e/Z)$ (Kurtuluş, 2004). In the light of this, the necessary sample size for this research is 384 (%5 standard error and %95 confidence interval $Z=1, 96$). The number of variables in the study can also be taken into account while determining the sample size. Accordingly, minimum participant number must be at least ten times of statements investigated in the research (Hair et al. 2014). Since the measurements in this research have 14 statements, minimum sample size should be above 140. Therefore the obtained sample size can be accepted. A pilot study with 20 people was carried out to test the clarity of survey questions. As a result of the pilot test, some misunderstandings were corrected. The final survey consists of 4 parts and 22 questions. The data was analyzed with SPSS 23. Independent samples t-test, one-way ANOVA, Pearson correlation, and multiple regressions were used.

Analysis and Findings

Sample Characteristics

Table 2 demonstrates the characteristics of the sample. %66 of the sample mostly uses Instagram, %22 of them mostly uses Facebook and %12 of them mostly uses Twitter. %57 of the participants are women, %64 of them graduated from high school (university student), %60 of them has income 3500 TL and below, %65 of them are aged between 18-23. When their usage habits are investigated, it can be seen that %50 of the participants frequently use social media while %43 of them spend more than one hour on their most used social network.

Table 2: Sample Characteristics

Variables		N	Percent (%)	CBE Mean	Value (t/F)	Sig.	Result
Most used social network	Facebook	90	22	3,16	14,600	0,000	H 1: Accept
	Instagram	270	66	3,59			

	Twitter	48	12	3,30			
Gender	Woman	232	57	3,48	1,824	0,069	H2.1: Reject
	Man	176	43	3,43			
Education Level	High school and below	261	64	3,61	18,253	0,000	H 2.2: Accept
	University	83	20	3,14			
	Post graduate	64	16	3,25			
Monthly household income	2.000 TL and below	126	31	3,51	4,312	0,005	H 2.3: Accept
	2.001 – 3.500 TL	118	29	3,61			
	3.501 – 5.000 TL	71	17	3,31			
	5.001 TL and above	93	23	3,32			
Age	18 - 23	264	65	3,61	9,990	0,000	H 2.4: Accept
	24 - 29	44	11	3,37			
	30 - 35	24	6	3,09			
	36 - 41	35	9	3,03			
	42 and above	41	10	3,18			
Usage Frequency	1-3 times in a day	96	24	3,07	24,769	0,000	H 3.1: Accept
	4-6 times in a day	110	27	3,42			
	7 times or more in a day	202	50	3,67			
Time spent on social network	Less than 30 minutes in a day	93	23	3,13	25,156	0,000	H 3.2: Accept
	30-60 minutes in a day	140	34	3,35			
	More than 60 minutes in a day	175	43	3,72			

Validity and Reliability Analyses

Factor analysis was used to test the validity of the scales used in the research. KMO values for consumer brand engagement scale and purchase intention scale 0,813 and 0,852, respectively. Table 3 and Table 4 show factor analyses result for CBE and purchase intention scale, respectively. Consumer brand engagement scale has three dimensions and explains %74, 3 of the total variance while purchase intention scale has one dimension and explains %82,61 of the total variance.

Table 3: Result of the Factor Analysis- CBE Scale

Statements/ Factors	Affective	Activation	Cognitive Processing
CBE_AF3	0,85	0,28	0,10
CBE_AF2	0,82	0,35	0,16
CBE_AF1	0,82	0,14	0,25
CBE_AF4	0,72	(0,03)	0,20
CBE_AC3	0,10	0,87	0,05
CBE_AC2	0,15	0,85	0,05
CBE_AC1	0,21	0,81	0,06
CBE_CP1	0,10	0,02	0,88
CBE_CP3	0,29	(0,03)	0,82
CBE_CP2	0,19	0,17	0,82

Table 4: Result of the Factor Analysis-
Purchase Intention Scale

Statements	Factor Loadings
PI4	0,94
PI3	0,93
PI2	0,92
PI1	0,84

Cronbach's Alpha was used to test the reliability of the scales used in the research. Reliability of consumer brand engagement scale is 0,839 and reliability of purchase intention scale is 0,929. No statement in the scales was removed. Table 5 shows the details.

Variable	Statement	Statement Avg.	Avg.	Cronbach-Alfa	Total Variance Explained (%)	Pearson Correlation			
						CBE_CP	CBE_AF	CBE_AC	PI
CBE General		3,46	3,46	0,839	74,30				,379**
CBE Cognitive Processing	CBE_CP1	3,03	2,97	0,828	42,20	1,000			
	CBE_CP2	3,13							
	CBE_CP3	2,74							
CBE Affection	CBE_AF1	3,47	3,24	0,862	19,56	,430**	1,000		
	CBE_AF2	3,61							
	CBE_AF3	3,56							
	CBE_AF4	2,33							
CBE Activation	CBE_AC1	4,22	4,25	0,825	12,54	,151**	,390**	1,000	
	CBE_AC2	4,25							
	CBE_AC3	4,27							
Purchase Intention	PI1	2,69	2,72	0,929	82,61	,310**	,308**	,219**	1,000
	PI2	2,72							
	PI3	2,71							
	PI4	2,78							

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

Results of correlation analyses show that all three dimensions of consumer brand dimensions are in a linear relationship with social commerce purchase intention. Cognitive processing dimension has the highest correlation (0,310); affective dimension (0,308) and activation dimension (0,219) follow it. Consumer brand engagement in general also has a positive relationship with social commerce purchase intention (0,379).

Results of Hypotheses

The first hypothesis was accepted after applying one way ANOVA. As seen in Table 2, Instagram (3, 59) has the highest engagement when compared to two other social media networks (3, 16-3, 30).

In order to test the second hypothesis, t-test was used for gender and one way ANOVA was used for the three other variables. According to the results, consumer brand engagement does not differ according to gender but differs according to age, education and income level. Therefore, H_{2.1} (sig. = 0,069) was rejected while H_{2.2} (sig. = 0,000), H_{2.3} (sig. = 0,000) and H_{2.4} (sig. = 0,000) were accepted.

Table 2 shows that consumer brand engagement differs according to usage frequency and time spent on the social network. It can be seen that people who use social network frequently and spend more time on that network have higher engagement points as expected. Therefore H_{3.1} (sig. = 0,000) and H_{3.2} (sig. = 0,000) are accepted after applying one way ANOVA.

H4 was tested by applying one way ANOVA. According to the results, social commerce purchase intention differs according to the social media network. In this respect, Instagram was first with the highest average (2, 92) and Facebook (2, 54) and Twitter (1, 92) follow it. Therefore, H4 is accepted.

In order to test the last hypothesis, correlation and multiple regression analysis were applied. According to the Pearson correlation analysis that can be seen in Table 5, there is a positive relationship (0,379) between consumer brand engagement and social commerce purchase intention. Results of the regression analysis show that consumer brand engagement explains social commerce purchase intention (Table 6: R²:0,146; F: 31,237; Sig.:0.000). Hence, H5 is accepted.

Table 6: CBE-PI Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,382 ^a	,146	,140	1,16410

a. Predictors: (Constant), Activation, Cognitive Processing, Affection

ANOVA ^a	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93,712	3	31,237	23,051	,000 ^b
	Residual	547,468	404	1,355		
	Total	641,180	407			

a. Dependent Variable: Purchase Intention
b. Predictors: (Constant), Activation, Cognitive Processing, Affection

Conclusion

Consumer brand engagement is a reflection of a consumer's psychological state that appears during the interactive experience with a brand or social media platform (Brodie et al., 2011). Nowadays consumers experience this through social media platforms. Now that social media affects daily decisions, this situation peaked, and social media currently leads the purchase decisions of consumers.

Consumer brand engagement concept is explored in literature within the scope of service-dominant marketing theory, and the concept was studied in various perspectives (Brodie et al., 2011). At present time, the fact that half of the world population use social media platforms makes brands highly interested in social media and therefore, social media have become a channel that commercial activities take place. Brands try to be influential on these platforms and strengthen their relationships with their consumers by creating high engagement. This relationship also increases trust and loyalty to the brand and consequently provides direct or indirect marketing support.

There are various studies on social commerce which is positioned as a sub-branch of electronic commerce (Liang & Turban, 2011). However, there is still need for studies that address its relationship with brand engagement. This study aims to fill the gap by addressing customer brand engagement levels according to social media platforms and its relationship with social commerce purchase intention.

Users of Facebook, Instagram and Twitter are included in this research. The sample mostly comprised of young university students (%65). The sample mostly uses Instagram (%66), Facebook (%22) and Twitter (%12), respectively. Although the biggest social network is Facebook regarding the number of users, Instagram is continuously growing. It is also found in the study that especially young people choose Instagram.

Consumer brand engagement scale (Hollebeek et al., 2014) that consists of 3 dimensions and 10 statements and social commerce purchase intention scale (Kim & Park, 2013) consists of one dimension and 4 statements. The scales were valid and reliable. Later, hypotheses were tested and all hypotheses except H_{2.1} were accepted.

The main focus of the study is to determine whether there is a relationship between consumer brand engagement and social commerce purchase intention since there is a gap in the literature regarding this relationship. The most important finding of the study is that there is a positive relationship between consumer brand engagement and social commerce purchase intention and consumer brand engagement can explain purchase intention in social commerce. Another finding is that this relationship differs according to social media network. High engagement means high purchase intention.

This study determined the positive relationship between consumer brand engagement and social media purchase intention as an academic contribution. The study also advises for marketing practitioners about which social media network to focus while making social media investment. Managers should understand the importance of engagement and reserve the highest budget on the social network that gets the most engagement. Even though Facebook is the biggest social network, Instagram started to attract investments with its high engagement and purchase intention rate. Findings of the study support these statements. According to the findings, the most used social network is Instagram (%66), and it also has the highest consumer brand engagement mean (3.59). Although Facebook is the second most used social network (%22), consumer brand engagement mean of Twitter (3.30) is higher than Facebook (3.16).

Although social commerce is only %10 of e-commerce (Emarketer. com, 2017), it is an area that has a potential to develop. Therefore it continues to draw the attention of both consumers and brands. Despite the fact that brands currently invest on Instagram that gives the best results (Entrepreneur.com, 2017), they used to invest in Facebook years ago, and the appearance of a new innovative platform can change the rules of the game.

Bibliography

- [1] Abed, S. S., Dwivedi, Y. K., & Williams, M. D. (2017). Social commerce adoption research from the consumer context: A literature review. *International Journal of Business Information Systems*, 25(4), 510–525. <https://doi.org/10.1504/IJBIS.2017.085175>
- [2] Boyd, D. m., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- [3] Brodie, R. J., Hollebeek, L. D., Jurić, B., & Ilić, A. (2011). Customer Engagement: Conceptual Domain, Fundamental Propositions, and Implications for Research. *Journal of Service Research*, 14(3), 252–271. <https://doi.org/10.1177/1094670511411703>
- [4] Busalim, A. H., & Hussin, A. R. C. (2016a). Understanding social commerce: A systematic literature review and directions for further research. *International Journal of Information Management*. <https://doi.org/10.1016/j.ijinfomgt.2016.06.005>
- [5] Busalim, A. H., & Hussin, A. R. C. (2016b). Understanding social commerce: A systematic literature review and directions for further research. *International Journal of Information Management*, 36(6), 1075–1088. <https://doi.org/10.1016/j.ijinfomgt.2016.06.005>
- [6] Clark, M., Black, H. G., & Judson, K. (2017). Brand community integration and satisfaction with social media sites: a comparative study. *Journal of Research in Interactive Marketing*, 11(1), 39–55. <https://doi.org/10.1108/JRIM-07-2015-0047>
- [7] Digital in 2017: Global Overview - We Are Social. (2017). Retrieved November 18, 2017, from <https://wearesocial.com/special-reports/digital-in-2017-global-overview>
- [8] Erdoğan, B. Z., Tiltay, M. A., & Kimzan, H. S. (2011). Pazarlama Teorisi'nin Felsefi Temelleri Değişim mi? İlişki mi? *Tüketici ve Tüketim Araştırmaları Dergisi*, 3(1), 1–28. Retrieved from <http://betadergi.com/ttdat/yonetim/icerik/makaleler/52-published.pdf>
- [9] Emarketer. com. (2017). US Social Commerce 2017: Influencing and Driving Sales - eMarketer. Retrieved December 16, 2017, from <https://www.emarketer.com/Report/US-Social-Commerce-2017-Influencing-Driving-Sales/2001922>
- [10] Enginkaya, E., & Esen, E. (n.d.). DIMENSIONS OF ONLINE CUSTOMER ENGAGEMENT. Retrieved from http://www.pressacademia.org/images/documents/jbfe/archives/vol_3_issue_1/paper-7.pdf
- [11] Entrepreneur.com. (2017). Faceoff: Instagram Vs. Facebook, For Business. Retrieved December 17, 2017, from <https://www.entrepreneur.com/article/280833>
- [12] Facebook. (2017). Black Friday and Cyber Monday 2017 on Facebook and Instagram. Retrieved November 28, 2017, from https://www.facebook.com/iq/articles/how-did-black-friday-and-cyber-monday-unfold-on-facebook-and-instagram?sc=em.mkto&mb=fbiq&mp=fbiq&scn=tl.momentsholidays.blackfri&mid=tl.momentsholidays.blackfri.blackfridaycybermonday.1608&wfid=&mkt_tok=eyJpIjoiWTJfJE
- [13] Farivar, S., Turel, O., & Yuan, Y. (2017). A trust-risk perspective on social commerce use: an examination of the biasing role of habit. *Internet Research*, 27(3), 586–607. <https://doi.org/10.1108/IntR-06-2016-0175>
- [14] Hair Jr, J. F., William, C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate Data Analysis - Seventh Edition*.
- [15] Hollebeek, L. D., Glynn, M. S., & Brodie, R. J. (2014). Consumer brand engagement in social media: Conceptualization, scale development and validation. *Journal of Interactive Marketing*, 28(2), 149–165. <https://doi.org/10.1016/j.intmar.2013.12.002>
- [16] Huffington Post. (2015). Facebook Is Now Bigger Than The Largest Country On Earth | HuffPost. Retrieved November 18, 2017, from https://www.huffingtonpost.com/2015/01/28/facebook-biggest-country_n_6565428.html
- [17] Instagram-Press. (2017). Celebrating a Community of 25 Million Businesses – Instagram. Retrieved December 7, 2017, from <https://instagram-press.com/blog/2017/11/30/celebrating-a-community-of-25-million-businesses/>
- [18] Kabadayi, S., & Price, K. (2014). Consumer – brand engagement on Facebook: liking and commenting behaviors. *Journal of Research in Interactive Marketing*, 8(3), 203–223. <https://doi.org/10.1108/JRIM-12-2013-0081>

- [19] Kircova, I., & Enginkaya, E. (2015). *Sosyal Medya Pazarlama*. BETA Yayın.
- [20] Kim, S., & Park, H. (2013). Effects of various characteristics of social commerce (s-commerce) on consumers' trust and trust performance. *International Journal of Information Management*, 33(2), 318–332.
- [21] Kim, S., & Park, H. (2013). Effects of various characteristics of social commerce (s-commerce) on consumers' trust and trust performance. *International Journal of Information Management*, 33(2), 318–332. <https://doi.org/10.1016/j.ijinfomgt.2012.11.006>
- [22] Klososky, S. (2011). *Manager's guide to social media*. McGraw-Hill.
- [23] Liang, T.-P., Ho, Y.-T., Li, Y.-W., & Turban, E. (2011). What Drives Social Commerce: The Role of Social Support and Relationship Quality. *International Journal of Electronic Commerce*, 16(2), 69–90. <https://doi.org/10.2753/JEC1086-4415160204>
- [24] Liang, T.-P., & Turban, E. (2011). Introduction to the Special Issue Social Commerce: A Research Framework for Social Commerce. *International Journal of Electronic Commerce*, 16(2), 5–14. <https://doi.org/10.2753/JEC1086-4415160201>
- [25] Malhotra, A., Scholar, T. W. L., Hill, C., & Malhotra, C. K. (n.d.). Creating Brand Engagement on Facebook by.
- [26] Mishra, K., & Mishra, A. (2017). 4.4.09 Building brand engagement through Twitter marketing strategies, 4(April 2016), 380–390. Retrieved from <http://www.ingentaconnect.com/content/hsp/jdsmm/2017/00000004/00000004/art00009>
- [27] Olczak, A., & Sobczyk, R. (2013). Brand Engagement on Facebook Based on Mobile Phone Operators' Activity Within Four European Countries. *Studia Ekonomiczne*. Retrieved from <https://www.infona.pl/resource/bwmeta1.element.desklight-ecdf2abe-3986-40a4-8240-6cb82b6e8645>
- [28] Pletikosa Cvijikj, I., & Michahelles, F. (2013). Online engagement factors on Facebook brand pages. *Social Network Analysis and Mining*, 3(4), 843–861. <https://doi.org/10.1007/s13278-013-0098-8>
- [29] Pongpaew, W., Speece, M., & Tiangsoongnern, L. (2017). Social presence and customer brand engagement on Facebook brand pages. *Journal of Product & Brand Management*, 26(3), 262–281. <https://doi.org/10.1108/JPBM-08-2015-0956>
- [30] Smartinsight. (2017). Global Social Media Statistics Summary 2017. Retrieved November 30, 2017, from <https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/>
- [31] Smith, A. N., Fischer, E., & Yongjian, C. (2012). How Does Brand-related User-generated Content Differ across YouTube, Facebook, and Twitter? *Journal of Interactive Marketing*, 26(2), 102–113. <https://doi.org/10.1016/j.intmar.2012.01.002>
- [32] Statista. (2017). Turkey: social media usage 2016-2017. Retrieved November 30, 2017, from <https://www.statista.com/statistics/570098/distribution-of-social-media-used-turkey/>
- [33] StatistaX. (2017). Social media platforms used by marketers worldwide 2017. Retrieved December 7, 2017, from <https://www.statista.com/statistics/259379/social-media-platforms-used-by-marketers-worldwide/>
- [34] StatistaY. (2017). Number of social media users worldwide 2010-2021. Retrieved November 18, 2017, from <https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/>
- [35] Tsimonis, G., & Dimitriadis, S. (2014). Brand strategies in social media. *Marketing Intelligence & Planning*, 32(3), 328–344. <https://doi.org/10.1108/MIP-04-2013-0056>
- [36] Zhou, L., Zhang, P., & Zimmermann, H. D. (2013). Social commerce research: An integrated view. *Electronic Commerce Research and Applications*, 12(2), 61–68. <https://doi.org/10.1016/j.elerap.2013.02.003>

Tax Structure and Developing Countries

Lumnije Thaçi

Assistant Professor, Faculty of Mechanical and Computer Engineering,
Department of Economic Engineering, University of Mi "Isa Boletini", Kosovo

Mrs. Arbnora Gërzhaliu

Candidate of the Society of Certified Accountants and Auditors in Kosovo (SCAAK)

Abstract

The main source of public revenue compared to other sources are Taxes, as in developed countries and developing countries, therefore the tax system has an extraordinary role in sustainable economic development and employment growth. Also, tax policy that acts in a complementary way to monetary policy is of vital importance also due to the preservation of economic stability by limiting the level of inflation and balancing the equilibrium on the market. The main purpose of this paper is to explore the tax structure in developing countries and their comparison with developed countries. In this paper some tax theory will be discussed. It will also be shown for impractical research and their effects on economic development and the growth of social welfare. Although there is no consensus among researchers, most empirical studies show a negative link between public spending and economic growth. However, in order for the tax effects to be the highest in the economy in developing countries, the international trade tax and the VAT should be replaced rather within the country.

Keywords. Structure of taxes, direct taxes, indirect taxes, developing countries, economic development.

1. Introduction

The purpose of taxing efficiently is to make the looked-for fiscal policy goals (delivery, redistribution and stabilization) in the most efficient way, thus reducing undesired distortions, reducing the cost of collecting taxes and promoting economic growth. Tax efficiency and especially the tax structure explained role in achieving economic growth and fiscal consolidation (Stoilov, Patonov 2012). Direct and indirect taxes should be countered by balancing each other. However, in developing countries, direct taxes have a limited space and thus indirect taxes have more important role. A well-structured system of systems requires the combination of direct and indirect taxes of different proportions. Taxes in pursuing the principle of equality. direct taxes are progressive in sort, also some indirect taxes, such as taxes on extra goods are also progressive in sort. This means that the well-off class has to maintain the highest incidence of taxes, while the low-income group is either exempt from tax (indirect tax) or should pay lesser charges (indirect tax) for goods consumed by the masses. Thus, taxes help to reduce income and capital inequality (Rahul, 2015).

Tax policies in practice vary dramatically among the poorest and richest countries (Gordon, Li). In order to increase revenue, low-income countries have historically supported more international trade taxes, while richer countries use more taxes on consumption and revenues (McNabb, LeMay -Boucher, 2014, Gordon, Li). Between 2000 and 2002, small states collected around 36 percent of tax revenues in international trade compared to 1.1 percent collected from the same source in the OECD (Borg, 2006). In this process, however, the poorest countries collect much less revenue as a share of GDP than they gather in the richest countries (Gordon, Li). Currently, personal income taxes are relatively small in developing countries, while taxes such as the VAT have become central to mobilizing domestic revenue (Newbery and Stern, 1987) cited in (Lauren, Tiffany, Stephanie, 2008). Property and land taxes are relatively effective domestic taxes, but tend to be weak in developing countries. Property taxes represent about 6.7% of total OECD revenue, compared to 2.4% in developing and transition countries (Bird, 1999). Corporate income tax increases 17% of total tax in developing countries, compared to 10% (pre-crisis) in the OECD. While personal income taxes from a significant percentage of tax revenues in high-income countries (around 9-11% of GDP), developing countries increase only about 1-3% of GDP by Personal Income Tax (Peter, Buttrick, Duncan, 2010) cited in (Velde, 2013).

There are some reasons why developing countries are less able to use the tax system to redistribute income. First, income and wealth taxes show a relatively small role in the tax structure of developing countries, as opposed to developed countries. Second, individual income tax in developing countries is often merely on a wage withholding tax. In many countries, labor sector fees account for more than 90% of total personal income tax revenues. In some countries, tax law has allowed tax administration restrictions to effectively exclude some types of tax revenues (for example, income from foreign assets held abroad). Third, it is certainly politically difficult to set effective tax on income and self tax in many countries. It may be appropriate to pass tax legislation that is progressive but in practice does not impose significant tax liabilities in the upper classes (Bird, Zolt, 2003).

A well-functioning revenue system is a necessary condition for sustainable and inclusive economic development. However, revenue systems in some developing countries have substantial shortcomings. Revenue funded on public spending on physical, social and administrative infrastructure that enables businesses to start or expand. The revenue system is also a central element in supporting a strong citizen-state relationship that supports effective, accountable and sustainable governments. These elements contribute to stronger economic results and employment growth (Easter, 2002). Tax changes often appear to improve the efficiency of the tax system. That is, under the new tax system the cost (administrative, compliance and economic) of revenue growth will be lower. This may be the case in the medium and long term. However, in the short run, there will be future administrative and compliance costs associated with the transition of a new regime. Dynamic gains associated with the redistribution of production factors or goods and services in higher value uses also occur over time and are more skeptically seen by non-economists, cited in (Carnahan, 2015).

In developing countries, there is no magical tax strategy to encourage economic growth. Some countries with high tax burdens have high growth rates and some countries with low tax burdens have low growth rates. Despite many theoretical and empirical research, as well as policy and policy polemics, there is no simple answer to taxation on economic growth in developing countries. Theoretical literature suggests that the tax has a negative effect on economic growth. Thus, high tax rates reduce economic growth. The reason for this is that higher rates may be more distorted and thus negatively affect growth, while lower rates may generate productive income. However, empirical literature suggests direct and reverse relationships between tax burden and growth rates. Of course, the highest tax burden may lower or increase economic growth rates. Thus, future economic output may be higher than the optimal tax rate and thus future tax revenues would be higher at a lower tax rate (Nantob, 2014).

The rest of the paper will be organized as follows: Chapter 2 will outline the importance of taxes in developing countries. Chapter 3 will summarize the theoretical aspect of taxation. Chapter 4 presents a review of empirical literature on the impact of taxes on economic development. The final chapter will present the conclusions and recommendations.

Importance of taxes in developing countries

The financial crisis in 2008 comes to uncover the debate about the size of fiscal multipliers. In recent years, the slowdown in economic activity caused waves of fiscal stimulus, implemented by developed and emerging economies to unequivocally support fiscal policy in stabilizing economic fluctuations. There is limited discussion in the literature on the evaluation method and the value of the fiscal multipliers. Evidence suggests that they depend on time in the business cycle and across countries. They may also depend on other factors, as shown by Espinoza and Senhadji (2011) in broad empirical evidence for developed economies, but less for developing countries. Fiscal multipliers may be higher in developing countries, due to frequent occurrences of significant economic shortages, as reflected in the negative production gaps and high levels of unemployment (Blanchard and Leigh 2013), cited in (Abaida, Abdeljabbar).

According to Fjeldstad (2013) challenges for many developing countries is not only the largest tax (egg increase of the tax on GDP), but the taxation of a larger number of citizens and enterprises more consensual and to encourage engagement constructive of state-citizens about taxes. This is not easy for various reasons, by erasing the economic structure and history. Nevertheless, historical and contemporary experiences show that taxpayer behavior can be transformed by reforming the tax and expenditure system, bringing as a greater willingness to pay. And a greater tendency to mobilize the demand for better public services.

General advice of international institutions such as the IMF and World Bank to emerging economies over the last decades has been the replacement of international trade taxes with local consumption tax, particularly value added tax (VAT) and maintaining relatively high rates of corporate income tax. Unlike developed countries where personal income tax and social security contributions increase by two-thirds of total taxes, a tight tax base and high implementation costs make direct impractical taxation for developing countries. The income tax base consists mainly of the income of employees in the public

sector, because all other taxpayers are self-employed or small businesses that avoid paying all or most of the income tax. In addition, personal income tax is easily avoided (Avi-Yonah, Margalioth, 2006). The VAT was recommended or endorsed by the IMF in 90% of the overall sample, the percentage of which was identical (90) both low-income and lower-middle income country group. However, simplification of tax administration was consulted at 50% and 20% of low and lower-middle-income countries, respectively. Expanding the tax base, it is recommended in 80% of the total sample or 100% of the low-income group and 60% of the lower-middle income group (Lauren, Tiffany, Stephanie, 2008).

According to Bernardi (2009), the role of political variables and the evolution of institutions in the process of increasing fiscal pressure typically characterized by shifting from planned economies to a market structure and a democratic government cannot be forgotten. This result is not a specific feature for a single site as the analysis was conducted for a large number of locations in different areas of the world. However, the empirical analysis shows that the structure of the tax system (direct and indirect taxation) should not be related to the evolution of democratic institutions. As stated above, the political reasons justify this result and in addition, the greatest administrative difficulties in direct tax administration have to be taken into account, especially in the case of personal income tax which requires the assessment of total income and allowances allowed for a large number of taxpayers.

Gordon, Li (2005) explored how the predicted change policies dropped if the firm can successfully avoid taxes by conducting all business in cash, in order to avoid any use of the financial sector. The main hypothesis of this paper is that governments must be based on available information from bank records to identify taxable entities and to measure the amount of their taxable activity. Firms then undergo tax if they choose to use the financial sector. When tax rates are high enough, firms may give up economic benefits from using banks to avoid these taxes. This threat of non-mediation may be small in rich countries, where the value of financial intermediation is considerable. However, in poor countries, this threat to non-mediation can be a key factor that limits the government's ability to collect tax revenues and shape government policy more. The size of the informal economy estimates is on average more than two times higher in poor countries than in rich countries. Developing countries have an informal sector representing an average of about 40%, perhaps up to 60% in some countries (Scheider, Buehn and Montenegro, 2010). Non-formal sectors represent many small informal traders that cannot be efficiently brought into the tax network (the cost of collection is high and the income potential is limited), cited in (Velde, 2013).

Bird, Martinez-Vazquez (2008) using cross-section data from 1990-1999 argue that a more legitimate and responsible state is a key factor for a more appropriate taxation effort in developing and high-income countries. Thus, these empirical results strongly suggest that corruption as well as say, and accountability play an important role in determining the level of tax efforts of developing and transition countries. The results show that demand side determinants are very important in explaining tax performance. The authors also observed a strong relationship between the quality of government and tax efforts in high-income countries. Also, the authors observed that demand side determinants are very important in explaining tax performance to high-income countries. The two variables, control of corruption and voice and accountability are statistically significant comparable or even higher than the traditional supply factors. The study also shows that high-income countries have the potential to improve their tax performance by improving their institutions. Improving corruption, voice and accountability may not last longer or be necessarily more difficult than changing opportunities for tax projects and economic structure.

According to Besley, Persson (2014) ultimately, closer scrutiny is the underlying fact that developing countries today are not so different - with regard to the share of tax on GDP and taxation structure - from modern income countries high at a similar stage of development. This model suggests that low taxation may reflect a range of factors that also help explain why low tax countries are poor. From this perspective, the most important challenge is undertaking the steps that encourage development, instead of specific measures focused exclusively on improving the tax system.

Tax can be used as a means of controlling inflation in developing countries in order to achieve economic and financial stability. Through taxation, the government can control the following inflation: if inflation is due to higher prices of key items, then the government may reduce the indirect tax rate. If inflation is due to increased demand, the government can lower the demand effectively by increasing its rate. Increasing the tax rate may limit consumption, which can reduce demand and then inflation may be contracted (Rahul, 2015).

In literature, it is generally assumed that the promotion of economic growth and social justice are shared by developed and developing countries. However, a number of major differences between developed and emerging economies, such as the differences in the type of industries (mainly the relatively high share of agriculture and small businesses in developing

countries), the size of administrative costs and compliance, the level of corruption, monetization in the economy, polity restrictions and the relative size of the informal economy may require different tax designs (Avi-Yonah, Margalioth, 2006).

Theoretical aspects

In terms of taxation, many financial theorists have been taken into account, since taxes are the essential part of the budget revenue, which means that taxes are one of the main instruments in redistributing national income to finance state spending. Different theories are presented with regard to taxation, so some of them will be presented in this paper.

The neoclassical growth model - (inter Alios Swam 1956; Solow 1956) does not provide scope for assessing the potential for fiscal policy to affect the long-run steady-state growth rate; in this model a change in the tax rate may lead to a shift to a shift in the steady-state growth path, but not in its slope. Endogenous growth models provide a sound theoretical basis to examine the effects of different tax categories on economic growth (or at least investment decisions affecting economic growth). Mendoza's work et al. (1997) is particularly illustrative of the various distortions of growth arising from the choice of the tax rate. However, an important issue lies in the fact that their model deals with the marginal tax rates, cited in (McNabb, LeMay-Bucher, 2014).

Altruism - Is altruism a reasonable theory of bequests? At the very least, we know that it is not the full theory of bequests: the tests of its economic implications are routinely rejected. The best well-known example of such a test is based on the observation that altruistic bequests should be compensatory: a parent with two children should make bigger transfers to a child who is worse off. However, in practice, bequests are predominantly split equally between children. Some support for the desire for compensating children is provided by work of McGarry (1999) who finds evidence suggesting that inter vivos gift may be compensatory even though bequests are not, and by Light and McGarry (2004) show that a fair number of individuals show intention of behaving in a compensatory manner. Bernheim and Severinov (2003) suggest that bequests may serve as a signal of parental altruism and show that in this context equal splitting may arise, cited in (Kopczuk, 2010).

Bequest Motives - While there are usually many parties that are either directly or indirectly affected by any particular tax, this is particularly starkly visible in the context of transfer taxation. There are two sides to every bequest: donor's and donee's. The action of the donor (the choice of bequest) directly affects welfare of the donee. Because bequests are usually not bought and sold, there is a possible externality here. The presence of an externality has important implications for the economic analysis of efficient policies, because it is well-known that optimal policy involves the correcting of externalities. We know in a reasonably well how the presence of a simple externality affects the structure of optimal policy (Sandmo, 1975, Kopczuk, 2003a, Micheletto, 2008) when the externality can be directed directly: he dies by modifying the formula for the tax imposed on the sole source of externality, cited in (Kopczuk, 2010).

The Standard Theory of Optimal Taxation posits that a tax system should be chosen to maximize a social welfare function subject to a set of constraints. The literature on optimal taxation typically treats the social planner as a utilitarian: that is, the social welfare function is based on the utilities of individuals in the society. The primary focus of modern optimum tax research has been the schedule of marginal tax rates on labor income. A well-know early of the Mirrlees (1971) model optimality of a zero-top marginal tax rate. In the Mirrlees model, the schedule of marginal tax rates is the main battleground in the tradeoff between equality and efficiency. Consider an increase in the marginal tax rate at a given level of income. This tax increase has a cost of efficiency because it discourages the individuals who earn that income from exerting effort. Recent work has undermined the practical significance of this finding, but its intuition may still have important implications for high-income taxation, cited in (Mankiw, Weinzierl, Yagan).

The optimal taxation literature also recommends equal tax rates on all forms of consumption, as seen, for example, in Atkinson - Stiglitz (1976). Developing countries have over time been replacing excises taxes, where rates often varied dramatically by good, with a VAT one or at least only a few rates. The effective rates, though, are low due to a combination of exempt (or zero-rated) goods and evasion. One other standard result from the optimal tax literature is that a small open economy should take full advantage of any gains from trade, and not distort trade patterns. With evasion such a dominant issue, countries face additional to lower tax rates, in order to draw firms into the formal economy and to reduce the incentives on those who are already in the formal economy to underreport their income or value-added (Gordon, 2009).

(Creedy) has considered, within a limited bus, the extent to which economic theory can provide specific policy advice with regard to income tax structures. According to the author, many of the results are negative or too broad to provide direct policy guidance. In fact, most of the theories have been clarified instead just because it is very difficult to produce clear arguments. In giving policy advice, inevitably it turns out that the role of the economist is to explore implications of adopting alternative value estimates - and there are few results that do not depend in any way on the final objectives of a tax

system. Wide-ranging tax literature does not provide and refuse to provide clear guidance but instead clarifies: the exact way in which the optimal tax system depends on a wide range of factors, some of which relate to court judgments value, while others relate to behavioral response or basic conditions, such as skills, which exhibit considerable heterogeneity in practice.

Review of the literature.

Taxes are needed to finance public goods, to control other market imperfections; and achieve social justice through redistribution. Economic growth (efficiency) is promoted through the first set of goals; while social justice (equality) is promoted through redistribution and delivery of public goods and merit, especially health and education (Avi-Yonah, Margalioth, 2006). This paper will present a review of empirical literature on the impact of taxes on economic growth in developing countries.

This study looked at the effects of VAT on the economic growth of the 19 developing countries for the period from 1995 to 2010. For the data analysis, the GMM panel was used. Subsequently, the effect of VAT through the savings channel on accumulation and capital productivity and finally the impact of VAT on economic growth was examined. The results derived from VAT have a negative effect on increasing capital accumulation at the level; the positive effect of VAT on the level of economic growth seems to be imposed through other channels than the increase in savings, and its effects on capital accumulation. Results of the GMM system evaluator showed a statistically significant relationship between VAT and productivity growth (Kolahi, Noor, 2015).

According to (Alegana, 2014) the purpose of the study was to determine the effect of tax incentives on economic growth in Kenya. In the research, secondary data were used, using descriptive analysis, correlation analysis and regression analysis. The findings showed that it was a reverse ratio between GDP growth rate and tax incentives and GDP growth and development stage, while having a positive relationship between GDP growth rate and investment levels, rate of GDP growth and the level of productive population and the rate of GDP growth and literacy levels.

Eugene, Abigail (2016) examined the effect of tax policy on economic growth in Nigeria. The study uses 20-year time series data (1994 - 2013), OLS regression analysis was used to investigate relationships that exist between dependent and independent variables. Findings found that taxes have a significant effect on Nigeria's economic growth. It showed that the percentage of indirect taxes to the total has increased over the years. Different components have different effect on economic growth, the result showed that indirect taxation has a strong positive relationship with the level of economic growth in Nigeria. The result of direct tax analysis showed a weak relationship between economic growth and direct tax policy.

Lumbantobing, Ichihashi, (2012) investigated how the tax system, in fact, affects the country's economic growth rate and the distribution of income through the use of a panel data of cross-national data composed of 65 countries during the 1970s - 2006. For the evaluation analysis, OLS was applied, case effect and fixed effect estimates. This document concludes that corporate income tax rates are highly related to economic growth and income inequality. However, the personal income tax rate does not have an impact on economic growth and inequality of income.

McNabb, LeMay-Bucher (2014) investigated the relationship between tax structure and economic growth in developed and developing countries from 1980 to 2010. Results from Common Correlated Effects Mean Group (CMG) estimator (Pearson 2006) conclude that tax increases of income (especially personal income tax) offset by the reduction of trade or consumer taxes have had a negative impact on the GDP growth rate. We also emphasize the fact that trade liberalization has not had any significant positive effect on economic growth. Net income increases in personal income taxes are found to be particularly damaging in middle and low-income countries.

Nantob (2014) explore effects of tax increases on economic growth in 47 developing countries, analyzing the effects of four kinds of taxes, namely income tax, taxes on goods and services, taxes on income, profits, capital gains and taxes on international trade to economic growth. Using a dynamic panel data over the period 2000 - 2012 and using the GMM estimator to address issues of endogeneity, econometric results show that: (1) there is a relationship not linear between tax revenues and economic growth. (2) there is a relationship not linear between taxes on income, profits and capital gains, taxes on international trade and economic growth in particular. These taxes reduce economic growth in the short term and then these effects diminish over time when these taxes rise.

Gordon, Li (2005), characterized the way tax revenues related to tax rates. Regression analysis was used to determine the ratio of tax revenue / GDP, compared to the maximum rate of VAT and minimum personal tax rates and corporate focusing

separately on data from poor countries and rich. In rich countries (18 observations), the results look quite sensitive; if the average basis of consumption tax was about two thirds of GDP, it means that the rate the effective tax rate is 87. The coefficient of .46 at the level of the minimum tax income also seems acceptable, given the frequent use of a progressive rate structure under the personal income tax, resulting in an average tax rate too lower than the maximum legal rate. In poor countries (25 observations), in contrast, the results are dramatically different: the coefficient is lower than the rate the average VAT is far below the maximum level of legal tax, perhaps because the informal economy is often much greater in poorer countries. negative coefficient on the rate of tax on income, however, suggests the opposite causes; when incomes are very low due to a large informal economy, the statutory tax rates become higher to collect more of the few firms that remain part of the taxable sector.

Borg (2006) empirically analyzed in small countries the link between international trade income, GDP per capita, GDP size of and open trade level, using Two-Stage Least Square method (TSLS) in 130 countries from 1999 to 2004. The regression results show that the rate of international trade taxes in total revenue is negatively related to GDP per capita. While the rate of tax on international trade is positively related to economic opening. Also, results show that small States totaling HDI tend to collect more of their tax revenues from taxes on income, profits and profitability of capital, while small states with low HDI tend to increase most tax revenues from taxes on international trade.

Empirical literature in developed countries shows that there is a negative relationship taxes on GDP. Dackehag, Hansson (2012) studied how tax rates on corporate income and personal income affect economic growth using panel data from 1975 to 2010 by 25 rich countries of the OECD. The results showed that the taxation of corporate income and personal income negatively affects economic growth. However, the correlation between the tax on corporate earnings and economic growth is strong.

Stoilov, Patonov (2012) explored the basic trend in the distribution of the overall tax burden in the EU member states during the period from 1995 to 2010, using regression analysis. Comparative analysis is focused on the differences between countries in terms of the overall tax burden as measured by the GDP ratio of the tax and the determination of the tax structure, presented by dividing the total on standard components such as direct taxes, indirect taxes and social contributions. The regression coefficient expresses the impact of public spending on GDP growth. It has a negative sign and statistically significant at 1 percent. Consequently, this the result is a reliable empirical evidence about the negative impact of budget expenditures on economic growth. Tax structure based on direct taxes is the most effective in terms of supporting the economic growth in the EU countries.

Conclusions and recommendations

The main objective of this study was to investigate the tax structure in developing countries. Tax policy of these countries consists of a tax structure, where the share of revenues collected from more budget tax revenues from taxes on international trade and much less from direct taxes. Based on the review of the empirical literature, it was found that most of the research tax impact on economic growth had a negative relationship. Also, according to the theoretical literature taxes do not affect economic growth.

Since the tax impact on the economy is at a high intensity and attracting foreign investors to be a high turnout, developing countries need to apply a more effective tax policy through the use of more direct taxes and the gradual reduction of tax revenues from international trade taxes in order to encourage taxpayers to increase their participation in production, trade and investment growth. Substantial additional income can grow in many developing countries through established methods, tailored and unique circumstances of countries rankings. Approval and making clear ready laws and regulations that include a strong defense of taxpayers - the main problem is often the application (IMF, 2011).

Also, it is important even in these countries the permanent extension of the tax base, so that the tax burden on existing taxpayers to be lower, because it would affect in reducing tax evasion and increasing GDP.

In developing countries, it is very important the growth number of enterprises in conducting payment operations through the banking system - namely the creation of powerful taxpayer's relations - the bank, because this would affect their attraction in the formal sector, and as a result this also increase public revenues. But that this increase cooperation, provision of services by banks should be convenient for enterprises. With regard to the role of banks in tax enforcement, the authors have derived the following projections for countries where banks provide only a modest added value: 1. Tax revenues as a share of GDP will be lower, limited by the threat the not mediation. 2. The tax base will be tight, sealed in intensive equity firms particularly value the use of financial intermediation. 3. Optimal tax structure would impose a significant burden on the income taxes of the capital, in order to concentrate the tax burden on those firms are less willing

to give up the use of the financial sector. 4. Fees will be used to protect the taxed sector. 5. Inflation will be used as a means of indirectly taxing the non-taxed economy (cash). 6. The entry of foreign firms may be limited to those sectors which are subject to tax, but should be encouraged in various sectors of non-taxed. 7. There is likely to be limited to red border duty-free sectors (Gordon, Li, 2005).

Because taxes are a source of important public revenues in developing countries, future research should be intensified on the need to reform tax policy, so that their impact is greater in economic growth and increased social welfare. Also, because developing countries are characterized by their specificity in economic and tax structure, future research should focus on the country level.

[1] **Reference**

- [2] Kolahi, G. H. S.; Noor, M. B. Z., (2015): "The effect of Value Add Tax on Economic Growth and its Sources in Developing", *International Journal of Economic and Finance*, Vol. 8, No. 1, 2016, <http://dx.doi.org/10.5539/ijef.v8n1p217>, pp. 217 – 228.
- [3] Eugene, N.; Abigail, Ch. E., (2016): "Effect of Tax Policy on Economic Growth in Nigeria (1994-2013)", *International Journal of Business Administration*, vol. 7, No. 1, 2016, <http://ijba.sciencedupress.com>, pp. 50 – 58.
- [4] Alegana, H., (2014): "The Effect of Tax Incentives on Economic Growth in Kenya" pp. 1 – 13.
- [5] Carnahan, M (2015): "Taxation Challenges in Developing Countries", *Asia & Pacific Policy Studies*, Vol. 2, No. 1, The Australian National University and Wiley Publishing Asia Pty.Ltd, pp. 169 – 182.
- [6] Kocpczuk, W (2010): *Economics of Estate Taxation: A Brief Review of Theory and Evidence*, NBER Working Paper 15741, <http://www.nber.org/papers/15741>, pp. 1 – 23.
- [7] Mankiw, G. N; Weinzierl, M; Yagan, D, "Optimal Taxation in Theory and Practice", ngmankiw@harvard.edu, mweinzierl@hbs.edu, yagan@fas.harvard.edu, pp. 1 – 29.
- [8] Creedy, J. "The Personal Income Tax Structure: Theory and Policy", The University of Melbourne, pp. 1 – 40.
- [9] Abaida, S.; Abdeljabbar, A., "Fiscal Multipliers in Developing Countries: Review of the Recent Literature", University of Hassan Premier, Settat Morocco, a.abaida@uhp.ac.ma, a.abdouni27@gmail.com, pp. 185 – 191.
- [10] Stoilova, D.; Patonov, N (2012): "An Empirical Evidence for the Impact of Taxation on Economy Growth in the European Union", *Book of Proceedings – Tourism and Management Studies International Conference Algarve 2012*, vol. 3, pp. 1031 – 1039.
- [11] Fjeldstad, O-H. (2013): "Taxation and Development", A review of donor support to strengthen tax system in developing countries, WIDER Working Paper No. 2013/010, United Nations University, pp. 1 – 28.
- [12] Dackehag, M.; Hansson, A. (2012): "Taxation of Income and Economic Growth: An Empirical Analysis of 25 Rich OECD Countries", Working Paper 2012:6, University Lund, pp. 1 – 31.
- [13] Avi-Yonah, R.; Margalioth, Y. (2006): "Taxation in Developing Countries: Some Recent Support and Challenges to the Conventional View", 1st OECD INTR Conference, pp. 1 – 32.
- [14] McNabb, K.; LeMay-Boucher, Ph. (2014): "Tax Structures, Economic Growth and Development", Working Paper 22, www.ictd.ac, pp. 1- 38.
- [15] Rahul, (2015): "Role of Direct and Indirect Tax in Development of Indian Economy" *IJRFM*, Vol. 5, *International Journal of Research in Finance and Marketing*, editorijrime@gmail.com, pp. 91 – 97.
- [16] Bird, M. R.; Zolt, M. E. (2003): "Introduction to Tax Policy Design and Development", World Bank, pp. 1 – 39.
- [17] Nantob, Y. (2014): "Taxes and Economic Growth in Developing Countries: A Dynamic Panel Approach", *Munich Personal Repack Archive (MPRA)*, No. 61346, <https://mpr.ub.uni-muenchen.de/61346/>, pp. 1 – 24.
- [18] Besley, T.; Persson, T. (2014): "Why Do Developing Countries Tax So Little? *Journal of Economic Perspectives*, Vol. 28, No. 4, pp. 99 – 120.
- [19] Gordon, R. (2009): "Initiative for Policy Dialogue Working Paper Series", *Overview of Tax Policy in Developing Countries*, pp. 1 – 14.
- [20] Gordon, R.; Li, W., "Puzzling Tax Structures in Developing Countries: A Comparison of Two Alternative Explanations", pp. 1-41.
- [21] Gordon, R.; Li, W. (2005): "Tax Structure in Developing Countries: Many Puzzles and Possible Explanation", Working Paper 11267, <http://www.nber.org/papers/w11267>, National Bureau of Economic Research, pp. 1 – 34.
- [22] Bird, M. R.; Martinez-Vazquez, J. (2008): "Tax Effort in Developing Countries and High-Income Countries: The Impact of Corruption, Voice and Accountability", http://scholarworks.gsu.edu/econ_facpub, pp. 55 – 71.
- [23] Borg, M. (2006): "Taxation Structures in Small States with Special Reference to Revenue Implications Following Trade Liberalization", *Bank of Valletta Review*, NO. 34, pp. 1 -18.

- [24] Lauren, D.; Tiffany, M.; Stephanie, O. (2008): "Taxation Policy in Developing Countries - What is the IMF's Involvement", The Bretton Woods Project, DV406 Consultancy Project, 1- 37.
- [25] Bernardi, L., (2009) "The Political Economy of Taxation". Lessons from Developing Countries, Rassegna Bibliografica, pp. 283 – 294.
- [26] Lumbantobing, A., I., R.; Ichihashi, M., (2012): "The Effects of Tax Structure on Economic Growth and Income Inequality", IDEC Discussion Paper 2012, Hiroshima University, pp. 1 – 25.
- [27] Velde, W., D., (2013): "Taxation and Developing Countries", Economic and Private Sector, Professional Evidence and Applied Knowledge Services, Structured Professional Development, EPS Peaks, Training Notes, pp. 3 – 41.
- [28] IMF (2011), (2013): "Taxation and Developing Countries", Economic and Private Sector, Professional Evidence and Applied Knowledge Services, Structured Professional Development, EPS Peaks, Training Notes, pp. 3 – 41.

Approaching Difficulties of Teaching Language Complexes by Example of GAS and BCS

PhD Manuela Svoboda

Lector of University of Rijeka, Faculty of Humanities and Social Sciences, Sveučilisna avenija 4, 51000 Rijeka

Abstract

In this article a closer look will be taken at the issue of combining three languages into one language complex, i.e. GAS, German German, Austrian German and Swiss German (hereinafter referred to as: GG, AG and SG) and BCS, Bosnian, Croatian and Serbian. In recent times, the Montenegrin language is also being considered as an addition to the latter language complex. It is common practice throughout Croatia to teach all three varieties of the German language in the German as foreign language departments, much the same as it is common practice to teach BCS in language courses and at universities in Germany or Austria. But is it really possible to combine these languages into one? How important is it to point out differences and similarities between the above mentioned and are teachers really able to do so, seeing as the objective or goal is for teachers to educate and students to accept all three languages? For this purpose, the specifics of teaching at German as foreign language departments in Croatia shall be presented, mainly concerning staff and the organization of studies, as well as the characteristics of students being taught at these departments. Furthermore, certain examples of differences between GG, AG and SG are referred to and explained. In the second part of this article, the relatively artificial language termed BCS that is being taught outside of Bosnia, Croatia and Serbia, is examined and several issues are pointed out. The providers of such languages courses may or may not be aware of these problems, as they most likely do not take into consideration the political dimension lurking in the background. Basically, assuming that communication and comprehension is the end goal, it may be justified to teach these languages as one language complex. But what happens if one were to consider other factors such as history and politics? Teaching both GAS and BCS seems to challenge language teachers as they are expected to recognize and correctly educate students on the differences and similarities of the three, in the future maybe even four languages, which are not necessarily their native language or the language they were taught during their own education.

Keywords: BCS, GAS, foreign language teaching, German language, language complexes, language courses

1. Introduction

The languages being dealt with in this article are all of the same origin, i.e. the Indo-European language which, as time went by, developed into individual languages being spoken in different countries.

The term *Indo-European* not only denominates the language group but also represents a geographical designation: "Indo" for the most eastern language and "European" for the most western language. Linguist Julius Klaproth conceived the term "Indo-European" in 1823 at the St. Petersburg Academy of Sciences (cf. von Polenz, 2009: 2).

Several groups of languages belong to the Indo-European languages: Celtic, Italic, Indo-Iranian, Germanic but also the Slavic languages, among others. They all were derived from the original Indo-European language and have in common the inflecting, or synthetic syntax:

"Die syntaktischen Beziehungen der Wörter zueinander werden vornehmlich durch Endungen oder Vorsilben ausgedrückt, die wohl dadurch entstanden sind, dass nach- oder vorangestellte Wörter durch Akzentabstufung mit dem Wortstamm zu festen Flexionsformen verschmolzen, ähnlich wie noch im frühmittelalterlichen Deutsch der anlautende Konsonant des nachgestellten Pronomens ‚du‘ zum festen Bestandteil der Konjugationsendung der 2. Person sg. wurde (ahd. gibis, mhd. gibest, gibst)". (von Polenz 2009:3)

Synthetic syntax, according to von Polenz, means that the relations between words are mainly expressed by affixes and prefixes. These evolved from words being put in front or behind the original word and later on merging into a fixed inflection form.

Subsequently, the Indo-European language developed into individual languages such as the Germanic language and the Slavic language, which then developed into smaller languages like German, English, Bosnian, Croatian, Serbian, etc.

Languages per se are subject to constant changes and development, new words are added, structures are modified, orthography changes etc. As the world and the people develop so do languages. Therefore, one cannot and should not stick to old habits and things as they used to be seeing that the world keeps turning and brings with it constant change. If no one had accepted modifications and developments in the Indo-European language we would today be deprived of diverse languages and would still speak Indo-European. Nowadays, young countries like Bosnia, Croatia and Serbia are also attempting to establish languages of their own. These, of course, are of the same origin but *have* already developed a substantial number of differences and in the future surely will develop even further.

Equally, the German language is being spoken in Germany, Austria, Switzerland and Lichtenstein although those languages are of the same origin. They have developed certain modifications in German-speaking countries, sometimes even leading to misunderstandings between native speakers of GG, AG and SG.

2. Teaching language complexes as one language – by example of GAS

First of all, it is necessary to point out that under no circumstances is the intention of this article to judge and/or evaluate the quality of teachers or students at the German as foreign language departments or the quality of study programs, which is in fact on a very high level, nor is it intended to criticize teachers or students of BCS or the providers of such courses. The intention, rather, is to point out peculiarities as well as forthcoming difficulties in teaching three languages combined into one, i.e. into a singular language complex.

2.1. German as foreign language departments in Croatia

There are only four German as foreign language departments in Croatia, namely in Rijeka, Osijek, Zadar and Zagreb. The departments are organized in three teaching fields: literary studies, linguistic studies and language practice. The latter aims to improve language competencies of students as they register for the bachelor programme on B1 level pursuant to the CEFR¹ which requires them to be on a C1 level when graduating pursuant to three years. Upon being awarded the master's degree their language proficiency should be on a C2 level in accordance with the CEFR.

The language education field is regarded as being most responsible for language instruction, i.e. grammar practice, listening and reading comprehension, writing and communication skills as well as vocabulary expansion. This is precisely the segment of education at the German as foreign language department that this article is based on.

Students at the German as foreign language departments are decidedly heterogeneous, as they originate from different parts of Croatia, as well as Bosnia, and bear certain distinct characteristics.

First off, there are groups of students who have previously lived in German-speaking countries for a period of time as their parents fled from the civil war, thus they attended school abroad. Some of the students were native speakers of German as they were born and raised in Germany, Austria or Switzerland. Nonetheless, this group is becoming smaller as many of these generations have by now finished their university education and there are less returnees in total considering that Croatia, at the moment, is facing a wave of emigration rather than a wave of immigration. However, there still exist students who have returned from any of the above mentioned German-speaking countries.

Next, there is the second group of students who were taught German at school. At present, German is predominantly being taught as a second or third foreign language with less lessons (usually two per week), because it is common for English to be the first foreign language in schools.

Finally, there is also quite a large group of students who learned German simply by watching cartoons and children's programmes on German TV. They have an impressively broad vocabulary and practically no accent when speaking German, but most of them lack grammar knowledge.

The German as foreign language departments in Croatia are very lucky to have a successful cooperation with the DAAD² and the ÖAD³ in that there are always one or more language assistants or lectors from Germany and/or Austria present at

¹ CEFR = Common European Framework of Reference for Languages (A1, A2, B1, B2, C1, C2)

² DAAD = Deutscher Akademischer Austauschdienst (German Academic Exchange Service)

³ ÖAD = Österreichischer Austauschdienst (Austrian Exchange Service)

the departments. Often there are also trainees from Germany, Austria or Switzerland resulting in a high number of native speakers at the departments, as is the case with some of the regular teachers.

All this results in profoundly heterogeneous groups of students from different backgrounds at various levels of proficiency and an equally heterogeneous teaching staff. This offers a wide range of language varieties and opportunities to teach and learn an abundance about culture and civilizations of the three different German speaking countries. On the other hand, heterogeneousness also leads to distinct problems and oftentimes confusion among students concerning the language being used and that which is most desired by teachers.

2.2. Standard German language

It is difficult to deal with the complex language *German*, seeing as it is a pluricentric or polycentric language meaning that it is a language with several interacting codified standard versions being used in different countries. Furthermore, there are many varying dialects within Germany, Austria and Switzerland.

Concerning standard or written German language, Reiffenstein points out the following:

“Die in Österreich verwendete Schriftsprache weicht in keinen wesentlichen Bereichen von der sonstigen deutschen Hochsprache ab [...]. Normabweichungen gibt es lediglich in bestimmten Sektoren des Lexikons: zum Beispiel in der Medien- und Amtssprache für die Bereiche der öffentlichen Verwaltung und Institutionen, zum Beispiel in der Sprache der Speisekarte [...], und natürlich in einigen weiteren Bereichen” (Reiffenstein 1983:20).

He considers that there are no major differences between GG and AG in standard or written German language except for deviations in media and administrative language in the fields of public administration and institutions, foods and beverages and certain other fields not specified by him distinctively.

Considering the backgrounds of staff and students at the German as foreign language departments, the three countries, or rather the standard languages of Germany, Austria and Switzerland, were chosen to be compared in this article.

Henceforth, merely a few examples are stated and a brief insight into the concrete issue is presented:

2.2.1. Usage of German/Austrian/Swiss terms

In order to illustrate the differences one could not only list plenty of varying terms but also different usage of prepositions, gender of nouns etc. However, this would go beyond the scope of this article, therefore some common examples of terms concerning foods and beverages shall be discussed at this point.

For instance, there are three different terms for referring to *rolls*: Germans would say *Brötchen*, Austrians would say *Semmeln* and the Swiss, *Weggli*. The same fact applies to *chicken*, where Germans use *Hähnchen*, Austrians *Hendl* and Swiss, *Güggeli*, *Poulet*. In turn, Germans refer to *whipped cream* as *Schlagsahne*, Austrians as *Schlagobers* and Swiss as *Rahm* as well as *mirabelles* being *Mirabellen* in Germany, *Kriecherl* in Austria and *Pfläumchen* in Switzerland. Many other terms could be added to this list, such as *girolles* being *Pfifferlinge* in German, *Eierschwammerl* in Austria and *Eierschwämmli* in Switzerland.

Even though this is a very small selection of examples, the major difficulties can still be singled out by these few references. Consequently, if there are Swiss teachers or students having lived in Switzerland, they will for instance use the word *Nüssli Salat*, meaning *lamb's lettuce*. Teachers with German or Austrian background do not necessarily understand this and would certainly correct it to *Feldsalat* (GG) or *Vogersalat* (AG), although teachers at the departments are instructed to accept words and expressions from all three languages.

This begs the question, how and if it is possible to demand from teachers to accept all three languages considering the fact that a teacher, for instance, is a GG native speaker and not necessarily familiar with AG and SG or has learned GG, AG or SG during his/her education and is not familiar with the other two varieties. The other question raised is, to what extent does this lead to confusion among students if one teacher offers three different terms for the same thing?

We know from experience that it is very confusing for students as they have to learn three new words/terms/expressions and subsequently are not entirely sure which to use in a given context. On the other hand, it is also demanding of teachers as they would have to get acquainted with all the different words/terms/expressions from GG, AG and SG in all teaching fields. Therefore, most of the teachers prefer to stick to their native language or, if not native speakers, the German language they have been taught during their own education, not paying much attention to the other two German components. This can lead to situations where students complain: “But Mrs/Mr XY uses this expression all the time, why

don't you accept it?" or "In Switzerland/Austria/Germany we have always used this expression". Sometimes this even generates dissatisfaction when written essays or seminar papers are being corrected.

Generally, regardless of whether GG, AG or SG is used, it is possible to make oneself understandable, as most of the words are used in the same way in all three varieties of the German language. There are, of course, certain specific expressions, namely differences in pronunciation and grammar to some extent, which could be compared to British English and American English (Canadian and Australian English should probably be included here as well). Therefore, critics may interject that, in general, it is not important or necessary to make a distinction between GG, AG and SG, as the main goal is comprehension. But, is it really possible to understand one another accurately without proper knowledge of all three languages?

At this point allow me to insert a small anecdote from my own experience in Austria a few years ago: As native GG speaker I came to a coffee house in Austria and wanted to drink a *Milchkaffee*, so I ordered a *Milchkaffee*. The waitress looked at me puzzled and asked me what exactly I meant by *Milchkaffee*. Although I was a little confused, I explained to her that I wanted coffee with milk in it and off she went. After a few minutes she returned with a small cup of filter coffee and a little pot of milk next to it. Now I was the one puzzled. I told her that this was not what I had ordered, that I wanted a *Milchkaffee* and explaining to her that I meant a big mug or glass with little coffee, a lot of hot milk and milk foam on top. Finally, she seemed to understand what I wanted, smiled at me and said happily: "Oh, you mean a latte macchiato?" This made me laugh and I replied: "Well, it's good that we finally understand each other in Italian".

The point I am attempting to make by mentioning this anecdote is that even two native speakers of German, GG and AG, do not necessarily have to understand each other due to their different backgrounds, but communication and comprehension is obtained by other means; at least the same basic language markers make it possible to describe what is meant by a certain expression that is not comparable in GG and AG.

In conclusion, one might claim that it is difficult to demand the usage or acceptance of all three varieties of the German language as very few teachers and students are and could be familiar with all of them.

Pronunciation must also be mentioned in this context as well. It is not difficult to recognize whether the speaker originates from Germany, Austria or Switzerland, as the stressing of words and pronunciation differ from country to country and not only the expressions. Primarily, the pronunciation of words give us a clue as to whether GG, AG and SG is in question but also the different usage of prepositions and varying gender of nouns.

At this point let us move on to the dilemma, or rather confusion, occurring in regards to teaching BCS (Bosnian, Croatian and Serbian) at language schools and universities abroad, which will be examined closer in the next chapter.

3. Slavic languages - Common origin of BCS

Modern Slavic languages are characterized by their partial mutual understandability, i.e. at least on conversational level. When considering South Slavic language speakers, Bulgarian and Macedonian citizens are able to communicate with each other, as well as Bosnian, Serbian and Croatian people amongst each other. East Slavic language speakers are also able to communicate with one another, as can the West Slavic language speakers, in particular the Czechs, Slovaks, Polish and Sorbs (cf. Sussex 2006:3). Difficulties arise when considering the written language, as some of the South Slavic languages use the Cyrillic script, namely Macedonian, Serbian and Bulgarian, while Croatian, Bosnian and Slovenian use the Latin script. Although they are categorized into groups termed South, West and East Slavic languages, all of the mentioned languages within these categories are distinct, i.e. individual languages.

From a linguistic point of view, the South Slavic languages of Bosnian, Croatian and Serbian are very closely related, especially when considering that they were once unified into a singular language, namely Serbo-Croatian. But, from the socio-linguistic point of view, there are at least two standard languages, Croatian and the Serbian (the status of the Bosnian [standard] language still continues to be unclear to some extent although efforts are being made to create a standard Bosnian language by writing individual grammar books etc.).

In regards to language type, Bosnian, Croatian and Serbian belong to the fusional or synthetic languages meaning that, in order to denote multiple grammatical, syntactic, or semantic features, they use only a single inflectional morpheme (cf. Roeske 2009:25).

3.1. Teaching language complexes as one language – by example of BCS

As in GG, AG and SG, there are also different terms for naming foods and beverages in the Bosnian, Croatian and Serbian languages. For instance, Bosnians use the term *kahva* for coffee, Croatians *kava* and Serbs, *kafa*; *butter* is called *puter* in Bosnia, *maslac* in Croatia and *mlačenica* in Serbia, or *garlic* being referred to as *bijeli luk* in Bosnia, *česnjak* in Croatia and *beli luk* in Serbia. There are many terms for which Bosnians use either the Croatian or the Serbian expression as for example *beetroot* being *cvekla* in Bosnian and Serb, but *cikla* in Croatian, or *carrots* being *mrkva* in Bosnian and Croatian, but *šargarepa* in the Serbian language.

As mentioned in the preceding chapter regarding GG, AG and SG, it would be necessary for teachers to point out the differences between the Bosnian, Croatian and Serbian languages, provided that they are familiar with all three terms, or rather both terms, as the Bosnian language to a great extent uses either the Croatian or the Serbian term and/or both are possible. Although in the above mentioned examples for food the Bosnian language does not really have many individual terms, other fields exist in which various expressions appear and are the result of derivations of words loaned from the Turkish language.

Variations in terms are not the main concern when combining BCS into one language complex, the major difficulty lies in the above mentioned socio-linguistic factor and what has occurred in the past 20+ years since the civil war in former Yugoslavia ended. The languages have always been slightly different and following the end of war they have changed even more drastically. Nowadays, there is no common language as the Serbo-Croatian language does not exist anymore.

There are different grammar books for the Bosnian, Croatian and Serbian language, but even linguists cannot agree on whether three individual languages really DO exist. In 2003 Dževad Jahić, Senahid Halilović and Ismail Palić published the book *Gramatika bosanskog jezika (Grammar book of Bosnian language)* which was not very well accepted by the famous Bosnian linguist, Midhat Ridanović, for instance, who declared it the worst grammar book ever written and a complete failure. Furthermore, he is of the opinion that Bosnians, Croats, Montenegrins and Serbs are one people, speaking **one** language which is perfectly understandable to all of them. (cf. Patria 2015)

Regardless of his opinion, all three countries have made major efforts to define their own culture and language as well as to differentiate their languages from the other two. To some extent, the languages have even been modified on purpose to clearly distinguish one from the other. Lest we forget, the Serbian language does not only differ in regards to expressions and pronunciation, but especially concerning writing as they primarily correspond in the Cyrillic alphabet which is not used in the Croatian or Bosnian language.

Lectors and assistants from Germany and Austria, who come to work at the German as foreign language departments, usually have completed one or more BCS courses so that they are better equipped to communicate in this “fabricated” language. This language is neither pure Croatian, nor Serbian or Bosnian, sometimes even ending up in a wild mixture of the three making it hard for native speakers to understand any of the mentioned languages.

Critics at this point may again interject that the main goal of learning a foreign language should be the ability to communicate and comprehend the target language, no matter if it is grammatically and lexically entirely correct. But, when taking into account the sordid past of Croatia, Serbia and Bosnia, people still react very strongly to Serbian being spoken in Croatia or Bosnia, Croatian being spoken in Serbia or Bosnia and Bosnian being spoken in Serbia or Croatia. Unfortunately, even after such a long period of time has passed there is still a lot of grief, anger and even hatred left over from the civil war.

3.2. BCS language courses

At this point, allow me to introduce a short excerpt from an advertisement for BCS language courses on a website in Vienna, Austria:

“Hier lernt man auch etwas über die Kultur und Bräuche der Region. So hält Klara heute ein Referat über Lepa Brena. Das ist eine „pevačica“ oder auch „glazbenica“, wie man in Kroatien sagen würde.“ (Bužić 2014)

Basically, this quote states that you can learn something about the culture and customs of a region and that Klara is preparing a presentation about Lepa Brena. This is a “pevačica” (*singer*), or “glazbenica” (*musician*), as the Croatians would say.

Firstly, the author does not refer to a specific country, i.e. Bosnia, Croatia or Serbia as individual states, but to the “region”, which came to be a common expression for referring to the above-mentioned former Yugoslav states.

Secondly, the problem with presenting versions of all three languages is very clear at this point: Serbians say *pevačica*, referring to a person who is a singer. In Croatian this would be *pjevačica*. This tiny letter “j” exactly defines which of the two languages one is speaking and from which culture the speaker originates as the Serbs speak *ekavica* (Ekavian) and the Croatians speak *ijekavica* (Ijekavian). But *glazbenica* (*musician*) being presented here as the proper Croatian translation of *pevačica* is not quite correct as it covers a wider scope and is not isolated to the sole meaning of *singer*, as the Serbian word *pevačica* suggests. And what about Bosnian? It is not mentioned in this context at all. If you point out differences between two of the three languages, why omit the third one? This is because there is no additional word in the Bosnian language: the Bosnians use either “pevačica” or “pjevačica”, depending on which part of Bosnia they reside, but should this not be mentioned as well? Therefore, the effort is made to, at least, present two of the three languages, Croatian and Serbian, but not in the correct way.

Concerning the paper that is being presented by a student in this BCS language course, one should perhaps say that Lepa Brena is a singer who was born in Bosnia and has been living in Belgrade, Serbia since her youth. She was very popular in the 1980s, i.e. in the former Yugoslavia, but is still active and produces songs in Serbia. Interestingly, she published the song “Jugoslovenka” (*Yugoslav woman*) in 1989, continues to mourn “the good old days” and is a Yugo-nostalgic (cf. V.N. 2017).

Unfortunately, this leads to the assumption that providers of BCS language courses are not dealing sufficiently enough with the 20+ year development in the former Yugoslav states of Bosnia, Croatia and Serbia as well as with the changes that occurred there, especially concerning languages.

Moreover, in the short article mentioned above, it is stated that the teacher of BCS is a woman from Bosnia who attempts to convey all three language standards. Her last name indicates that she is of Serbian origin although she was born in Bosnia, as is mentioned in the article (cf. Bužić 2014). Hence, it is to be assumed that her native language is Serbian, not Croatian nor Bosnian. Bosnia is very specific for it is divided into three autonomous parts: Croatian, Serbian and Muslim, having strict delimitations concerning language, culture and scripture, resulting in labels and signs within the country in three different languages and two different scriptures (Cyrillic and Latin). What’s more, children in Bosnia learn their native language according to the part of Bosnia they are born in and where they go to school, therefore this can be either Croatian, Serbian or Bosnian.

Presumably, the mentioned individual is a pleasant and proficient language teacher and tries her best, but it is almost inconceivable to convey all of the three different language standards, as shown by the example of *pevačica* and *glazbenica*. This would require extensive work on vocabulary and clarification of all differences as well as requiring students to learn the Cyrillic scripture. In doing so, students would be required to gain knowledge of three languages instead of one, no matter how similar they might seem. By gathering all of the above into one language complex termed BCS it encompasses a bit of everything, yet nothing specific or tangible.

3.3. Brief review of BCS socio-linguistic and political context

As mentioned previously, it is very difficult to examine the topic of BCS without taking a look at the historical and political context of the region in question. This is not merely a matter of language but also many emotions and political issues linked to it.

As Mappes-Niedieck stated, in earlier times a Croat was a Croat, but back then it didn’t necessarily mean much until the collapse of the state. Only at that point did fine tuning of identity started to make more sense. Suddenly it was necessary to prove basic and substantial contrasts to neighbours which had existed up until that point – from origin to culture:

“Ein Kroat war ein Kroat; es bedeutete nicht viel. Erst mit dem Zerfall des Staates und dem bisherigen Verteilungssystem bekam der Feinschliff an der Identität einen Sinn. Jetzt erst mussten Beweise her, dass man sich von seinen Nachbarn »grundsätzlich«, »tiefgehend« und vor allem »schon immer« unterschied – von der Abstammung und besonders durch die »Kultur«, ein Begriff mit dem man so gut wie alles machen kann.“ (Mappes-Niedieck 2005: 65)

From the point of view of providers of BCS courses, it is understandable as to why they combine the three languages: the three states are small and there are not many people who speak and/or want to speak these languages. Also, it once was merely *one* language, the Serbo-Croatian language, so why not fuse them into one as surely there are not that many differences?

In 2010, the Croatian linguist Snježana Kordić published her book *Jezik i nacionalizam (Language and Nationalism)*, in which she i.a. deals with the topic of the former Serbo-Croatian language and presents the Bosnian, Croatian and Serbian language by placing them in a political context.

She, however, received many negative reviews as she claims that the attempt at purifying a language is outdated and openly criticizes the purists by saying that, by attempting this, it is a form of nationalism and xenophobia. She goes as far as to compare language purification to National Socialism in Germany.

Furthermore, she considers the most important factor in learning languages to be comprehension. She states the following:

“Ja se osobno kod tog pitanja držim jedne vrlo mudre definicije ‘hrvatskog odnosno srpskog’ jezika, koju je svojedobno dao hrvatski književnik Miroslav Krleža: ‘Hrvatski i srpski su jedan te isti jezik, koji Hrvati nazivaju hrvatski, a Srbi srpski.’” (Kordić 2010: 39)

She adheres to the (for her) “wise” words of Miroslav Krleža that Croatian and Serbian are the same language but the Croats refer to it as Croatian and the Serbs call it the Serbian language. This would clearly be a key argument for teaching BCS as a one language complex. With that said, should we not keep in mind that Miroslav Krleža, one of the most famous Croatian writers, lived from 1893 to 1981? The question at hand is this: can one legitimately refer to an author from this period of time and exclude everything that happened between his death in 1981 and now? Furthermore, it is always difficult to pull such quotes out of context as one will never know for certain what his motivation was for making this statement. It would undoubtedly be of use to investigate the political circumstances of his time and to include Krleža’s biography.

Everyone has a right to make up their own mind and Kordić, as well as the earlier stated Bosnian linguist Midhat Ridanović, surely have carefully considered all of the factors leading to their conclusions, yet in my opinion there is a big discrepancy between theory and common practice. It is very easy and legitimate to theorize and investigate what other linguists and/or authors claim and argue regarding this topic but in practise the situation may be slightly different.

In Germany and Austria, BCS language courses in language schools and universities are not the only courses offered. Native language lessons for children with a migrant background are also provided and are conceived as BCS classes. It is certainly praiseworthy that children with a migrant background have the opportunity to learn or improve their mother tongue, but is it really their mother tongue they are learning or again a mixture of the three languages, depending on where the teacher originates from?

4. Excursus to other formerly unified languages by example of Czech and Slovak

There are other languages that are similar and once were a sole language as for example the Czech and the Slovak languages. They are still not taught as one language due to specific differences in pronunciation, phonology and vocabulary. Separate languages courses exist for each of the two languages, as the individual development of those two languages seems to be more advanced:

“Die jungen Tschechen verstehen heute immer weniger die slowakische Sprache. Das behauptet zumindest Marek Blahus vom Sprachzentrum der Masaryk-Universität in Brünn:

„Auf der tschechischen Seite wird die Lage immer schlechter, während die Slowaken immer noch Tschechisch verstehen. In der Slowakei kann man noch tschechische Filme sehen und tschechische Bücher kaufen. Umgekehrt gilt das nicht mehr. [...] Die Kinder verstehen es nicht mehr, für sie ist Slowakisch eine Fremdsprache wie zum Beispiel Deutsch oder Polnisch.“ (Kachlikova 2013)

Marek Blahus from the language centre of the Masaryk University in Brno claims that fewer young Czechs speak and understand the Slovak language. On the Czech side the situation is getting worse, Czech children do not understand Slovakian anymore. To them it is a foreign language just like German or Polish while the Slovaks still understand Czech. In the meantime, even Slovak movies are being subtitled so that Czech viewers are able to understand them. (cf. *ibid*)

Presumably, the differences between Czech and Slovak language are and always have been substantial, even in times when it was called Czechoslovak language. Yet as time went on the differences have got even greater, leading to the present situation where younger generations of Czechs and Slovaks simply do not understand each other anymore

This is also most likely to be expected with the Bosnian, Croatian and Serbian languages, as autonomy and equality is not only a matter of independence but also a matter of individual languages and culture(s).

This development clearly contradicts Kordić's statement in which she i.a. also argues that there is no difference between GG and AG or American and British English, although Germany, Austria, Great Britain and the United States are democratic autonomous states. She disagrees with philologists who consider that having an individual language is a sign of democracy and equality. She even states that the ones who suggest that Croats, Serbs, Bosnians and Montenegrins speak four different languages are being dishonest:

“Pozivaju se i na ravnopravnost naroda tvrdeći da je znak demokratije i znak ravnopravnosti reći da svaka nacija ima zaseban jezik. Zaboravljaju da lagati nije znak demokratije i ravnopravnosti, a upravo to čine oni koji tvrde da Hrvati, Srbi, Bošnjaci i Crnogorci govore četiri jezika. Osim toga, Njemačka i Austrija su demokratske, ravnopravne zemlje i različite nacije, a nemaju zasebne jezike, Amerika i Engleska su demokratske, ravnopravne zemlje i različite nacije, a ni one nemaju zasebne jezike itd. To znači da se demokratija i ravnopravnost ne postižu zasebnim jezikom.“ (Kordić 2010: 120)

In the interim it still is possible to combine Bosnian, Croatian and Serbian into one language complex, even though it might not be completely correct from the socio-linguistic and political point of view. There is also a chance that, by further development of languages and states, the differences may become too big to overcome and it will be necessary to teach the three languages separately, that is, as individual languages.

5. Conclusion

In conclusion it can be said that teaching languages itself is a difficult profession as it requires a high level of language proficiency, methodological skills and intercultural competence. The latter is of extremely high importance when speaking in terms of teaching language complexes such as GAS and BCS as it is not easy to convey the linguistic and cultural aspects of three different states.

This presents a particular challenge for the teachers. Either they have to make major efforts to get acquainted with unfamiliar vocabulary and cultural peculiarities, or they may simply transfer their own background knowledge of the country, in terms of language and culture, and teach GG, AG, SG, Bosnian, Croatian or Serbian. In the latter case, the demand to accept and to teach all three languages lapses. Another possibility is to teach in teams, whereby teachers from all three backgrounds or with knowledge of all three languages and cultures are present. This would, of course, be very costly and time-consuming.

As presented in this article, issues are raised from various factors when combining several languages. Even if the languages are of the same origin, they have developed over the years, thus they have certain specific characteristics and are spoken in different countries with contrasting cultural backgrounds.

Teaching GAS and BCS is not identical, as Bosnia, Croatia and Serbia have been independent states for a short period of time, still making major efforts to establish as many differences as possible. There surely are more aspects to consider when teaching BCS than GAS, due to the mentioned historical events and political issues, but generally some of the difficulties are the same, as for example the challenge for teachers to convey and to accept different language standards and cultural backgrounds. Time will show how the development of Bosnian, Croatian and Serbian language and culture will proceed - will they remain similar and comprehensible to all the three nations like GG, AG and SG, or will they take the path of Czech and Slovak and become incomprehensible among each other due to the socio-linguistic and political dimensions lurking in the background of BCS language development.

In this article, which is based on individual experience and personal thoughts, only a brief insight was given into some of the difficulties detected in everyday work. This topic should and will be pursued in order to arrive at a broader conclusion on how and/or whether to proceed with teaching language complexes such as the two mentioned in this article. Clearly, language development and influences from other languages cannot be denied and should be accepted. This has always presented and will continue to present a major challenge for language teachers.

Bibliography

- [1] Berger, T., Gutschmidt, K., Kempgen, S., Kosta, P. (Eds.) (2009). *Die slawischen Sprachen. The Slavic Languages. Ein internationales Handbuch zu ihrer Struktur, ihrer Geschichte und ihrer Erforschung. A Handbook of their Structure, their History and their Investigation.* Berlin et al.: de Gruyter.
- [2] Bužić, Ljubiša, (2014), *Wir lernen BKS. Kosmo.* [Online] Available: <http://archiv.kosmo.at/news/Wir-lernen-BKS> (January 23, 2018)
- [3] Dechert, H.-W. (1990). *Current trends in European second language acquisition research.* University of California: Multilingual Matters.

- [4] Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- [5] Günther, B., Günther, H. (2007). *Erstsprache. Zweitsprache. Fremdsprache*. Weinheim et al.: Beltz.
- [6] Heinz, Ch. (2007). *Einführung in die slawische Sprachwissenschaft. Skriptum zum Grundkurs*. Universität Wien.
- [7] Hufeisen, B., Lutjeharms, M. (Eds.) (2005). *Gesamtsprachencurriculum. Integrierte Sprachendidaktik. Common Curriculum. Theoretische Überlegungen und Beispiele der Umsetzung*. Tübingen: Narr.
- [8] Jacob, Stefan, (2003-2006). *Vom Indogermanischen zum Deutschen. Geschichte der deutschen Sprache von den Anfängen bis zur Gegenwart*. [Online] Available: <http://www.stefanjacob.de/Geschichte/Unterseiten/Idg.php>, 1-19 (January 16, 2018)
- [9] Jaworska, S. (2002). *Zur derzeitigen Situation der Auslandsgermanistik. Das Modell der Britischen "German Studies" und der polnischen Germanistik im Vergleich*. In Briel, H. M., Fehring, C. (Eds.), *Field Studies-German Language, Media and Culture, Selected Papers from the Conference of University Teachers of German, University of Newcastle, September 2002*, Bern, Peter Lang
- [10] Kachlikova, Marketa, (2013), *Slowakisch ist für junge Tschechen eine Fremdsprache*. [Online] Available: <http://www.radio.cz/de/rubrik/tagesecho/slowakisch-ist-fuer-junge-tschechen-eine-fremdsprache> (January 23, 2018)
- [11] Kordić, S. (2010): *Jezik i nacionalizam*, Durieux, Rotulus Universitas
- [12] Klann-Delius, G. (2008): *Spracherwerb*, 2. Auflage, Stuttgart/Weimar: Metzler.
- [13] Mappes-Niedieck, N. (2005): *Die Ethno-Falle. Der Balkan-Konflikt und was Europa daraus lernen kann*, Ch. Links Verlag
- [14] Patria, (2015), *Nova knjiga lingviste Midhata Riđanovića. Oni koji pokušavaju dokazati razlike između bosanskog, hrvatskog i srpskog jezika su neznalice*. [Online] Available: <http://www.nap.ba/new/vijest.php?id=12145> (January 23, 2018)
- [15] Polenz von, P. (2009). *Geschichte der deutschen Sprache*. 10. Auflage. Berlin et al.: de Gruyter.
- [16] Reiffenstein, I. (1983). *Deutsch in Österreich*. In: Brandt, W./Freudenberg, R. (Eds.): *Tendenzen, Formen und Strukturen der deutschen Standardsprache nach 1945*. Marburg: N.G. Elwert Verlag, 15-27. [= *Marburger Studien zur Germanistik Band 3*].
- [17] Roeske, Ch. (2009), *Typisch serbisch – kroatisch – bosnisch!* In: *Typisch ...! Studentische Beiträge des Seminars Maik Walter*. [Online] Available: <http://daz-lerwerkstatt.de/wp-content/uploads/Sprachvergleiche-Walter.pdf> (January 23, 2018)
- [18] V.N., (2017), *Lepa Brena: Nisam Jugoslovenka, te zemlje više nema*. [Online] Available: <http://www.novosti.rs/vesti/scena.147.html:651431-Lepa-Brena-Nisam-Jugoslovenka-te-zemlje-vise-nema> (January 23, 2018)

Health Tourism and Alternative Medicine: a Study on the Offer and Profile of Establishments nearby Two Hospitals in the City of Porto Alegre-Brazil

Izabel Cristina Schander de Almeida, MD, PhD

Gestão Estratégica de Pessoas-MBA, Porto Alegre-RS, Brazil, Faculdade Estácio do Rio Grande do Sul

Helena Charko Ribeiro, MSc

Doutorado em Turismo e Hospitalidade, Caxias do Sul-RS, Brazil, Universidade de Caxias do Sul

Abstract

Alternative medicine is a term that describes medical treatments that are used instead of traditional therapies. About 40% of adults in the United States say they use some form of alternative medicine. We analyze establishments that offer alternative treatments and are located in the vicinity of hospitals that receive health tourists. We found 10 establishments (through Google search) but only 04 responded to the survey. The reason for not performing in the other 06 was: 01 was not in attendance, in 03 it was not possible to contact, 01 was not found and 01 refused to respond. Among those who answered, 03 were not aware of health tourism. All attend patients from outside Porto Alegre and 03 from other states and countries. The percentage of out-of-town patient visits ranged from 0 to 10% in two establishments and 31 to 40% in two others. Chiropractic and Reike were the most commonly offered therapies, followed by Bach Flowers and others such as Orthomolecular Medicine, Chromotherapy and Aromatherapy. All the establishments have pages in the internet but only in 01 it is possible to obtain information in another language (in English, in the page of the parent company). We conclude that health tourism is still unknown by alternative medicine establishments and that even among those who receive patients from other sources, the movement can be considered small in half of them. Lack of sites in other languages may be a barrier to foreign tourists.

Keywords: health tourism, alternative medicine, medical treatments

Introduction

"Health tourism" refers to traveling to another country for medical care (Centers for Disease Control and Prevention [CDC], 2016). The segment can be divided into Wellness tourism and Medical tourism (Ministério do Turismo [MTUR], 2010). As stated in the specifications of the Ministry of Tourism of Brazil on health tourism, the distinction between the segments can be difficult. Therefore, we will only use the term "health tourism" when referring to this tourism modality. It is understood as characteristic motivations of this type of tourism the promotion of health, health maintenance, disease prevention and cure of disease (MTUR 2010). The Health Tourism segment can be a positive response to the challenge of tourism seasonality, since it allows greater mobility of the promotion of preventive or curative health services unrelated to the times of the year typically destined for travel (MTUR 2010).

It is a growing market. In its report on the health tourism market, the Transparency Market Research website valued the market at USD 10.5 billion in 2012, with an expected CAGR (Compound Annual Growth Rate) of 17.9 % from 2013 to 2019, reaching an estimated value of USD 32.5 billion in 2019 (Transparency Market Research [TMR], 2013). Spain, through projects in the area of health tourism, from a budget of just 2.7 million euros, increased their turnover from 140 to 500 million euros and by 80% the number of health tourists (M.M. 2016).

In the Study of International Tourism Demand 2012-2016, a publication of the Ministry of Tourism of Brazil, health tourism is not listed individually under reasons for traveling to Brazil (MTUR 2017). We can assume that it is included under a more comprehensive index. Tourists that travel for reasons other than leisure, business, events or visiting family account for 3.3% of the total (around 208,092 tourists). In its assessment of the health tourism sector, BEMTUR 2014 (Municipal Tourism Statistics Report for Porto Alegre 2014) (Secretaria Municipal de Turismo [SMTur] 2014) reports that the number of patients treated in the city was 4,428 or 5% of the total tourists.

In the present study the focus was on alternative medicine. It is defined by the World Health Organization as follows: the terms “complementary medicine” or “alternative medicine” refer to a broad set of health care practices that are not part of that country's own tradition or conventional medicine and are not fully integrated into the dominant health-care system (World Health Organization [WHO],2013). Alternative medicine includes yoga, chiropractic and osteopathic manipulation, meditation, massage therapy, acupuncture, relaxation techniques (National Center for Complementary and Integrative Health 2016)

According to an article published in the National Health Statistics Reports of 2015, about 33.2% of Americans over 18 years of age have used some form of alternative (or complementary) medicine in the year 2012 (Clarke et al. 2015). In Brazil, in a study conducted in a city in the countryside of the country, the number of users of alternative medicine was 70% (Rodrigues Neto, Faria & Figueiredo 2009).

The purpose of this study was to study the offer of alternative medicine services in the vicinity of two hospitals that receive health tourists in the city of Porto Alegre during a period linked to summer vacation in the country. We evaluated the services in relation to their functioning during the study period, the therapies offered, assistance to tourists from outside the city, knowledge about health tourism and the availability of the service page in a language other than Portuguese.

Methodology

The research was conducted in the city of Porto Alegre, the capital of the state of Rio Grande do Sul, from December 26, 2017 to January 8, 2018.

For the location of the establishments, a search was performed on the Google site, using the term "alternative medicine". We used as a center of research on the map two hospitals that are part of Porto Alegre Health Care (a cluster that brings together hospitals that receive international health tourists). These hospitals were chosen because they are in the most central area of the city, with the possibility of a greater number of services nearby. Establishments that offer care only in acupuncture and/or homeopathy were excluded, because they are recognized as medical specialties by the Federal Medical Council of Brazil. Establishments that offer these specialties together with other unrecognized ones have been included. The research area was also delimited using as a criterion the distance that can be walked on foot in up to 15 minutes (according to the same site).

Once the establishments were located, contact was made by telephone and, in those who were willing to respond, interviews were conducted through a questionnaire applied in person.

Results

We found 10 establishments related to alternative medicine. Of these, 01 was not in attendance, 03 did not attend, 01 establishment the address was not found/did not attend and 01 refused to respond.

Among the 04 establishments that responded to the questionnaire, the results were as follows: no service was in operation during the period between December 26, 2017 to January 1, 2018. All attend to patients from outside of Porto Alegre, 03 of them had patients from other states and countries and 01 was limited to other cities in the state of Rio Grande do Sul (predominantly the mountain areas). Movement related to out-of-town patients ranged from 0 to 10% in two of them and 31-40% in the other two. Of the 04 interviewees, 03 were unaware of health tourism and the other one knew about it from a television program dedicated to health promotion.

None of the establishments had their website in a language other than Portuguese.

The therapies most offered were chiropractic, Reike and Bach flower remedies. Other therapies included Orthomolecular Medicine, Chromotherapy, Aromatherapy and Phytotherapy.

Discussion

Health tourism is a market that moves billions of dollars worldwide, with forecasts of growth (TMR 2013). As stated above, it may be a response to the seasonality of tourism (MTUR 2010). This was the reason for choosing the summer period (in the southern hemisphere) to carry out this study. We checked the availability of services during a time that is traditionally associated with vacation and travel. In the period from 26 to 29 December 2017, none of the establishments were in operation. This is understandable because it is the period between Christmas and New Year. During the next study period, up to January 8, 2018, we found 05 services in operation, of which 01 refused to respond to the survey. The results showed that most of the interviewees were not aware of the sector, although the Ministry of Tourism of Brazil already published

material on the sector in 2010. The fact that the only respondent who had knowledge of the sector, and having obtained the information from an unofficial source, may demonstrate that the sector is not receiving the necessary attention. As already reported by Ribeiro & Almeida (2017), one of the limitations to the arrival of international tourists to the city of Porto Alegre is the shortage of direct international flights. However, this can not be taken as a limitation on investments in the industry. We found that 70% of adults in a Brazilian city had already used some form of alternative medicine (Rodrigues Neto, Faria & Figueiredo 2009). This data shows that there is a latent market, which requires greater attention both by those responsible for its disclosure and those who offer the services. In relation to the latter, the fact that they do not have their websites in other languages limits the possibilities of expanding their service. We looked for services located near hospitals because, for the latter, there is no seasonality. Alternative medicine services could offer care to patients (national or international) as well as their companions. In the case of international tourists and their companions, a web page in other languages would be essential. Due to the location of the city, in the extreme south of Brazil, we believe that the pages should be available in Spanish as well as in English. We found two establishments where the movement related to people from outside Porto Alegre reached 40%, proving that this niche can be very profitable for the establishment. The fact that different modalities of alternative therapies have been found allows the services to be offered to a greater number of possible users.

Conclusion

Health tourism is still unknown by alternative medicine establishments, even though it is close to hospitals that receive foreign tourists and are part of a health cluster in the city of Porto Alegre. The fact that establishments do not provide a website in another language limits the access to information by foreigners, making it difficult to expand the service. There are a variety of therapies offered, which allows for more comprehensive care.

A limiting factor in this study is the small number of establishments visited. However, this number can be considered as important since one of the focuses of the work was to ascertain those who were operating in a period associated with vacations.

Strategies for the increase in the number of health care tourists include websites in other languages, operation during vacation times, greater dissemination of this type of tourism.

For the continuity of the research we have as points to be approached: to verify the impact of information on the health tourism segment (given during the current research) in the visited establishments, to increase the number of establishments visited, to check with the hospitals of the health cluster of the city if there is a demand for alternative medicine services (by their patients and/or their companions).

References

- [1] Centers for Disease Control and Prevention 2016, *Medical Tourism*, CDC, Atlanta, viewed 27 January 2018, <https://www.cdc.gov/features/medicaltourism/index.html>
- [2] Clarke, TC, Black, LI, Stussman, BJ, Barnes, PM, Nahin, RL. 2015, 'National Health Statistics Reports Trends in the Use of Complementary Health Approaches Among Adults: United States, 2002–2012', *National Health Statistics Report*, vol. 79, pp.1-16, viewed 28 January 2018, <https://www.cdc.gov/nchs/data/nhsr/nhsr079.pdf>
- [3] <http://dadosefatos.turismo.gov.br/2016-02-04-11-54-03/demanda-tur%C3%ADstica-internacional.html>
- [4] M.M., 2016, 'Mercado mundial do turismo de saúde vai valer 143,8 mil milhões de dólares até 2022', *Turisver*, 13 April 2016, viewed in 28 January 2018, <http://www.turisver.com/mercado-mundial-do-turismo-saude-vai-valer-1438-mil-milhoes-dolares-ate-2022/>
- [5] Ministério do Turismo 2010, *Turismo de saúde: orientações básicas*, Ministério do Turismo viewed 27 January 2018, http://www.turismo.gov.br/sites/default/turismo/o_ministerio/publicacoes/downloads_publicacoes/Turismo_de_Saxde_Versxo_Final_IMPRESSo_.pdf.
- [6] Ministério do Turismo 2017, *Estudo da demanda turística internacional 2012-2016, fichas síntese*, MTUR, Brasília, viewed 27 January 2018,
- [7] National Center for Complementary and Integrative Health 2016, *Complementary, Alternative, or Integrative Health: What's In a Name?*, no. D347, NIH, Bethesda, viewed in 28 January 2018, <https://nccih.nih.gov/health/integrative-health>

- [8] Ribeiro, HC & Almeida, ICS. *Health Tourism in the City of Porto Alegre: Marketing and Hospitality*. Proceedings of the International Conference on Marketing, Tourism & Hospitality (IC17Swiss Conference), press
- [9] Rodrigues Neto, JF, Faria, AA & Figueiredo, MFS 2009, 'Medicina complementar e alternativa: utilização pela comunidade de Montes Claros, Minas Gerais', *Revista Associação Médica Brasileira*, no. 55(3)pp. 296-301, viewed 27 January 2018, <http://www.scielo.br/pdf/ramb/v55n3/v55n3a22.pdf>
- [10] Secretaria Municipal de Turismo 2014, *Boletim Estatístico Municipal do Turismo em Porto Alegre BEMTUR*, viewed 28 January 2018, http://proweb.procempa.com.br/pmpa/prefpoa/turismo/usu_doc/bemtur_ano_2014_web2.pdf
- [11] Transparency Market Research 2013, *Medical Tourism Market (India, Thailand, Singapore, Malaysia, Mexico, Brazil, Taiwan, Turkey, South Korea, Costa Rica, Poland, Dubai and Philippines)- Global Industry Analysis, Size, Share, Growth, Trends and Forecast, 2013-2019*, viewed 27 January 2018, <http://www.transparencymarketresearch.com/medical-tourism.html>
- [12] World Health Organization 2013, *WHO Traditional Medicine Strategy 2014-2023*, WHO, Geneva, viewed 27 January 2018, http://apps.who.int/iris/bitstream/10665/92455/1/9789241506090_eng.pdf?ua=1;

The State of Anthropological Uncertainty as an Educational Problem

Tadeusz Miczka

Professor at Institute of Cultural and Interdisciplinary Studies, University of Silesia in Katowice, Poland

Abstract

The assumption was made that in the epoch defined as technopoly or techno-everydayness, in which almost every person is physically or mentally supported by technology, or is simply "improved" with the help of it (so-called Human enhancement), the sense of anthropological uncertainty appears to be more and more common. This was often emphasized by Jean Baudrillard, the author of the concept of the "disappearance of reality", proclaiming that the real world is replaced by simulacra: "Am I finally a human or a machine?" - he was asking and then answering in the following way – "Today the answer to this question no longer exists: I am a human being in real and subjective terms, but virtually and from a practical point of view I am a machine ". Even if his position is considered too radical, one cannot ignore or diminish the importance of the impact of high technology on the physical, and especially the mental condition of the users of everyday media. These considerations have focused on the educational implications of this impact, recognizing that young internet and smartphones users are more exposed to the effects of a sense of anthropological uncertainty than adults, and hence they require strong support in this area from pedagogical theories, and above all from pedagogical practices. Presentation of the current research findings in this area creates an opportunity to define the scope and program of modern media education, which has been called education for information freedom and information activism. Such a pedagogical concept is based on popularizing, teaching and shaping a positive attitude of young people towards the Internet and technological gadgets, which is based on the conscious observance of the principles of "information hygiene", and the supreme principle in this case is self-limitation. That is why the state of anthropological uncertainty is one of the most difficult challenges imposed by techno-everydayness that school and non-school education has to accustom with.

Keywords: Realignment of Education, Anthropological Uncertainty, Human Enhancement, Computer Addiction

Introduction

The benefits stemming from education are so obvious that they do not require any special justification. Especially when the didactic and educational processes - as it happens today, in the era of information societies (heavily diversified in terms of acquiring, processing and transmitting information) – are subject to complete commercialization and submit to the laws of free market economics. When the number of NEETs (Not in Education, Employment, or Training – unemployed people who do not continue education or vocational training) is increasing in the richest countries, when there is Wikipedia, and when students become school reluctant "digital natives" and their parents, guardians and teachers become "digital immigrants" (Prensky, 2001: 1-6). After all, even the founders of the online encyclopedia are in favor of investing in the development of education systems. Jimmy Wales, one of the founders of Wikipedia, says: "What about the fact that thanks to the Internet today we have access to a greater range of information than ever, if it is information of different quality? [...] Today's youth can handle computers and the Internet very well, but they do not know how to assess the credibility of what they find on the Internet. Someone needs to teach them how to distinguish facts from opinions, information from gossip, truth from falsehood. This is a task of schools and teachers "(Wales, 2011: 22). In other words, education is always purposeful, but it must respond to the challenges of the reality in which it is carried out. Therefore, it does not only have to constantly transform its own content, forms, and even goals, but above all it has to persistently and permanently favor the development of students and teachers.

Jean-François Lyotard, a very radical analyst of the information society who characterized it with the words: "We now live in a time-space, in which there is no identity, only transformations" (Lyotard, 1988: 31), was conscious of the need to create postmodern education. However, he did not give teachers the hope for reaching self-fulfillment or achieving their traditional didactic and educational goals. Reflecting on their future relations with students, he predicted that in the didactic and educational practice the importance of "cyber-professors" would increase, stating quite ironically that small losses would

be incurred by pedagogy alone, as students would simply have to "learn something", probably not the content itself, but rather how to "use terminals" (Lyotard, 1997: 142-143). Since the new reality itself delivers new content and problems, we are in the constant need for learning and teaching others.

It is easy to point out controversial assumptions and issues in Mark Prensky's and Wales's educational concepts and outrage Lyotard's shocking pedagogical proposals, but there is no doubt that the above-mentioned interpreters of post-modern processes that take place in the world enrich the current arguments of the education crisis researchers, and simultaneously they set new, very bumpy ways to modernize teaching and upbringing processes. The essential condition that has to be fulfilled to follow them is the determined tightening of school and out-of-school education connections with everyday life, which Prensky calls "realignment of education" (Prensky, 2001: 5). More and more often, we notice that the realignment of education consists primarily of the critical acceptance of new technologies referred to as shallow and soft technology, i.e. taming them.

The nature of modern man's relationships with machines should undoubtedly be one of the most important aspects of this educational taming. As with time this connection has become deeper, more complex and ambiguous. Many researchers have already written about the fact that we can witness the creation of a mechanized man, others - about the creation of a humanized machine. The associated with this phenomena threats to individuals and societies were pointed out in the last essay by Jean Baudrillard, which he written shortly before his death. The following words of the essay are particularly moving: "Let's talk about the world in which man disappeared. I mean disappearance, not depletion, extinction or extermination. Because the depletion of resources or extinction of species are physical processes and natural phenomena. This is where the essential difference lies, as the human race is the only one able to find a special way of disappearing, which has nothing to do with the laws of nature. Perhaps we can even talk about the art of disappearing" (Baudrillard, 2009: 15). Furthermore, Baudrillard wrote about the dangerous consequences of this state of things much earlier: "Am I finally a human or a machine? - he was asking himself and immediately concluded – Today, the answer to this question no longer exists: I am a human being in real and subjective terms, but virtually and from a practical point of view I am a machine. As a result of this, the state of anthropological uncertainty is created" (Baudrillard, 1994: 254).

Even if one does not share Baudrillard's pessimistic position, it is difficult to disagree with the increasingly common belief that the state of such anthropological uncertainty cannot remain indifferent to educators, since all modern students are free to use high technology products, especially multimedia gadgets.

The "Human Enhancement" problem

Anthropological uncertainty is of course a phenomenon, and at the same time a very ambiguous concept, but now in the human era, that is, in the Anthropocene - as Eugene F. Stoermer and Paul J. Crutzen (2000: 17) called our times – is fully justified in describing the deepening relationships of man with technology. These relationships are clearly radicalizing the shared by most people belief of the Renaissance thinker - Pico della Mirandola - saying that human nature has not been determined once and for all (2010: 39). In the 21st century, scholars and ordinary people more often ask: Who is a modern man and what is humanity?

They do not ask, because they are watching movies like *The Bicentennial Man* (directed by Chris Columbus, 1999), a screen adaptation of the book entitled *The Positronic Man* (1992) by Isaac Asimov and Robert Silverberg, in which the hero is an android working as a servant for a wealthy family. The robot looks like Robin Williams, because this actor played his role, but more important than his physicality is in this case his omniscience, patience and forbearance that allows him to build real emotional relationships with people.

These questions are also not asked due to the fact that people read massively texts written by futurologists, such as Peter Cochrane and Raymond Kurzweil. In the middle of the last decade of the 20th century, when he was still the head of the British Telecom research department, P. Cochrane claimed that "around year 2015, there will appear a computer that will be the equivalent of a human being. It will have the human-identical ability to associate concepts and the same memory capacity. In ten years, [it] will appear on our desks, and after five years we will be able to incorporate [its] extra processing power [not just information]" (Cochrane, 1994: 28). Whereas at the beginning of the new millennium, R. Kurzweil claimed, among others: "Computers will cease to exist until 2009. Visual information will be sent directly to the retina via devices placed in glasses or contact lenses. Thanks to this we will have virtual high resolution monitors at our disposal, [which] ... will provide us with a fully coherent visual virtual reality ... By 2029, thanks to the exponential trend in miniaturization, computing, communication and scanning the brain we will have billions of nanobots - intelligent machines of the size of the cell blood or even smaller ones - traveling through small blood vessels in our brain and communicating directly with our nerve cells. The nanobot technology will provide us with a fully coherent and convincing virtual reality" (Kurzweil, 2001: 21).

According to the quoted authors, limb prostheses and mentioned body organs do not change our humanity, but the replacement or substitution of most organs (over 50%) and the "copying" of the human brain raises doubts about the boundaries between a person and machine. The years 2009 and 2015 passed, and our computer counterpart did not appear, but the year 2029 is still ahead of us.

Moreover, the question "what does it mean to be a human?" is asked so often not because a handful of researchers and thinkers have created posthuman conceptions known as transhumanism, in which different currents are distinguished. They do not draw the attention of most high-tech users yet. They often have a utopian or even dystopian character. However, they are proposals that seem interesting to individuals and communities who dream of immortality, perpetual progress and self-overcoming, which means they have some pedagogical potential.

Keeping in mind all these reservations, the question about the character and scope of transgression of humanity is more often formulated not only in public discussions, but also in private talks. As the said transgression does, indeed, take place. Zbigniew Brzeziński pointed to it, while writing: "we have entered an era in which natural sciences are transforming from the tool for conquering the external environment into the tool for conquering the human being" (Brzeziński, 1998: 8). Today, the most important weapon in this conquest – use of pompous language here is completely justified – is engineering, actually technology. Hence, the dispute between technophiles and technophobes becomes less interesting and more unproductive. As the network society analyst rightly asks: "Shouldn't we talk about technological everydayness rather than everyday technology in the mass dimension, or even, when meaning everyday life, define it – automatically – in connection with technologies?" (Żabicki, 2007: 214).

The answer to this question is obvious: contemporary man is indisputably a technological man, because he or she is almost always and everywhere supported by technology.

The notion of a technological man includes an ever-growing field of meaning in all three phases and at the same time aspects of human synergy with a machine: in the forms of transcorporalism (extension of the body with prostheses), transsensualism (extension of senses) and transintellectualism (extension of mental functions and modalities).

Thus, digitization radicalizes evolution, increases human productivity, speeds up some of its functions. And so it changes the human in such a degree that some researchers are already talking about the period of human cyborgization, in which man transforms into an anthropo-technological hybrid or at least becomes a *fyborg* (term invented by Alexander Chislenko) – a functional cyborg, a biological organism equipped with technological additives that expand its natural capabilities (Gazzaniga, 2011: 333).

Michael S. Gazzaniga developed his own definition of a technological man who to day can be called an "augmented man", which he ends with such a conclusion: "Some researchers predict that in the near future (in less than forty years), when someone is born not very astute or physically unfit, we will be able to change it. It seems even possible that if one comes into the world as a psychopath, we will be also capable of changing that. The degree to which we will be able to tinker with such traits, and how far we will be able to change the current physical and psychological state of a given person is today the subject of intense speculation" (Gazzaniga, 2011: 335).

In the light of the current state of knowledge about the "symbiosis" of man with a machine, this conclusion is convincing and rightly draws the attention of researchers and machine users to the dilemmas that people will constantly and repeatedly resolve in the near future. And this task will be extremely difficult, because after all, a technological man – as it results from widely conducted research – is ahead of the ethical man and has an increasingly disintegrated personality and identity (Miczka, 2015a: 50-76). However: "not the amount of silicone or metal in our bodies indicates that we are cyborgs, but rather whether our life strategies are flexible and whether we are able to stop at the right moment" (Radkowska-Walkowicz, 2008: 114).

The issue that is associated with our future, both as a species and as a single human being, which toughen all the dilemmas that are extremely difficult to resolve, is the subject of an "artificial man". Is it possible to print "doppelganger" or a "human" in the near future on a printer or other highly specialized machine? The visionary from Silicon Valley leaves us with no illusions: "There will be," he says, "many versions of version 2.0 of a human body, and each organ and system will have its own course of elaboration and improvement. [...] One of the features of the version 3.0 will be the ability to change our bodies" (Kurzweil, 2013: 306). In the latter variant, it will be possible to have a brain, which in a large part will not only be augmented and improved, but simply non-biological.

Taking all this into account, it can be stated unequivocally that in spite of many disputes and controversies the issue of "human enhancement" has become an everyday topic not only for researchers, but also for ordinary people. Therefore, education cannot remain indifferent to it.

The problem of redesigning education

The ever-increasing distance between technological progress and morality, technical skills of multimedia users and the ability of valuing this use and its effects should be the basic content of modern education. Hence, the multidimensional discussion on values, enabling students and teachers to make a profit and loss account resulting from their presence and activity in the digital world is the most important, especially in the so-called media education. This is a prerequisite for any further reflection on the state of anthropological uncertainty.

Almost every modern educational process, especially media education, is to a large extent downgrading the role of epistemological knowledge (this of encyclopedic and memory character), understood as the state of knowledge and increasing the role of cognitive knowledge, that is – putting it the easiest way - used knowledge that is necessary to understand the world. But, it does not mean that students are deprived of memory as it is assumed, that their intelligence is limited or that they process information without its deeper acquisition, but it is a consequence of the commonly experienced so-called redundancy (excess) of information, the increase of ambiguity, uncertainty and risk associated with social life and the disposal of digital storages (nowadays known as "clouds") enabling storage of an unimaginable amount of information. In such a situation, the rank of this knowledge, which is useful, and allows for effective solving of life problems and broadening cognitive horizons increases naturally.

The issue of cognitive knowledge functioning within the framework of modern education accurately illustrates the mechanisms of learning and teaching proposed to educators over 40 years ago by Gregory Bateson (1972). He was the creator of the so-called cybernetic techniques of learning and teaching. He distinguished three levels of accustoming knowledge, and considered "primary learning", which was strongly ideologized, controlled and typically mnemonic, not enough effective, creative and outdated. Moreover, the "second-degree learning" that is the process of learning how to learn, diminishing the importance of material knowledge and the list of reading, was also considered insufficient to properly recognize changes in the surrounding world.

Bateson recommended "third-level learning" consisting in developing new pedagogical strategies that would be based on plastic thinking and action and quickly assimilate what is needed and what would allow to know to what extent knowledge and skills respond to the challenges of reality, i.e. they would enable deep understanding, experiencing and conscious decision-making. Today, it can be stated that neither any of the branches of pedagogy nor general pedagogy nor any specific methodologies have been able to work out described above new, quickly reacting to the "human enhancement" pedagogical strategies. Although, it will be extremely difficult to achieve the goal indicated by Bateson, every education must use high technology and respect it. Thus, in addition to standard texts, it should be open to hyper- and poly-texts. In addition to traditional information media, it should use digital records, "consumer electronics", "wearable electronics" (e.g. smartwatches and phablets), personal miniature modems and multimedia hybrids.

Intercourse with multimedia has its own specificity, which shapes the sense of reality and basic social behavior of members of the information society. They have an irresistible feeling that they are gaining more and more freedom and are more and more overworked because they actively participate in the creation of various cultural communities and quickly make many decisions regarding everyday matters. Therefore, education must focus primarily on educating students on how to use info-freedom and infoactivism (Miczka, 2014: 335-346 and Miczka, 2015b: 115-124).

Confusions associated with the freedom of multimedia users reached its apogee in 1996 when John Perry Barlow announced *A Declaration of the Independence of Cyberspace*, in which he wrote: " We must declare our virtual selves immune to your sovereignty, even as we continue to consent to your rule over our bodies. We will spread ourselves across the Planet so that no one can arrest our thoughts" (Barlow, 1996). The idea of liberty is one of the most frequently discussed communication issues among multimedia users, and hence among the majority of students and teachers.

The framework of the discussion on the freedom of information is determined by two polar positions occupied by the so-called cyber-libertarians and cyber-paternalists. The former obsessively defend the principle shared by the Thelemites, heroes of *Gargantua and Pantagruel* (1546-1564) by François Rabelais, expressed in the words "do what you like" and believe that in the virtual world man liberates himself from the oppression of states, physical world limitations and freely shapes their own identity. The latter, even though they note that the authors of the realization of libertarian ideas reject hierarchical models on the internet, replacing them with forms of heterarchy, panarchy and even anarchy, do not obey

traditional laws and customs, and have a clear impact on the real world, proving that "network freedom" is based on false assumptions regarding, among others, anonymity in the network. They claim that all the freedom in the digital world is a total illusion, because in fact when using the Internet we are subject to even more advanced surveillance and control than we used to be (for example from the traces of our communication connections help create our profiles), but we do not feel this painfully and immediately. This situation is well illustrated by Lawrence Lessig, describing it with the words "freedom by control" (2005).

According to Manuel Castells, "the issue of social control over the Internet is perhaps the most fundamental political issue of the Information Age" (2003: 187), which means that it is also one of the fundamental educational issues every democratic state has to face with. The second issue - as already mentioned - is the information activism, or in fact hyperactivity of multimedia users, who live in almost permanent connection with media (which helps them avoid civilization exclusion) and carry out many communication acts simultaneously (multitasking - using many multimedia at the same time). Information activism can lead to a disturbance of the sense of balance in the life of individuals and communities, and, as recent studies show, it often manifests itself in the Internet users in the form of the "ego depletion syndrome" (Baumeister, 2002: 129-136). In an age in which quantitative criteria and determinants are obsessively important, human behaviors such as overworking, multidimensional and continuous character of work and spending free time, as well as the *homo interneticus*' problems with spontaneity, creativity and stimulation of the imagination become a serious educational issues.

Questions on what replaces human experience in multimedia communication (maybe internet rituals, cyberseeking?) are relevant educational subjects. How to manage the diligence of computer and electronic gadgets users? How to promote restraint in using them? According to Michael Novak, the path to the formation of a more integral person and the mature use of freedom and the culture of excess should begin with the promotion of the so-called culture of self-government, that is intelligent limitation (Novak, 1998: passim).

In other words, when we take into account the difficult subject of multimedia competencies of a contemporary human in the education and upbringing of each type and on every level, we will be able to realize the idea of redesigning the whole education formulated by Kenneth G. Wilson (1996). Of course, this does not ensure effective dealing with the state of anthropological uncertainty, but it is the *sine qua non* of modern didactics and education.

Conclusion

The main subject of the presented considerations is the pro-technological attitude of a modern human towards himself and the world. It can serve to improve the quality of life, but it can also turn into a "narcotic attitude". The so-called "computer addiction", leading to narcolepsy, or loss of the sense of reality, is an extreme manifestation of anthropological indeterminacy and is also one of the most difficult challenges of education. The challenge becomes more difficult, because more and more space of human life is occupied by virtual and augmented reality, to which actual situations, phenomena and problems are transferred. Mergence of these realities and the blurring of borders between them is widely observed.

Man has already gained rich virtual experience and learnt many interactive behaviors as a recipient of television programs, as a consumer making decisions under the pressure of advertising, a music video listener, an audiovisual user, as a participant of training courses using simulators to teach various professions and finally as a computer owner. They learned to process data faster and faster, although they rarely knew what they were about or what to do with them. They mastered the technologies, but did not acquire sufficient knowledge about them, because they stopped the learning process after having acquired knowledge on information processing mechanisms. They focused more on the process of cooperation with the machine than on the understanding the principles of its work and message content. They got used to a simulation that creates its own reality, rather than imitating it. In the end, man even started to believe that they were a co-creator or subject entity in reference to which everything is adjudged, despite the fact that as a co-creator and subject entity they exist in the technological culture in a rather "operational" way, because more and more often "the network itself becomes the author" (Noël, Toutcheff, 1985: 33).

The interaction between a human and machine is often of the interaction character, which is deprived of the traditional referential function. In other words, in a more metaphorically and more cautiously way, virtual reality demonstrates the "nakedness" of referentiality, demonstrates above all simulacrum, which replaces the world and demonstrates its own cognitive mechanism. Striving for even greater precision of statements on this subject, it should be said that virtual reality and the constantly spreading out augmented reality bring to the forefront a world characterized by flexibility in replacing itself with other worlds and special capabilities of satisfying the needs and fantasies of man.

Reassuring, it can be stated that new communication competencies testify to the changing cognitive perspective of man. However, we cannot talk about changes in communication norms, because multimedia do not eliminate such behaviors as knowledge organization, language analysis, reading, transmission of information and perception, but thanks to consumption, synaesthetic viewing, navigation, pure operability and image inclusions the evolution of human basic communication activities achieves the level at which they lose their original character. They lose even their first-rate importance in culture. However, it should be emphasized one more time that it is particularly important that new communication competencies, being more spontaneous, free, improvisational and difficult to predict, exert an increasing influence on common people's behavior and consolidate new habits and forms of thinking and behaving in social life.

Undoubtedly, these are challenges for education, which obviously have been noticed today, but which are extremely difficult to meet. Therefore, written almost 20 years ago by Umberto Eco the statement is still incredibly valid: "Mass media do not have a long tradition, and therefore an obligation to be decent. But I do not believe that they can be arranged. I especially do not believe in any censorship. Anyway, even if the television can be censored, the internet does not undergo any censorship. I think that education would be a much better solution. Just imagine schools teaching how to watch TV, how to critically analyze it. School needs to be reinvented! It must prepare students for intelligent and critical media use. But this is what the present rulers are dealing with very little" (Eco, 1996: 14). The appearance of the problem of the state of anthropological uncertainty, gives the issue an even more up-to-date character.

References:

- [1] Barlow, J. P. (1996). <http://homes.eff.org/~barlow/Declaration-final.html> [22.12.2017].
- [2] Bateson, G. (1972). *Steps to an Ecology of Mind. Collected Essays in Anthropology, Psychiatry, Evolution and Epistemology*. Chicago: Chicago University Press.
- [3] Baudrillard, J. (1994). Świat wideo i podmiot fraktalny. In: A. Gwóźdź (ed.). *Po kinie? ... Audiowizualność w epoce przekazników elektronicznych*. Kraków: Universitas: 252-258.
- [4] Baudrillard, J. (2009). *Dlaczego wszystko jeszcze nie zniknęło?* Warszawa: Wydawnictwo Sic!
- [5] Baumeister, R. (2002). Ego Depletion and Self-Control Failure: An Energy Model of the Self's Executive Function. *Self and Identity*, 1(2): 129-136.
- [6] Brzeziński, Z. (1998). Kłopoty dobrego hegemonu. *Gazeta Wyborcza*, 4.7.1998: 8.
- [7] Castells, M. (2003). *Galaktyka internetu: refleksje nad internetem, biznesem i społeczeństwem*. Poznań: Rebis.
- [8] Cochrane, P. (1994). *Communications, Care and Cure, Proceedings of Telemed'94 Conference*. London: Hammersmith.
- [9] Crutzen, P. J.; Stoermer, E. F. (2000). The "Anthropocene". *Global Change Newsletter*, 41: 17-18.
- [10] Eco, U. (1996). Miec wiele dusz. *Gazeta Wyborcza*, 2-3.3.1996: 14.
- [11] Gazzaniga, M. S. (2011). Istota człowieczeństwa. Co sprawia, że jesteśmy wyjątkowi? Sopot: Smak Słowa.
- [12] Kurzweil, R. (2001). Wniewijające nanoboty. *Gazeta Wyborcza*, 1.1.2001: 21.
- [13] Kurzweil, R. (2013). *Nadchodzi osobliwość. Kiedy człowiek przekroczy granicę biologii*. Warszawa: Kurhaus Publishing.
- [14] Lessig, L. (2005). *Wolna kultura*. Warszawa: Wydawnictwa Szkolne i Pedagogiczne.
- [15] Lyotard, J.-F. (1988). *Peregrinations: Law, Form, Event*. New York: Columbia University Press.
- [16] Lyotard, J.-F. (1997). *Kondycja ponowoczesna. Raport o stanie wiedzy*, Warszawa: Fundacja "Aletheia".
- [17] Miczka, T. (2014). Education to Info-freedom. Introduction to the Issue. *BJES. Beder University Journal of Educational Sciences*, Vol. 5, No 1: 335-346.
- [18] Miczka, T. (2015a). Conception of the Integral Person Faced with the Prospect of Technology. *Transformations. Interdisciplinary Journal*, 3-4 (86-87): 50-76.
- [19] Miczka, T. (2015b). Infoactivism as the Basis of Communicational Reversal. In: H.-J. Petsche, J. Erdmann, A. Zapf (Hg.). *Virtualisierung und Mediatizierung Kultureller Räume. Die Neuen Medien – Gewinne – Verluste – Gefahren*. Berlin: Trafo Verlag: 115-124.
- [20] Noël, Ch.; Toutcheff, N. (1985). Une écriture immatérielle. In: J.-F. Lyotard et al (eds.). *Les Immatériaux*. Vol. 3. Paris: Centre G. P.
- [21] Novak, M. (1998). *On Cultivating Liberty. Reflections on Moral Ecology*. New York: Rowman and Littlefield Publ.
- [22] Pico della Mirandola, G. (2010). *Mowa o godności człowieka*. Warszawa: IFIS PAN.
- [23] Prensky, M. (2010). Digital Natives, Digital Immigrants. *On the Horizon*, Vol. 9, No 5: 1-6.
- [24] Radkowska-Walkowicz, M. (2008). *Od Golema do Terminatora. Wizerunek sztucznego człowieka w kulturze*. Warszawa: Wydawnictwo Akademickie i Profesjonalne.
- [25] Wales, J. (2011). Po co szkoła, skoro jest Wikipedia. *Gazeta Wyborcza*, 7.12.2011: 22.
- [26] Wilson, K. G.; Davis, B. (1996). *Redesigning Education*. New York.
- [27] Żabicki, P. (2007). *Technologiczna codzienność. Internet-Bank-Telewizja*. Warszawa: Trio.

Perception and preferences of the doctors from the Health Centers towards the use of antibiotics in Prishtina, Kosovo

Rudina Degjoni

Health Insurance Fund of Albania, Tirane, (Albania)

Leunora Brika Haxhiu

Agency for medical products and equipment, Prishtine, (Kosovo)

Rabishe Kurti Jaha

Owner of OJQF in Prishtine, (Kosovo), Simon R. P. Clarke, Thomas A. O'Donoghue, "School-Level Leadership in Post-Conflict Societies", 2013, Annual Report of Ministry of Health of Kosovo, (2015) "The Social Statistics" pg 42

Abstract

Background: Resistance to antibiotics is a global public health problem with economic, social and political implications, especially in underdeveloped countries. Over the last few years, this challenge has been of particular importance at the global level seriously endangering the effective treatment of many diseases. **Purpose:** The purpose of this study is to assess the level of use of antibiotics and practices followed by Pristina primary doctors in Kosovo and to educate and educate as many as possible the population of Pristina regarding the use of antibiotics in order to ensure the quality of their lives. **Method:** A survey was conducted with a random sampling, attended by about 120 doctors of KPSH to indicate whether they have antibiotics with whom they are familiar, as well as antibiotic access and preference, which is the same regardless of the type of specialization staff at the KPSH. Participants were recruited into one of the 12 Main Family Medicine Centers (KPSH) in Prishtina for the period June - July - August 2017. **Results:** Of the 120 doctors surveyed at KPSH, on the question of whether you have antibiotics with whom you are familiar with, more than half (55%) do not have any favorite antibiotics, while 40% of them have some antibiotics with whom they are familiar. Though 6 (8.1%) of family doctors have reported that they are familiar with many of the antibiotics, there is no significant difference between Chi-square = 4.76; Df = 4; p = 0.313 after testing. About a quarter of the respondents describe antibiotics without antibiograms, and over half of them sometimes and only 10.8% do not prescribe antibiotics without antibiograms, regardless of the type of specialization of staff at SPC. Patient advise on side effects has been performed by most doctors of SCC and only 5 doctors or 4.2% do not give advice to their patients for side effects, but without significant difference depending on the type of specialization. Over 80% of respondents in their daily practice have encountered a known case of resistance to any antibiotic, but without significant difference depending on the type of specialization

Keywords: Pristina, use of antibiotics, primary health care, doctor, assessment of knowledge, attitudes, practices of Kosovar doctors.

Introduction

The doctor's antibiotic prescriptions are often the central part of the problem; thus, analyzing the reasons behind the antibiotic prescription from the doctors remains essential to understand the excessive use of this drug worldwide. Since Kosovo has been our targeted country to be evaluated regarding the implications of antibiotic use, a historical description will clarify the reasons behind antibiotic use: Kosovo is a new country located in the southeastern part of Europe in the Balkan region with a surface of 10,908 km². Preliminary results from the 2011 general census report that in the Republic of Kosovo there are 1,733,842 inhabitants excluding the population from the northern part of Kosovo. Kosovo has an interesting and complex history. Health care in Kosovo has undergone important reforms in the last decade, but still faces major difficulties and obstacles, one being the lack of political engagement and scarce budgetary resources. The Kosovo

¹ Simon R. P. Clarke, Thomas A. O'Donoghue, "School-Level Leadership in Post- Conflict Societies", 2013

health system is based on equality and social justice, consisting of: the primary health care centers located at the municipal level, secondary health facilities at the regional level (hospitals), and a single tertiary health care center¹.

There is no health insurance system in Kosovo, which is a major obstacle to improving the healthcare sector. The budget for health care system in Kosovo for 2015 was only 160 million euro (80 euro per capita), the budget divided for the pharmaceutical sector was only 19.8 million euro. For 2016, the budget was worth EUR 100 million more than the 2015 budget. For 2017, the budget was EUR 2 billion, which showed a significant jump compared to 2016, and much larger difference compared to 2014 and 2015 budget. This budget increase goes mainly in capital investment, and not for coherent spending. Compared to 2016, capital investments increased to 51%, while current expenditures increased only by 5% more than in 2016.

For 2018, the health budget is planned to be 1 billion and 829 million euro, while spending will reach the figure of 2 billion and 82 million euro². In Kosovo, since the post-war period of primary health care, twenty (20) therapeutic standard guidelines have been developed and 16 standard protocols for diagnosis and therapy have been completed but have not yet been put into use.

Kosovo ranks at a high level of antibiotic consumption in Europe, at about 26.3 (defined daily doses per 1000 inhabitants / day). Various publications in the academia have reflected upon the importance of antibiotic usage and their potential drawbacks. In Kosovo these researches are still in their initial stages.

Therefore, the purpose of this study is to assess the knowledge, attitudes and practices of Kosova doctors in the use of antibiotics³. This study also aims to raise awareness among doctors about the importance of using antibiotics, identify quality improvement objectives, and deliver findings found to competent antibiotic prevention authorities.

The First Chapter

Primary Health Care (PHC) in Kosovo

Primary Health Care has been presented in various forms since 1961⁴, and it presents essential health care which is offered through family medicine teams. Family Medicine is the essential form of offering extensive health service for individuals and their families in Primary Health Care. Primary Health Care in Kosovo is provided through municipalities, and Kosovo consists of 35 municipalities where these PHC facilities, respectively where the main Family Medicine Centers are located. In the Republic of Kosovo, The Municipal Department of Health and Social Welfare is in charge of implementing the concept of family medicine within the Primary Health Care. The Municipal Department of Health and Welfare monitors the health state of the citizens that come from their territories. Municipalities, in offering PHC, implement with priority, the preventive measures of health care. Primary Health Care is implemented by the family medicine team which consists of health workers such as the Doctor of Medicine, the Doctor of Stomatology, the Medical Specialist-New Family), the Master of Pharmacy, Pediatrician, Gynecologist Obstetrician, the Clinical Biochemistry Specialist, Nurses, Midwives, the Physiotherapist, and Medical technics. Primary Health Care includes services of health promotions, information, communication, education, progress, prevention, treatment, recovery and rehabilitation that have to do with illnesses, disorders and injuries (the health of children, adolescents, reproductive health, adult care, elderly care and palliative care. It also includes services of immunization, vaccination, determination of initial diagnosis, and elementary health care including minimal surgical interventions, promoting oral health and essential stomatology care, emergent care services, ante/peri care services, post-natal services, rehabilitation, the dispersal of medications from the essential list, and also providing qualitative water and food.

Second Chapter

Characteristics of the descriptive doctor at Primary Health Center, Kosovo

The prescription of therapeutic use of antibiotics⁵ in a Primary Health Center in Kosovo is characterized from the level of specialization, university program or postgraduate studies. All of these elements play a major role in determining antibiotic

¹ Annual Report of Ministry of Health of Kosovo, (2015) "The Social Statistics" pg 42

² The Ministry of Health "The Health budget 2018"

³ M.Berisha, D. Zajmi etc "Public knowledge, attitudes and practices regarding antibiotic use in Kosovo" (2017)

⁴ The Ministry of Health of Kosovo, "The Sectorial Strategy of Health Care in Kosovo 2010-2014" (2009)

⁵ The Ministry of Health of Kosovo, "The Sectorial Strategy of Health Care in Kosovo 2015-2020" (2018)

prescription. From the users' perspective, the use of antibiotics is strongly dependent on socio-demographic parameters, and the perception of the user towards the drug and its characteristics. Moreover, the antibiotic usage has been analyzed due to the consequences they might have on health, unwanted effects, probable therapeutic effect or economic impact.

Medical prescription from doctors should always bear in mind that antimicrobial resistance is one of the most serious health threats to the patient's life. Although doctors have referred that bacterial infections are already very common, there are several pathogens that are more resistant to the types or classes of antibiotics used to treat all bacterial infections. Loss of antibiotic effect would damage the patient's ability to fight infectious diseases and could also affect the management of common infectious complications in needy patients through chemotherapy for cancer, dialysis for renal resuscitation, and surgery, particularly organ transplants, for which the ability to treat secondary infections is crucial¹ (Frieden, 2013). The causes of resistance are: increased use of antibiotics, unreasonable use, taking antibiotics without doctor's prescription, lack of control of hospital infections, increasing the age of the population or mass movement of people from country to country. Excessive use of antibiotics is only fought if antibiotics are not taken without the prescription of the doctor, or if the use of antibiotics is coordinated by the prescription of the doctor of the Primary Health Center. Furthermore, the antibiotic² should be given to the patient according to the schedule, and its use should be made according to medical advice by the doctor and pharmacist of the municipality, to avoid the use of antibiotics left over from the previous treatment, etc.

Third Chapter

Research Methodology

120 doctors of the Primary Health Care (PHC) in Kosovo³ were surveyed through random sampling to evaluate the level of information regarding the variety of antibiotics in the market and to which of them the doctors are familiar; moreover, the survey analyzed how the doctors prescribed the usage of antibiotics and if there is any sort of connection between prescription and the doctor antibiotic preferences due to the field of expertise in Primary Health Care in Kosovo. The conduction of survey took place during the June-July-August 2017; whereas the surveyed doctors were randomly⁴ selected in 12 Family Medicine Center. The surveyed doctors were randomly selected and their response was voluntary. The calculations of the sample size were performed under the 'RAOSOFT' program which worked under a margin of error of 5%, a confidence level of 95%, and a 50% distribution of response. Since the study was designed to represent the situation across the country, we had to increase the sample reliability and sampling coverage through doubling the sample size. Among the participants in the survey, all of them were taken in 12 Family Medicine Centers in Prishtina. Ethical Approval for the survey participants is taken by the Board of Professional Ethics Oversight in the Ministry of Health of Kosovo. The study was conducted through a face-to-face interview based on a questionnaire that contained two open and closed questions. The first part of the questionnaire consisted of demographics: gender, age, educational level, occupation and residence; whereas the second questionnaire consists of several dimensions such as: access of doctors to the primary system in Pristina, issuance of a prescription for antibiotic use in this municipality, issuance of antibiotic prescription in uncontrolled quantities, patient information about antibiotic use, all inclusive in health care and overall. Participants' answers are evaluated with agree (1), neutral (2) and disagree.

Results

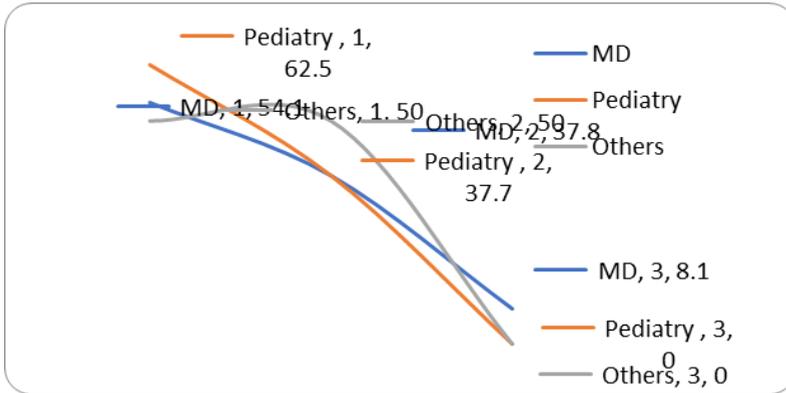
Of the 120 doctors (surveyed) respondents at PHC, on the question: do you have antibiotics that you are familiar with, more than half (55%) do not have any favorite antibiotics, and 40% of them have some antibiotics with whom they are familiar. Although 8.1% of family doctors have reported that they are familiar with many of the antibiotics, there has been no significant difference after the testing

¹ CDC Report "Antibiotics Resistance Threats in the USA" (2013)

² C. Lee Ventola "The Antibiotic Resistance Crisis" (2015)

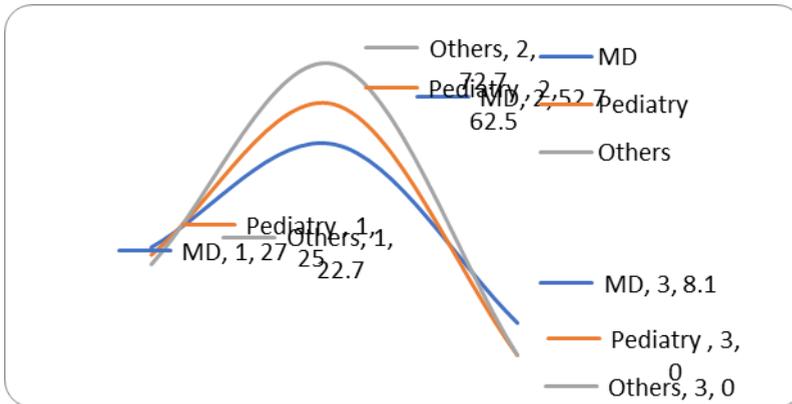
³ The Ministry of Health of Kosovo, "The Sectorial Strategy of Health Care in Kosovo 2015-2020" (2018)

⁴ Jakupi A. Report: Drug consumption in Kosovo 2011-2013. Kosovo Medicines Agency - Pristina, 2014.



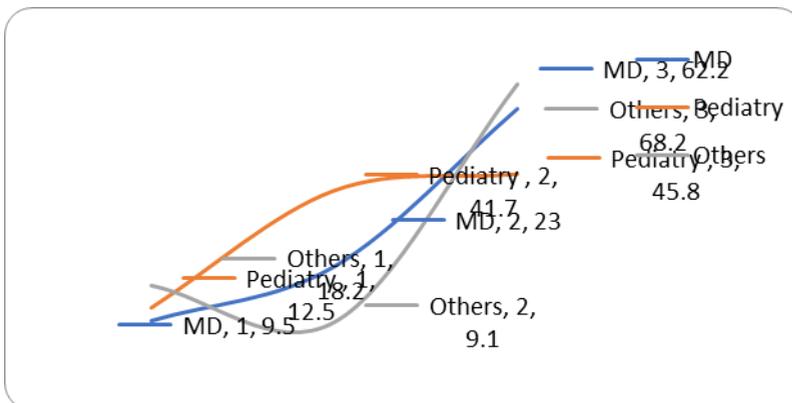
(Chi-square = 4.76; Df = 4; p = 0.313). (Table 1)

Only 10.8% of the surveyed doctors do not prescribe antibiotics without antibiogram. After testing with chi square test we did not gain significant difference in the description of antibiotics without antibiotics according to specialization branches.



(Chi-square = 6.10; Df = 6; p = 0.412). (Table 2)

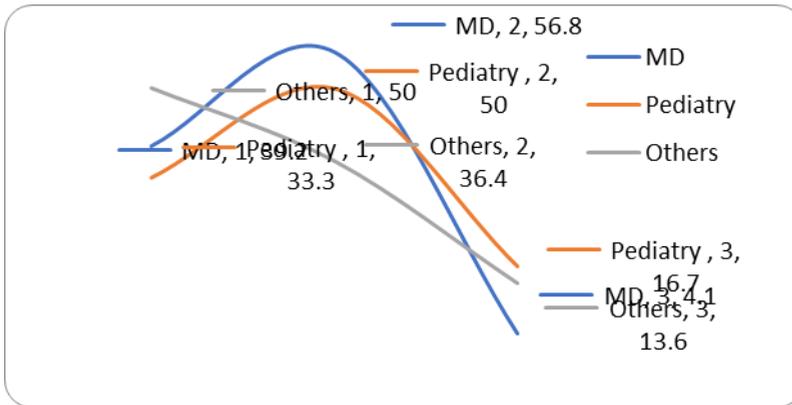
Respondents were asked whether they give patients advice on side effects. After analyzing data, 72 doctors or 60.0% always give advice to their patients for side effects, 29 or 24.2% frequently and 14 or 11.7% occasionally, while 5 doctors or 4.2% do not give advice to their patients for the effects side. After testing with chi square test we have not gained significant difference in providing advice to the patients for side effects by specialty branches.



(Chi-square = 8.66; Df = 6; p = 0.193). (Table 3)

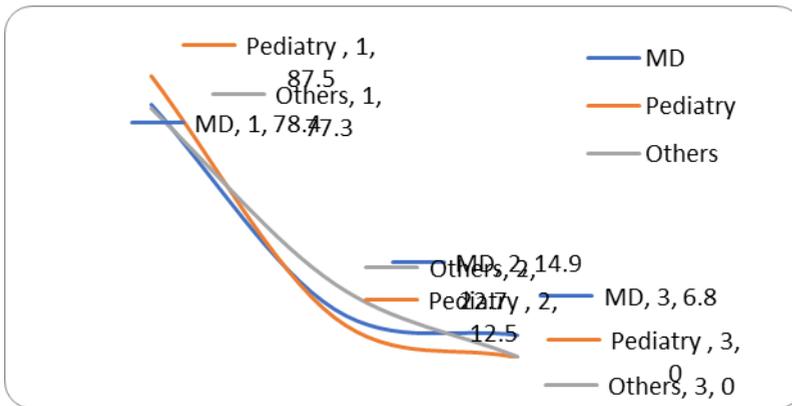
Respondents were also asked whether they have scientific evidence of which antibiotics think it is producing antimicrobial resistance and after analyzing respondents' responses that only half of 62 or 51.7% have some scientific evidence a large proportion of doctors 48 or 40% have no scientific evidence for any antibiotic that creates antimicrobial resistance and only 10 doctors and 4 pediatricians have enough evidence of which antibiotics create antimicrobial resistance.

According to the specialists 'branches and respondents' responses we did not make a significant difference although in a few percent and only 10 doctors and 4 pediatricians have sufficient evidence of which of the antibiotics creates antimicrobial resistance high (16.7%) Pediatric physicians have said they have enough evidence of antimicrobial resistance to some antibiotics.



(Chi-square = 6.58; Df = 4; p = 0.160). (Table 4)

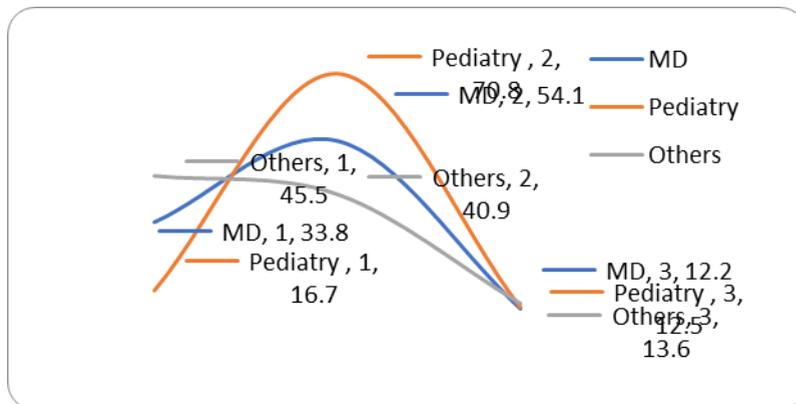
Respondents were asked that in their daily practice "Do they describe antibiotics in cases of flu-like patients" and after analyzing the data it is seen that the majority of doctors 96 or 80% stated that they did not describe only 5 doctors or 4.2% stated that they prescribed it and that is mainly family doctors. After testing with chi square test we did not gain significant difference in respondents' responses to whether they describe antibiotics inpatients with grip condition in their daily work according to their occupations.



(Chi square test = 4.19; Df = 4; p = 0.380). (Table 5)

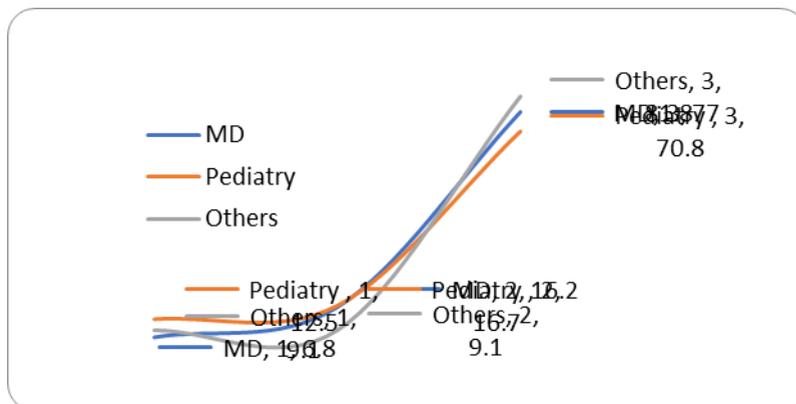
Also very important aspect presents even rational description not rational of drugs and antibiotics in healthcare institutions so doctors surveyed were asked that "Is there a rational use of antibiotics in their institution", based on the results, only 66 or 55.0% of the respondents stated that they have some, 39 or 32.5% declare that there is no rational use of antibiotics while 15 or 12.5% declare that in their institutions there is unreasonable use of antibiotics. According to specialist branches,

pediatricians at a slightly higher percentage (70.8%) stated that they had "to some extent" unbiased use of antibiotics, but without significant difference.



(Chi-square = 4.95; Df = 4; p = 0.292). (Table 6)

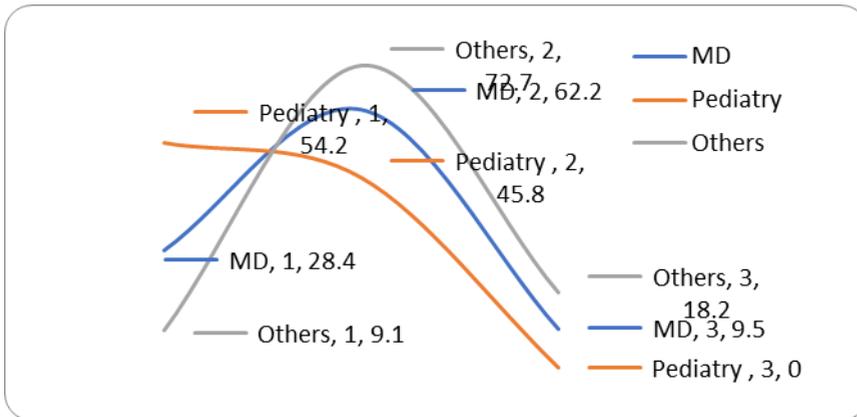
Respondents were asked that: "Do you think the over-use of antibiotics affects the loss of their effects", and based on the results it appears that doctors are aware that over-use of antibiotics affects the loss of their effects and 92 or 76.7% know, 18 or 15.0% think up to one factor, while 10 doctors or 8.3% do not have much knowledge and declare that it does not affect, according to specializations other specialties at a slightly higher percentage 81.8% know that over-consumption affects the reduction of side effects but without significant difference according to the specialization branches.



(Chi-square = 1.55; Df = 4; p = 0.818). (Table 7)

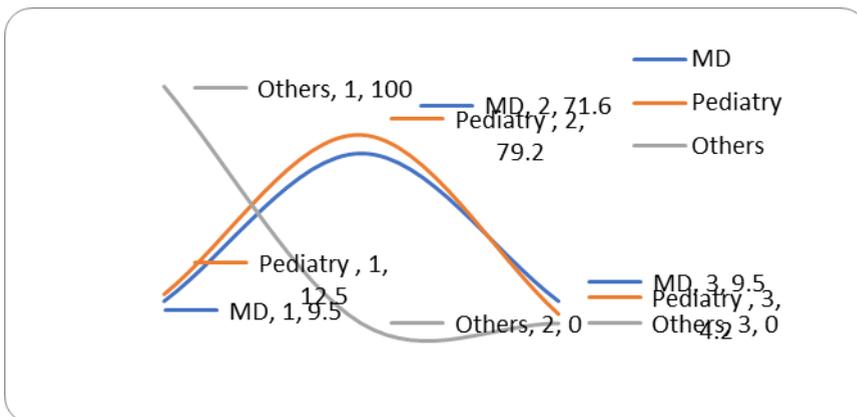
As far as antibiotic supplies are concerned, the institutions where the doctors work, only 73 or 60.8% stated that their instincts were somewhat supplied, 36. or 30.0% stated that the institutions where they work are not supplied while only 11 doctors or 9.2 % declare that their institutions are well supplied with antibiotics.

After testing the respondents' responses, significant difference was obtained for P <0.001 for the supply of institutions Pediatricians have stated that they are not supplied, and that is 13 or 54.2% with significant difference according to specialist branches while MF (62.2%) and doctors of other branches (72.7%) stated that they are supplied with antibiotics



(Chi-square = 13.5; Df = 4; p = 0.009). (Table 8)

Also doctors surveyed were asked how many hours a week they work to know that schedule does have an impact on the description of antibiotics and most of them work 40 hours and a low percentage of them work with few hours or prolonged hours 8 cases or 6.7%. After testing the results there is no significant difference according to the specialization branches.



(Chi-square = 9.31; Df = 6; p = 0.157). (Table 9)

Discussion

Out of a total of 120 doctors surveyed at PHC, no significant difference has been found in interviewed staff on the question of whether they have antibiotics with whom they are familiar and access and preference to antibiotics is the same regardless of the type of specialization of staff at PHC. About one-fourth of respondents describe antibiotics without antibiograms, and over half of them sometimes and only 10.8% do not prescribe antibiotics without antibiograms, regardless of the type of specialization of staff at PHC. Providing advice to the patients on side effects is accomplished by most doctors of PHC and only 5 doctors or 4.2% do not give advice to their patients for side effects, but without significant difference depending on the type of specialization. Over 80% of respondents in their daily practice have encountered a known case of resistance to an antibiotic, but without distinction depending on the type of specialization.

Respondents were asked whether they have scientific evidence of which antibiotics think they produce antimicrobial resistance and 48 or 40% stated that they have no scientific evidence for any antibiotic that creates antimicrobial resistance but according to respondents' specialization and response branches we have gained significant difference although in slightly higher percentages (16.7%) Pediatric physicians have said they have sufficient evidence for antimicrobial resistance to some antibiotics. The majority of doctors, 96 or 80%, stated that they did not describe their daily antibiotic practice in cases of flu-like patients, regardless of their occupational significance. About one-third of respondents stated that there is

no rational use of antibiotics, according to specialty branches. Pediatricians at a slightly higher percentage (70.8%) stated that there was "to some extent" non-rational use of antibiotics but without distinction significant.

It is apparent that doctors are aware that over-use of antibiotics affects the loss of their effects and that 92% or 76.7% know, while 10 doctors or 8.3% do not have much knowledge and have stated that it does not affect, according to specializations other specializations in a few percent higher 81.8% know that overconsumption affects the reduction of side effects but without significant difference according to the specialization branches. The supply of antibiotics to the institutions where the doctors are working is in line with 73 respondents or 60.8% whereas 36% or 30.0% stated that the institutions where they work are not supplied. Significant difference has been made in terms of supplying institutions where antibiotics work. Pediatricians have stated that they are not supplied and that 13% or 54.2% with significant difference according to specialty branches while MF (62.2%) and doctors of other branches (72.7%) stated that they are supplied with antibiotics. It can be concluded that significant difference has been identified among interviewed personnel regarding the supply of antibiotics to the institutions where they work and Pediatric Doctors have stated that they are not supplied with antibiotics or other antibiotics outside the essential list. The vast majority of staff work 40 hours and no significant difference has been observed according to the specialty branches in the description of antibiotics.

5. Conclusion

This study revealed an advanced level of the knowledge of doctors' practices in Prishtina health centers. The doctors are the ones who contribute in the use of antibiotics for Prishtina's population. The key findings of this study will help policymakers in Kosovo to develop new strategies to improve health care at the primary level. To accomplish this, the following measures should be considered: (a) Drafting medical protocols; (b) use the evidence-based guidelines and protocols for issuing prescriptions for antibiotic use; (c) organize seminars in the Primary Health Centers regarding the usage of antibiotics in order to provide doctors and support staff with the latest news on the consequences and effects of antibiotics to the human body; (d) monitor the implementation of medical guidelines according to European standards; (e) use social media for informing and promoting the rational use of antibiotics.

References

- [1] Adriaenssens N, Coenen S, Versporten A, Muller A, Minalu G, Faes C, Vankerckhoven V, Aerts M, Hens N, Molenberghs G, Goossens H ESAC Project Group. European Surveillance of Antimicrobial Consumption (ESAC): outpatient antibiotic use in Europe (1997–2009) *J Antimicrob Chemother.* 2011;66 (Suppl 6):vi3–vi12.doi: 10.1093/jac/dkr453. [[PubMed](#)]
- [2] Bronzwaer SL, Cars O, Buchholz U, Mølsted S, Goettsch W, Veldhuijzen IK, Kool JL, Sprenger MJ, Degener JE European Antimicrobial Resistance Surveillance System. A European study on the relationship between antimicrobial use and antimicrobial resistance. *Emerg Infect Dis.* 2002;8(3):278–282. [[PMC free article](#)] [[PubMed](#)]
- [3] Goossens H. Antibiotic consumption and link to resistance. *Clin Microbiol Infect.* 2009;15(Suppl 3):12–15.doi: 10.1111/j.1469-0691.2009.02725.x. [[PubMed](#)]
- [4] Goossens, & Herman. (2014). Antibiotic use in eastern Europe: a cross-national database study in coordination with WHO Regional office for Europe the lancet infections disease.
- [5] Gustafson B. S., and Ziv (1986). Insulin resistance and impaired adipogenesis.
- [6] Goossens H. Antibiotic consumption and link to resistance. *Clin Microbiol Infect.* 2009;15(Suppl 3):12–15.doi: 10.1111/j.1469-0691.2009.02725.x. [[PubMed](#)]
- [7] Jeffrey, A. L. (2013). Division of general medicine and primary care of BWH.
- [8] Jeffrey, A. L. (2013). Wikimedia Commons.
- [9] Jeffrey K, Zeig, Stephen G. Gilligan (2013). Brief Therapy: Myths, Methods, and Metaphors
- [10] Jakupi A. Report: Drug consumption in Kosovo 2011-2013. Kosovo Medicines Agency - Pristina, 2014.
- [11] Keci A. (2015). Farmakologija
- [12] Laxminarayan R, Duse A, Wattal C, Zaidi AK, Wertheim HF, Sumpradit N, Vlieghe E, Hara GL, Gould IM, Goossens H, Greko C, So AD, Bigdeli M, Tomson G, Woodhouse W, Ombaka E, Peralta AQ, Qamar FN, Mir F, Kariuki S, Bhutta ZA, Coates A, Bergstrom R, Wright GD, Brown ED, Cars O. Antibiotic resistance – the need for global solutions. *Lancet Infect Dis.* 2013;13(12):1057–1098. doi: 10.1016/S1473-3099(13)70318-9. [[PubMed](#)]
- [13] Lory, J.Schroth, (2011). Brigham and women's hospital communication's use and abuse antibiotics colle agues for excellence., American Association of Endodontists.

- [14] Maragakis LL, Perencevich EN, Cosgrove SE. Clinical and economic burden of antimicrobial resistance. *Expert Rev Anti Infect Ther.* 2008;6 (5):751–763. doi: 10.1586/14787210.6.5.751. [\[PubMed\]](#)
- [15] Mandro, F., Zahaj, M., Xhoja, A., & Hxhija, L. (2013). Neuhauser, M. M., Weinstein, R.A., Rydman, R., Dansinger, L.H., Karam & Quinn, N.N. (2003). Antibiotic resistance among gram-negative bacilli in US intensive care units: implications for Fluoroquinolone USE. *Jama.*
- [16] McNulty CA, Boyle P, Nichols T, Clappison P, Davey P. The public's attitudes to and compliance with antibiotics. *J Antimicrob Chemother.* 2007;60(Suppl 1):i63–i68. [\[PubMed\]](#)
- [17] Tom Frieden, M. M. (2013). Meeting the Challenges of Drug-Resistant Diseases in Developing Countries. United States House of Representatives.
- [18] Finkelstein, J. A., Matlay, J. P., Davis, R. L., Rifas-Shiman, S. L., Doëel, S. F., & Platt, R. (2000). Antimicrobial use in defined populations of infants and young children. *Arch pediatr adolesc med,* 154(4) :395-400. *Pub Med*
- [19] Preheve, J. C. (2011). Infectious Diseases Society of America.
- [20] Raka, L. (2011). Strategjia dhe plani i veprimt për rezistencën antimikrobike. Prishtinë.
- [21] Raka, L., Azizi, E., & Berisha, F. (2011). Rezistenca ndaj antibiotikëve në Kosovë. Prishtinë.
- [22] Ramanam, Laxninarayan, & Backel, T. V. (2014). *The lancet of infections disease.*
- [23] Sabuncu, E., David J., Bernede - Bauduin, C & et al. (2009). Significant reduction antibiotic use in the community after a nationwide campaign in France.
- [24] WHO (2002). World Health Report of Geneva.

The Role of Policy Instruments on the Pattern of Diffusion: the Case of Solar Photovoltaic in Asia Pacific

Farah Roslan

Faculty of Economy, Science and Management, Universiti Sultan Zainal Abidin, Kuala Terengganu, Malaysia

Abstract

While an increasing number of literature investigates the role of policy instruments on the renewable energy technologies (RETs) investment, the effect of policy instruments on the pattern of diffusion on RETs remain understudied. Therefore, this paper explores the effectiveness of the policy instruments on the pattern of diffusion of solar PV capacity for a set of 6 Asia Pacific countries from 2000 to 2015. The present study is different from previous literature by exploring the effect of policy inducement namely subsidies and tax incentives on the pattern of diffusion of solar PV. The analysis is performed by estimating a diffusion of innovation equation using a pooled OLS model. Results indicate the behaviour of previous adopter and policy intervention does reflect individuals' tendency to switch to the PV technology. In detail, the existence of tax incentives promotes the shift of solar PV capacity during the analysis period. By exploring the effect of policy inducement on the pattern of diffusion, there is a potential for the current policy to be introduced at the states level to facilitate the diffusion of solar PV.

Keywords: Bass diffusion, renewable energy policy, renewable energy technology diffusion, tax incentive, subsidy, solar energy

1.0 Introduction

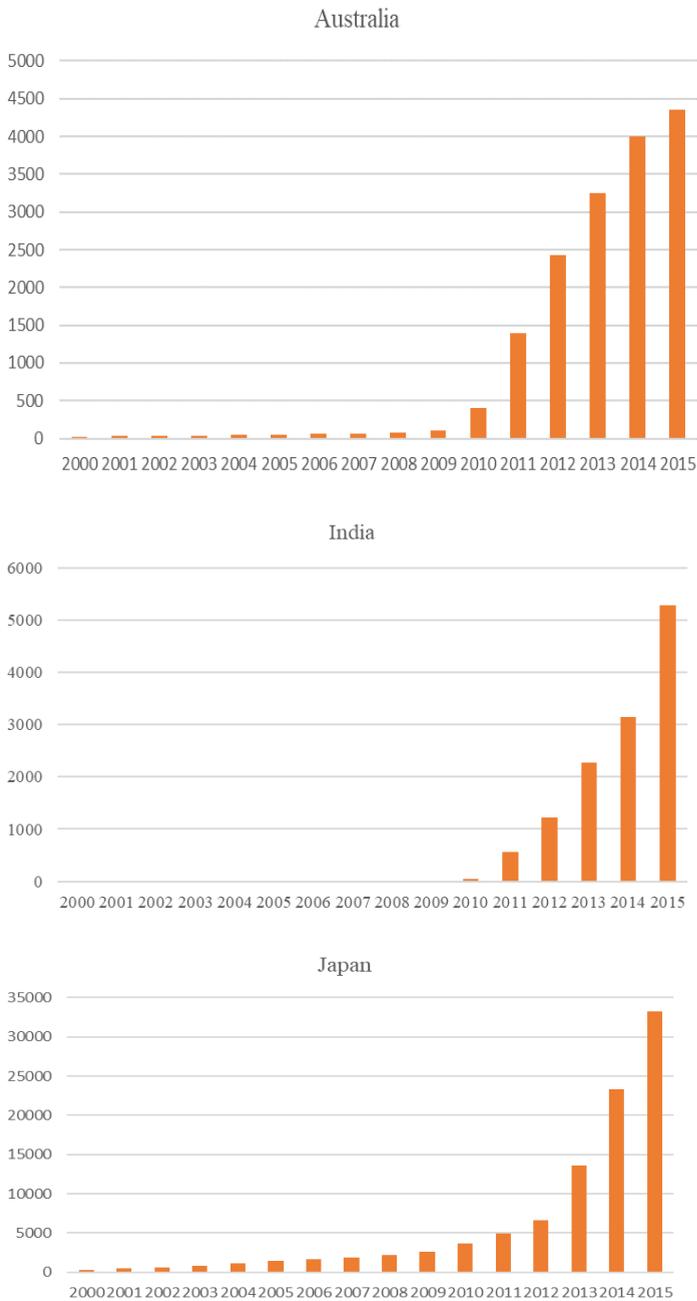
Most of countries has renewable energy sources (RES) targets and policy interventions in place (REN21, 2016). Such deployment policies, i.e. the desired diffusion of RES into the market via remuneration such as subsidies and tax incentives can be effective tools in creating a market pull which fosters the uptake of renewables. Recently, the design characteristics of the policy incentives and the regulatory uncertainty surrounding the incentives have drawn increasing interest from researchers with numerous literatures concentrating on measuring the competitiveness of the policy schemes on the performance of RES investment (Groba & Breitschopf, 2013; Ritzenhofen & Spinler, 2016; Romano, Scandurra, Carfora, & Fodor, 2017; Zhixin & Xin, 2011). While an increasing number of studies investigate specific designed features of policy incentives on the RES incentives, however, limited research is available to measure the effect of policy intervention on the pattern of diffusion on RETs (Davies & Diaz-Rainey, 2011; Radomes & Arango, 2015). Therefore, this paper aims to explore the effect of policy incentives namely subsidy and tax incentives on the pattern of diffusion of RES capacity based on Bass diffusion of innovation model (Bass, 1969) in the context of Asia Pacific countries.

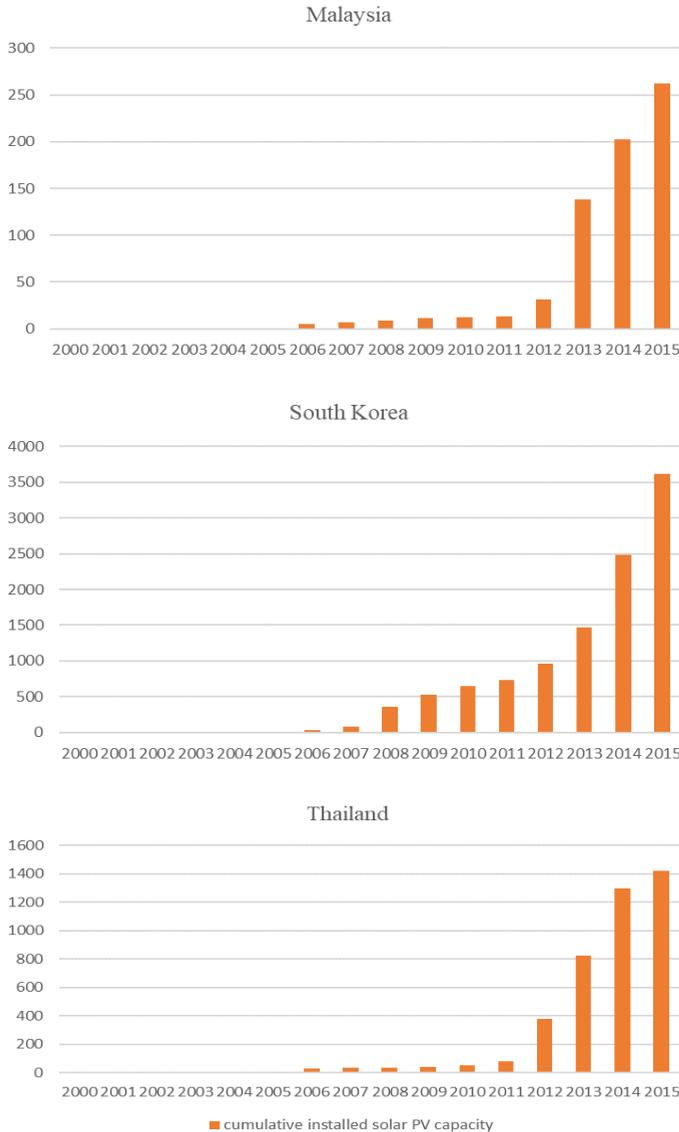
1.1 Electricity overview and solar photovoltaic (PV) development in Asia Pacific countries

Asia Pacific is a diverse region, it has the world's ten populous countries and has almost 60 per cent of world's population (IRENA, 2013). At present, a vast majority of electricity generated is derived mainly from coal, where its demand will spike nearly 53 per cent between 2010 and 2035 (DLA PIPER, 2010). Nevertheless, the region has less than three percent of global oil resources and eight percent of global gas resources (Estrada, Park, & Ramayandi, 2010). The Asia Pacific cumulative installed capacity from renewable energy sources (excluding hydropower) is expected to reach 535.2 gigawatt GW by 2020 (Global Data, 2016). Of all the renewable energy resources, solar energy is relatively abundant in most of the region, with solar PV installed capacity stood at 63.3 GW in 2014 (IRENA, 2013).

During 2000-2015, solar PV installed capacity in some of Asia Pacific region has developed rapidly and unevenly (refer to Figure 1). Japan leads other Asia Pacific countries for the biggest solar PV installation since 2000 with its cumulative installed capacity stood at 33,000 Mw in 2015. South Korea ranks behind Japan with its installed capacity stood at 3,615 Mw in the end of 2015. While Japan solar photovoltaic has been expanding since early 2000s, other countries (South Korea, India, Australia, Malaysia and Thailand) started adopting the technology at rapid pace in recent years.

Figure 1: Solar PV cumulative added capacity installation in Asia Pacific, in Megawatt (Mw) from period 2000-2015





Source: International Renewable Energy Agency (IRENA, 2015)

2.0 Renewable energy technology modelling diffusion

Since its appearance in 1969, the Bass model has been applied for a wide variety of real-world problems for the theory of diffusion of innovation such as forecasting (Chu & Pan, 2008; Tseng & Hu, 2009), new product growth (Cheng, 2012; Chiang & Wong, 2011; Kaldasch, 2011), and innovation diffusion (Cho & Koo, 2012; Meade & Islam, 2006; Peres et al. 2010). Previous studies in RETs diffusion include PV system adoption in Tennessee's poultry industry (Bazen & Brown, 2009), India (Peter et al. 2006), and the United States and Japan under the lenses of an innovation value-added chain framework (Shum & Watanabe, 2009).

Watanabe et al. (2000) finds the "Sunshine Project" policy initiative had resulted in more R&D on PV systems, which in turn raised solar cell production and lowered prices. Furthermore, they used patent data on companies manufacturing PV

systems to measure cross-sectoral technology spill overs, which they demonstrated had a positive effect on PV. They contended that PV systems benefit from positive interactions among R&D stock, market growth, and lower prices, and predicted that these interactions will result in further proliferation of PV systems. In another study, Wustenhagen and Bilharz (2006) reviews the impact of government policies on the renewable energy market and identified the reasons for the adoption of PV systems in Germany. They pointed out that while renewable energy demand has increased every year, the industry has not been able to achieve volume production so far. They identified the implementation of FIT and other policies as the primary driver of PV system diffusion in Germany.

In addition, RET diffusion studies based on Bass diffusion include forecasting cross-country PV adoption pattern by Guidolin and Mortarino (2010) for 11 countries. The study found that government policy incentives is significant in promoting PV diffusion. However, the study does not emphasis the specific policy design on the pattern of PV diffusion throughout the sample period. Next, Diaz-Rainey (2011) considers induced diffusion as an intervention that aims to alter the speed and/or the total level of adoption of an innovation by directly or indirectly internalizing positive and/or negative externalities on 25 OECD countries. The study reveals that influence of policy stimuli, such as green energy incentives, drives a faster rate of early adoption and subsequently sustains the imitation process, and is external because is determined outside the population of innovators and imitators. Meanwhile, Radomes & Santiago (2015) investigates the support schemes in Medellin, Colombia on the pattern of PV diffusion from 2000-2014. In the study, cost-benefit analysis is applies to compare policy options by measuring their financial impacts, total net benefits, net present value of benefits and costs. The study reveals that both subsidy and FIT is important in stimulating the diffusion of photovoltaic system for the state. Nevertheless, the study does not include the characteristics of FIT policy itself for example; contract duration, digression rate as to indicate the heterogeneity policy on the effect of PV diffusion.

The results of prior research indicate that policy intervention have a positive impact on the diffusion of PV systems. However, there is limited research available that systematically examine the effect of the market-based policy namely subsidy and tax incentives on the adoption of PV system based on Bass diffusion model. Therefore, the present study intends to fill the gap in the previous literature by specifically explore the effect of policy interventions; subsidy and tax incentives on the pattern of Bass diffusion model of solar PV. Finally, this study is different from the previous literature by exploring the policy inducement effect on the pattern of photovoltaic diffusion in the context of Asia Pacific, a diverse region which has less than three percent of global oil resources and eight percent of global gas resources (Estrada et al., 2010).

3.0 Methodology

According to Bass (1969), the development over time of a new product's growth, is a result of the purchase decisions of a given set of adopters. These purchase decisions are assumed to be influenced by two sources of information: an external one, like mass media and advertising, and an internal one, namely social interactions and word-of-mouth. Davies and Rainey (2011) adds that policy can play an important role in process innovations. The governmental policy interventions share some of the key features of marketing of durables: they are exogenous to the mechanisms of imitation. Hence, the basic Bass model that modified by Davies and Rainey (2011) can be written as:

$$D_{t+1} - D_t = [a + bD_t] \cdot [1 - D_t] \quad (1)$$

Based on Equation 1, the diffusion D_t is considered as the proportion of PV system deployed capacity (in MW) with respect to the total installed capacity from all forms of electricity generation. Thus, the increase in solar PV usage (capacity) during period t to t+1 depends on the previous adoption level, and the extent of generation who not yet using solar PV technology. Building on the formulation of Davies and Diaz-Rainey (2011), this study adds further variables in order to disentangle policy-driven effects from the basic innovation coefficient. The pooled OLS regression model specification is:

$$S_{it} = a_i + b_1 D_{it} + b_2 \text{subsidy}_{it} + b_3 \text{tax}_{it} + b_4 \text{GDP}_{it} + b_5 \text{educ}_{it} + b_6 \text{peak}_{it} + \mu_i$$

Equation (2) states the successive increase in the photovoltaic adoption capacity in year t depends on the diffusion process that already in progress (D), on the introduction of capital subsidy (subsidy), on the presence of tax incentives by the policymakers (tax), on the status of the income (GDP), on the status of the education (educ) and on the status of the maximum electricity demand (peak) of coal power. μ_i is the error term. (2)

3.1 Data and description of variables

This study uses unbalanced panel data from selected Asia Pacific countries, namely; Australia, India, Japan, South Korea, Malaysia and Thailand over the time period of 2000-2015. In addition, the policy enacted in Australia and India are vary

across the regions, thus this research also captures regional policy enactment in Australia and India to be implemented in the analysis. The regions for Australia are Western Australia, New South Wales, Australian Capital Territory, Victoria and Queensland. Meanwhile, the regions for India are Andhra Pradesh, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh.

3.1.1 Data on photovoltaic penetration

The level of diffusion for solar PV is measured by:

(3)

$$D_{it} = \frac{\text{MW installed solar PV capacity in country or state } i \text{ in year } t}{\text{total MW installed capacity from all forms of generation country or state } i \text{ in year } t}$$

Data on the solar PV installed capacity (MW) is obtained mostly on International Renewable Energy Agency (IRENA, 2015). Meanwhile, data on solar PV installed capacity for regional area i.e. Australia and India are retrieved from Indian Ministry of Renewable Energy (MNRE, 2015) and Australian Energy Regulator (AER, 2015). These two websites provide annual reports that extensively capture the trend of PV for each state. Next, data on the total MW installed capacity from all forms of generation is individually obtained from electricity operator annual reports; i.e. Korea Electric Power Cooperation (KEPCO, 2015), Tenaga Nasional Berhad (TNB, 2015), Kansai Electric Power Company (KEPCO, 2015), Hokkaido Electric Power Company (HEPCO, 2015) and Electricity Generating Authority Thailand (EGAT, 2015).

This study accounts subsidies and tax incentives to determine the effect on the solar PV uptake level across the Asia Pacific. Most of the subsidies and tax incentives data are obtained mostly from IEA's renewable policy database (IEA, 2015), and cross-checked with government websites as well as other related energy publications. The availability of tax incentives and subsidies are decoded as dummy variable, taking value as 1 to indicate the presence of the policy design for the particular year, and 0 otherwise.

Next, income is measured by gross domestic product (GDP) constant USD 2005 prices (in logarithm). The income for the countries is applied to control for the possibility that wealthier country will have greater percentage of solar PV development (Carley, 2009; Dong, 2012). In addition, previous literature indicate that level of education is positively associated with the likelihood of the PV uptake (Balta-Ozkan, Yildirim, & Connor, 2015; Rai & Sigrin, 2013). As such, this study includes government expenditure on education, total (percentage of GDP) to account for the effect of pattern of PV diffusion. Besides, this study applies maximum demand of power output (MW) (in logarithm) to indicate proxy for demand shocks of both domestic and export consumption (Zhang, 2013). All the conditioning variables are retrieved from the World Bank database (Worldbank, 2015) and countries' department of statistics including Australian Bureau of Statistics (ABS, 2015), Indiastat (Indiastat, 2015), Statistics Bureau of Japan (stat.go,2015), Statistics Korea (Kostat, 2015) and National Statistical Office of Thailand (NSO, 2015). The descriptive statistics for all variables are presented in Table 2.

Table 1: Summary of descriptive statistics of variables

	Observation	Mean	Std. dev	Min	Max
Solar PV uptake	304	0.005	0139814	-0.03	0.094
Diffusion level	304	0.017	0.039	0	0.225
Subsidies	304	0.23	.46	0	1
Tax incentives	304	0.29	0.46	0	1
Log of electricity maximum demand (MW)	304	19826.69	37726.12	555.13	182689
Log Gross domestic product (USD constant)	304	4.34	1.26	0	5.99
Education level (government expenditure on education,% of GDP)	304	8.74	5.79	1.93	22.3

4.0 Preliminary analysis

Based on Table 3, the result of pooled OLS reveals that existing level of diffusion is significant in fostering the shift of solar PV capacity. In specific, 1 per cent increase in the existing of penetration level stimulates the shift of solar PV by 0.288 percentage point on average per year. For the policy enactment, it is reveals only tax incentives are important in fostering the uptake of the PV technology. In detail for a 10-unit increase in tax incentives, the diffusion pattern of solar PV will increase by 8 percentage point. However, the effect of subsidy on the deployment of solar PV is not significant during the period of study. In addition, the result from the control variables show that income is necessary for facilitating uptake of photovoltaic for the countries.

In addition, the regression is also tested with robustness check. The result of Wooldridge (2002) test p-value more than 10 per cent significant level reveals that the regression is not suffering from serial correlation problem. Next, the result from the Breusch-Pagan (1979) test of p-value more than 10 per cent significant level also reveals that the regression does not suffering from heteroskedasticity problem.

Table 2: Pooled ordinary least square (OLS) regression results

Dependent variable: successive increase of solar PV	
Independent variables	
Intercept α_i	-0.045 (0.039)
Diffusion level D_i	0.284*** (0.026)
Tax relief	0.007*** (0.003)
Subsidy	0.001 (0.002)
Log peak demand for coal power	-0.002 (0.005)
Log income	0.002** (0.001)
Education	0.002 (0.006)
R-square overall	0.546
R-square adjusted	0.474
Breusch-Pagan	0.12
Wooldridge	0.11
No. Observation	304
F-statistics	7.67***

Note: The values in parentheses are standard errors. * indicates significance at 10 per cent. ** significance at 5 per cent, *** significance at 1 per cent.

4.1 Discussion

The result of the analysis confirms the role of diffusion level is important in motivating the shift of PV technology capacity for the countries. Based on the policy inducement effect, the findings show the policy incentive has driven the uptake of solar PV in Asia Pacific. This finding is consistent with the literature that effective energy support policies are necessary to catalyse the diffusion process until renewable energy technologies can compete with the conventional sources (Keyuraphan, Thanarak, Ketjoy, & Rakwichian, 2012). A supportive tax policy reduce the costs and risks of renewable energy investments by lowering the upfront investment costs (Sawin et al. 2004). This study finds that subsidies does not help to stimulate the diffusion pattern of the photovoltaic during the analysed period Apart from that, the analysis suggests that income plays a positive impact on solar PV uptake. This finding is consistent with Rode and Weber (2012) and Sardanou and Genoudi (2013) where household wealth is often cited as being determinants in PV system. Next, although not significant, the inverse relationship between peak demands of conventional electricity suggests that conventional energy is still needed in order to cater the society's needs for the context of Asia Pacific. In addition, since the solar PV is operating in small scales, thus it does not sufficient to cater the electricity demand for the society. Lastly, level of education does not affecting the diffusion pattern for the solar PV. This is maybe true that societies does not need to acquire a certain level of awareness about the technology (Romano et al. 2017).

Conclusion and limitation

Drawing on the Bass (1969) and Davies models of innovation diffusion (2011), this paper develops several assumptions that suggest the patterns of diffusion are different when policy plays an important role in the diffusion process. In specific, this paper explores the effectiveness of the renewable energy policy instruments on the pattern of diffusion of solar

photovoltaic capacity for a set of 6 Asia Pacific countries from 2000 to 2015. The present study is different from previous literature by exploring the effect of policy inducement namely; subsidy and tax incentives on the pattern of diffusion on solar photovoltaic uptake. It has found that countries will follow a Bass curve when there is a strong policy incentive occur. Besides that, the existence of tax incentives also promotes the shift of solar photovoltaic capacity throughout the analysis period.

The present study presents a limitation that must be noted. First, low coefficient for the policy variables for the regression analysis suggest the renewable energy for most countries has been deployed in great amount in more advance countries (i.e. Japan, South Korea and Australia) and recently in middle income countries (Malaysia, India and Thailand), and the enactment of the policy are just been implemented recently for most countries. Therefore, future research could carefully examine the effects of policy schemes by including European countries in the analysis, where the enactment of the policy schemes has been implemented since year 1990 (Jenner et al. 2013).

References

- [1] Balta-Ozkan, N., Yildirim, J., & Connor, P. M. (2015). Regional distribution of photovoltaic deployment in the UK and its determinants: A spatial econometric approach. *Energy Economics*, 51, 417–429. <http://doi.org/10.1016/j.eneco.2015.08.003>
- [2] Bass, F. M. (1969). A New Product Growth for Model Consumer Durables. *Management Science*, 15(5), 215–227. <http://doi.org/10.1287/mnsc.1040.0264>
- [3] Carley, S. R. (2009). State renewable energy electricity policies: An empirical evaluation of effectiveness. *Energy Policy*, 37(8), 3071–3081. <http://doi.org/10.1016/j.enpol.2009.03.062>
- [4] Davies, S. W., & Diaz-Rainey, I. (2011). The patterns of induced diffusion: Evidence from the international diffusion of wind energy. *Technological Forecasting and Social Change*, 78(7), 1227–1241. <http://doi.org/10.1016/j.techfore.2011.03.012>
- [5] DLA PIPER. (2010). Renewable energy in Asia Pacific. *A Reference Manual for Anyone Involved in the Energy Sector*, 1–92. Retrieved from <http://www.nortonrose.com/knowledge/publications/pdf/file29339.pdf?lang=en-gb>
- [6] Dong, C. G. (2012). Feed-in tariff vs. renewable portfolio standard: An empirical test of their relative effectiveness in promoting wind capacity development. *Energy Policy*, 42, 476–485. <http://doi.org/10.1016/j.enpol.2011.12.014>
- [7] Estrada, G., Park, D., & Ramayandi, A. (2010). ADB Economics Working Paper Series Financial Development and Economic Growth in Developing Asia, (233).
- [8] Groba, F., & Breitschopf, B. (2013). Impact of Renewable Energy Policy and Use on Innovation A Literature Review. *DIW Berlin Discussion Papers*, 1318, 1–43. Retrieved from <http://www.econstor.eu/handle/10419/85049>
- [9] Irena. (2013). Renewable Energy and Jobs Annual Review 2014, (May), 12. <http://doi.org/http://www.irena.org/menu/index.aspx?mnu=Subcat&PriMenuID=36&CatID=141&SubcatID=585>
- [10] Keyuraphan, S., Thanarak, P., Ketjoy, N., & Rakwichian, W. (2012). Subsidy schemes of renewable energy policy for electricity generation in Thailand. *Procedia Engineering*, 32, 440–448. <http://doi.org/10.1016/j.proeng.2012.01.1291>
- [11] Paper, T. B., Sawin, J. L., Flavin, C., Babu, Y. D., Energy, T., & Delhi, N. (2004). National Policy Instruments Policy Lessons for the Advancement & Diffusion of Renewable Energy Project Director : *Energy*, (January). <http://doi.org/10.4324/9781849772341>
- [12] Radomes, A. A., & Arango, S. (2015). Renewable energy technology diffusion: An analysis of photovoltaic-system support schemes in Medellín, Colombia. *Journal of Cleaner Production*, 92, 152–161. <http://doi.org/10.1016/j.jclepro.2014.12.090>
- [13] Rai, V., & Sigrin, B. (2013). Diffusion of environmentally-friendly energy technologies: buy versus lease differences in residential PV markets. *Environmental Research Letters*, 8(1), 14022. <http://doi.org/10.1088/1748-9326/8/1/014022>
- [14] REN21. (2016). *Renewables 2016 Global Status Report. Renewables 2016 Global Status Report*. <http://doi.org/ISBN 978-3-9818107-0-7>
- [15] Ritzenhofen, I., & Spinler, S. (2016). Optimal design of feed-in-tariffs to stimulate renewable energy investments under regulatory uncertainty - A real options analysis. *Energy Economics*, 53, 76–89. <http://doi.org/10.1016/j.eneco.2014.12.008>

- [16] Romano, A. A., Scandurra, G., Carfora, A., & Fodor, M. (2017). Renewable investments: The impact of green policies in developing and developed countries. *Renewable and Sustainable Energy Reviews*. <http://doi.org/10.1016/j.rser.2016.10.024>
- [17] Watanabe, C., Wakabayashi, K., & Miyazawa, T. (2000). Industrial dynamism and the creation of a 'virtuous cycle' between R&D, market growth and price reduction. The case of photovoltaic power generation (PV) development in Japan. *Technovation*, 20(6), 299–312. [http://doi.org/10.1016/S0166-4972\(99\)00146-7](http://doi.org/10.1016/S0166-4972(99)00146-7)
- [18] Zhixin, Z., & Xin, R. (2011). Causal Relationships between Energy Consumption and Economic Growth. *Energy Procedia*, 5, 2065–2071. <http://doi.org/10.1016/j.egypro.2011.03.356>

Effects of Climate and Land Use Change on Food Security: A Case Study of Phra Nakhon Si Ayutthaya Province, Thailand

Sathaporn Monprapussorna

Department of Geography, Faculty of Social Sciences, Srinakharinwirot University, 114 Sukhumvit 23, Bangkok, 10160, Thailand

Abstract

Addressing climate change for food security poses a great challenge to social welfare in developing countries where agricultural sector plays a significant role in driving economic growth and sustaining livelihoods. Natural climate variability and anthropogenic emissions introduce the considerable effects on agriculture yields and productivity, including nexus of food-water-energy. This paper aims at exploring land suitability for rice farmland in Phra Nakhon Si Ayutthaya province. Projection of temperature and precipitation over a province in 2050 in according to representative concentration pathway (RCP) 4.5 and 8.5 scenarios show a few increase in mean monthly temperature, monthly maximum temperature and minimum temperature about 0.5 to 1 degree celcius. Annual precipitation tends to be reduced for RCP 8.5 in comparison to RCP 4.5. Land suitability for growing rice is simulated by using EcoCrop model which requires input parameters from temperature and precipitation projection in 2050. Results reveal a decreasing in land suitability for rice both under RCP 4.5 and 8.5 scenarios. Agricultural land use tends to be transformed into residential and industrial land by 2050, resulting in the reduction in agricultural land and rice production. Successful adaptation to climate change in the agricultural sector needs to be encouraged by government to build robust cooperative efforts from all stakeholders.

Keywords: Climate change; rice; Phra Nakhon Si Ayutthaya, food security; adaptation

Introduction

Addressing climate change for food security poses a great challenge to social welfare in developing countries. Climate change, population growth and land use transition are among drivers contributing to food insecurity, water scarcity and ecosystem degradation. Extreme weather such as flood, drought and storm driven by climate change are expected to gradually increase and will deliver huge effects on food production and water availability. Meanwhile, climate variability can capable of influencing year to year crop production, even in high yielding and high-technology agricultural areas (Kang et al., 2009). It is expected that about 70 percent of water withdrawal from irrigation system will be used in crop production. There are reports suggesting that weather change could reduce grain yields of rice and wheat in Indo-Gangetic Plains (IGP) (Aggarwal et al., 2004). Beside the direct impact of climate change on crop yields, there are some evidences related to indirect impacts caused by climate change in changing soil moisture and spatial distribution of pest (Mendelsohn, 2014)

Nowadays, climate change and global food crisis receive considerable attention, especially in Africa and Asia. Adaptation study conducted by Calzadilla et al. (2014) suggested that Africa would require yield improvement of more than 20 percent over baseline investment in agricultural research and development and an attempt to irrigation development will no longer be sufficient for agriculture. Research conducted by Naresh Kumar et al. (2013) shown a decrease in irrigated rice yields in India by about 4, 7, and 10 % during the 2020s (2010–2039), 2050s (2040–2069), and 2080s (2070–2099), respectively.

Phra Nakhon Si Ayutthaya is one of the central provinces of Thailand where it is famous for history, culture, rice farmland, industry and tourism. Most of agricultural land in the past is typically devoted to rice cultivation. However, area of rice cultivation tends to be decreased by

14.77 % from 2008 to 2013. In the last two decades, the province has also been suffered from water related disaster more frequent than the past. A great flood of 2011 in Thailand witnessed its worst flooding in Thailand and caused significant loss and damage to agricultural are in Phra Nakhon Si Ayuttaya province, including rice cultivated area.

Method

Mean monthly average temperature, mean monthly maximum temperature, mean monthly minimum temperature and annual precipitation in 2050 are extracted by using WorldClim database (www.worldclim.org). HadGEM2-ES climate model is used for generating climate database for representative concentration pathway (RCP) 4.5 and 8.5. In order to analyze land suitability for rice under eleven climate factors; *Tkill* (temperature at which the crop will die in celsius), *Tmin* (minimum temperature at which the crop will grow in celsius), *Topmin* (minimum optimum temperature at which the crop grows in celsius), *Topmax* (maximum optimum temperature at which the crop grows in celsius), *Tmax* (maximum temperature at which the crop will grow in celsius), *Rmin* (minimum amount of rain water required for the crop to grow in mm), *Ropmin* (minimum optimum amount of rain water required for the crop to grow in mm), *Ropmax* (maximum optimum amount of water for the crop to grow in mm), *Rmax* (maximum amount of rain water below which the crop grows in mm), *Gmin* (minimum length of the growing season in days), and *Gmax* (maximum length of the growing season in days) are created by Ecocrop model. Land suitability for rice is illustrated by six suitability classes.

From the past land use change, area of rice farmland in Phra Nakhon Si Ayuttaya has been decreased by 14.77 percent between 2008-2013 as shown in Figure 1. Rapid urban land expansion is a main reason behind transforming from agriculture to urban land. In response to urban sprawl, adaptation practices are analyzed by comprehensively reviewing previous literatures and related government policy related to agricultural sector. It is expected that agricultural land use will be transformed to residential and industrial area in 2050 which entails a significant change in surface runoff and population. A proposed plan for adaptation to climate and land use change in agriculture, focusing on rice farmland, is developed in accordance with food security and farmer well-being perspectives.

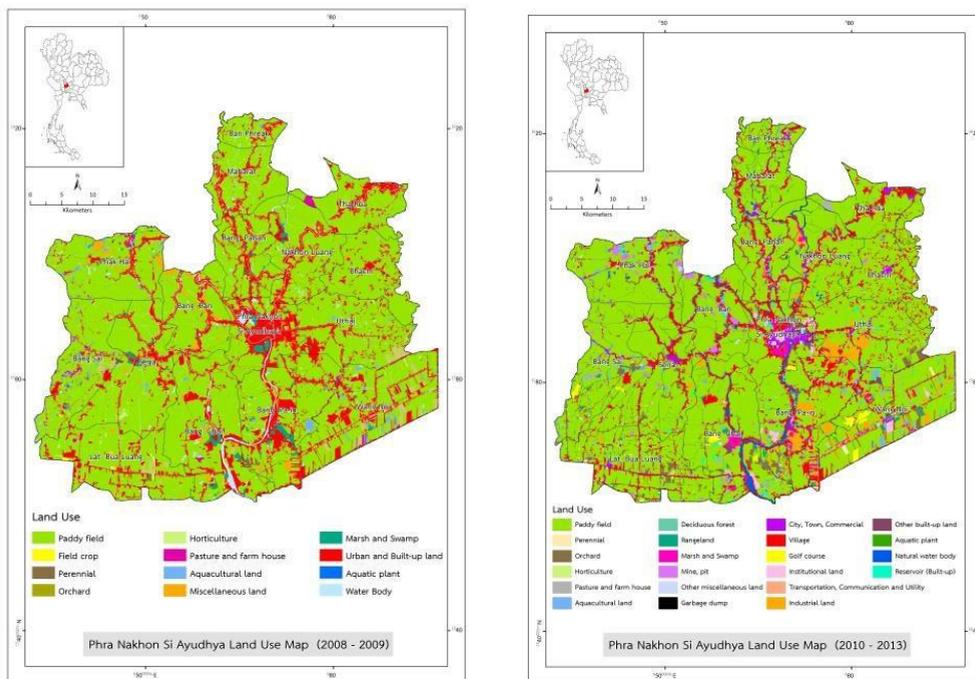


Figure 1 Land use change between 2008-2013 in Phra Nakhon Si Ayuttaya province

Results and discussions

Mean monthly average temperature is within the range of 30 °C to 31 °C by 2050 for RCP 4.5 and tends to increase about 0.5 °C under RCP 8.5. The increase in mean monthly average temperature for RCP 8.5 is equally distributed in every district in a province as shown in Figure 2

The highest mean monthly minimum temperature occurred in Bang Sai, Bang Pa-in and Wang Noi districts for RCP 4.5 and RCP 8.5. Changing in mean monthly minimum temperature is expected to be increased by 0.5-1.0 °C as shown in Figure 4. Mean monthly maximum temperature varies from 35 °C to 35.5 °C for RCP 4.5 and tends to be increased by the range of 35.5 °C to 36.5 °C for RCP 8.5. The highest temperature found in Ban Phreak and Maharat districts for RCP 8.5 as shown in Figure 3. According to annual precipitation in Figure 5, amount varies from 1,200 mm to 1,391 mm and 1,120 to 1,288 for RCP 4.5 and RCP 8.5 respectively. Wang Noi and some area of Uthai districts appear to be highest temperature for RCP 8.5.

Mean monthly average temperature

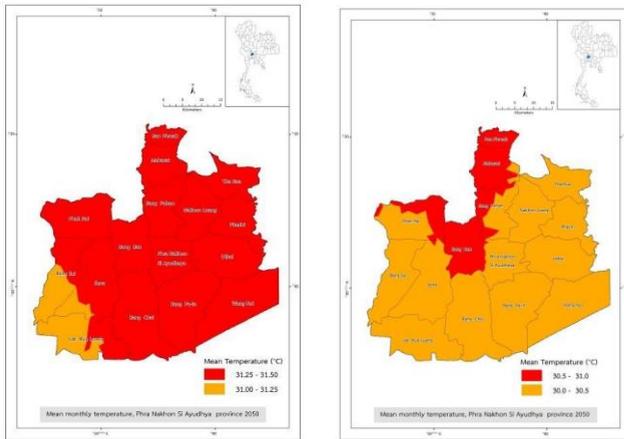


Figure 2 Mean monthly average temperature for RCP 4.5 and 8.5 in 2050

Mean monthly maximum temperature

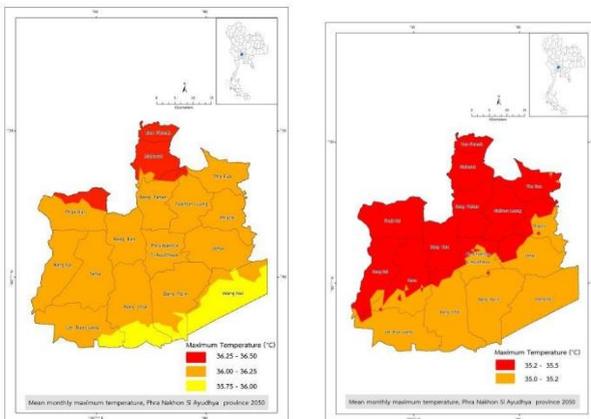


Figure 3 Mean monthly maximum temperature for RCP 4.5 and 8.5 in 2050

Mean monthly minimum temperature

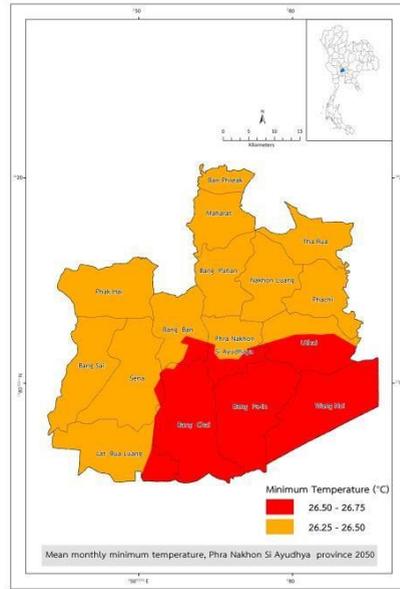
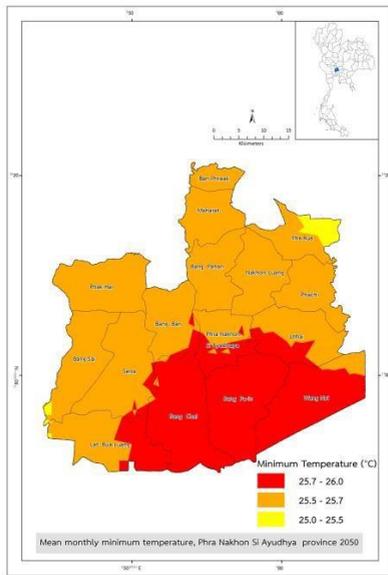


Figure 4 Mean monthly minimum temperature for RCP 4.5 and 8.5 in 2050

Annual precipitation

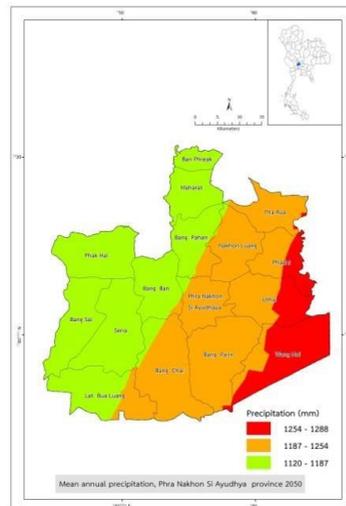
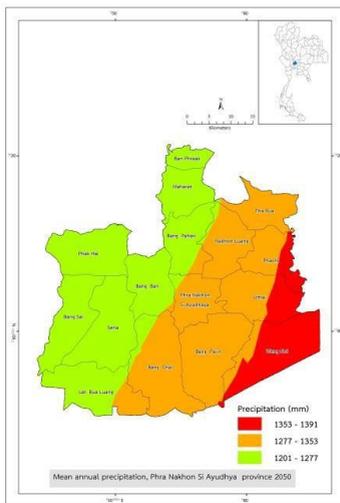


Figure 5 Annual precipitation for RCP 4.5 and 8.5 in 2050

Land suitability for rice

In 27.7 percent of the total land area by 2050 for RCP 4.5 is classified as marginal suitable for rice cultivation, while 71.2 percent and 1.1 percent of total area is classified into very marginal suitable and not suit respectively. In comparison with RCP 8.5 scenario, there is a significant change in suitability level by which 54.1 and 45.9 percent of land area are classified as very marginal suitable and not suitable respectively as shown in Figure 6. It should be noted that land suitability for rice tend to be decreased under highest Greenhouse Gas emission (RCP 8.5) than those in stabilizing scenarios (RCP 4.5). Agricultural land is being transformed into residential and industrial use which makes a situation of food production even more difficult to secure food security in 2050.

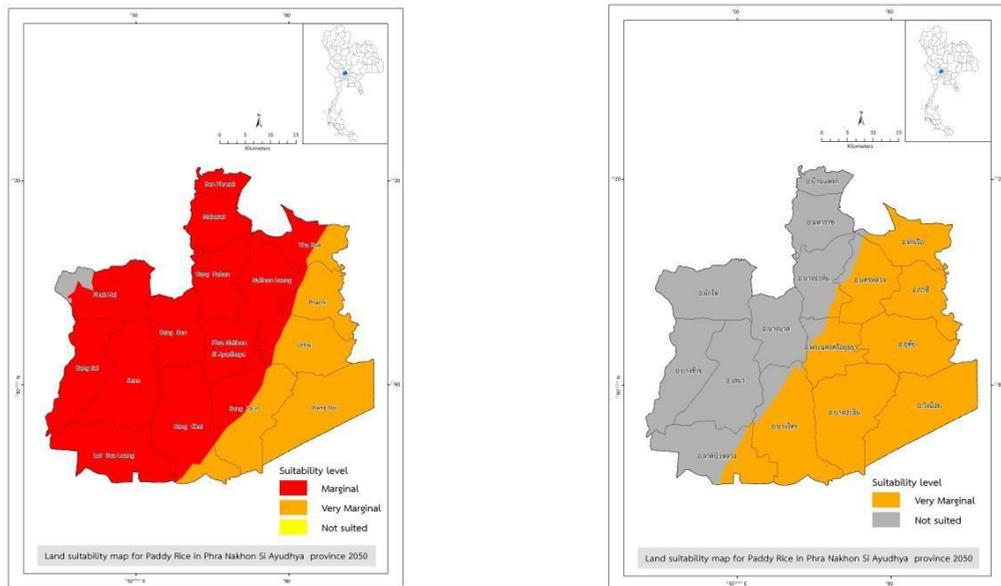


Figure 6. Land suitability for rice by 2050 for RCP 4.5 and 8.5 scenarios

It is very important to consider administrative level's adaptation plan in response to different climate change scenarios e.g. RCP 4.5 and 8.5 due to inherent uncertainty of Greenhouse Gas emission in a future. There are not only climate itself tends to be changing but also includes the frequency of extreme weather events such as flood drought and storm. Implementation of adaptation strategies such as flood retention infrastructure, urban wetland and/or pond and water conservation would be able to secure sufficient water for domestic supply and rice farmland, making it resilient to water related disaster. Other strategies e.g. crop diversification, submergence and drought tolerant rice are should be promoted by government and be implemented by smallholder farm. Land use planning that includes control and optimize land transformation is one of the effective adaptation strategies to slow down urban expansion and impervious surface. To ensure an effective of adaptation practices at farm level, capacity building for smallholder rice farming is necessary to make them understand and improve their farming practices. Knowledge of climate change and effective adaptation strategies, including water management at smallholder level will encourage them understanding climate change process and its impact, including resilient to climate change in order to ensure yields and well-being under uncertainty.

Conclusion

An increasing trend in mean monthly average temperature, maximum temperature and minimum temperature, including the decrease in annual precipitation are expected in Phra Nakhon Si Ayuttaya Province by 2050. The highest annual precipitation occurs in Wang Noi and Uthai districts where agricultural land is a major use of land. Change

in mean monthly maximum and minimum temperature for RCP 8.5 is projected to be increased by 0.5-1.0 °C. In consideration of land suitability for rice in 2050 when considering different climate scenarios, there are disappeared of marginal suitable level and significantly increase in very marginal and not suit suitable levels. Shrinking agriculture land will make food security situation worse. Government and all related stakeholders in agricultural sector should take adaptation into their regional and/or provincial plan and policy both short term and long term. Many adaptation strategies such as climate tolerant rice, land use planning and controlling, hard infrastructure construction, and capacity building will play an important role in ensuring rice yields and food security in response to threat from climate change.

Acknowledgement

This work was supported by the Office of the Higher Education Commission, THAILAND

References

- [1] Aggarwal, PK., Joshi, PK., Ingram, JSI., Gupta, RK. 2004. Adapting food systems of the Indo-Gangetic plains to global environmental change: key information needs to improve policy formulation. *Environ Sci Policy*, 7, 487–498
- [2] Calzadilla, A., Zhu, T., Rehdanz, K., Tol, R.S.J., Ringler, C. 2014. Climate change and agriculture: Impacts and adaptation options in South Africa. *Water Resources and Economics*, 5, 24–48.
- [3] Kang, Y., Khan, S., Ma, X. 2009. Climate change impacts on crop yield, crop water productivity and food security-a review. *Prog Nat Sci*, 19, 1665–1674.
- [4] Mendelsohn, R. 2014. The impact of climate change on agriculture in Asia. *J Integr Agric*, 13(4), 660–665.
- [5] Naresh Kumar, S., Aggarwal, PK., Saxena, R., Rani, S., Jain, S., Chauhan, N. 2013. An assessment of regional vulnerability of rice to climate change in India. *Clim Chang*, 118(3–4), 683–699.

Recreational Activities and Work Values of Coastal Women for Development of Economic Enhancement Program

Regina F. Santos, Ed.D.

Faculty of English Department, Pangasinan State University-Lingayen Campus, Pangasinan, Philippines

Abstract

This study sought to determine and analyse the coastal women's recreational activities and level of work values and to find out what variables were such recreational activities and work values related with the end in view of helping local officials create a Recreational Program that will enable the women to earn while enjoying their leisure hours and become productive. The study made use of qualitative and quantitative data and descriptive correlation that looked into the relationship between the women's work values, and their recreational activities. Three hundred seventy eight coastal women in the nineteen barangays of Lingayen, Pangasinan, Philippines, aged 20 years and above were chosen at random. Data were gathered via questionnaire and analysed using frequency counts and percentage, ANOVA and Chi-square test. The study focused on the following that the Coastal Women: Have little involvement in meaningful recreational activities along social, religion, arts and crafts, creative and other related activities. Have engaged or were involved in different recreational activities. Have possessed high sense of responsibility toward work- have high level of work values. That their work values were dependent on their recreational activities.

Keywords: Recreational Activities, work values, coastal women, social activities, religious activities, arts and crafts, creative activities

Introduction

Lingayen is one of the coastal towns in the province of Pangasinan, Philippines. According to the 2015 census, it has a population of 103, 278 people. Agriculture, livestock, and fishing are the major industries in the town. Other major industries include making world-class bagoong and bocayo, vinegar, furniture, crafts made of bamboo and shingles made of nipa. (<http://en.m.wikipedia.org>)

The economic condition of the town has improved because people in this town are generally hardworking and industrious. However, poverty still exists in the coastal barangays. Men are trying hard to improve their economic condition; however, some of the coastal women are not supportive of them. A number of these coastal women spend their leisure hours by playing cards and bingo. Former provincial board member, Von Mark Mendoza concluded that a good recreational program is necessary to teach the women how to engage in meaningful recreational activities after doing their household chores.

Eldo Cruz, a barangay captain of one of the coastal barangays noticed that a number of women spend their extra hours by exchanging pleasantries with other women in their neighbourhood. Lingayen Mayor Josefina Castaneda said that these women can be of great help to their husbands by engaging in hog and poultry raising, vegetable gardening and helping them in the preparation of fishing apparatus like mending the fishing nets. She said that at present, the recreational activities for women are not yet well-organized and properly chosen. She believes that meaningful recreational activities of women may increase their work values.

Undoubtedly, recreation is one of the various family functions. According to Seroy(2013), if this function is properly observed, it can instill in the minds of the women the values of sportsmanship, physical fitness and kind understanding. A physical-able person possesses a healthy mind which is an essential prerequisite for achieving fame and greatness in any kind of endeavour that women would like to pursue. In addition, the recreational activities of parents are bound to be carefully watched by children. The worker image of a mother is easily absorbed if the children see their working mothers doing play or leisure time activities meaningfully, they tend to follow the latter's recreational interests.

Aware of the important role of women in economic development, the government thru Republic Act 1161 known as Social Security Law, has provided maternity leave benefits of 60 days but later revised by the senate thru Senate Bill 1305 extending it to 78-day maternity leave for women workers (sunstar.com.ph).

Recreation is interpreted in many different ways depending upon the experience and interests of the individual. Women's recreational activities are family centered. Some of them prefer to spend their extra hours by crocheting, embroidery, engaging in vegetables gardening or hog raising instead of going to picnic or seeing movies. Hurlock(1975), noticed these recreational interests of women as reflected in the following statement:

Women's recreational interests are generally home-oriented. Their leisure time activities are affected by their roles as wives and mothers. Hurlock's statement is a clear indication that recreational is not only confined to amusements.

Butler, as cited by Paraiso(2014), averred that the arts and crafts works are also considered recreational activities because they have always been important sources of satisfaction to the individual. Arts and crafts, like creative works, have other values derived from an individual aside from the process of just making things. These values have to do with the developing appreciation and recognition for beauty in well-designed objects. This knowledge and feeling toward good design and workmanship can help enrich personal lives, home settings and the community as a whole.

It is important that a woman knows how to spend her extra hours in gainful activities. Through meaningful recreational activities, the women, too, may gain knowledge on how to work effectively and become an active member of the family.

The recreational activities of the women in the coastal barangays do not necessarily supplant their work responsibilities at home, but rather enhance and supplement them in that they can become sources of additional income. It is hoped that their engaging in these worth-while activities will pave the way to the economic uplift for the people of Lingayen, Pangasinan, Philippines.

The extent of involvement of women in the coastal barangays of Lingayen, Pangasinan, Philippines in recreational activities and the factors to which said involvement is significantly related will constitute the basic information in the creation of a viable recreational program that will enhance the women's work values; thus, this study.

Materials and Methods

This study was a descriptive survey aimed at describing the recreational activities and determining the work values of the women in the coastal barangays of Lingayen, Pangasinan, Philippines.

Data were gathered using the questionnaire which was in two parts. Part I elicited data on the information about the women's recreational activities in five dimensions namely: social, religious, arts and crafts, creative and other-related activities. Part II dealt with the respondents' level of work values, economic, relations with the family and means of coping with problems and needs.

Respondents were the 378 coastal women in the 19 barangays of Lingayen, Pangasinan, Philippines aged 20 years and above and were chosen at random.

Simple frequency counts were converted into weighted points for all items under part I and II of the questionnaire. The chi-square test was employed and the .05 level of significance was used as criterion for the interpretation of findings.

Results and Discussion

Women in Coastal Areas' Recreational Activities in General

Statistical data gathered from the women in coastal barangays, which are summarized in Table 1, indicated that they *seldom* engage in recreational activities as shown in their average weighted mean of .80.

It can be noted from Table 1 that the respondents *seldom* engage in social, religious, creative and other related activities, their weighted means being .78; .71; 1.12 and 1.09, respectively. They claimed that they *never* engage in arts and crafts activities after doing their household chores as pointed out by their weighted mean of .32.

The *seldom* response of the coastal women meant that generally, they only engage in recreational activities at least once a month. This is a clear indication that the women in coastal areas are not active in recreational activities, perhaps, because of the absence of a well-designed barangay recreational program which may enable them to engage in activities that will ease their tension and feeling of boredom and loneliness after doing their prime duties at home.

Women in Coastal Barangays' Recreational Activities in Five Areas

Social Activities of the Women

Table 2 shows that the respondents *seldom* engage in their social activities as pointed out by their overall weighted point of .78. It could be gleaned that the subject-cases *occasionally* engage in item 3 (viewing television program), their mean being 1.84; item 4 (listening to radio drama) with mean of 1.54; and item 5 (listening to music) with mean of 1.95.

The women *seldom* read comics and magazines (item 2); gossiped with their neighbours (item 6) and attended parties (item 15), their weighted means being within the range of .50 and 1.49. The *seldom* responses of the women did not necessarily mean that they were not active in the aforementioned activities. Findings further revealed that the subject-cases *never* engage in item 7 (playing bingo), item 8 (playing "sungka"), item 9 (playing cards), item 10 (Attending dance sessions), item 11 (joining singing practice), item 13 (going to cockpit) and item 14 (Engaging in sports), their weighted means being within the range of 0-.49.

Religious Activities of Women

In table 3, it is apparent that the women in coastal areas *seldom* engage in religious activities with the overall mean of .71. The subject-cases *seldom* engage in 11 of the 17 items under the religious activities as pointed out by their means which were within the range of .50 and 1.49. These are: item 1 (Pray with neighbours); item 2 (Preach the "Good News"; item 3 (Clean and adorn the chapel); item 4 (Help the religious leaders in the distribution of goods for the indigents); item 5 (Join the religious leaders in visiting and taking care of the sick); item 6 (Give advice to the people who have problems); item 7 (Help in the progress of the church in the barangay); item 9 (Help religious leaders attend to the need of the needy); item 10 (Visit the aged in the community); item 14 (Attend birthdays and other religious occasions); and item 15 (Encourage others to attend mass, religious gatherings or bible services)

Arts and Crafts Activities of the Women

Table 4 shows the arts and crafts activities of women in coastal barangays. The subject-cases *never* engage in arts and crafts activities with an overall weighted mean of .32.

Of the 18 activities under the arts and crafts dimension, the women claimed that they *seldom* engage in item 12 (Sewing baby dresses); item 13 (Toy making); and item 15 (Nipa shingle making) as shown by their means of 1.25, .58 and .72, respectively. They claimed that they were *never* engage in the rest of the arts and crafts activities.

Creative Activities of the Women

It can be noted from Table 5 that the respondents *seldom* engage in creative activities as shown by their mean of 1.12.

It is noteworthy that women *occasionally* engage in item 5 (House decorating); item 6 (Repairing house damages); and item 8 (Sewing torn clothes) their weighted means being 1.59, 2.00 and 1.98 respectively.

The respondents *seldom* engage in item 2 (Hair styling) with mean of .55; item 3 (Crocheting) with mean of .64; item 4 (Embroidery) with mean of .68; item 7 (Dress designing) with mean of .89 and lastly, item 9 (Recycling old and worn out materials) with mean of 1.36.

Other Related Activities of the Coastal Women

Respondents *seldom* engaged in other-related activities with an average weighted mean of 1.09 as presented in Table 6.

It can be observed from the Table that the respondents *occasionally* engage in item 1 (Taking care of plants); and item 3 (Engaging in poultry or duck raising) as shown by their weighted mean of 1.98 and 1.59, respectively. They were however, found to be *seldom* engage in item 2 (Engaging in piggery); item 4 (Hook and line fishing); item 5 (Fish and vegetable vending); item 6 (Fish preservation); and item 8 (Running a store), their means being within the range of .50 and 1.49. They *never* engage in money lending.

Level of Women's Work Values in the Four Dimensions

The data in Table 7 show that in general, the respondents were on a *high* level on matters pertaining to their relations with the family as pointed out by their weighted mean of 2.83 and *agree* response.

A glance at the table would show that the respondents expressed their agreement to all items as shown by their weighted means which were within the range of 2.50 and 3.49. These were equivalent to *high* in the scale.

Level of Women's Social Values

Generally, the women had *sound* values with a weighted mean of 2.70.

It can be gleaned in Table 8 that the women expressed their agreement to item 1 (Helps voluntarily for the progress of the community); item 2 (Teaches others how to work effectively); item 5 (Attends seminars that can improve knowledge and skills toward work); item 6 (Reads magazines that can teach how to work effectively); item 7 (Obeys the teachings or the older folks regarding work); item 8 (Cooperates for others for the good of the majority); item 9 (Works happily with neighbours); item 11 (Learns how to work effectively with others); item 12 (Works even without monetary remuneration if it is for the needy); item 13 (Can work well even with those of different religious beliefs); item 14 (Interested to work and gain more friends); item 15 (Can work well with those with "pakikisama"); and item 16 (Works well even without supervision if it is for the good of the society), their weighted means being within the range of 2.50 and 3.49.

Level of Women's Economic Values

The women had a *high* level of economic values as shown by their *agree* responses with an over-all weighted mean of 2.90 as reflected in Table 9.

The respondents were on a *high* level in item 1 (Women have the responsibility to work like men); item 2 (One must not wait for tomorrow to do what can be done today); item 4 (Children should be taught now to work hard to attain progress); item 5 (Be patient in planting fruit trees to add to family income); item 6 (It is good to unite and cooperate to finish a certain work faster); item 7 (If At first, one's work was not successful, he has to repeat until it is done perfectly); item 8 (There must be a careful planning before starting a certain task); item 9 (One must have the interest in doing a certain task); item 10 (Working tools should be used properly) item 11 (One must not be wasteful in the use of materials).

Level of Women's Work Values on Matters pertaining to their Relations with the Family

Table 10 shows that the respondents were on a *high* level on matters pertaining to their relations with the family as pointed out by their weighted mean of 2.83 and *agree* response. The Table also shows that the respondents expressed their agreement to all items as shown by their weighted means which were within the range of 2.5 and 3.49. These were equivalent to *high* in the scale.

Level of Women's Work Values on Means to cope with their Problems and Needs

In Table 11, the women were found to be on a *moderate* level only as shown by their *slightly agree* response and weighted point of 2.40.

When asked if working harder was one way of forgetting problems and sad experiences, the women expressed their slight agreement. They likewise, slightly agreed to items "Works well if not dictated by others," "Works in place where there is a challenge to learn and advance ideas regarding work," and "Works well with happy and optimistic people".

Relationship between the Coastal Women's Recreational Activities and Work Values

Relationship of Women's Social Activities to Work Values

It can be noted from Table 12, that social values, economic, relations with their families and their work values specifically on matters pertaining to their means of coping with problems and needs were significantly related to the Women's social activities. These were shown by the computed chi-square values of 2.427, 26.671, 17, 945 and 18.047, respectively. Such values are greater than the table values of 15.51 at df 8 at the .05 level of significance.

Relationship of Women's Religious Activities to Work Values

Social values, economic values and relations with the family on the one hand and the women's religious activities on the other hand had marked relationships, the chi-square values at df 8, being 20.701, 20.682 and 31.410, respectively. Such values are greater than the table values of 15.51 at df 8 at the .05 level of significance.

Relationship of Women's Arts and Crafts Activities to Work Values

From Table 12, it is apparent that social values, economic values, relations with the family, and women's means of coping with problems and needs showed marked relationship to their arts and crafts activities, the chi-square values being 19.536, 24.181, 26.933 and 17.525, respectively. Such values are greater than the table values of 15.51 at df 8 at the .05 level of significance.

Relationship of Women's Creative Activities to Work Values

Table 12 shows that significant relationship existed between the social values, economic values, relations with the family, and women's means of coping with problems and needs and their arts and crafts activities, the chi-square values being 28.462, 15.597, and 21.096, respectively. Such values are greater than the table values of 15.51 at df 8 at the .05 level of significance.

Relationship of Women's Other-Related Activities to Work Values

The data on Table 12 revealed that social and economic values did not relate significantly to the respondents' other-related activities, their chi-square values being 2.911 and 3.381, respectively. These were less than the tabled value at df 8, at .05 level of significance.

Significant relationship however, existed between the women's relations with the family and means of coping with problems and needs on the one hand and work values on the other hand. This was shown by the chi-square values of 15.51 at df 8, at .05.

Conclusions

In conclusion, the women in coastal barangays of Lingayen, Pangasinan, Philippines generally have little involvement in meaningful recreational activities, however, they engaged in various recreational activities of coastal women vary. Further, women in coastal barangays possess a high sense of responsibility toward work. It can be concluded further that work values of coastal women are dependent on their recreational activities.

References

- [1] A . Book
- [2] Hurlock, Elizabeth B. *Developmental Psychology*. Toronto:McGraw-Hill Book Co., 1975
- [3] B. Periodical
- [4] Seroy, Justiniano L. "Family Functions, Family Climate, Parental Models: Their Educational Implications for Youth Greatness," *The Modern Teacher*, Vol.XXIX, July, 2013
- [5] C. Dissertation
- [6] Paraiso, Flandin A. *The Leisure Time Activities of College Students Enrolled in Collegiate Schools of Digos*, (Unpublished doctoral dissertation, University of Mindanao, November 2014)
- [7] C. Electronic Sources
- [8] www.sunstar.com.ph
- [9] <http://en.m.wikipedia.org>

Tables

Table 1

Extent of the Women's Involvement in Recreational Activities

Recreational Activities	Average Weighted Point	Descriptive Equivalent
Social	0.78	S
Religious	0.71	S
Arts and Crafts	0.32	S
Creative	1.12	S
Other Related Activities	1.09	S
Over-all Average Weighted Point	0.8	S

N = 378

Legend:

0 - .49	Never (N)
.50 - 1.49	Seldom (S)
1.50 – 2.49	Occasionally (Oc)
2.50 – 3.49	Often (O)
3.50 – 4.49	Always (A)

Table 2

Extent of Women's Involvement in Social Activities

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent
	4	3	2	1		
1	100	27	52	117	0.78	S
2	88	66	128	125	1.08	S
3	212	186	182	116	1.84	Oc
4	256	114	126	87	1.54	Oc
5	328	165	152	92	1.95	Oc
6	104	78	174	147	1.33	S
7	28	18	20	23	0.23	N
8	8	3	12	15	0.1	N
9	24	12	18	28	0.22	N
10	4	12	28	67	0.29	N
11	16	9	16	41	0.22	N
12	24	21	60	128	0.62	S
13	12	12	12	18	0.14	N
14	40	24	44	64	0.45	N
15	24	12	126	167	0.87	S
Over-all Average Weighted Mean					0.78	S

N = 378

Legend:

0 - .49	Never (N)
.50 - 1.49	Seldom (S)
1.50 – 2.49	Occasionally (Oc)
2.50 – 3.49	Often (O)
3.50 – 4.49	Always (A)

Table 3

Extent of Women's Involvement in Religious Activities

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent
	4	3	2	1		
1	88	48	154	110	1.06	S
2	64	45	90	185	1.01	S
3	28	33	94	85	0.63	S
4	28	57	96	89	0.71	S
5	44	27	208	196	1.26	S
6	72	63	156	160	1.19	S
7	36	48	126	63	0.72	S
8	28	39	50	63	0.48	N
9	40	33	118	94	0.75	S
10	72	63	112	105	0.93	S

11	8	18	66	61	0.4	N
12	8	18	66	62	0.41	N
13	40	12	20	30	0.27	N
14	16	21	126	123	0.76	S
15	36	39	92	85	0.67	S
16	36	15	44	31	0.33	N
17	60	21	48	46	0.46	N
Over-all Average Weighted Mean					0.71	S

Table 4

Extent of Women's Involvement in Arts and Crafts Activities

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent
	4	3	2	1		
1	8	15	8	23	0.14	N
2	8	18	26	10	0.16	N
3	8	9	16	8	0.11	N
4	12	24	46	39	0.32	N
5	20	30	72	63	0.49	N
6	12	24	38	24	0.26	N
7	8	21	22	21	0.19	N
8	16	18	28	21	0.22	N
9	4	21	24	29	0.21	N
10	8	18	12	13	0.13	N
11	12	9	22	18	0.16	N
12	124	114	150	86	1.25	S
13	24	48	90	56	0.58	S
14	16	39	14	16	0.22	N
15	68	72	64	69	0.72	S
16	8	12	22	9	0.13	N
17	8	21	30	25	0.22	N
18	24	18	28	23	0.25	N
Over-all Average Weighted Mean					0.32	N

Table 5

Extent of Women's Involvement in Creative Activities

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent
	4	3	2	1		
1	12	36	78	37	0.43	N
2	32	60	70	48	0.55	S
3	20	66	84	73	0.64	S
4	32	51	102	72	0.68	S
5	196	141	190	74	1.59	Oc
6	312	213	148	85	2.00	Oc
7	72	84	104	77	0.89	S

8	240	255	176	79	1.98	Oc
9	164	114	162	75	1.36	S
Over-all Average Weighted Mean					1.12	S

Table 6

Extent of Women's Involvement in Other-Related Activities

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent
	4	3	2	1		
1	308	222	156	61	1.98	Oc
2	228	144	86	52	1.35	S
3	260	189	100	51	1.59	Oc
4	76	105	108	79	.97	S
5	88	108	94	86	.99	S
6	64	87	158	126	1.15	S
7	36	45	80	65	.60	S
8	120	78	78	31	.80	S
9	68	48	20	18	.41	N
Over-all Average Weighted Mean					1.09	S

Table 7

Level of Coastal Women's Work Value

Work Values	Average Weighted Point	Descriptive Equivalent	Level
Social	2.7	A	High
Economic	2.9	A	High
Relations with the Family	2.83	A	High
Means to Cope with Problems and Needs	2.4	Sa	High
Over-all Average Weighted Point	2.71	A	High

Table 8

Level of Women's Social Values

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent	Level
	4	3	2	1			
1	416	420	90	31	2.54	A	High
2	488	432	72	41	2.73	A	High
3	336	348	98	56	2.22	Sa	Moderate
4	308	366	108	50	2.20	Sa	Moderate
5	484	468	82	24	2.80	A	High
6	500	438	76	25	2.75	A	High
7	668	411	54	27	3.07	A	High
8	564	483	74	14	3	A	High
9	436	477	88	31	2.73	A	High
10	320	399	120	54	2.36	Sa	Moderate

11	396	471	118	25	2.67	A	High
12	532	462	86	18	2.9	A	High
13	492	450	94	27	2.81	A	High
14	348	660	118	26	3.05	A	High
15	528	489	72	22	2.94	A	High
16	452	474	82	36	2.76	A	High
17	372	408	104	38	2.44	Sa	Moderate
Over-all Average Weighted Mean					2.7	A	High

Table 9
Level of Women's Economic Values

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent	Level
	4	3	2	1			
1	452	441	98	32	2.71	A	High
2	540	348	94	30	2.68	A	High
3	312	396	164	38	2.41	Sa	Moderate
4	556	417	98	16	2.87	A	High
5	100	399	56	9	3.08	A	High
6	716	396	50	10	3.10	A	High
7	512	543	50	17	2.97	A	High
8	636	459	72	17	3.13	A	High
9	488	477	78	25	2.82	A	High
10	688	414	66	19	3.09	A	High
11	636	447	64	15	3.07	A	High
12	440	435	98	35	2.67	A	High
13	588	477	60	17	3.02	A	High
14	632	444	52	18	3.03	A	High
Over-all Average Weighted Mean					2.90	A	High

Table 10
Level of Women's Work Values on Relations with the Family

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent	Level
	4	3	2	1			
1	144	345	52	15	3.06	A	High
2	544	315	106	38	2.66	A	High
3	716	294	48	18	2.84	A	High
4	720	333	54	32	3.01	A	High
5	308	558	94	40	2.64	A	High
6	572	384	70	33	2.80	A	High
7	524	429	66	27	2.77	A	High
Over-all Average Weighted Mean					2.90	A	High

Table 11
Level of Women's Work Values on Means of Coping with their Problems and Needs

Item No.	Scale Value				Average Weighted Point	Descriptive Equivalent	Level
	4	3	2	1			
1	364	378	148	42	2.46	Sa	Moderate
2	328	390	144	44	2.40	Sa	Moderate
3	268	465	122	46	2.38	Sa	Moderate
4	296	426	122	56	2.38	Sa	Moderate

5	324	420	108	40	2.36	Sa	Moderate
Over-all Average Weighted Mean					2.90	Sa	Moderate

Table 12

Relationship of Coastal Women's Activities and Work Values

Work Values	Chi-Square	Relationship
<i>A. ON SOCIAL ACTIVITIES</i>		
Social	21.427	S
Economic	26.671	S
Relations with the Family	17.945	S
Means to Cope with Problems and Needs	18.047	S
<i>B. ON RELIGIOUS ACTIVITIES</i>		
Social	20.701	S
Economic	20.682	S
Relations with the Family	31.41	S
Means to Cope with Problems and Needs	10.07	NS
<i>C. ON ARTS AND CRAFTS</i>		
Social	19.536	S
Economic	24.181	S
Relations with the Family	26.933	S
Means to Cope with Problems and Needs	17.525	S
<i>D. ON CREATIVE ACTIVITIES</i>		
Social	28.462	S
Economic	15.597	S
Relations with the Family	21.096	S
Means to Cope with Problems and Needs	11.806	NS
<i>E. ON OTHER-RELATED ACTIVITIES</i>		
Social	2.911	NS
Economic	3.381	NS
Relations with the Family	27.792	S
Means to Cope with Problems and Needs	23.187	S

Appendix

a Barangay Recreational Action Plan for Women in the Coastal Barangays of Lingayen, Pangasinan, Philippines

Objectives	Strategies	Persons Involved	Financial Requirements	Time Frame
Goal 1: To help the women in the coastal barangays of Lingayen, Pangasinan, Philippines develop their human potentials in practical activities to enable them to raise their earning capacity during their leisure hours.				

<p>By the end of CY 2016, at least 50% of the coastal women in Lingayen should be able to: Acquire working skills and make use their leisure time in gainful activities</p>	<p>Hold seminars and workshops involving women in the coastal barangays where they can: Acquire working skills and make use their leisure time in gainful activities in gainful work. Acquire working experience through: Listening to music and jingles about work. Watching demonstrations on manipulative skills. Participating in study sessions and interactions with neighbours about work. Reading magazines and newspapers about work.</p>	<p>Municipal and barangay officials TESDA Trainees</p>	<p>For hand-outs, hand tools and honoraria of the speakers Purchase of materials</p>	<p>January to March Twice a month</p>
<p>Goal 2: To train the coastal women to be productive during their extra hours and make use of the available raw materials in their respective barangays</p>				
<p>At the end of CY 2016, at least 50% of the women in the coastal barangay should: Be productive during their extra hours making use of raw materials available in the community</p>	<p>Provide mobile learning centers where women can: Learn how to be productive during their extra hours and make use of the raw materials available in the community. Acquire skills in: Arts and crafts -Sewing baby dresses -Making nipa shingles -Making rugs out of worn-out clothes -Weaving mats -Making toys out of sea shells -Recycling old and worn-out materials 2. Creative activities: - repairing minor house damages -sewing torn clothes 3. Other-related activities -Taking care of plants -taking care of poultry Engaging in piggerly -fish preservation</p>	<p>Tesda Trainees</p>	<p>Purchase of hand tools and equipment like sewing machine Honoraria for the teachers/trainers</p>	<p>Year round</p>
<p>Goal 3. To help the women further develop their moral and spiritual values through active participation in religious activities.</p>				
<p>At the end of CY 2016, at least 50% of the women in the coastal barangay shall have developed their moral and spiritual values through active participation in religious activities:</p>	<p>Encourage religious leaders or laymen to hold regular religious sessions in order to: Enhance the development of their moral and spiritual values like: Praying with their neighbors Giving advice to those with problems Visiting and giving moral support to the sick, aged and needy</p>	<p>Religious leaders, laymen, women</p>		<p>Year-round</p>

The Insertion of Latin America in the Global Context. a Focused Approach to Regional Economic Development

Luiz César Fernandes da Silva

Paulo Reis Mourão

School of Economics and Management of the University of Minho

Abstract

The 90's was a period of significant change for the Latin American economies. Countries experience considerable political and institutional reforms to make the trade and financial openness. The implemented model of economic development shall be based on liberalizing measures in reducing the state's role in the economy and was attributed to the market the lead role of inducing economic system. At the end of the decade, poor results on the economic and social sphere were reflected in several countries and a further review in development policies is now favored. Thus, the ideas of theoretical analysis of the thinking of the Economic Studies Committee to Latin - America (CEPAL) is postulated on the agenda. Based on the Keynesian thought and a historical-structural approach, the production of the institution lies in the analysis of the conjecture and consequences of deregulation and economic and financial liberalization that prevailed. He proposed an approach to regional economic development that would reconcile economic growth with better income distribution, employment and growth with technical progress and social equity. This paper considers, by inserting the Latin American countries in the global integration in the 90s, the ideal of theoretical analysis of the thinking of CEPAL, the socioeconomic situation, as an alternative form of the reforms made in that decade. Therefore, it makes for a bibliographic approach, a reflective analysis highlighting the opinion of the institution.

Keywords: CEPAL; Development; Productive processing; Social Equity.

Introduction

In 1948, there was the emergence of the school of economic thought CEPAL, focused on Latin American structuralism, concerned with economic growth combined with economic and social development. Their emphases fall at the same time, production, society and the observation of different forms of dependencies between the peripheral countries (undeveloped) and central (developed). The spread of this progress occurred differently in the center and the periphery. In advanced countries it spreads to the whole economy, producing the effect of raising the overall productivity of the system, while in the peripheral, modern technologies have been incorporated in the export sectors, focused on the supply of food and raw materials of the central economies (primary-exporting countries). (Prebisch, 1949).

The thematic basis of the institution refers to the analysis of underdevelopment, for, from there, to seek solutions to growth and economic development in the long term, sustainable. For CEPAL, underdevelopment can be synthesized into two basic propositions: the first was that Latin American economies have developed poorly diversified structures and poorly integrated with a dynamic primary export sector, unable to spread technical progress for the rest of the economy, employing the set of hand labor and to allow sustained wage growth real; The second, the rate of incorporation of technical progress and increased productivity would be significantly higher in industrial economies (center) than in economies specializing in commodities (periphery).

However the transfer of productivity gains because of trade did not arise from the center to the periphery, but it was observed the other way - periphery transferred their productivity gains to the center, resulting an increasing disparity between them. This thesis is linked to the economic cycles by the idea of Schumpeter and how the underdeveloped structure of production and the labor of the peripheral countries did not allow these to assimilate the fruit of technical progress market (Fusfeld, 2001). Note that the analysis is to demonstrate that the development in the peripheral countries is different from the classical transition that took place in developed countries. Underdeveloped countries are submitted (limited) for the development of other countries and its late participation in global capitalism. Thus, overcoming

underdevelopment necessarily involves rupture with external dependence. Without ignoring the general contributions of economic analysis, CEPAL signals to study the specificity of the process of structural and peripheral growth of the countries of Latin-America. That is, it observes that the characteristics and the particular problems of these nations determine specific studies. " One of the most conspicuous deficiencies of general economic theory, from the point of view of the periphery, is its false sense of universality." (Prebisch, 1949, p.4)

With a historical-structural approach and based on Keynesian thinking (Interventionism, defense-growth policies of investment and product critique of Say's law, emphasis on domestic demand and effective rejection of orthodox theories of inflation and international trade), the CEPAL was characterized as a school of thought specialized in examining the economic and social trends of medium and long-term Latin American countries. Sixty years after its creation, in all the decades the institution postulated his theoretical ideas about the diversity of economic and social problems that occurred on the countries of America - Latin. In the decade of 50, the argument rests on the possibility of changing the productive structures to reduce external dependence of peripheral countries to achieve development. It is necessary to carry out industrialization policies as a way to overcome underdevelopment and poverty. Thus, the government plays an important role in the planning, allocation of resources and protectionist measures to counterbalance productive differences between the center and the periphery. In the 60s, it was understood that the transformations necessary to industrialization correspond to fundamental changes in production structures, as growth in peripheral countries occurred in macroeconomic instability. In the 70s, with increasing concentration of income, the analysis rests on the problem of a locative efficiency due to driving errors of industrial and trade policy. To correct indicate solutions to enhance industrialization and exports as mechanisms to face the difficulties of international integration. Warn of the risk of debt, financing and deliberate trade liberalization. The delicate '80, proposed policies are on income adjustments, monetary and fiscal. Advocate replacing a recessive adjustment in the balance of payments by an expansive setting for resolution of the external imbalance and the use of economic policies to enable the productive structures could accommodate the necessary reallocation of resources (Bielschowsky, 2000).

A special period of significant change for Latin American economies, occurs in the 90 countries undergo considerable political and institutional reforms to make the trade and financial openness. The implemented model of economic development shall be based on liberalizing measures in reducing the state's role in the economy and was attributed to the market the lead role of inducing economic system. At the end of the decade, poor results on the economic and social sphere were reflected in several countries and a further review in development policies is now favored. Thus, the institution considers its consideration of the conjecture and consequences of deregulation and economic and financial liberalization in force. He proposed an approach to regional economic development that would reconcile economic growth with better income distribution, employment and growth with technical progress and social equity. The "idea-matrix" is the productive transformation with equity. Is related (among others) the discussions on the difficulties for effective and productive social change, ineffective export specialization and external vulnerability to capital movements that are characteristic of the process that period (Moretto and Giacchini, 2006)

The 90 and the position of CEPAL

Proposals around the transformation of the productive structures of the region conjecturing greater social equity. "Productive Transformation with Equity", or TPE, (1990) was given from the lessons left by the debt crisis of the 80s In the TPE, it has been suggested an updated of the development. Several authors have suggested how these evidences should have harmonized economic growth with better income distribution and the consolidation of democratic regimes. There was also the recognition that the Latin American status has become more dependent on the fluctuations of the global economic order. Thus, economic integration and intra-regional cooperation would be important around specific goals to strengthen international integration, productive articulation and interaction between public and private actors. Beyond,

And the primacy of Neoliberal ideas (market as a promoter of the economy) and the degree of "integration of world economies" the characteristic of the decade, the economic results - Social Latin American countries in the period were bad. The role of the state as an economic and social articulation in the intervention in promoting the public interest, in its various areas and at various levels of intensity, combining responsibility or duty, became the background. The strategy adopted in the period, as Batista Jr. (2000) claimed, was a general presumption assumed dogmatically in favor of globalization, trade and financial liberalization, deregulation, reduced role of the state and a prejudice against what was national.

¹ The "lost decade", the establishment of liberal ideas from the Washington Consensus and the "failure of Keynesians concept".

The periphery countries were then subject to adjustment conditions imposed by the debt crisis and these economies were literally captured by the globalization process, running their stabilization programs in accordance with the rules of liberalized financial markets. One must understand that the basic rule of stabilization with financial openness is the creation of an offer of attractive assets that can be taken over by the general movement of globalization. This list included public debt, in short, highly liquid large; shares of companies in the privatization process; bonds and commercial papers of companies and reputable banks (Belluzzo, 2005, our translation)

In this scenario, emerges the possibility of a new revision in policy in order to rethink growth with economic development. Faced with the situation, CEPAL conditioned its approval to a strategy to reduce social inequalities. It directed to the need to enable a policy for achieving a "genuine competitiveness." This policy would be based on technical progress and expansion of existing infrastructure, increase the level and access to education, improved technical training of skilled labor and the creation of a stable macroeconomic environment as opposed to a "spurious" competition, that was integrated to currency devaluations and low wages. The state action should continue this, especially in the service of the economic system efficiency and social justice (Bielschowsky, 2000).

For this author, there is the "neo-structuralism", from the 90s, as they continue in a way, "the three underdevelopment of the features identified in the '50s."

The "new structuralism" focused then on the policy development, adapting in its speech, a new state position in the economy and an "open" dialogue with the "right" and "left" with regard to the institutional ideological theoretical aspect. In relation to this 'new strategy', Batista Jr. (2000), points out that there was a valuation of the role of the state and of the national issues, which have always been clear to the structuralist tradition (Bielschowsky, 2000a).

Productive transformation with social equity and diversity policies.

Revenues from TPE aim to change the productive structures in a framework that combines macroeconomic stability, production efficiency, social equity, environmental sustainability and the strengthening of democratic and participatory system. When dealing with these fundamentals, CEPAL draws attention to the fact that most countries in Latin America found difficult to balance economic growth with income distribution. This distortion would be the result of five structural characteristics of the region, which should be considered for the development of a transforming growth strategy; Low level of domestic savings; Low international competitiveness; Weakness of technical progress, Absence of structural breaks in Latin American history, and The continent's economies have never been able to absorb the increase in the economically active population, even in the period of rapid economic growth (1950-1980).

The expansion of the internal market (national and regional) favors a more balanced growth and it is an important basis for technological diffusion by establishing a more positive link between competitiveness and equity. In this respect, for the strengthening of international integration of the production system, the institution proposed a moderate trade liberalization policy consistent with some degree of state intervention, such as the promotion of exports.

The advantages to companies could be provided through joint initiatives by two or more countries. The gains in economies of scale and productive complementarities, also associated with improving the organization of the labor market, credit and education, would lead to reductions in production costs and increased demand. This stemmed from the social integration at the level of each country. Regarding the important factors in regional integration would be the incorporation of technical progress and productive articulation, which includes the addition of income from innovation activities, to reduce trade barriers, promote the standardization of rules and regulations, encourage the creation of centers excellence and reduce research costs (CEPAL, 1994).

International context always had a decisive influence on the performance of the economies of the region. However, there are economic policy measures that may affect differently the short and long-term flows, or productive investments "versus" purely speculative investments. Once capital flows can affect macroeconomic variables, since the negative externalities of international capital markets (such as: frequent cycles of abundance and scarcity of resources) would require countries themselves against the use of these flows. If it does not happen this, could the objectives could be achieved at the expense of an imbalance of other important variables, which in turn could affect the instrument itself that it was intended use, is the entry of foreign capital. It would be appropriate for governments to exercise some caution with respect to capital inflows, in order to promote a situation where the aggregate amount and composition are consistent with macroeconomic stability, with investment and growth based on international competitiveness. It would be appropriate for governments to exercise some caution with respect to capital inflows, in order to promote a situation where the aggregate amount and composition are consistent with macroeconomic stability, with investment and growth based on international competitiveness (CEPAL,

1998). For the institution, the degree to which foreign capital flows are functional to a productive transformation strategy with equity depends largely on the characteristics of the domestic financial markets which thus needs an institutional system that supplements this market, for the best use of these flows.

In the economic field, it was confirmed, in the 90s, the urgent need to correct the asymmetry of international integration of the region. It became aware of the importance of maintaining macroeconomic balances short-term and complements them with industry to support the transformation policies. In this conjuncture, productive transformation would require combinations of macroeconomic policies with sectors policies, short and long term, need also occur institutional changes in the search for new forms of interaction between the public official and the private agent.

Macro imbalances reached simultaneously and the production fiscal external beads. Its consequences manifested by foreign exchange shortages, hyperinflation and underutilization of installed capacity. Its macroeconomic strategy for recovery and growth involves three elements: the promotion of exports, a solid fiscal situation and the use of installed capacity idle. For development finance, it would from three main sources: External financing - that one should avoid macroeconomic policy to replace the effort of foreign for domestic savings savings. B) Savings from the public sector - looking for alleviating the effects of the fiscal adjustment by creating social programs, and the use of tax instruments to avoid the wasteful consumption of the economic elites, which would explain the insufficient national capacity to build, invest and encourage savings of individuals. C) Saving the private sector - incentives by creating compulsory compensation mechanisms.

Thus, the proposals were based on a readjustment of the tax policy, aiming to increase the public saving that can be used for investment. In trade and exchange policy, a greater openness of the economy as a means of inducing productivity increases and stimulating the adoption of technical progress (the rapid and persistent expansion of exports would be indispensable), a degree of openness due to the availability of foreign exchange and the search the harmonization of tariff protection policies for the exchange rate policy and export promotion policies. In the commercial relationship, complete and adapt the technical infrastructure in priority activities, but delayed; to promote a greater propensity to incorporate technical progress and innovation in the enterprises themselves by granting government incentives to existing enterprises to undertake innovative activities and to support the creation of new, high-tech enterprises for their development in a network of links between the research system and the rest of the technological infrastructure (CEPAL, 1997).

Conclusion

The transformations based on economic liberalism, in the 90s, for the countries of Latin America-were deep and significant. The idea was to avoid the technological isolation in the era of globalization productive. He thought of a strategy to increase exports via primary and via "niche markets" industrial with the debate in the long run and how to how it should define the state's position in contemporary settings.

Questions of technical progress and the distribution of income are recovered as central points of the thinking of CEPAL. In seeking to understand the requirements that the new international integration model is in terms of modernization of the productive apparatus and in terms of a restructuring of inadequate specialization of economies in the region, focus the analysis on trends and productive and distributive structures, with a view to building authentic competitiveness have.

The accumulation of formations in the region through changes that are caused by the redefinition of the regulatory framework, through the liberalization of markets and the state reform, gain analytical emphasis. The TPE, it must be obtained along with the improvement in the international integration of economies in the region. To improve quantitatively and qualitatively the integration of Latin American economies in the economic globalization process requires simultaneous progress and consistent in a set of policy areas (trade, exchange, productive and financial development) within the framework of a systemic approach. Recognizes that can have a positive influence on the growth process with the liberalizing reforms, provided that they are properly conducted. But the thought of CEPAL requires the recognition that America is also justified a set of public policies to support the development, depending on the particular production structures and the organization of markets. It proposes that the objectives of growth and equity are attacked simultaneously and not sequentially.

In the field of public policy, greater understanding must be sought of the ongoing transformation processes, in order to create adequate support for these policies, with ample room for improvement. The new global scenario, along with the new experiences that occurred in Latin America in the 1990s, thus offers a vast field for research with the structuralist methodological approach.

Bibliographic reference

- [1] Batista Jr., PN 2000. The economy as it. Sao Paulo: 3^aed. Publisher Boitempo.
- [2] Belluzo, LGM. November 2005 / Apr. 2006. The transformation of the capitalist economy in the postwar period and the source of global imbalances. Magazine Economic Policy in Focus, no. 7 - Section 1.
- [3] Bielschowsky, R. Org. 2000. Fifty Years of Thought in ECLAC. Translation Vera Ribeiro. Volume I and II. Rio de Janeiro: Record.
- [4] ----- . 2000. Brazilian Economic Thought: Ideological Cycle Development, 4th ed. Rio de Janeiro: Counterpoint.
- [5] CEPAL, March, 1990. Transformación productiva con fairness: La tarea del desarrollo priority for Latin America and the Caribbean en los años 90. Santiago de Chile.
- [6] CEPAL. 1994. El regionalism abierto en America Latina y el Caribe. Thereeconomic integración al servicio de la transformacionproductiva con fairness, Santiago. UN Publications, pp. 9 to 19.
- [7] CEPAL. 1997. La breach of herfairness. LatinAmerica, theCaribbean Social y la Cumbre ., Chile Santiago. UN Publications, pages 13-20.
- [8] CEPAL. 1998. "Ingreso de capitales and policy implicaciones: recapitulation" in AmericaLatinay el: Policiesfor mejorar itsinsertionintotheworldconomy, 2nd edition, Santiago de Chile, Fondo de Cultura Economica, págs.427 to 437.
- [9] Ferraz, JC; CROCCO, M.ELIAS, LA (organizers). 2003. Economic liberalization and development: models, policies and restrictions. São Paulo: Futura.
- [10] FUSFELD. DR 2001. The Age of the Economist. Translation Fabio D. Waltenberg. São Paulo: Saraiva.
- [11] Moretto, CF; GIACCHINI. J. 2006. The Emergence of Development Theory to Sustainable Design: Old and New Approaches Towards Sustainable Development.Discussion paper No. 06, Passo Fundo, RS: Brazil.
- [12] PEREIRA, LCB2005. The ISEB and ECLAC: To the theory of dependence.Caio Navarro of Toledo, org. (2005). Intellectuals and Politics in Brazil: The experienced ISEB. Rio de Janeiro: Editora Revan: 201-232.
- [13] PREBISCH, R.1949. The economic development of Latin America and some of its principais.Escrito problems as introduction to introduction to economic Studio la Latin America, published in, Economic Bulletin of Latin America, vol. VII, no1, Santiago

The Influence of Teacher Written Feedback on ESL Students' Performance

Safet Neziri, Ph.D. Cand.

Assistant at State University of Tetovo , Macedonia

Abstract

It is really important to appreciate the work that students do in writing by providing them with some effective written feedback. Writing is hard for students because there are so many parts that come into play for quality writing and *it* really is the last skill for students to develop and master in high school and so teachers want their students to feel good about their writing. Thus, students need some help and feedback from teachers especially in identifying the mistakes they make. Hattie (2011) explains that effective feedback is the single most powerful tool that teachers have to help improve student's performance. Further "low achievement is often the result of students failing to understand what teachers require of them (Black and William, 1998)." Effective written feedback can help clarify learning objectives for students and help to guide their learning, thus helping them to improve their outcomes. Effective feedback is descriptive not evaluative, it teaches students to self-reflect and it helps them understand what they need to do to improve. However, there are teachers who disagree that by providing feedback students might benefit. On the contrary, they consider feedback as hopeless activity. Therefore, this study will research the attitude of a number of high ESL students toward corrective written feedback using structured questionnaires. The focal point will mainly be on grammatical errors. Ultimately, it will investigate if students prefer their essays to be corrected or not, and whether teacher feedback has any influence on their writing product and performance.

Keywords: Error analysis, student perception, written feedback,

Introduction

Feedback is one of the hottest topics in English language teaching. It is because of its potentially powerful influence on learning and achievement. As noted by Choi (2013) "written feedback or error correction is considered as one of the most common feedbacks used in ESL classrooms recently. However, despite its large usage, there has been ongoing debate on the effectiveness of written corrective feedback on the development of implicit and explicit knowledge of language." Hyland's (1998) research shows that it ranks just below direct instruction and cognitive abilities of the student in determining successful learning and it is highly valued by students. Also, it gives teachers the kind of opportunity for individualized instruction that is rarely possible under normal classroom circumstances. Feedback can provide scaffold support for learners by encouraging disciplinary understandings, intellectual development and writing improvement. It offers an outsider's view, a reader's view of the student's work therefore it give students a sense of what reader's find important in their writing, what they value in writing so it contributes to the acquisition of disciplinary subject, matter, argument, patterns and subject knowledge equally. However, there is a great deal of evidence that questions its effectiveness and large scale surveys done by Hyland (2003) show there is much of student dissatisfaction and frustration with feedback In high schools students are not learning sufficiently how to write for the purposes of meeting their academic needs in the future. They are also writing to the purposes which lay outside the English class so the writing that matters for students to their GPA occurs in disciplinary subject courses. In other words, writing is a tool that they need to participate in their disciplines and to demonstrate their learning in those disciplines. So, why is feedback important? Getting something wrong and then getting it right is a fundamental process for learning. The focus of feedback is to spend less time on labeling something wrong, and more time on getting to the work of fixing it so the comments we provide to students should be minimal and specifically targeted to whatever it is we intended for students to learn or be able at the onset of learning. Sometimes teachers give feedback on things that are not even a part of what they are intending to teach and it only clutters what teachers want for students to be able to process and do differently as a result of what they are telling them. Feedback should show students that their ability is incremental rather than fixed. Ferris and Hedgcock (2005), Hairston (1986), and Leki (2008), stated that teachers spend a great deal of time in writing their feedback on their student papers: "Writing teachers and students alike do intuit that written responses can have a great effect on student writing and attitude toward writing . . . Written comments

are time consuming, but teachers continue to write comments on student papers because we sense that our comments help writers improve (Leki, 2008).”

Purpose of the study

The purpose of this study is to highlight the beliefs and attitude of high school students to written feedback in the English language written assignment as a challenge to Truscott's (1996) controversial article where he rejects any positive effects of written feedback given by teachers to students. Many other researchers have marked his study, such as Kepner (1991), Lee (1997) and Ferris (1999) who found that Truscott's proposal is incomplete and inconclusive and defended the use of teacher written feedback. According to Truscott's (1996) research providing feedback is worthless, ineffectual and unproductive, that written corrective feedback does not align well with the nature of language learning, which is gradual. Truscott (1996) even claims that there are probable calamitous side effects to grammar correction, one being the impact on student's attitude towards writing with the idea that one wants to be wrong all the time. In his research, Truscott (1996) also emphasizes that error correction should be rejected because, as noted by Choi (2013) 'it will be unproductive in examples where teachers' written feedback does not suit learners' developmental progression, which overlooks the nature of interlanguage development; b) though it might be unproductive, it is feasible to be helpful only to the development metalinguistic or explicit knowledge, and it is implausible to change learners' procedural or implicit knowledge (e.g. DeKeyser, 2003; Ellis, 2004); c) the process of learning a language is not a linear data transmission from teacher to student but a step-by-step and complex procedure; and d) virtually, it is not probable for teachers to give satisfactory and rational feedback, and teachers are not sure whether students are fitted or pleased to use such feedback adequately in their learning process (Truscott, 1996, 2007)'. Moreover, he adds that in studies where teachers use written corrective feedback on students' grammatical errors, there is the probability that students may avoid using such forms thus instead of using more complex sentences students tend to use only simply-structured ones (Truscott, 2007).

Literature review

Written corrective feedback is a linguistic intervention that depends exclusively on the erroneous production of learners. Response to student writing and its effects on writers is a vitally important topic for second language (L2) teachers and researchers. However, researchers have constantly given different interpretations regarding the effectiveness of corrective feedback and its influence towards students. As a result, a rift is created which questions the value of feedback on ESL students' performance as to whether corrective feedback is useful. In the early 70s and 80s, researchers (e.g. Hendrickson, 1978, Lalande, 1982, Semke, 1984 and Robb et al. 1986) found error correction to be unproductive for the most part whereas a number of other researchers disapproved of this claim and responded that different types of feedback can be useful (e.g. Krashen, 1977, Dulay & Burt, 1977).

However, recent researches (Aswell, 2000, Chandler, 2003, Bitchener & Knoch, 2008, Ferris, 1997, Sheen, 2007) have given abundant indication in support of effective written feedback. Though their studies in general support effective written feedback but since there are different types of feedback (e.g. implicit, explicit, focused, unfocused, etc.) which ones work best still is still unclear, and varied research results support different types of feedback. E.g. Sheen (2007) noted that corrective feedback which focused on particular linguistic component improved students' accuracy. Furthermore, Sheppard (1992) emphasized that the use of corrective feedback increased learners' awareness of sentence perimeter. Whereas Clark and Oullete's (2008) found that providing feedback helped students notice that errors occurred, but unfortunately this was not enough to help students correct their errors. According to Hartshorn (2008) written feedback helps students to improve their structural accuracy, whereas Cameron, Bitchener and Young (2005) found that by combining different types of written corrective feedback and conference feedback in some formats improved accuracy levels but no long term outcome on accuracy improvement.

It has been advocated that the efficacy of written feedback hinges upon learners' inclination for it. McCargar (1993) and Schulz (2001) found that when students believe or prefer that one type of written feedback is more effective than the other, then students take notice more on the correction and use it for learning in comparison to students who do not believe in its efficacy. Based on research that investigated in the field of student's fondness regarding written feedback found that results differed. Ferris (1995), Lee (2005) found that regardless of the type of errors on which feedback is focused; students acknowledge and welcome receiving numerous different forms of written feedback. Furthermore, Woroniecka (1998), Zamel (1985) and Semke (1984) found that students do not prefer written feedback related to grammar, structural and surface errors, instead students welcomed written feedback provided in the form of comments on contents and ideas. Whereas, Leki (1991) and Aswell (2000) in their studies found that students not only prefer written feedback given in the

form of comments on content and ideas but they also prefer explicit written feedback on grammar, structural and surface errors.

Methodology

Data Collection and Analysis

Questionnaires are very prominent among educational researchers. There are a lot of reasons as to why a researcher chooses questionnaires to gather data from respondents. The use of questionnaires is an effective and economical method to gather results from students in a short period of time because of the simplicity it provides in having many questions answered individually at the same time (McDonough and McDonough, 1997). Since this research gathers data from 100 students, questionnaires therefore became the weapon of choice. In comparison to other data collecting methods (i.e. interviews), questionnaires have the upper hand, e.g. since questionnaires are anonymous, they tend to be more reliable, it saves time and effort to both researchers and respondents, they encourage greater honesty from participants. Qualitative and quantitative data is collected by written questionnaires that gathered students' opinions about preferences and influence regarding written feedback and also the reason for their responses. Close-ended questionnaires are used to collect quantitative data using the Likert scale formats. Whereas, in order to gather more in-depth information on the influence of teacher written feedback, qualitative data is collected through open-ended questions because they give students a chance to describe, in their own words and in details the reasons of the preference they have for written feedback.

The study intended to examine the attitude of students to written feedback investigated through the feedback given to two new writing assignments (essays) in Level B1. Students have to write two essays (in a period of two weeks) and for each assignment the researcher provides them with feedback and analyzes students' progress and eventually comes up with the ultimate result whether teacher feedback has any influence on their performance and accuracy. Students then fill out the questionnaires and choose if they like to receive any form of written feedback and whether it helped them develop their writing skills and avoid any of the previous errors.

Participants

Participants that take part in this study are students from the secondary school Kiril Pejcinoviq – Tetovo, Macedonia. 70 of these participants are researcher's students and 30 are selected from researcher's colleagues as volunteers who want to participate at their own will. Their age ranges from 16-17. The female students constitute 60% of the subject of the study, while male students constitute 40%. The students score an average a grade A, B, C and D at their English tests. They have practiced roughly the same number of years of education through elementary and high school. All of these students come from Albanian speaking families and Albanian is their mother tongue.

Research questions and Hypothesis

So far, based on the existing study acquired in the field of teacher written feedback and framed within a cognitive perspective of L2 acquisition, the present research will examine and answer two research questions as described below:

1. Do students prefer written feedback?
2. Does teacher written feedback have any influence on ESL students' performance?

Based on the interpretation on the literature review and the framework of the study, this research attempts to question the consistency of the following hypotheses:

- a) Tetovo high school students want to receive teacher feedback provided in the form of comments on contents and ideas
- b) Tetovo high school students believe that teacher feedback helps them improve their performance.
- c) Teacher feedback increases student's performance in terms of accuracy and grammar

Results and Discussion

The result supports the earlier study outcomes in ESL writing settings (Ferris, 2003 and Kepner, 1991). It prominently gives sufficient indication that the majority of ESL writing students not only approve the significance of teacher written feedback; in fact, they do so avidly which can be drawn from the very high mean. Practically, there is a significant improvement concerning grammar than content in their second essays which means that the majority of students improved in reviewing

their grammar errors rather than content. Truscott's (1996) controversial statements that teacher written feedback regarding grammar has no positive effects on successive writings and supports the study outcomes that teacher written feedback assists learners develop their accuracy without spoiling fluency (Chandler, 2003 and Ferris, 1999). Truscott's claim seemingly disregards the importance of grammar feedback it deserves. The earlier result additionally supports the claim of Ferris and Hedgcock (2005) that high school students acknowledge their teacher's comments to their writing product and they take a great notice of it, and that of Hyland (1998) that the researcher's students not only said they appreciated feedback, but proved this through their activities in response to it. It is clear that the first hypothesis is solidly supported by researcher's results and therefore it can be said that Tetovo high school students are alike their colleagues in other associated researches where equally show thoughtful interest, gratitude and indulgence in teacher's written feedback. The resulting data additionally supports this claim where high school students have revealed that indeed they do profit from their teacher's feedback contradictory to Truscott's claim. The most significant result acquired from the study is that Tetovo high school students at Kiril Pejcinoviq clearly want and expect feedback from their teachers. The study also reveals that students benefit a lot from teacher written feedback.

Conclusion

English language plays a significant role in school programs in Macedonia. But, it seems that the mastery level of English language by students do not satisfy their needs. English teachers and students (who learn English) are confronting many difficulties in different fields. A common problem that each teacher is facing nowadays is the large number of grammar errors that students of different levels of proficiency make. Every day teachers have to deal with this issue in their classes, especially in their students' assignments. Efforts to teach students to write are complex. The researcher noticed that many layers of knowledge and skills are being combined in these tasks. Language knowledge, topical knowledge and background knowledge are being called on, complex processing abilities are expected, L1 / L2 differences will affect planning and production, individual differences, motivation and social contexts will shape student performances and the accumulation of experiences from engaging in such tasks is critical for successful performance. Though Truscott (1996, 2004, and 2007) states that there is no positive effect on written corrective feedback and should be dropped in L2 classrooms, the findings of this study align well with Bitchener (2008), Ellis (2008) and Sheen (2007) claim that written corrective feedback increases student's performance in terms of accuracy and that corrective feedback leads students into improved accuracy in text revisions. The findings of this study show that there is a compelling difference in students' writing between the first and the second essay. Also, the result shows that when students were given written feedback about the content, in their second essays it could be clearly seen a significant improvement but students made more improvement in grammar rather than content. As feedback is treated as one of the most significant stimuli on student learning, finding its most beneficial forms would be of high value. However, it is evident that giving and taking feedback requires lots of skill by teachers and students and this crucial knowledge is progressively being accomplished through more research in this field.

References

- [1] Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing*, 9, 227–258.
- [2] Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14, 191-205.
- [3] Bitchener, J., & Knoch, U. (2008). The value of written corrective feedback for migrant and international students. *Language Teaching Research*, 12, 409–431.
- [4] Black, P. & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74.
- [5] Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12, 267–296.
- [6] Choi, S. H. (2013). The effects of written corrective feedback on second language writing focused on the English article system. University of Illinois at Urbana – Champaign.
- [7] Clark, H., & Ouellette, M. (2008). Students' noticing and incorporation of written feedback: A snapshot of ESOL writing instructors' commentary on adult ESOL students' essays. Master's Thesis, University of Texas. Retrieved January 16, 2018 from <http://hdl.handle.net/10106/669>
- [8] DeKeyser, R. M. (2003). Implicit and explicit learning. In C. J. Doughty & M. H. Long (Eds.), *Handbook of second language acquisition* (pp. 313–348). Oxford: Blackwell.

- [9] Dulay, H. C., & Burt, M. K. (1977). Remarks on the creativity in language acquisition. In M. Burt, H. Dulay and M. Finochchiaro (Eds.), *Viewpoints on English as a second language* (pp. 95-126). New York: Regents Publishing Company.
- [10] Ellis, R. (2004). The definition and measurement of L2 explicit knowledge. *Language Learning*, 54, 227–275.
- [11] Ellis, R. (2008). *The Study of Second Language Acquisition*, 2nd ed. Oxford: Oxford University Press.
- [12] Ferris, D. (1995). Teaching ESL composition students to become independent self- editors. *TESOL Journal* 4(4), 18-22.
- [13] Ferris, D. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly*, 31, 315–339.
- [14] Ferris, D. (1999). The case for grammar correction in L2 writing classes: a response to Truscott (1996). *Journal of Second Language Writing*, 8, 1-11.
- [15] Ferris, D.R., (2003), *Response to Student Writing: Implications for Second Language Students*, Lawrence Erlbaum Associates, New Jersey. Zamel, V., (1985), *Responding to Student Writing*, TESOL
- [16] Ferris, D., & Hedgcock, J. (2005) *Teaching ESL composition: Purpose, process and practice*, Mahwah, N.J. Lawrence Erlbaum Associates.
- [17] Hairston, M. (1986). On not being a composition slave. In C. W. Bridges (Ed.), *Training the new teacher of college composition* (pp. 117-124). Urbana, IL: NCTE.
- [18] Hartshorn, K. (2008). The effects of manageable corrective feedback on ESL writing accuracy. Master's thesis, Brigham Young University. Retrieved January 16, from <http://contentdm.lib.byu.edu/ETD/image/etd2575.pdf>
- [19] Hattie, J. (2011). Feedback in schools. In Sutton, R., Hornsey, M.J., & Douglas, K.M. (Eds., 2011), *Feedback: The communication of praise, criticism and advice*. New York: Peter Lang Publishing. Retrived January 15, 2018, from: <http://visiblelearningplus.com/sites/default/files/Feedback%20article.pdf>
- [20] Hendrickson, J. M. (1978). Error correction in foreign language teaching: Recent theory, research and practice. *Modern Language Journal* 62(8), 387-398.
- [21] Hyland, F. 1998. _The Impact of Teacher Written Feedback on Individual Writers_, *Journal of Second Language Writing*, 7/3, pp 255-286.
- [22] Hyland, K. 2003. *Second Language Writing*, Cambridge University Press. Chapter 7: Responding to student writing, pp 177-211.
- [23] Keppner, C.G., (1991), An experiment in the relationship of types of written feedback to the development of second language writing skills, *Modern Language Journal*, 75, pp 305-313
- [24] Krashen, S. D. (1977). Some issues relating to the Monitor Model. In H. D. Brown, C. Yorio, and R. Crymes (Eds.), *On TESOL '77: Teaching and learning English as a second language: Trends in research and practice* (pp. 144-158). Washington: TESOL.
- [25] Lalande, J. F. 1982. Reducing Composition Errors: An Experiment, *Modern Language Journal*, 66, pp 140-149.
- [26] Lee, I. 1997. ESL Learners Performance in Error Correction in Writing, *System*, 25/4, pp 465-477.
- [27] Lee, I. (2005). Error correction in the L2 classroom: What do students think? *TESL Canada Journal*, 22, 1-16.
- [28] Leki, I. (1991). The preferences of ESL students for error correction in college level writing classes. *Foreign Language Annals*, 24, 203-218.
- [29] Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing in English*. London: Routledge.
- [30] McCargar, D. (1993). Teacher and student role expectations: Cross-cultural differences and implications. *The Modern Language Journal*, 77, 192-207.
- [31] McDonough, J. and McDonough, S. (1997). *Research Methods for English Language Teachers*, London: Arnold.
- [32] Robb, T., Ross, S., & Shortseed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly*, 20, 83-95.
- [33] Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Columbia. *Modern Language Journal*, 85, 244-258.
- [34] Semke, H. (1984). The effects of the red pen. *Foreign Language Annuals*, 17, 195–202.
- [35] Sheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Quarterly*, 41, 255–283.
- [36] Sheppard, K. (1992). Two feedback types: do they make a difference? *Regional English Center Journal*, 23, 103–110
- [37] Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46, 327–369.
- [38] Truscott, J. (2004). Evidence and conjecture on the effects of correction: A response to Chandler. *Journal of Second Language Writing*, 13, 337–343.

- [39] Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing*, 16, 255–272.
- [40] Woroniecka, I. (1998). *A nonnative student's reactions to instructors' feedback on his papers: A case study of an undergraduate history student*(Master's thesis). University of Toronto: Department of Curriculum, Teaching, and Learning: Ontario Institute for Studies in Education of the University of Toronto. Retrieved January 18 from: http://www.nlcnc.ca/obj/s4/f2/dsk1/tape11/PQDD_0004/MQ40680.pdf
- [41] Zamel, V. (1985). Responding to student writing. *TESOL Quarterly*, 19, 79-101.

'Swachha Bharat Abhiyan' (Clean India Campaign) : a Step Towards Social Accountability

Dr. Manasi Gore

Assistant Professor, Department of Economics, Savitribai Phule Pune University, Pune, Maharashtra, India

Dr. Meenal Annachhatre

Assistant Professor, Department of Economics, Savitribai Phule Pune University, Pune, Maharashtra, India

Abstract

India, one of the fastest growing economy in the World's, faces the uncomfortable truth that many people still struggle with life on the poverty line. Despite high growth rates of GDP, millions of people in India still live with inadequate sanitation and health care facilities. This paradox of India clearly outlines the deprivation of certain strata of population leading to many social movements. A social movement is a sustained collective action over time for shared objectives and ideologies of a group to bring about changes in the existing social system. The health, sanitation and the welfare of masses is closely interlinked. It has been recognized that health is a key determinant of economic growth and better health leads to higher income which in turn leads to better health. Thus, health is a double edged sword if not addressed properly can work as a boomerang against the growth. For India it becomes indispensable to tackle the issue of health and cleanliness which is a fundamental component of human capital and the key to reap demographic dividend. Taking the holistic view of social accountability of the government towards the deprived social classes, the Indian government has offered various policy prescriptions towards cleanliness in terms of various schemes. This paper therefore intends to encompass such schemes with a special focus on 'Swachha Bharat Abhiyan', the most significant cleanliness campaign by the government of India. Various collective social movements in this regard were launched including that of Mahatma Gandhi, which triggered the effective public action and highlighted the role of participatory democracy in India.

Keyword: Clean India, health, hygiene, social movement, accountability.

Introduction:

Jawaharlal Nehru (1889-1964), India's first prime minister, remarked, "The day everyone of us gets a toilet to use, I shall know that our country has reached the pinnacle of progress" "Cleanliness is next to godliness". (Mahatma Gandhi) "(Indians) defecate on the beaches; they defecate on the hills; they defecate on the river banks; they defecate on the streets; they never look for cover." So wrote V.S. Naipaul, channelling Winston Churchill in 1964. Despite decades of state efforts in sanitation, a staggering 597 million Indians still do not use toilets. It is not just an ugly sight but it is a public health emergency and a social scandal. Sanitation is the single most rewarding development intervention and the World Bank's Water and Sanitation Program has estimated that a dollar spent on sanitation saves nine dollars in health, education and economic development.

Changing Paradigms of development in India

All the countries of the world, developed or developing have designed their pathways of prosperity differently. The term 'economic growth' usually refers to the positive percentage change of an economy's real GDP from one period to another, i.e. "the economy's production of goods and services, reflecting the economy's ability to satisfy people's needs and desires". Mainstream economists since long maintained that the "level of real GDP was a good *gauge of economic prosperity*, and the growth of real GDP was a good gauge of economic progress". (Mankiw, 2003, pp. 214, 242) Over the years the concept of economic growth and thereafter of economic development has undergone a massive change. With the passage of time and increasing wealth and income inequalities throughout the world, the economic development was seen from more social angle. Another approach to the development was that, the development of a country should be measured in terms of the **basic needs satisfaction**. It attempted to define the absolute minimum resources necessary for long-term physical well-being, usually in terms of consumption goods required to satisfy the basic needs. The World Employment Conference of

1976 (Jolly, 1976) proposed the satisfaction of basic human needs as the important objective of national and international development policy. It influenced the programmes and policies of major development agencies across the nations, and was the precursor to the human development approach. The concepts such as Amartya Sen's Capability Approach, applied in the Human Development Index (HDI) practically demonstrated the fact that social and economic development goals should be treated together in order to achieve a *first best solution* to development. In India too, the concept of growth and development changed from Gross Domestic Product (GDP) growth to the Human development and then to the Sustainable Development (SD). SD simply means the long lasting development of an economy. **Sustainability requires that human activity uses nature's resources at a rate at which they can be replenished naturally. Sustainable development is a principle which involves "care of posterity" (Perman, 2003) and, by definition, requires avoiding wasteful uses of scarce resources. Sustainable development is a normative concept which involves trade-offs among various objectives and which satisfies the requirements of sustaining the integrity and viability of the overall system. Further it has the ethical imperative of equity within and between generations which goes beyond the mere satisfaction of basic human needs.** It aims at socio-economic prosperity and environmental integrity. The term SD is used to communicate the idea that, the process by which the people satisfy their needs and improve their quality of life in the present should not compromise the ability of future generations to meet their own needs. SD may thus be seen as incorporating three different aspects:

Balanced development (trade-offs between social, environmental and economic interests of a country).

Equity and shared responsibility extended over time and space

Participation

The sustained human development therefore has a strong implication in terms of the social sector indicators like health, which in turn would determine economic and environmental aspects of the sustainable development.

Realising the importance of the social sector indicators: Health

World Health Organization defined health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 2003). The public health measures undertaken by the government of a country not only confirms a rising HDI for a country but also enables a healthy labour force, leading to overall rise in productivities of all factors. The most important aspect of public health in India can be seen in terms of the public policies related to sanitation and cleanliness. Public health, sanitation being the public goods, the responsibility to provide them usually falls within the hands of the government. Various attempts at national and international level were made for effective provisions of health and sanitation mechanisms.

The prominent international attempts were:

In September 2000, members of the United Nations (UN) adopted the United Nations Millennium Declaration. Through the Declaration, committed members agreed to a number of time-bound targets and goals—designed to alleviate poverty, hunger, and disease—, with a deadline of 2015. These goals collectively were termed as the Millennium Development Goals (MDGs). The Millennium Development Goals, signed by the 191 member states of the United Nations, intended to "halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation" where the basic sanitation was defined as "the proportion of population using an improved sanitation facility" (UNICEF, 2014a). Further in 2015 it was extended to the United Nations' Sustainable Development Goals (SDGs), comprehensively covered social, economic and environmental dimensions.

India is one of the countries that has volunteered to take part in the Voluntary National Reviews (VNRs) at the High-Level Political Forum (HLPF) 2017. India presented its 1st VNR on implementation of SDGs on 19th July, 2017 in the HLPF at United Nations, New York. The VNR report is based on an analysis of progress under various programmes and initiatives in the country. The VNR report focused on 7 SDGs: 1 (No Poverty); 2 (Zero Hunger); 3 (Good Health and Well-Being); 5 (Gender Equality); 9 (Industry, Innovation and Infrastructure), 14 (Life below Water) and 17 (Partnerships for the Goals). Of these 7 SDGs, if good health and wellbeing are achieved, the other SDGs would be automatically on their way. The importance of health for individual as well as for the country as a whole can be seen with reference to sanitation. The United Nations annual report on water and sanitation examined the policies for Water, Sanitation and Hygiene (WASH) programs in 94 countries (WHO, 2012). Although two-thirds of the countries recognized drinking water and sanitation as a universal human right in national legislation, and more than 80% reported national policies in place for drinking water and sanitation,

the majority of the programs remained stagnated within written political agreements, with little action taken on the ground (WHO, 2012).

The construction and usage of toilets can indirectly improve physical health via improved environmental quality, and thus increase the number of days an individual can work and receive a wage; but the very construction itself can also directly contribute to utility through improved “emotional” health. This “emotional” health comprises of general mental health, such as feelings of comfort, convenience or privacy. An individual’s health will depend upon the community’s environmental quality. The extent of environmental quality relies upon public policies for health and sanitation, which might include subsidies for toilet construction, or educational campaigns to elicit the benefits of toilet usage and so on. Poor sanitation and the practice of public defecation can have a series of environmental, health, and economic impacts on affected communities. The combination of poor sanitation, water, and hygiene leads to about 700,000 premature deaths annually, as well as the loss of approximately 443 million school days as a result of subsequent diseases (The World Bank, 2014). Missed school days can have long-term impacts on future economic productivity of both individuals and society collectively. All in all, economic losses from lack of access to sanitation or increased health system costs are estimated at US\$260 billion annually (The World Bank, 2013).

It is interesting to see here the term Sanitation. The concept of ‘Sanitation’ is a comprehensive one including effective management (collection, treatment and disposal/recovery, reuse or recycling) of human waste, solid waste (including biodegradable and non-biodegradable refuse/trash/rubbish), waste water, sewage effluents, industrial wastes, and hazardous (such as hospital, chemical, radioactive, plastic or other dangerous) wastes. The term ‘sanitation’ today means safe, hygienic, effective and economical management—collection, storage, treatment and disposal, including recovery, reuse and recycling—of all categories of ‘wastes’ (rural, urban, and other), primarily including human wastes, solid wastes, wastewaters, sewage effluents, industrial wastes, and ‘hazardous’ wastes; keeping in view that ‘a waste is a resource out of place’. On 28.7.2010, the UN General Assembly and UN Human Rights Council recognized a human right to safe, accessible and affordable water and sanitation. The standards of sanitation in a society are closely inter-related to the levels of hygiene and public health in it and, hence, to the attainable standards of longevity and extent of diseases, and thus to the productive levels of the society. These also determine the levels of avoidable wastages of available resources and to what extent the so-called wastes are being recovered/reused/recycled as valuable resources. Lack of sanitation, which includes lack of cleanliness and causing dirt, filth and pollution, has not only vital economic consequences but also serious social consequences. “Lack of improved sanitation,” according to The World Bank, includes defecation in the open—in a bush, field, or forest or toilets that “flush” untreated into the environment (The World Bank Group). “Proper sanitation,” therefore could consist of the use of a range of toilets: ecological toilets, or water-flush and pour-flush toilets. Although one billion people are without access to sanitation facilities, this subset of individuals is not evenly dispersed globally. Rather, it is a “rural and poverty-related phenomenon,” and is particularly concentrated in Southern Asia and sub-Saharan Africa (WHO & UNICEF, 2014). In addition to inter-country variation, there is also intra-country variation, with large disparities between rich and poor populations, as well as urban and rural populations. In many instances, the wealthiest 20% receive coverage before the poorest 20%, increasing the wealth gap to access (WHO & UNICEF, 2014). The urban-rural divide is also striking: 70 percent (902 million people) of those without access to an improved sanitation facility reside in rural areas (WHO & UNICEF, 2014). Although the poor-rich and urban-rural divides invoke the most significant disparities, inequalities also exist among gender, ethnicity, language, education, and religion.

The combination of poor sanitation facilities and open defecation is a concern for both environmental and human health. Edwin Chadwick first made the link between lack of sanitation and disease in the mid-19th century. Attributing disease to uncleanliness, Chadwick advocated for cleaning, draining, and ventilating as means to improve health. John Snow built upon Chadwick’s claim by discovering the link between uncleanliness and human health. Public defecation in open fields can lead to human contact with excreta via various water routes: contamination of fingers, field crops, food, flies, etc. (Cairncross & Valdmanis, 2006). Moreover, the World Health Organization reports about 600 million episodes of diarrhea and 400,000 childhood deaths a year due to contaminated water and lack of sanitation, with an estimated 80% of all diseases and one-third of all deaths in developing countries induced by consumption of contaminated water. Poor health due to inadequate sanitation is a byproduct of a complex human environment cycle: public defecation in open fields enters and contaminates water sources, and these polluted water sources interact with crops, food, and flies, among others, and eventually transfer their contaminants to humans. This cycle can be broken through installation of adequate sanitation measures, such as latrines or toilets. However, construction is not enough; there must both be a demand for such facilities and the presence of a proper supply, so that the toilets that are installed are actually used and continually maintained. The transition away from public defecation towards the usage of latrines or toilets produces value through a series of physical

and mental health benefits. These all-inclusive health benefits subsequently increase individual value, utility, and happiness.

Sanitation in India

Sanitation, both personal and corporate is a joint responsibility of the individuals, communities and the state. In India, there are multiple institutional systems, including departments and municipal and medical systems, meant to look after the 'sanitation'. By the time India became independent, mortality from epidemics (e.g. plague) had fallen sharply but diseases like fevers and gastro-enteric infections still took a heavy toll of people's health. The First Five Year Plan had noted that only 3% Indians then had toilets and most of the population lacked basic water supply, drainage and waste disposal services. [Ch.3] After independence, Central government set up a number of committees to assess the role of health and sanitation in India and the first National Health Policy came in 1983 and public health was sub-optimal. The Central Rural Sanitation Programme (CRSP) initiated by Government of India in 1986 interpreted sanitation as covering construction of household toilets, and focused on a single model (double-pit pour-flush) through hardware subsidies. Its effect remained very limited. Government of India then launched its 'Total Sanitation Campaign' (TSC) in 1999 aiming at universal rural sanitation (access to toilets) by 2012, the responsibility resting with the Panchayat Raj Institutions and the state and central governments acting as facilitators. It covered also health education, sanitary facilities in schools and *anganwadis* and use of appropriate technology for sustainable community-managed systems focused on solid and liquid wastes. According to the Government report, 'A Decade of TSC: Rapid Assessment of Processes and Outcomes' (vol.1), the sanitation coverage had grown (from 2001 to 2011) from 21% to over 65% and over 22,000 Gram Panchayats had won NGP for total sanitation. It does accept that preventing open defecation remained the biggest challenge. TSC has been one of the flagship programmes of the government. Its annual budget had grown from Rs.202 crores in 2003-4 to Rs.1500 crores in 2011-12. Government of India had launched the National Rural Health Mission in 2005. It converges sanitation and hygiene activities, household toilets and school sanitation programs. By 2011 sanitation coverage had reached over 50% over India (32.7% rural and 87.4% urban). Though the government provides financial incentives to make individual household toilets, toilets had not been yet accepted as a universal necessity and there are still problems of socio-economic exclusion and obvious neglect of the needs of the aged and infirm, women and children, and those living in remote or difficult areas. Rural sanitation coverage was only 1% at the start of 1980s. After the launch of CRSP in 1986, it reached 4% by 1998 and 32.7% by 2011.

As per 2011 census, data on availability of toilets in India is given below:

	Rural	Urban	Total
No. of households in India (millions)	167.83	78.87	246.69
Households with latrine facility within the premises	30.7%	81.4%	46.9%
Households without latrine facility within the premises	69.3%	18.6%	53.1%
Households using public toilets	1.9%	6.0%	3.2%
Households resorting to open defecation	67.3%	12.6%	49.8%

Source : Census 2011

There were also wide regional disparities, e.g. 78% of total households in Jharkhand and Orissa, 77% in Bihar, 75% in Chhatisgarh and 71% in Madhya Pradesh were without toilet facility as against only 5% in Kerala, 8% in Mizoram and 11% in NCT, Delhi and in Manipur. Under Government of India's target of universal coverage of rural 'sanitation' by 2022, 50% of Gram Panchayats were expected to attain Nirmal Gram status by the 12th Plan end, i.e. 2017. Towards this, incentives were increased in amount and extended to many uncovered groups. Article 17 of the Indian Constitution had abolished the practice of 'untouchability'. Nevertheless, the caste groups involved in scavenging, have continued to be linked to the polluting work, such as, sweeping, cleaning toilets and to live in most unhygienic and precarious socio-economic conditions. Sanitation issues are closely interlinked with those of defecation, waste control and disposal, water supplies, environment, and health, as well as with poverty, and there are wide disparities among states in sanitation outcomes. As mentioned above, the sanitation and public health measures in India have been biased in favour of cities as compared to its rural counterpart.

Rural sanitation moved higher in policy consciousness in India only after 1999, with the Total Sanitation Campaign, which rewarded villages for exemplary sanitation improvements. Central funding has regularly increased since then. But still there is a stark reality as follows



Urban India generates 68.8 million tonnes of trash a year. More than 6,000 tonnes of plastic waste is littered and uncollected daily, adding to the soaring mountains of non-biodegradable trash. By 2047, 1,400 sq km of land, or the total area of Delhi metropolitan region, will be required just for municipal waste.

According to the UN World Cities Report 2016, by 2030, India is expected to be home to seven mega-cities with population above 10 million. According to Census 2011, 377.1 million Indians comprising 31.16 per cent of the country's population live in urban areas. India's urban population is projected to grow to

about 600 million by 2031. Many Indian cities are now struggling with multiple problems of poverty, inadequate provision of urban services, congestion, air pollution (Delhi's smog case), sizeable slum population, lack of safety measures, and challenges in terms of garbage removal, sewage system, sanitation, affordable housing, and public transport and management of Municipal Solid Waste (MSW)

The UPA's Nirmal Bharat Abhiyan, launched in 2012 with Jairam Ramesh's stewardship, has a strong resemblance to Modi government's Swachh Bharat Abhiyan in its broad allocations, focus on changing behaviours, and attempts at splashy marketing. The expanded Swachh Bharat mission, though, unpacks public dirt into sanitation and solid waste in villages and cities.

Swachh Bharat Abhiyan: earlier attempts by Gadge Baba and Gandhiji

Looking at the importance of public health, some of the social reformists in India launched their social movements even before the government provisions. They were designed to attain the health of entire village and/or the downtrodden society.

Gadge Baba:

Gadge Baba was born in 1876 in a washerman's family in Amravati, in northeastern Maharashtra. His teachings were simple — give food to the hungry and shelter to the needy and protect the environment. As soon as he entered a village he would start cleaning the roads and gutters, telling the people that their felicitations would have to wait until his work was done. With the money that people gave him, he built dharmasalas, educational institutions, animal shelters, and hospitals. After his death in 1956, Gadge Baba and his movement slipped easily into folklore. This was purely a social movement for the common objective of a clean and healthy village undertaken by the people voluntarily. His social movement got an official acknowledgement with the launching of Sant Gadge Baba Gram Swachata Abhiyan, a scheme by state government of Maharashtra in 2000-01. This programme awards prizes to villagers, who maintain clean villages. In addition, the Government of India instituted a National Award for Sanitation and Water in his honour. This idea of launching Sant Gadge Baba Gram Swachata Abhiyan, was prompted by the result of a survey done on the extent of use of sanitation facilities built by the government. The survey revealed that between 1997 and 2000, of the 16,61,000 toilets that were built in Maharashtra at a cost of Rs.456 crores, only 57 per cent were in use. There were two reasons for this. One was the absence of an integrated approach to sanitation and the other, a complete lack of community involvement.

Cleanliness and Gandhiji:

Mahatma Gandhi had realized early in his life that the prevalent poor state of sanitation and cleanliness in India and particularly the lack of adequate toilets, in the then largely rural India, needed as much attention as was being devoted toward attainment of swaraj. He said that unless we "rid ourselves of our dirty habits and have improved latrines, swaraj can have no value for us." [CW 14:56-58] Along with the struggle for India's independence, he led a continuous struggle for sanitation, cleanliness, and efficient management of all categories of wastes throughout his public life (1893 – 30.1.1948), in South Africa and then in India. His concept of cleanliness, health and sanitation was mainly dealing with the practice of untouchability and exclusion of some strata of the then Indian society who did not follow sanitary and hygienic practices. These social groups were made to live in separate 'locations'. As a part of his drive for sanitation, Gandhiji started a national movement for the 'removal of untouchability', according equal social status to the 'untouchables' and improving

their living and working conditions, and insisting that everyone should be one's own scavenger. Gandhi stressed the need for "sanitation and hygiene as part of our being". [CW 4:176].

He wanted every educated Indian to be "a missionary in hygiene and sanitation". [CW 5:100-1] As most Indians then lived in villages, he had started paying special attention to 'village sanitation'. During the Champaran satyagraha [1917], he found the villages insanitary with filthy lanes, stink around wells and skin diseases being common. He took up the sanitation work on priority, with a set of volunteers, tried to make one village ideally clean, swept the roads and courtyards, cleaned out wells and ponds and induced the villagers towards sanitation. He saw how extreme poverty too led to personal insanitation-women could not take bath as they had only one sari. He in 1924, even said, "Outward filth is only a sign of the uncleanness in our minds." [CW 43:410] His incessant drive towards cleanliness may be studied under three broad categories: a) sanitation as a system and a movement (e.g., its role in freedom movement, Indians and sanitation, lessons from the West); b) sanitation in specific situations (e.g. in cities, in villages, on Railways, in Gandhian ashrams and Congress sessions); and c) the associated issue of 'untouchability' and its 'removal'. He stressed the need to learn "from the West, the science of municipal sanitation" and modify these methods of sanitation to suit our requirements". Writing under the title 'Our insanitation', he said that incidence of several diseases could be directly traced to insanitation and, "Swaraj can be had only by brave and clean people."--"A clean body cannot reside in an unclean city." "The first condition of any municipal life is decent sanitation and an unfailing supply of pure drinking water." In highlighting the role of various stakeholders in the whole system of governance, he said, "every municipal councilor– [being] a trustee and custodian of public health, should ensure sanitation of towns and rivers." He stressed the role of the municipalities in eliminating insanitation.

During 1931-1942, Gandhiji led an all-India movement for 'Removal of Untouchability' and instituted 18-point 'Constructive Programme' which included apart from 'Removal of Untouchability', 'Village Sanitation' as well as 'Education in Health and Hygiene'. He observed that treating sanitary workers as 'untouchables' had led to the work of sanitation being grossly neglected as 'unclean', to the unscientific and unhygienic state of sanitation in India and to their own living places being unclean beyond description. He said that we have to change the village from dung-heap into "a smiling garden". His ideal village will "lend itself to perfect sanitation - - cottages with sufficient light and ventilation - - lanes and streets will be free of all avoidable dust." According to him, "In a well-ordered society the citizens know and observe the laws of health and hygiene". For women, he wanted the first place to be given to knowledge of sanitation and hygiene. After independence, he strongly asserted the need to recycle all organic waste by composting it into manure. In his 'ideal village' there would be no filth and darkness, and no plague, cholera or small-pox. [CW 81:320]

In this background the Prime Minister's speech on the Independence Day (15.8.2014) brought fresh hopes: "How do we celebrate 150th birth anniversary of Mahatma Gandhi? - - - Mahatma Gandhi had cleanliness and sanitation closest to his heart. Whether we resolve not to leave a speck of dirt in our village, city, street, area, school, temple, hospital, and what have you, by 2019 when we celebrate 150th anniversary of Mahatma Gandhi? This happens not just with the Government, but with public participation. That is why we have to do it together."

SWACHH BHARAT ABHIYAN -with a participatory approach

Swachhta (cleanliness) was an idea first articulated by Mahatma Gandhi, who said that sanitation is even more important than political freedom. As a mission Swachh Bharat will not only result in intended physical outcomes but also a lifestyle and mindset change.

Prime Minister Narendra Modi transformed this mission into a project of the people in August 2014 titled it as "**SWACHH BHARAT ABHIYAN/MISSION**" (**SBA/M**). He is the first Prime Minister to have spoken of sanitation. According to him sanitation is social transformation and is as, if not more, important than economic transformation.

OBJECTIVES OF SWACHH BHARAT ABHIYAN:

The Indian Government, like many around the world, has recognised that health is a key determinant of economic growth in the 21st century. Better health leads to higher income, which in turn leads to better health. Like education, health is a fundamental component of human capital.

The campaign of Swachh Bharat launched by the government of India is aimed to accomplish various goals and fulfil the vision and mission of "Clean India" by 2nd of October 2019 which is 150th birth anniversary of the great Mahatma Gandhi. The estimated investment to cost would be over 62000 crore of Indian rupee (means US\$ of 9.7 billion). It has been declared by the government that this campaign is taken as "beyond politics" and "inspired by patriotism".

Following are the some important objectives of the Swachh Bharat Abhiyan:

To eradicate the system of open defecation in India.

To convert the insanitary toilets into pour flush toilets.

To remove the system of manual scavenging.

To make people aware of healthy sanitation practices by bringing behavioral changes in people.

To link people with the programmes of sanitation and public health in order to generate public awareness.

To build up the urban local bodies strong in order to design, execute and operate all systems related to cleanliness.

To completely start the scientific processing, disposals reuse and recycling the Municipal Solid Waste.

To provide required environment for the private sectors to get participated in the Capital Expenditure for all the operations and maintenance costs related to the clean campaign.

To achieve above objectives following ideas were framed,

Leveraging the business sector's consumer knowledge to drive behaviour change over and above the financial and in-kind contributions

Similarly, leveraging NGO knowledge of community structures and local implementation to bring the programme to more doorsteps in India

Asking the government of India to consider how a greater focus on behavioural change,

measuring this mission's outcomes (and not just outputs), and greater attention on hand hygiene can help SBA be even more successful over the next three years

Proper integration of various components of the sanitation chain such as ensuring water supply, seepage management, sewerage networks, prevention of manual scavenging and solid waste management form the key for the Swachh Bharat Mission.

Corporate India and Swachh Bharat Mission:

Responding to the call of Prime Minister Narendra Modi, Corporate India is also enthusiastically taking steps towards making the Abhiyan a success.

Public and Private companies are appending in cleanliness activities under their compulsory Corporate Social Responsibility (CSR) schemes which is a statutory requirement as per Companies Act, 2013. CSR is a mechanism through which companies invest in activities beneficial to society as a whole.

Only recently major corporate houses from different segments such as L&T, DLF, Vedanta, Bharti, TCS, Ambuja Cements, Toyota Kirloskar, Maruti, Tata Motors, Coca Cola, Dabur, Aditya Birla, Adani, Infosys, TVS and many others have earmarked budgets for Swachh Bharat projects. According to one estimate Rs 1000 Crore worth of various cleanliness projects are in the pipeline by corporate sector. These projects include building toilets in distant villages, running workshops on behavioural changes, waste management, and water hygiene and sanitation activities among other things.

In a bid to invite corporate funds for Swachh Bharat campaign, the government had recently decided that corporate contributions towards this scheme will now be counted as CSR spend. And to make it clearer later the Corporate Affairs Ministry also amended Schedule VII of Companies Act to specify that contributions to 'Swachh Bharat Kosh' would be an eligible CSR spends. Therefore, not only government and private individuals but also the corporate sector is playing its role in making India totally clean.

Women and Swachh Bharat Mission:

Mahatma Gandhi was of the opinion that being unclean is equal to violence. Women in India are exposed to crimes and violence at a large extent. Data on Women related crimes is putting a big question mark on the women safety in the country. Among many factors responsible for this women's vulnerability towards crimes, one major is the lack of toilet walls for them.

Defecation in open surely threatens privacy, increases embracement; and more it increases the violence and crimes against women.

At the backdrop of gender inequality issue in India, Indian women sufferings included the encroachment on her privacy and hygiene by not giving them their right to access the toilets and other sanitation facilities. Launch of Swachh Bharat Mission is a step towards reducing these women sufferings and a step towards their freedom from the embarrassed acts. It is also observed that if a lady of the house has got the good habits of using toilets, hand hygiene and proper use of other sanitation systems, then the other family members including children do get into these good habits. This is a fact and unfortunately due to lack of awareness we have to document this fact. So Swachh Bharat Mission is going to bring in more value addition to women's life in many sense.

Implementation Aspect of the Mission:

SBM is being implemented separately for urban and rural areas. SBM (Urban) is being delivered by the Ministry of Urban Development (MoUD), while SBM (Rural/Gramin) is being implemented by the Ministry of Drinking Water and Sanitation (MoDWS).

The Central Government and the World Bank signed a US\$1.5 billion loan agreement on 30 March 2016 for SBM to support India's universal sanitation initiative. SBM will also receive funding from other multi-lateral and bi-lateral funding agencies, such as the Japan International Cooperation Agency

Swachh Bharat Mission – Urban

Significant progress has been made under SBM-Urban in all towns and cities. MoUD provides funding to individual households to construct toilets within their premises and to ULBs/Gram Panchayats to construct community and public toilets. Some major achievements include:

- ▶ All ULBs have begun implementing a **100% door-to-door solid waste collection system** in their towns and cities.
- ▶ For FY16-17, more than **50% of the cities and towns targeted** under SBM-Urban have achieved Open Defecation Free (ODF) status.
- ▶ **Two new states**, Andhra Pradesh and Gujarat, were **declared ODF** for urban areas.

Swachh Bharat Mission - Gramin (Rural)

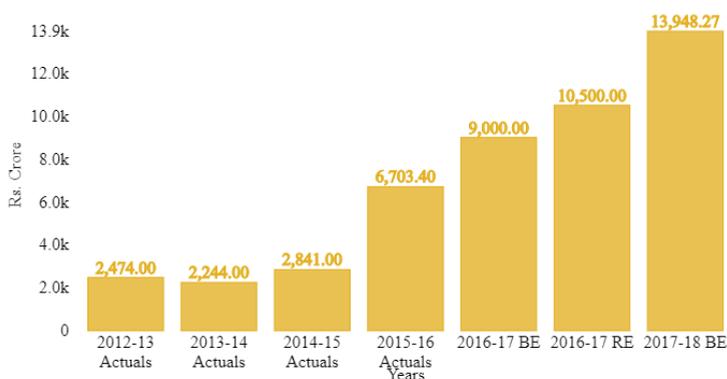
MoDWS has provided guidance to all villages and gram panchayats to help them achieve ODF status.

Major achievements under SBM-Gramin include:

- ▶ Reduced open defecation among women in rural areas
- ▶ Enhanced access to separate toilet facilities for boys and girls in schools
- ▶ Private sector participation in sanitation improvement has begun

Fund allotment for the said mission has happened in the following manner:

Swachh Bharat Mission (R) / Nirmal Bharat Abhiyan



Source: Compiled by CBGA from Union Budget for various years

After the launch of this campaign Ministry data shows the number of toilets built and ODF parts in the country:

1.	614.38 Toilet Built (in Lakh) since 2nd Oct 2014
2.	39.16 % increase in HHs with Toilet since 2nd Oct 2014
3.	2,16,61,383 (in Lakh) Toilet Built in 2017-18
4.	1,40,196 (in Lakh) No. of ODF Gram Panchayats Self Declared
5.	3,18,433 (in Lakh) No. of ODF Villages Self Declared

Since its launch on 2nd October 2014, the country has seen an unprecedented scaling up of sanitation related activities. States are competing with each other to fulfill goals and targets by 2019 which is the target date to achieve an open-defecation free country.

According to the Ministry of Drinking Water and Sanitation (MDWS), sanitation coverage has gone up from 42 percent in October 2014 to 60 percent in 2017. As per MDWS, three states – Kerala, Himachal Pradesh and Sikkim – 85 districts across the country and 1,52,535 villages have already been declared open defecation free (ODF). These achievements have clearly contributed to making sanitation a political priority. The Ministry has also come up with ODF Sustainability Guidelines with a view to address sustainability.

Conclusions and Recommendations:

Prime Minister Modi's ambition for the Swachh Bharat initiative is wide-ranging. It must be so to succeed in improving the health and welfare of so many people, so quickly. Additionally, the economic impact of India's inadequate sanitation is sizeable, at an estimated 1.5% of GDP (2015).

SBM has significantly advanced the sanitation agenda in India and created a groundswell of support. But four years on from launch, the campaign is at a critical juncture. To meet the Prime Minister's vision for 2019, SBM must be implemented faster. And there must be much more focus on changing behaviour, so that people continue to use the newly constructed toilets and understand the need for

better hand hygiene - action that could save the lives of 300,000 young children every year.

To imbibe this habit of cleanliness and good health, SBM needs further extension of around five more years. Indian economy has to consider five more years to continue this because it has other growth targets to achieve too. To make it fully successful, we recommend following:

The right to sanitation must become a part of the right to life under Article 21 of the Constitution.

Sanitation is a 'state' subject and 74th amendment to the Constitution (1992) empowers urban local bodies with responsibility of public health, sanitation, conservancy and solid waste management. The 'sanitation' sector is not commercially viable even though it is economically very viable. Its high capital and operating costs need a combination of grant, loan, and tariff funds. Further, provision of viability gap funding by central and state agencies remains a critical area.

Management of Municipal Solid Wastes still is a big challenge. For effective Management of Municipal Solid Wastes, the principle of 'The polluter pays' must be followed.

More fiscal incentives rather than the subsidies to be given for effective health and sanitation outcomes.

A healthy competition to be promoted between different stakeholders of effective provisions of sanitation, to have greater participatory support from each of these stakeholders.

There is also need to make people aware of protecting and maintaining public infrastructure.

It will require new thinking, new ways of working and adaptation. However, this is a once-in-a-generation opportunity. We must all stretch to meet these challenges, even if it is uncomfortable or unfamiliar. And this is the only way to pay tribute to our social leaders who brought about this social change. Fruits of their hardship and visionary guidelines are taking the forms of policy prescriptions.

References:

- [1] CW: 'Collected works of Mahatma Gandhi' (1958-94), vols. 1 to 100, New Delhi: Publications Division 'Sociology of Sanitation', by Bindeshwar Pathak (editor) Kalpaz Publications (2015).
- [2] "The great Indian sanitation crisis", Live Mint & The Wall Street Journal, 1 January 2014
- [3] Press Information Bureau, Swachh Bharat Mission, 2014, accessed on 17 October 2016, <http://pib.nic.in/newsite/PrintRelease.aspx?relid=113643>
- [4] India Budget, Union Budget 2016-17, 29 February 2016, accessed on 15 October 2016 <http://indiabudget.nic.in/ub2016-17/bs/bs.pdf>
- [5] *Government of India and World Bank Sign US\$1.5 Billion Agreement to Support India's Universal Sanitation Initiative*, The World Bank, 30 March 2016, accessed on 15 October 2016, <http://www.worldbank.org/en/news/press-release/2016/03/30/government-of-india-and-world-banksign-usd1point5-billion-agreement-to-support-india-universal-sanitation-initiative>
- [6] Infographic created by Pumpkin Juice from Noun Project (<https://thenounproject.com/>) Date for SBM-Urban was not available.
- [7] *CSR in Water, Sanitation and Hygiene (WASH): What are India's top companies up to?*, India Sanitation Coalition, 2016
- [8] *Making Villages Open Defecation Free*, New Delhi: Public Policy Research Centre, 2016
- [9] *Budget Brief: Swachh Bharat Mission Gramin, New Delhi*, Centre for Policy Research, 2016
- [10] *Hygiene Fast Facts – Information on Water-related Hygiene*, Centers for Disease Control and
- [11] Prevention, http://www.cdc.gov/healthywater/hygiene/fast_facts.html, accessed on 27 October 2016

Fiscal Transparency Management in Theory and Practice: the Case of Kosovo

Driton Fetahu

PhD candidate at the European University of Tirana, Albania

Abstract

In the framework of reforms envisaged in the Public Administration Reform (PAR), Kosovo aims to provide a modern Public Finance Management (PFM) system, in line with international standards and best practices. This will enable the efficient and effective functioning of all phases of Public Finance Management. As part of the joint dialogue between the Government of Kosovo and the European Commission (EC), in the meetings of the Special Group for PAR (GVRAP), financial support was provided through Sector Budget Support (SBS) from the funds of the Instrument of the European Union (EU) Pre-Accession Assistance (IPA). Currently, a sectoral budget support agreement for the first two pillars of the PAR is expected to be signed under IPA 2016. While the second sectoral budget support is also expected to be finalized for the PFM sector under IPA 2017. Initially, with Decision no. 105/2015, in September 2015, a Responsible Team (EP) was established for the drafting of the Strategy, in the composition of which were appointed representatives of all relevant actors of Kosovo governmental institutions. The team, with the support and expertise provided by OECD / SIGMA, initially analyzed the relevant assessment documents in the area of PFM like PEFA, SIGMA, TADAT and 2015 Report of the Office of the Auditor General (OAG). Based on the findings, four pillars and 12 strategy priorities have been agreed. Despite the results achieved, this analysis identifies many shortcomings that are needed to be addressed in order to increase fiscal transparency. Transparency should increase, inter alia, through increasing the role of Parliament in the budgetary procedure. In this context, we emphasize the need to increase the role of the Parliament on the basis of the following factors: a) increasing the parliament's ability to access important budget documents; b) increasing the role of parliamentary committees in budget control; c) Increasing parliament's capacity and opportunity for budget research and analysis; and d) enhancing the dynamics of political parties

Keywords: Fiscal Transparency, Indices, Budget Procedures, Parliament.

Introduction

Currently, Western Balkan governments face enormous financial problems due to low employment rates, high levels of undeclared work, low financial discipline and a lack of equity and efficiency in tax matters. Consequently, these governments depend to a certain extent on the support of European and international financial institutions for setting their budgets. This situation is unsustainable in the long run.

The main purpose of this document is to review tax and budget policies in Europe from the point of view of equality, efficiency and sustainability. We will also consider how good governance in tax matters and the fight against tax fraud and tax evasion can help generate domestic revenue. Transparency has been and remains the subject of increased policy attention at national and international levels among such agencies such as the International Monetary Fund (IMF) and the Organization for Economic Co-operation and Development (OECD), and through NGOs and initiatives such as the International Budget Project that promotes the civil society's ability to analyze and influence the budget process and the her.

The significance of transparency came to the fore, especially in the 90s of the last century, after the difficult shocks experienced by different states and regions, such as the Mexican (1994) and Asian (1997) (L. Philipps, M. Stewart, 'Defining Fiscal Transparency: Transnational Norms, Domestic Laws and the Politics of Budget Accountability', 4 CLPE Research Paper 38 (2008)

These two crises in financial theory are recognized as turning points in the academic and institutional debate over transparency, raising concerns about possible negative impacts in the absence of transparency in general and fiscal transparency in particular.

According to the IMF, the lack of transparency was the main cause of the 1994-95 Mexican crisis and the new market crises of 1997-98 in Asia and Russia. (IMF, 'Increased Openness, Transparency is Key to Preventing Financial Crisis', in IMF, Survey Supplement Vol. 30 (2001)

In their view, inadequate economic data, hidden weaknesses in financial systems, and lack of clarity about government policies contributed to the loss of confidence, and this ultimately jeopardized the undermining of global stability.

Since the term transparency has a multi-dimensional application in politics, public finances, bureaucracy, etc., we mainly refer to fiscal / budget transparency and consequently some of its implications in a broader perspective.

International institutions are increasingly diverting their interest in advancing the relationship between good governance and increasing transparency to achieve the best economic and social results. In this regard, the IMF paved the way for the drafting of the Fiscal Transparency Good Practices Code of Practice - the Declaration of Principles at its 50th meeting in Washington DC on April 16, 1998. (IMF (1998) Codes of Good Practices on Fiscal Transparency)

Meanwhile, other international institutions began promoting transparent policies among their member countries. Examples are the OECD with 'Best Practices for Budget Transparency' (OECD (2001) OECD Best Practices for Budget Transparency) compiled in 2001. Fiscal transparency has been advised by these institutions in many countries, including transition economies as a prerequisite for fiscal sustainability and good governance.

From empirical economic literature we learn that countries with low fiscal transparency tend to experience low levels of foreign direct investment (FDI), higher levels of corruption, slow growth rates and consequently lower levels of Gross Domestic Product (GDP) per capita.

Despite the transparency that has taken in the last decade, empirical studies on its importance are still very limited. Financial scientists and various international institutions have focused recent studies on the positive effects of fiscal transparency - such as improved access to international capital markets, attracting foreign direct investment, preventing financial crises and lowering rate differentials of interest

In contemporary budget theory and practice, budget transparency, ie budget procedure (the principle of budget publicity) is being given more and more importance. This is manifested by sanctioning the obligation of transparency throughout the budget procedure. Budget transparency makes it possible for taxpayers and all citizens to get acquainted with the type and size of budget entries and the purpose of their spending, respectively the financial activity of the state. The principle of transparency of budgetary procedure enables citizens to control all institutions participating in the budget process: parliament, government, bodies

administrative, budgetary control bodies etc, in all phases of the budget cycle, both for drafting and approving the budget, as well as for controlling its realization and for approving the final account.

The principle of transparency of the budgetary procedure when respected allows "academic researchers, non-governmental organizations and various groups to provide independent analysis of budget priorities." (ED Lazere, Improving the Transparency of the DC Budget (Fiscal Policy Institute 2002)

Budget transparency is necessary at all stages of budget procedure, both for the compilation phase, approval, execution, control as well as for the final account stage.

Transparency of the budget procedure is of vital importance, especially for transition societies, such as the case of Kosovo. Many states (Especially the SEE countries that are still in the transition process are: Albania, Macedonia, Montenegro, Serbia and Kosovo)

In their budget practices they do not meet the transparency standards of the budget procedure. In these states: executive bodies dominate throughout the budget procedure; Legislative bodies have limited powers in the budget debate as well as on recommendations through amendments; the availability of information on effective budget execution evaluation is limited; as well as the public has very little access to the budget procedure.

This paper is structured as follows: in the first part we have analyzed the meaning of fiscal transparency in budget theory. In this context we have analyzed the approaches to the definitions given on the concept of fiscal transparency. In the second part, we have examined the relevant literature on fiscal transparency. In this framework, apart from the literature, we have analyzed the measures and legal norms that directly or indirectly promote fiscal transparency. In the third part, we analyzed the impact of legal-political changes on public finance management, transparency and fiscal accountability in

Kosovo after 1999. In the fourth section, we analyzed the role of parliaments in budgetary procedures as a powerful factor in developing fiscal transparency and the case of post-war Kosovo. An open, detailed and transparent parliamentary scrutiny is indirectly conditional on: a) the parliament's ability to access important budget documents; b) the role of parliamentary committees in budget control; c) Parliament's capacity and capabilities for budget research and analysis; and d) dynamics of political parties.

Accordingly, we have analyzed the role of the Kosovo Parliament vis-à-vis the budget procedure on the basis of the influence of the above four factors in order to point out the specifics of the role of the Kosovo Parliament in the budgetary procedure. As supporting criteria for assessing the role of the Parliament of Kosovo in the budgetary procedure, we have taken comparative analysis of the other authors⁷ made in other countries. We have also supported the research on secondary sources, analyzing all the legal documents on which the budget procedure is based and the reports of the Ministry of Economy and Finance. In the end we have presented the conclusions.

1. Understanding Fiscal Transparency

Sufficient tax revenue is needed to guarantee democracy, public order and the functioning of the legal system.

Modern taxation should be more than just a source of income for the functioning of the state: tax should also ensure that public authorities actively contribute to pursuing the goals of economic, social and environmental policies.

An adequate road network, an efficient public transport system, a modern healthcare service and hospitalization, an appropriate system of education policies, environmental protection and active employment, as well as vocational training, require injecting large amounts of public finance.

Also, tax is the important springboard for a redistribution of income to citizens. Ensuring solidarity and social cohesion in society requires great social transfers and tax needs to play an important role as well.

Further, taxation is an instrument for influencing people's behavior, for example in the environmental field or in relation to active aging (rewards at work).

Tax Principles

Tax policies must meet a number of important criteria.

First and foremost, taxes must be subject to agreement / deal with social partners at all levels, including at European level. In particular, in view of the heavy tax burden they face, workers want to have their say in determining tax policy.

Secondly, taxes should be properly conceived in order to guarantee tax equality. Currently, labor income is taxed much more in comparison to consumption and capital income.

Moreover, remunerated work is taxed more than self-employment as a result, in particular of a considerable freedom of action enjoyed by self-employed and members of professions in determining their taxable income.

Third, closely related to the issue of tax equality is the issue of tax efficiency. It is not enough for the tax system to be projected equally: it must also operate effectively and taxation should be guaranteed by procedures that work realistically.

Fourthly, the tax should be functional, that is, tax measures should be conceived in such a way as to lead to the achievement of the intended goals.

Fifthly, the tax system should be simple and transparent, easy to administer, allowing tax authorities to focus their efforts on the verification and control work. Transparency should be such as to enable taxpayers to understand logic and system mechanisms.

Sixthly, the tax system must be consistent with other policies implemented.

Seventhly, tax should respect the principles of specificity and subsidiarity, that is to say, each of the different levels of government should be given its powers to impose taxes in accordance with their responsibilities and the nature of the problems. Taxes directly or directly affected by the conduct of other Member States shall be subject to the basic rules accepted at European and international level. Examples of these types of taxes are, for example, corporate taxes and income taxes from

Different perspectives have provided different definitions of transparency in general and fiscal transparency in particular.

At the beginning of the review of the relevant literature we begin with the definition of transparency in general by Drabek and Payne. They describe transparency as 'referring to the clarity and effectiveness of activities influencing public policy, while fiscal transparency as regards the policy goals of opening, formulating and implementing'. A more specific definition of transparency may arise if the definition is given in its relation to fiscal and budget policies. From this dimension Kopits and Craig described it as:

[H] father to the general public about the structure and functions of government, fiscal policy goals, public sector accounts, and projections. It involves direct, credible, comprehensive, timely, comprehensible, and internationally comparable government activities [...] so that financial markets and the electorate can accurately estimate the government's financial position and the true cost of the activities and benefits of the government, including their present and future economic and social implications (Kopits, J. Craig, 'Transparency in Government Operations', 158 IMF Occasional Paper (1998))

Such a definition given by Kopits and Craig on fiscal transparency corresponds to the IMF Code of Fiscal Transparency (1999, 2007 revised). The IMF defines fiscal transparency as a public openness to the government's past, current and future fiscal activities, and about the structure and functions of the Government that determine fiscal policies and outcomes. The Code extends this definition into four fiscal areas: (1) clarity of roles and responsibilities; (2) open budget processes; (3) the availability of information to the public, and (4) the guarantee regarding the integrity of the information, including the requirement that fiscal information should be reviewed from the outside. In addition to the IMF, in agreement with Kopits and Craig is also Alta Folscher who, on the basis of preliminary studies, sees not only as a public opening but as a timely, accurate and relevant opening of information on the actions, rules, plans and processes.

In this context, the OECD defines budgetary transparency as 'complete disclosure of all information

Best Practices in Fiscal Transparency (2001) describes closer fiscal transparency. Transparency is described as related to opening policy, goals, formulation and implementation, extending this characteristic to (1) necessary reports in the budget process and their overall content, (2) providing specific disclosures in reports and (3) applying the necessary practices to ensure the integrity and quality of information in reports. In short, the OECD focuses on information that should be available to the public, timelines and quality standards.

Another specific definition of transparent budget reporting procedures was provided by Poterba and von Hagen

A transparent budget process is one that provides clear information in all aspects of fiscal policy. Budgets involving multiple accounts as separate and failing to consolidate all massive 'bottom line' fiscal activity are not transparent. Budgets that are readily available to public participants and the decision-making policy process in view of the current consolidated information are transparent.

While Lassen and Alt consider that "fiscal transparency enables voters, interest groups, and competitive political parties to better observe or conclude the causes and consequences of government fiscal policy either directly or through the media" (JE Alt, DD Lassen, 'Fiscal Transparency, Political Parties and Debt in OECD Countries' 50 European Economic Review (2006) 531.)

The Importance of Good Public Governance in Tax and Budgetary Matters

Successful design and implementation of a sustainable tax system requires stable and consolidated practices of public budget governance.

According to Alex Matheson (OECD) 1 good governance refers first and foremost to the frameworks within which public policies are set and executed, not public policies in themselves.

Effective public governance must offer

- coherence between the various policy objectives;
- an environment in which people are treated with justice and equality.

Good public governance in the field of public budgeting and financial management requires:

- a) fiscal transparency, implying an open fiscal process (for example, information on de-budgeting expenditures or mandates given to subgovernment governments) and information on the economic factors used for budget creation (often governments use calculations quite optimistic about economic development);

b) responsibility, implying independent expenditure control, financial management and compliance with procedures (eg public procurement), in order to avoid abuse of power by individuals or groups; c) accountability, implying capacity to respond flexibly to unforeseen national or international changes (for example lower than expected economic growth);

d) Future-oriented, implying taking full account of future costs (public debt, aging population) and recognizing the future fiscal implications of current policies (eg in the field of public employment) and behavior (eg degradation environmental protection) with a view to avoiding heavy burdens on future generations.

Good governance in the area of budget and tax policy - both at the political, institutional and bureaucratic level - can only function if there is a culture of behavior support in line with public-oriented rules.

Achieving this culture requires a long, continuous and gradual process of change in attitudes and values. In the absence of such a culture there will be no confidence in governments and it will be difficult to persuade citizens to pay the required fees.

2. Review of Relevant Literature

Based on many scientific articles, the concept of fiscal transparency in the last decade is gaining so much importance within the budget structure that has become an indicator of the quality of institutions and the credibility of states. Theoretical literature on the implications of fiscal transparency is not great, but is expanding rapidly.

Different financial authors have dealt with fiscal transparency in different dimensions. Some authors have studied the relationship between fiscal transparency and fiscal performance and / or other macroeconomic indicators, providing more explanation and theory

different than a unique and common response. (Erbash (2004) (S.N. Erbas, 'Ambiguity, Transparency and Institutional Strength', IMF Working Paper, No. WP / 04/115 (2004).

He has analyzed the relationship between the transparency and the level of investment a country can attract. It shows that return on investment is higher in the most transparent countries and that the uncertainty of possible outcomes is diminished. Therefore, these countries attract more capital investment than less transparent countries. Hamed (F. Hameed, 'Fiscal Transparency and Economic Outcomes', IMF Working Paper, WP / 05/225 (2005)

In its 2005 study, it states that countries with a high fiscal transparency index are characterized by the best fiscal discipline. Gleich (2003) 16 shows that budgetary procedures that reduced budget problems in eastern european countries have resulted in increased fiscal discipline in these countries. Milesi-Ferreti (2004) 17 studies the interaction between fiscal transparency and fiscal rules, focusing on the effects of the Maastricht Treaty in EU member states. Andreula, Chong and Guillén (2009) 18 have analyzed the interaction between fiscal transparency and institutional quality to conclude that good governance and institutional quality are constrained by fiscal transparency and vice versa. These three authors draw this conclusion on the basis of the analysis of the fiscal transparency indicators set out in the IMF Code on Good Practices of Fiscal Transparency as well as on the IMF's Report on Standards and Coherence Observations (ROSCs) of the year 2007. Haque and Neanidis (2009) have analyzed the impact of fiscal transparency on corruption to conclude that fiscal transparency has a negative impact on corruption. Their conclusions from this study reinforce rumors of the impact of fiscal transparency on curbing corruption.

IMF¹⁹, the World Bank and the OECD have developed comprehensive questionnaires and diagnostic tools to review fiscal transparency and budget practices and procedures. Fiscal transparency has become an integral part of public sector design so the IMF and the OECD have recently developed practice codes / indicators to guide countries to decision-making processes on fiscal policy. Jarmuzek (2006) addresses the role of transparent fiscal policy in creating a better fiscal discipline in transition countries. The main question raised in the paper is therefore whether fiscal transparency has been an important element in creating a prudent fiscal policy in transition economies. This is the first analysis that refers to fiscal transparency in transition countries.

The results of this analysis suggest that fiscal transparency has not yet proved to be a very important factor for the formation of fiscal performance in transition economies. In fact, evidence from the records shows a weak negative relationship between fiscal transparency and debt accumulation. Fabrizio and Mody (2006) 21 follow Gleich (2003) but conclude that budget institutions are important even when politicians are representative but not disciplined, and even when long-term structural forces are not good

A. Empirical Research and Indexes on Fiscal Transparency

Empirical research on fiscal transparency is limited but also growing. In this framework, various indexes have been compiled to measure the different dimensions of fiscal transparency. Thus, Von Hagen²² has compiled a transparency index for eight European countries, while Hameed²³ has developed an index of fiscal transparency based on the IMF's Standards and Codes (ROSC) fiscal reports for a wide range of countries. This index is, however, the outcome of the assessment at different time periods published as ROSCs. Jarmuzek²⁴ has compiled an index for transition economies based on an independent assessment, also using local public resources. Alt and Lassen²⁵ was based on the Best OECD Budget Transparency Practices to build an index for the 19 OECD economies. Alt, Lassen and Skilling²⁶, produced a fiscal transparency index for US member states, empirically expressing the impact of government-wide transparency. This methodology was followed by Alt and Lassen²⁷, which provide a transparency index for the OECD countries-the review of fiscal relations. Undoubtedly, the leader of the development of reporting standards are the IMF and the OECD. In this framework, the IMF Code of Best Practices on Fiscal Transparency and the Fiscal Transparency Manual and the Best Practices for Budget Transparency developed by the OECD should be outlined. Country compliance with the IMF Code for Fiscal Transparency is done through Standards and Codes Observation Reports (ROSCs).

Empirical analysis of transition economies does not provide any strong statistical evidence on the importance of fiscal transparency. This may be a result of a lack of consensus among politicians to curb fiscal policies and / or there are no incentives for politicians to conceal fiscal nonsense. The other reason why fiscal transparency is not statistically important may be the result of difficulties in measuring fiscal transparency and relatively short space in time of rapid structural changes that have occurred in these countries. In Kosovo, no empirical studies have been conducted exclusively on fiscal transparency.

B. Theoretical and Empirical Research in Kosovo on Transparency in General and

Fiscal Transparency in Particular

Even in the case of Kosovo, studies and theoretical analysis of transparency are generally few, but growing. While transparency in general has been the subject of scrutiny and analysis, only fiscal transparency lacks theoretical and empirical analysis. Fiscal transparency is addressed segmentally and indirectly by authors and institutions, which will be addressed in the following.

Tavakoli and Saneja²⁸ in their interesting study try to answer the questions: Firstly, how were the operations of Public Finance Management (PFM) in Kosovo affected by the challenges that were the result of the fragility of the state of Kosovo; and secondly, has the design and implementation of PFM reforms impacted on building a sustainable system of public finance management and state and peace building in Kosovo. After the analysis they come to the conclusion that 'full implementation of PFM systems remains a key challenge, especially with regard to activities that need (as!) Greater political involvement. Examples of these are: budget formulation and Medium Term Expenditure Framework (MTEF), Public Investment Program (PIP) and parliamentary scrutiny and oversight.²⁹ According to them, the main factors that hinder the establishment of a sustainable PFM system are: 'first, the low administrative capacity in the government, and secondly, the lack of political will to fully and consistently implement laws, administrative procedures and formal processes'.

PEFA - Public Expenditure Estimation and Financial Accountability is the first report based on a World Bank index in 2007.³¹ Given its importance and implementing that methodology, the Government of Kosovo established the Steering Committee and the Secretariat PEFA, within the MEF, to do so.

PFM report. The purpose of the Report is to provide a structured assessment of Kosovo PFM systems. This Report will serve and assist the MEF, the Office of the Prime Minister, the Assembly and the donor community in the preparation and implementation of the PFM strategy as an integral part of Kosovo's medium and long term development activities and the preparation of the MTEF, it. Moreover, this Report serves as the main source of input information for the preparation and implementation of the Public Finance Management Program and reforms in this sector.

The second report³² for PFM evaluation was published in 2009 and addresses the status of PFM systems and processes in Kosovo by March 2009. This publication is made in accordance with the PEFA methodology and is a work of the Working Group Government, led by the Ministry of Finance, published in May 2009. In the PFM report of 2009, comparison was made with the 2007 PEFA. In conclusion, out of the 31 identified indicators, 13 of them improved, while 7 of them were rated with weaker grades. Improvements in the assessment are the result of small managerial and administrative improvements. The most noticeable changes were those in the developments in the budget execution system through the

Financial Management System, the Accounting Plan and the Treasury Single Account. Also, there were improvements in internal and external audit and control. On the other hand, the reduction of grades has been more pronounced in the preparation of the budget, where budget projections have not been consistent with those applied in practice, especially the timelines foreseen for project implementation, priority deviation, and dissemination of information. Decrease in grades has also occurred in the area of tax administration. The PFM report, as noted earlier, will be included in the Government Action Plan. However, this Report does not contain the measures and actions to be taken to eliminate the deficiencies. So, the report elaborates in detail the indicators and the grades with which these indicators are evaluated, but without explaining the concrete steps for improvement.

In 2011, the third report³³ for PFM evaluation was published on the basis of an index at municipal level for October 2010.

The FOL Movement in July 2010 published the report that for the subject of the research had been assessed on the basis of a questionnaire / index of 'functioning of the internal structures of public institutions and enterprises that are responsible for public communication and information issues, which a wide range of issues pertaining to communication and public information has been touched.³⁴

Analyzing theoretical and empirical approaches to fiscal transparency in Kosovo, it has been noticed that so far no studies and analyzes have been carried out focusing exclusively on fiscal transparency. They had the object of analyzing PFM and institutional transparency in general vis-à-vis the legal framework, and that fiscal transparency was addressed segmentally rather than as a blank theme. Therefore, this study is the first of its kind to be done in Kosovo and aims to analyze fiscal transparency by touching theoretically the indicators that contemporary financial theory has identified as decisive for the level of fiscal transparency in a count

3. Influence of Legal-Political Changes in Public Finance Management, Transparency and

Fiscal Accountability in Kosovo after the Year of 1999

Public funding in Kosovo during the development has followed the socio-political and legal-economic changes of Kosovo (initially as part of the federal system and later under the administration of the United Nations Mission in Kosovo (UNMIK). development has gone through four phases.³⁵ The first phase covered a long period of time, including the years from 1945 until the dissolution of the former Yugoslavia in the 1990s. The second phase included the period from the 1990s to the deployment of UNMIK in 1999. The third phase extends from 1999 until the declaration of independence on 17 February 2008.

The fourth phase begins with the declaration of independence and extends so far.

Within this section, the third and fourth phase of the development of public funding has been analyzed, focusing on fiscal transparency vis-à-vis legal-political changes in Kosovo in the respective periods as well as their impact on transparency and accountability. This stage coincides with the process of reforming budget systems in the context of socio-economic transition as a whole since the 1990s has involved the Balkan states.

Compared to other transition countries, ³⁶ in transition Kosovo began in very different circumstances. The transition process, which in the early 1990s involved many Southeast European states, found Kosovo initially in the position of the undeclared war that erupted in 1998 and ended with the Kumanovo Agreement of 10 June 1999.

On 10 June 1999, the Security Council adopted Resolution 1244, which established the United Nations Interim Administration Mission in Kosovo (UNMIK) ³⁷, effectively suspending the sovereignty of the Federal Republic of Yugoslavia in Kosovo. Until the resolution of the final status of Kosovo, Resolution 1244 provided UNMIK with legislative, judicial and executive powers.³⁸ Accordingly, UNMIK established a legal system based on existing Kosovo and Yugoslav laws before 28 March 1989, existing Yugoslav laws non-discriminatory acts adopted after 1989, the UNMIK Regulations and the International Conventions on Human Rights.

Talks between UNMIK and Kosovo's political representatives in 2001 resulted in the adoption of the Constitutional Framework for Provisional Institutions of Self-Government (PISG) by creating a dual system of governance with joint executive and legislative powers between UNMIK and the PISG. The budget organizations of the PISG were managed by the Government of Kosovo and included: the Assembly, the Prime Minister's Office and the President, and the Ministries of Economy and Finance, Public Services, Agriculture, Trade and Industry, Transport and Communications, Health, Culture, Education, Labor and Social Welfare, Environment and Spatial Planning, Communities and Returns, Local Government, Energy and Mining, Interior, Justice, and some small organizations such as the Independent Procurement

Commission and the Public Procurement Agency. "Reserved power organizations" were managed by UNMIK and included: Customs, Auditor General, Kosovo Protection Corps, Police Service, Courts System, Kosovo Trust Agency (including POEs and SOEs), People's Advocate, and a variety of small organizations.

So even after the promulgation of the Constitutional Framework, the SRSG remained with many powers passing the president's presidency in any presidential state. The SRSG's authorizations were very extensive, with particular emphasis on the SRSG's right to use the absolute right to veto the laws adopted by the Assembly of Kosovo and other self-government institutions, the right to discharge the Assembly of Kosovo, the ultimate authority of the SRSG to approve or not the Kosovo budget, etc. Such configuration of dualistic / hybrid power and frequent legal-political and socio-economic changes have directly affected the impossibility of creating a transparent and sustainable budget system. This was not only because the SRSG held responsibility for decisive executive functions, but also because the separation of power between UNMIK and the PISG was complex and fluid, characterized by overlapping and unclear mix of functions and responsibilities. Such an unclear governance structure weakened the development of transparency and budget accountability and is one of the reasons why the international community still has considerable influence on Kosovo's development.⁴⁰ Moreover, UNMIK's establishment of budget policy in Kosovo, has been done in very specific conditions compared to other countries. This was due to the fact that the budget policy was applied in the absence of the economic development strategy and in the absence of the definition and formulation of a consistent long-term budgetary policy. This lack was as a result of the non-determination of Kosovo's political status and UNMIK's sui generis administration model, which applied fiscal policy solely to the performance of fiscal goals.

Governance through the two powers continued until Kosovo's declaration of independence on February 17, 2008, when most of the central budget organizations were placed under the authority of the only Kosovo government. With the declaration of independence and the adoption of the Constitution on 8 April 2008, de jure created the legal and political prerequisites and legal framework for the Government and Assembly of Kosovo for better management of public finances and as a consequence the increase of transparency in general and transparency fiscal in particular. Despite many weaknesses that characterize the management of public finances in Kosovo, a number of reforms have been undertaken since 1999, whose performance by some authors is considered comparable with the countries of the region.⁴¹ From the size of sanctioning fiscal transparency through the legal framework and institutional measures Kosovo has made encouraging steps. The applicable legal framework includes legislation

framework and implementation - sub-legal acts, which establish and regulate the functioning of internal institutional / organizational structures and capacities

implementative for communication and public information. The basis of this legal framework is the relevant provisions of the Constitution of the Republic of Kosovo and the Law on Access to Official Documents. The Constitution of the Republic of Kosovo, in Article 41, provides that '[a] person has the right of access to official documents'. Further, it stipulates that '[i]tems held by public institutions and state power bodies are public, except for information that is restricted by law due to privacy, commercial business secrets or security classification'.⁴² Apart from the Constitution, The Law on Access to Official Documents stipulates that its implementation aims to "enable citizens to participate more closely in the decision-making process of public institutions and to ensure that public institutions enjoy greater legitimacy and transparency, be more efficient and give more account to the citizens"

Through the reforms developed regarding the technical assistance and financial support of the IMF, World Bank, and bilateral donors, the Government of Kosovo has implemented a legal framework for fiscal transparency and accountability. The Law on Access to Official Documents (2003/12) regulates the public disclosure of revenues and expenditures of the Kosovo Consolidated Budget (KCB). Once the KCB has been approved by the Assembly, the budget becomes law and is published in the form of a book (available on request) at the Ministry of Finance and its website. Kosovo is committed to the implementation of fiscal transparency and accountability, and the laws and regulations regulating fiscal procedures are sufficient and fully implemented.

The legal framework for public finance management is regulated by the Law on Public Financial Management and Accountability (LPFMA) ⁴⁴, which was amended in 2008 with the same name as the Law on Local Government Finance.⁴⁵ While the LPFMA provides the general management of public finances through laws, regulations and annual budget law, regulate specific legal-financial relations. LPFMA is supported by sub-legal acts in the form of financial rules.

For the public funding of each country, three documents are important: the long-term economic development strategy, the medium-term expenditure framework and the budget as a revenue and expenditure plan. Any effective government should work in a framework that extends to a future perspective, where all priorities on long-term and mid-term policies are defined,

and where revenues and expenditures are allocated on the basis of policies and priorities to ensure a future better for the citizens. Despite several different efforts, Kosovo does not yet have a long-term economic development strategy and this is an obstacle to long-term and mid-term budgetary planning. Some efforts to create long-term economic development strategy have been made; a draft document has been created but has not yet been approved by the government, and it serves only as an information document. Thus, lack of long-term orientation is a fundamental weakness of public finance management in Kosovo. The Law on Public Financial Management and Accountability each year has foreseen a three-year budget perspective. The first effort to apply the Mid-Term Expenditure Framework (MTEF) was presented at the donors' conference in December 2005 and revised in 2006. This process was known by the government as "ongoing" and was not included in the budget formulation process by 2009. In the absence of this, the mid-term budget plan is included in the MTEF and the Public Investment Program (PIP). So even though Kosovo has been in the process of developing a long-term approach for years, the MTEF was introduced for the first time in the budget formulation process for 2009 and covered the period 2009-11.

A parallel process with the MTEF is the development of the Public Investment Program (PIP), which has been ongoing for years. PIP is a multi-year budgeting plan focused on identifying needs and finding funds for capital items that can attract investment and help build the economy or reduce unemployment or help in some other way to reach the main goals of the country.

MTEF is the driving force of reform in budget management and spending policies. MTEF application to date has been poor in content.⁴⁶ The MTEF is expected to be strengthened with the establishment of the Strategic Planning Unit in 2010, coordinating with the Prime Minister's Office and working together with the Budget and Finance Commission. The Office of the Auditor General (OAG) was established by UNMIK Regulation No. 2002/8, which sets forth the authorizations, responsibilities and general standards for public sector auditing. Under the new law. 03 / L-075 of 15 June 2008, the OAG has received more power and reports directly to the Kosovo Assembly.

In 2000, the Department of Internal Audit (DAB) was established in the Ministry of Finance. His task is internal auditing in Budget Organizations (BOs). LMFPP is the basis

internal audit legal. Regarding internal audit, LPFMA is heavily based on International Standards and Professional Practices on Internal Audit (SPPNAB).

4. The Role of Parliaments in Budget Procedures as a Powerful Development Indicator

Fiscal Transparency - The Case of Kosovo.

Since the day when the Ministry of Finance takes the initiative to draft the budget up to the final account stage many state institutions and bodies will undertake a series of legal-procedural actions. Expressed in a word all these actions are called budget procedures.

In the demoralizing countries, the rule is that 'elected parliaments, ie elected representatives have the power over money'.⁴⁷ However, the role of parliaments in the budgetary procedure throughout the world is not the same, but varies from one country to another. The parliamentary role in the budget and budget procedure is directly related to the constitutional regulation of the relations between the legislative and executive bodies, the capacity of political parties and the technical capacities of parliaments to deal with budget issues. Usually, the right of legislative bodies to bring amendments to the draft budget, ie the right to influence parliament in the budget procedure is provided by the constitutions of several states, but this right can also be foreseen by conventions, ordinary legislation or is foreseen with parliamentary regulations. Depending on the influence of parliaments in the budgetary procedure, all parliaments in the world can be categorized into three groups: ⁴⁸

Parliaments who make the budget (budget making legislatures). These parliaments have the ability, opportunities and capacities of changing and rejecting the government's draft budget as well as the ability to draft a supplementary draft budget according to personal choice. This group includes the parliaments of these states: USA, Czech Republic, Denmark, Hungary and Finland. Parliaments which to a certain extent affect the budget (budget influencing legislatures). These have the ability and the capacity to change or reject the approval of the government budget draft but lack the ability to draft the additional draft budget according to their own choice. This group includes the parliaments of these states: Austria, Germany, Iceland, Ireland, Italy, Korea, Mexico, France, Norway, Holland, Poland, Portugal, Spain, Sweden, Zicvra, Turkey.

Parliaments with little or no impact on the budget (legislative with little or no budgetary effect). These parliaments lack the capacity to change or reject the government's draft budget and lack the ability to draft a supplementary draft budget

according to their own solution. The power of these parliaments is limited only to the approval of the government budget. This group includes, above all, Westminster-type parliaments, where the introduction of amendments to the draft budget is implicated as a mistrust of executive power by speeding up the government's resignation. This group includes the parliaments of these states: Australia, Canada, New Zealand, England and the two non-Westminster-type countries - Japan and Greece.

Thus, from the OECD survey, 63% of parliaments (17 out of 27) have only little influence on the budget procedure and budget policy. In this group as seen above enter the parliaments of the Nordic countries, most of the European countries and Korea.

The growth of the role of parliament and the development of parliamentarism in developing and transition countries has been growing and the budget and budget procedures have also been developed. The increase in the role of the parliaments in these states is a result of democracy and constitutional changes in these countries - processes that enabled the role of parliament to grow in their earlier political systems. One important factor that has contributed to increasing the role of parliament in the budgetary procedure, namely to increase budget transparency in these countries is the need of developing and transition countries to access international financial institutions in order to reduce poverty (PRSPs - Poverty Reduction Strategy Papers). Getting financial assistance from these international financial institutions is subject to certain obligations for developing and transition countries, of which the most important is the conduct of a qualitative and transparent budget procedure.

A. Format of Parliament Impact on Budget Transparency

Budgetary practice of countries at different stages has shown that the greater the impact of parliament on budgetary procedure, the greater the budgetary transparency. The development of budgetary procedure only on the line of executive bodies negatively affects many directions but above all makes the budget not transparent. In countries with transparency⁴⁹, the readiness and the desire of citizens to carry fiscal obligations is great, while in states without budgetary transparency the state is very difficult to gain citizens' confidence in reform and as a result there is fiscal evasion. Although from a juridical and constitutional point of view, the Parliament of Kosovo has unlimited right to make changes to the budget, de facto, the Parliament has a passive role in the budget and budget procedure. Given the new system of governance and authorizations provided by the Constitution, Parliament has the right to change the draft budget submitted by the Government, while the level of these amendments depends on the development and strengthening of the role of the Parliament and the Budget and Finance Committee in the segments presented below - which in the case of Kosovo are weak. Thus, the open, detailed and transparent scrutiny of the Kosovo Parliament is conditional on: a) the parliament's ability to have access to important budget documents; b) the role of parliamentary committees in budget control; c) Parliament's capacity and capabilities for budget research and analysis; d) dynamics of political parties.

B. Parliament's ability to have access to important budget documents

The conduct of parliamentary decisions should be based on accurate and inclusive information which should be provided by the executive and audit institutions. In this case the main role is the amount of supporting documentation that follows the draft budget in parliament. In many countries the budget contains a statement that briefly explains the tax and spending policy measures. Often the only source of additional information is just the introductory word on the budget. This, however, makes it difficult for parliament members to understand the budgetary policy on which the budget is based. Inclusive budget information is another concern that concerns contemporary parliaments. In developing countries, all the aids with which the costs are financed should be included in the budget.

In addition, budget information is often not clearly and comprehensively presented. Contemporary parliaments also pay close attention to information about the expenditure flow provided by the revision institutions.

The OECD has developed the so-called Best Practices for Budget Transparency⁵⁰ that deal with issues of budget information completeness, publication of specific budget requirements, and the integrity and responsibility of key budget institutions. The OECD recommends the preparation of these budget documents and their publication in order to meet the best transparency budget practices:

Comprehensive Budget: Includes all state revenues and expenditures by providing data on current state and medium-term projects.

Preliminary budget reporting: Indicates the long-term fiscal and economic policy objectives as well as medium and long-term fiscal and economic projections.

Monthly Reporting: Indicates progress in budget execution including explanations of the differences between the current and foreseen budget amount.

Semiannual Reporting: Provides comprehensive, accurate budget execution information, including mid-term budget execution projections.

Annual Report: Should revise the audit institution and publish it within six months from the end of the fiscal year.

Pre-election reporting: shows the state of the overall public finances before the elections.

Long-term reporting: contains estimates on the sustainability of government measures in the long run.

Reviewing and taking parliamentary decisions on the budget in Kosovo is made on the basis of documentation and budget information that are far from the standards set by the OECD for accurate and complete information provided by the executive branch on the LPFMA. The amount of additional documentation on the draft budget in Parliament is extremely formal and not harmonized and with insufficient knowledge of budget issues by most members of the Parliament. The number and format of the presentation to Parliament by the executive body are regulated by the LPFMA (Articles 45 and 46 of Law 2003/2).

According to this law, the Ministry of Finance (MoF) is responsible for preparing quarterly reports reviewed by the Government. These reports will be submitted to the Assembly within thirty days after each quarter. The final budget report shall be prepared no later than 31 March of each calendar year. MF will complete and submit to the Government for approval and

further presentation to the Assembly of a final summary report on the previous fiscal year and the other two previous fiscal years. This report includes income and expenditure statements, and presents comparative data for the years presented for reconsideration of real incomes and expenditures. Report Type Reporting Period Reporting Periods in Government and Assembly Report of the Auditor General
3 Monthly Reports 1 January - 31 March 1 April - 30 April
Monthly reports 1 January - 31 June 1 July - 30 July
9 Monthly Reports 1 January - 31 September 1 October - 30 October
Annual Report 1 January - 31 December 1 January - 31 March No later than 31 July (for the previous fiscal year)

5. Conclusions

Transparency in general and fiscal transparency in particular have been and continue to remain the subject of increased policy attention at national and international levels after the difficult shocks experienced by the various states and regions in the 1990s. Theoretical and empirical studies about the multidimensional effects and the great importance of transparency for contemporary states are not large, but are growing.

Leaders in promoting and analyzing the effects of fiscal transparency have been and are the OECD and the IMF. Financial scientists have provided different definitions about transparency in general and fiscal transparency in particular. In this context, we have outlined the definition of transparency in general given by Drabek and Payne. They describe transparency as 'referring to the clarity and effectiveness of activities influencing public policy'.⁵⁷ While on fiscal transparency the full definition remains the one given by Kopits and Craig.⁵⁸

In addition to theoretical approaches, fiscal transparency has been the subject of many indices. In this framework, various indexes have been compiled to measure the different dimensions of fiscal transparency.

Fiscal transparency in Kosovo after 1999 was dictated by the legal-political changes that characterized Kosovo. This had direct effects on public finance management, transparency and accountability. Configuration of dualistic power composed of UNMIK and the PISG and frequent legal-political and socio-economic changes have directly affected the impossibility of creating a transparent and sustainable budget system. This was not only because the SRSG held responsibility for decisive executive functions, but also because the separation of power between UNMIK and the PISG was complex and fluid, characterized by overlapping and unclear mix of functions and responsibilities. Such an unclear governance structure weakened the development of budget transparency and accountability and is one of the reasons why the international community still has considerable influence on Kosovo's development. Moreover, UNMIK's creation of budget policy in Kosovo has been made in very specific conditions compared to other states. This was due to the fact that budget policy was applied in the absence of a strategy of economic development and in the absence of a definition and formulation of. Despite many weaknesses that characterize public finance management in Kosovo, a number of reforms have been undertaken since 1999, which are considered comparable with the countries in the region. Yet much work remains to be done. The budgetary practice of states at different stages has shown that the greater the impact of parliament on budgetary

procedure, the greater the budgetary transparency. The development of budgetary procedure only on the line of executive bodies negatively affects many directions but above all makes the budget not transparent. In countries with budgetary transparency, the readiness and the desire of citizens to carry fiscal obligations is great, while in states without budgetary transparency the state is very difficult to gain citizens' confidence in the reforms and as a result there is fiscal evasion.

Despite the empowerment of Parliament's constitutional role after independence, the role of the Kosovo Parliament in the budgetary procedure is small, and consequently this has affected the lack of fiscal transparency. The open, detailed and transparent scrutiny of the Kosovo parliament is conditioned by the strengthening of Parliament's role in budget procedures based on the following segments: a) increasing the parliament's ability to access important budget documents; b) increasing the role of parliamentary committees in budget control; c) Increasing parliament's capacity and opportunity for budget research and analysis; and d) increasing the dynamics of political parties.

Bibliography

- [1] L. Philipps, M. Stewart, 'Defining Fiscal Transparency: Transnational Norms, Domestic Laws and the Politics of Budget Accountability', 4 CLPE Research Paper 38 (2008) 1.
- [2] IMF, 'Increased Openness, Transparency is key to preventing financial crisis', në IMF, *Survey Supplement* Vol. 30 (2001) 7-8.
- [3] IMF (1998) Codes of Good Practices on Fiscal Transparency.
- [4] OECD (2001) OECD Best Practices for Budget Transparency.
- [5] ED Lazere, *Improving the transparency of the DC Budget*, (Fiscal Policy Institute 2002) 1.
- [6] Veçanërisht shtetet e Evropës Juglindore të cilat ende gjenden në procesin e tranzicionit janë: Shqipëria, Maqedonia, Mali i Zi, Serbia si dhe Kosova.
- [7] Z. Drabek, W. Payne, 'The Impact of Transparency on Foreign Direct Investment', Staff Working Paper No. ERAD-99-02 (2001).
- [8] G. Kopits, J. Craig 'Transparency in Government Operations', 158 IMF Occasional Paper (1998)
 - a. Folscher, *Budget Transparency: New frontiers in transparency and accountability*, (Transparency Accountability Initiative 2010) 11.
- [9] OECD, *OECD Best Practices for Budget Transparency* (2001) 3.
- [10] J. Poterba, J. von Hagen, *Fiscal Institutions and Fiscal Performance* (Chicago UP 1999) 3-4.
- [11] J.E. Alt, D.D. Lassen, 'Fiscal Transparency, Political Parties, and Debt in OECD Countries' 50 *European Economic Review* (2006) 531.
- [12] S.N. Erbas, 'Ambiguity, Transparency, and Institutional Strength', IMF Working Paper, No. WP/04/115 (2004).
- [13] F. Hameed, 'Fiscal Transparency and Economic Outcomes', IMF Working Paper, WP/05/225 (2005).
- [14] H. Gleich, 'Budget Institutions and fiscal performance in Central and Eastern European countries', *European Central Bank, Working Paper Series* (2003).
- [15] G.M. Milesi-Ferretti, 'Good, Bad or Ugly? On The Effects of Fiscal Rules with Creative Accounting' 88 *Journal of Public Economics* (2004) 377-94.
- [16] N. Andreula, A. Chong, J. Guillen, *Institutional Quality and Fiscal Transparency WP*, Inter-American Development Bank (2009) 2-3.
- [17] P. Murray, 'Promoting Fiscal Transparency: The Complementary Roles of the IMF, Financial Markets, and Civil Society', IMF Working Paper, 03/199, (2003) 1-45.
- [18] J. Mariusz, 'Does Fiscal Transparency Matter? The Evidence from Transition Economies' (2006) (I disponueshëm në https://iweb.cerge-ei.cz/pdf/gdn/RRCV_77_paper_03.pdf (hera e fundit e aksesuar 10.12.2013).

The Presumption of Innocence, Reflections on Two Philosophical-Analytical Formulations

Lola Shehu

Abstract

"Better ten free guilty than an innocent convict," proclaimed by French jurists from the thirteenth century until the time of the revolution, was gradually shadowed by another principle, less favorable to the defendant than found spread at that time "Blaming harms innocence." Although the law obliged judges to question the arrested person within twenty-four hours, the long-term imprisonment of the suspects became very common. As a consequence for these persons it was thought that they were guilty of violating the important principle in this way. Understanding and applying this principle in practice is the main guarantee that defendants' rights are protected throughout the trial phases. The dual nature of the presumption of innocence, as an individual right and a simultaneous state obligation exaggerating the prospect, which proposes a constitutional basis of the rule of law. Some authors indifferently use the terms "presumption of innocence" or "presumption of non-guilty" to identify the same concept without attributing different shadow formulas to specific meanings. Others, however, associate the "presumption of innocence" formula with the authentic and clear expression of the principle, while the term "presumption of non-guilty" indicates the dictated constitutional regulator by questioning the breadth, purpose and therefore the choice of this term.

Keywords: principle, presumption of innocence, defendant, denunciation, "not guilty" etc.

Digital Marketing Suggestions for Luxury Brands

Asist. Prof.Oya Eru

Abant Izzet Baysal University, School of Applied Sciences

Abstract

Nowadays, consumption is not an activity made for only to meet basic consumer needs. It is believed that, some of the purchased products or brands reflect the lifestyle, the style, trend or the status of consumers'. These products or brands can define as lux products or brands. Also, the perception of the haute couture products as symbols of status or power, and the economic developments in the world, increase the interest and the demand for lux products or brands too. Luxury can be described as a lifestyle. After democratization, luxury brands start to be more accessible and start to create lower cost designs and distribution channels. Given these circumstances, it can be said that democratization of luxury can be described as a revolution in luxury sector. So, starting from this point, it can be said that, some one can perceive luxury as equal to rarity or some one perceive luxury as quality, special, prestigious or something like else. Another revolution in luxury industry can be called as digital revolution. Although there are traditional marketing applications for luxury brands, brands should not to ignore that new media channels have emerged. These channels can be described as internet and social media. At the present time, the internet is using in every place and every area of our lives and it is also using as a new shopping environment. And consumers start to use the internet and social media as a new shopping tool intensively too. So luxury brands have to recognize that they start to take place in the internet and social media according to the situations mentioned above. Using the internet and social media as a shopping channel provides a number of advantages to producers, brands and consumers. These advantages can be listed as follows; Internet and social media provide brands, producers and consumers to establish an interactive communication with each other.

- Internet and social media, help customers to participate in the development process of products.
- Customers' ideas and experiences about brands and products can be measured faster Thanks to the Internet and social media.
- Thanks to the Internet and social media, people beyond the country's borders can exchange ideas with each other and have an opportunity to be able to follow brands they want.
- In addition, accessing the products from anywhere anytime, reducing costs and opportunities to build customer databases can be counted as the benefits of internet and social media too.

Judging from the advantages mentioned above, in order to adapt to today's conditions, it can be said that, the luxury brands have to develop digital strategies by necessity. Also to reach generation z, who are the potential customers of the future, it can be mentioned that, luxury brands need to improve digital strategies too. In addition, when people searching luxury goods on the internet, for not to encounter counterfeit products, it is important that luxury brands should make their own online environments, such as social media accounts or websites. To attract consumers' attention, luxury brands can create innovative campaigns over social media. Besides, creating an online magazine, creating mobile applications or mobile games include advergames can be beneficial for luxury brands. Also, creating vblogs or using celebrities or celebrity bloggers can be useful for luxury brands. Especially luxury brands in beauty industry can create innovative mobile apps and games.

Keywords: Luxury Brands, Internet, Social Media.

A New Form in Journalism: Drone Journalism

Asst. Prof. Dr. Ceren Yegen

Muş Alparslan University Faculty of Communication

Abstract

Today, there is a new technological development every day. Many technological developments reflected in the field of communication have also influenced and transformed journalism as an important area. As a new and interesting form of journalism, *drone journalism*, have been added to *citizen journalism*, *data journalism* and *robot journalism*, which have been experienced through new media. Drones, especially used in search and rescue operations and draw attention in the context of reaching large areas with speed, have started to be used in the field of journalism today. The role of CNN has also been influential in trying to add remote-controlled drones to the journalism industry. In this study drone journalism as a new form of journalism will be discussed in the context of the development of communication technologies and the effects of journalism; the possibilities and opportunities for news reporting of drones which are unmanned aerial vehicle will be examined.

Keywords: Journalism, Communication Technologies, New Media, Drone, Drone Journalism

“Spotlight”: Trauma, Journalism and Democracy in the Era of Crisis

Ünsal Çığ

Mersin University, Faculty of Communication

Abstract

In liberal paradigm, journalism has always been related to the sense of justice. According to this, newspapers should bring the public matters on the agenda to create a public opinion, mobilize the conscientious and administrative mechanisms in order to carry out the social order and secure the justice. News, op-eds, columns and various other genres in newspapers are narratives. Traumas are presented to the masses in different narrative forms and expected to be healed by emerging public pressure which mobilizes various mechanisms. We are experiencing a global paradigm shift. Journalism, which has a responsibility to cope with traumas, is also influenced by this shift. All over the world far-right policies are rising in response to neoliberal crisis, but they also deepens the crisis of democracy and are becoming intolerant of press freedom increasingly. While journalism is losing its ability to narrate and heal, journalists are losing their job securities and legal rights and becoming subjects of another trauma. In this context “Spotlight”, 2016 Oscar winner movie, will be interpreted as a metaphor regarding the topic. The timing of the release and the discussions about journalism it has triggered, signalizes the change of the relationship between journalism and democracy. In this study, the decrease of the journalism’s role of coping with traumas on the social dimension will be analyzed from the point of view of public sphere and democracy theories. The search for alternative narratives in new media era will also be discussed in relation to the increasing traumas and the inadequacy of conventional journalism.

Keywords: Trauma, Journalism, Spotlight, Narrative, Democracy

Minsky Regimes in Turkey in the Pre-Crisis Period

Dicle Ozdemir

Assistant Professor, Mugla Sitki Kocman University, Department of Economics

Mugla Turkey.

Abstract

Minsky developed the investment theory of Keynes and formulated his own financial theory of investment, *financial fragility hypothesis*, as an interpretation, as he said, of the substance of Keynes's General Theory. According to Minsky, crises occur because of the lowering margin of safety that becomes inadequate. Minsky's financial fragility hypothesis pay attention only to the monetary side of crisis rather than accumulation of capital and the relation between real capital and financial capital due to the financial sector's main role after the 1980s. In this study, we examined whether instability had existed between 1987 and 2007 in Turkey. According to the average rates, from 1987 to 1989, the economy of Turkey was in the speculative regime where the profit rate is greater than both the capital accumulation rate and the interest rate, and the interest rate is greater than the accumulation rate, that is, $r > i > g$, and later to Ponzi regime, $i > r > g$, between 1989-2003, and finally again to speculative regime between 2003-2007.

Trade, Institutional Quality and Income Distribution: Kuznets' Hypothesis and Moderation Effects

Doan, Quang Huy

Friedrich-Schiller-University of Jena, Germany
Thai Nguyen University of Economics and Business Administration, Vietnam

Abstract

The question of how trade liberalisation influences income distribution is under debate and previous studies have provided mixed results with notable weaknesses in measurement. By using unbalanced panel data of 45 Sub-Saharan African countries during the period 1980-2013 and numerous advanced econometric instruments and composite trade indicators (KOF indexes), this paper determines the impacts of trade and FDI liberalisation, social factors, political integration and institution quality on income distribution in Sub-Saharan African countries and also tests Kuznets' hypothesis. We introduce and estimate two new moderation effects of trade liberalisation on income distribution. The study finds that the relationship between income growth and income distribution follows a U-shaped path, not an inverted U-shape as Kuznets proposed. This research provides possible explanations for this strange phenomenon. We confirm that trade liberalisation raises income disparity for Sub-Saharan Africa with all its dimensions, but its negative impact is smaller if the country is more advanced or if economic constraints (hidden import barriers, mean tariff rate, taxes on international trade and capital restrictions) are lower. The study suggests that when the country has greater trade openness or higher economic growth, the negative impact of trade liberalisation on income distribution reduces. We also point out that personal contacts, information flows, and cultural proximity influence income distribution significantly in different ways. Also, we find that economic institution quality has a remarkable impact on reducing income inequality in Sub-Saharan African countries.

Keywords: Trade Liberalisation, Kuznets' Hypothesis, Globalization, Institutional Quality, Income Distribution, Moderation Effect

JEL Classification: F1, O1, R1, D3

An Analysis of Public Education Spending and Macroeconomic Uncertainty on Education Outcome: a Comparative Study of Selected SAARC Countries

Tahir Mahmood

Department of Economics & Management, University of Veterinary & Animal Science, Lahore, Pakistan

Maryam Anwar

Government Degree College for Women, Ali Pur Chattha, Gujranwala, Pakistan

Muhammad Bilal

Department of statistics and Computer Science, University of Veterinary & Animal Science, Lahore, Pakistan

Abstract

The present study aims to examine the impact of public education spending and macroeconomic uncertainty on the educational outcomes for the four selected SAARC countries i.e. Bangladesh, India, Pakistan and Sri Lanka. Time series data ranging from 1980 to 2015 has been used for all the selected four countries for analysis. Two measures of the educational outcome as adult literacy rate (for quality of education) and average enrolment ratio (for quantity of education) are examined. Autoregressive Distributed Lag Approach to co-integration and Vector Error Correction Model (VECM) are used to examine the long run and short run relationship between educational attainment and other variables. We test the causal relationship among the key variables using VECM representation for the co-integrated variables. The estimated result for model 1 revealed that public education spending has positive impact on literacy rate for all the selected countries in long run and short run except Pakistan. Macroeconomic uncertainty affects negatively in the long run and short run for Bangladesh, India and Pakistan models. The results of the model 2 show that public education spending has a positive impact on the average enrolment ratio for Bangladesh, India, Pakistan and Sri Lanka in the long run and in the short run its impact is insignificant. Macroeconomic uncertainty impacts negatively on the average enrolment ratio for all the four countries in long run and short run. The results of causality test show there is causal relationship between education outcome and other variables. The policy suggestions are that all the selected four countries should increase public education spending and should keep the inflation rate (MU) stable to achieve better performances in education outcome.

Keywords: Public Education Spending, Macroeconomic Uncertainty, ARDL, VECM and Time Series

Consumer Confidence and the Stock Market: Evidence from Turkey

Assoc. Prof. Dr.Ayhan KAPUSUZOGLU

Department of Banking and Finance, Faculty of Business

Ankara Yildirim Beyazit University, Ankara - Turkey

Prof. Dr.Nildag Basak CEYLAN

Department of Banking and Finance, Faculty of Business

Ankara Yildirim Beyazit University

Ankara – Turkey, (Corresponding Author)

Abstract

In this study, the relationship between consumer confidence index (CCI) and stock market sub- indices of Turkey namely, BIST-Banks, BIST-Chem., petrol and plastic, BIST-Electricity, BIST-Insurance, BIST-Sports, BIST-Tourism, BIST-Transportation, BIST-Basic Materials, BIST-Food and Beverage, BIST-Information Technology, BIST-Telecommunications, BIST-Textile and Leather, BIST-Metal products and machinery, BIST-Wood-Paper-Printing and BIST-Non-metal min. products are analyzed. The study covers the period between 2004:04 and 2017:07 and the data used are monthly. As a first step, for all the variables unit root tests are applied and as a result all variables are found to be stable at the first difference. The long-term co-integration relationship among each of the stock market sub index and CCI is analyzed by using Johansen Co-integration test. The findings show that there are long-run relationships between some of the stock market indices and CCI. Finally, Granger Causality tests are performed to analyze the short-run causality relationships among the variables. According to the empirical results, there are uni-directional and bi-directional causality relationships.

Keywords: Consumer confidence index, Stock market, Co-integration, Causality

Use of Complex Sentences by Syrian and Turkish Foreign/Second Language Learners

Assist. Prof. Dr. Eser Ordem

Adana Science and Technology University, Turkey

Abstract

Studies on complex sentences have been on the rise in recent years. However, complexity has been hardly questioned and criticized. This study mainly aims to bring a critical approach to complexity in linguistics. On the other hand, it is taken for granted that language learners have difficulty using complex sentences composed of various clauses. This study examined the written essays of Turkish language learners of English and Syrian learners of Turkish. The sentences were extracted from these essays ($N=30$). Thus, a small scale corpus was composed. The results show that complex sentences emerge later than simple sentences. Use of relative clauses appears to be more difficult when compared to the use of noun and adverbial clauses. In addition, some uses of complex sentences seem to be used in a formulaic way rather than generatively. Therefore, it can be concluded that learners need to be exposed to use of complex sentences more frequently since frequency might affect foreign/second language learners' written production.

Keywords: use, comple, sentences, syrian, turkish, foreign, second, language, learners

Turkish Government's Bilingual Education Approach - a Convergence with the European Union's Multilingual Policy or a Paradigm Shift?

Oğuz Güner

Instructor at Fatih Sultan Mehmet Vakıf University, PhD Candidate at Istanbul University

Abstract

The main target of this study is to demonstrate whether the European Union, as an international and supra-national actor affected the perceptions and approaches of the Turkish Government on bilingual education policies in Turkey. In the last decade, Justice and Development Party (AK Party) has implemented many educational reforms in order to be able to democratize the education and improve the quality of education in Turkey. One and the most substantial step of these reforms was to pave the way of the bilingual instruction (Turkish and Kurdish) in the country. However, bilingual education is still a controversial issue in Turkey. Implementing reforms in an education system with various goals brings huge challenges and hazards together and Turkish education system has been trying to meet the increasing needs of its own multilingual and multicultural background. This study investigates if the government's revolutionary steps in pluralist perspective are internalized in terms of the citizen's cultural and linguistic rights stated in the European Union's progress reports, or not.

Female Physical Education in Spain During the Franco Dictatorship

Javier Cachón Zagalaz

Faculty of Humanities and Education Sciences, University of Jaen, Spain

Belén San Pedro Veleo

PhD, Faculty of Teacher Training and Education, University of Oviedo, Spain

María Luisa Zagalaz Sánchez

PhD, Faculty of Humanities and Education Sciences, University of Jaen, Spain

Carmen González González de Mesa

PhD, Faculty of Teacher Training and Education, University of Oviedo, Spain

Abstract

We present a work that arises from the knowledge of many disseminated physical education (PE) data for women, which was more difficult due to the wide dispersion and diversity of training centers and degrees that were issued during the Franco dictatorship, as well as due to the discrimination of the PE and those who taught it, which caused many difficulties for the recognition of its importance to improve health and social welfare. The objective is to recover the history of the feminine PE (EFF) in Spain during the Franco regime (1939-1975), to know the past and project a sustainable future of the PE in schools. The study is qualitative, using a historical-descriptive methodology, accompanied by unstructured interviews. They have used deliberate sources (written biographies, chronicles, photographs...) and accidental sources (curricula, organization of education) and, as primary sources, the most prominent interviews. The results allow several conclusions to be drawn, highlighting that the Feminine Section (SF) had a decisive influence in the evolution and development of the education of Spanish women, in general and of their PE in particular.

Keywords: History of Physical Education in Spain. Gender. Franco dictatorship

- [1] References:
- [2] Agullo Díaz, M.C. (1990). Mujeres para Dios, la Patria y el Hogar. La educación de la mujer en los años 40. Actas del Congreso Mujer y Educación en España, 1868-1975, 17-26.
- [3] Alted Vigil, A. (1991). Las mujeres en la sociedad española de los años cuarenta. En *Las mujeres y la guerra civil española*. Madrid: Ministerio de Asuntos Sociales-Instituto de la Mujer, 297-299.
- [4] Barrachina, M.A. (1991). Ideal de la mujer falangista. Ideal falangista de la mujer. *Las mujeres y la guerra civil española*, Madrid: Ministerio de Asuntos Sociales-Instituto de la Mujer, 211-216.
- [5] Calatayud Soler, R.; Fernández Soria, J.M.; Lázaro Lorente, L.M., López Martín, R.; López Torrijo, M., Palacios Lis, I., & Ruiz Rodrigo, C. (1991). *Cuestiones histórico-educativas. España. Siglos XVIII-XX*. Valencia: Universitat de València.
- [6] Carrero Eras, L. (1995). *La Actividad físico-deportiva de la mujer en España, 1938-1975*, Tesis doctoral inédita, Universidad Politécnica de Madrid.
- [7] Fernández García, E. (1995). *Actividad Física y Género: Representaciones diferenciadas en el futuro profesorado de Educación Primaria*. Tesis doctoral inédita, Departamento de Didáctica, Organización Escolar y Didácticas Especiales. Madrid: UNED.
- [8] Suárez Fernández, L. (1993). *Crónica de la Sección Femenina y su tiempo*. Madrid: Asociación Nueva Andadura (ANA).
- [9] Vizuete Carrizosa, M. (1996). *Educación Física y Deporte Escolar en el franquismo*. Tesis Doctoral inédita, Madrid: UNED.
- [10] Zagalaz Sánchez, M.L. (1996). *La Educación Física Femenina (1940-1970). Análisis y Estudio en la Ciudad de Jaén*. Tesis Doctoral publicada en microfichas, Universidad de Jaén.
- [11] Zagalaz Sánchez, M.L. (2001). *La educación física femenina durante el franquismo. La sección femenina*. *Revista Apunts*, 65, 5-16.

Self Determination and Social Network Support Groups: Voices from Women with Turner Syndrome

Prof. Dr. Anastasia Alevriadou

University of Western Macedonia, School of Education, Greece

Abstract

Turner syndrome (TS) is a relatively common condition due to the full or partial deletion of the second sex chromosome, resulting in a 45,X karyotype and a female phenotype. Differences in intention or psychological condition. Women with TS generally have a normal range of cognitive abilities but may have learning difficulties, particularly related to nonverbal skills such as visual-spatial abilities, motor coordination, and mathematics. Although it has been well-established that adults with TS are susceptible to a large range of medical and psychosocial problems, psychological studies in adult women with TS report a large variability regarding psychosocial adaptation and functioning. The goal of this qualitative research study was to explore self-determination and self-perception issues experienced by six women with Turner syndrome, using semi-structured interviews. Problems in social relationships, particularly in contact with the opposite sex, as reflected by a lesser number of intimate relationships or marriages, later psychosexual milestones, problems with social cues have repeatedly been reported during the interviews. Additionally, only two women have a permanent job, while only one was married (the majority of the unmarried women were living with their parents). The findings are discussed emphasizing the role of education in the psychological adjustment of women with TS.

Keywords: Turner syndrome, self-determination, social network, qualitative research, psychological adjustment.

Why Vintage Style? Investigation of Vintage Clothing Motivations of Consumers

Tuğba Özbek

Muğla Sıtkı Koçman University

Abstract

Today, the concept of "vintage" in the clothing sector, which has high consumption volume, takes its place in today's fashion sector as a trend under various motivations attracting consumers. The "retro" collections of famous brands, which reflect the past fashion style, and the increasing interest of consumers in these collections, also increase the curiosity of the vintage clothing style. Because every vintage product reflects a retro style. Vintage clothing, a form of retro style clothing, is one of the important issues to be examined in this context. In this study, consumers' motivations related to vintage clothing style, attitude towards vintage dressing and purchase intention the vintage product are examined in the framework of the theory of planned behavior. With the planned research model, the motivations affecting the consumption of vintage clothing will be analyzed within the frame of attitude and purchasing decision, and various inferences about vintage clothing style will be obtained.

Keywords: Fashion, Clothing, Retro, Vintage, Planned Behavior Theory

With R Programming, Comparison of Performance of Different Machine Learning Algorithms

Prof. Dr. Ayşe OĞUZLAR

Uludağ Üniversitesi

Yusuf Murat KIZILKAYA

Ardahan Üniversitesi

Abstract

Machine Learning (ML) includes automatic calculation procedures based on logical or binary operations that learn a set of tasks. There are statistical approaches in the background of ML's decision process. ML uses statistical theory to construct mathematical models, because the main task is to inference by a set of data. ML programs computers in order to optimize a process based on past experience and / or example data. By ML, desired classifications can be done by computer in a short time and effectively. A model is created and this model can be foreshadowed in future predictions, can be found in explanations, or can be inspected on the basis of available data. ML functions in three different ways. The first is supervised learning, the second is unsupervised learning, and the third is semi-supervised learning. In supervised learning used in this study; a set of data and a training set about the concept to be learned in the system is entered. In the training set, the desired output values are also given for each sample (labeling done). Moving from this information, a relationship is established between input and output. Output values are tried to be estimated or learned by using the values of the input data. The results are classified based on known data and predictions are made on data sets whose results are unknown. In this study, in R programming, machine learning performances are compared. For this purpose, various machine learning algorithms have been applied to real data obtained from the UCI machine learning repository which is a collection of databases, domain theories, and data generators that are used by the machine learning community for the empirical analysis of machine learning algorithms, (UCI was created as an ftp archive in 1987 by David Aha and fellow graduate students at UC Irvine. Since that time, it has been widely used by students, educators, and researchers all over the world as a primary source of machine learning data sets), and classification algorithms have been compared using various criteria. The calculated criteria are; precision, accuracy, sensitivity, and classification techniques based on the F-scale were compared. As a result of comparisons made, Logistic Regression algorithm is seen that to be more successful than other algorithms.

This study is supported by The Bap Unit of Uludag University with the project DDP(I)-2017/8.

Keywords: R Programing, Machine Learning, Survised Learning, Classification Algorithms.

Sibling Relationships and Parental Acceptance- Rejection

Ayşe Ulu-Yalçınkaya

Ayhan Demir

Orta Doğu Teknik Üniversitesi

Abstract

The Purpose of the Study: The purpose of the present study was to find out the influence of perceived level of maternal and paternal acceptance-rejection on sibling relationship quality. The research question was "How well perceived level of maternal and paternal acceptance-rejection scores predict sibling relationship quality?". This study was one of the first attempts to investigate predictive value of parental acceptance and rejection scores on sibling relationship quality in Turkey. Sibling relationship quality has not been examined with the context of parental acceptance-rejection theory. **Method:** This study had a correlational design and for the analysis of the results, multiple regression analysis was used. Convenient sampling was used and the sample composed of 1463 state high school students who study in ten central districts of Ankara. Within these participants, male participants (n = 682) composed of 46.5% of the sample and 53.5% of them were females (n = 785). Participants were composed of mostly Anatolian and vocational high school students and age of participants varied between 14 and 19. Demographic data sheet, Maternal Acceptance-Rejection Questionnaire-Child Short Form, Paternal Acceptance-Rejection Questionnaire-Child Short Form and Sibling Relationship Questionnaire were administered to participants. **Results:** Computing correlations between parent and sibling variables introduced significant results for each variable except sibling power dimension. Maternal and paternal rejection have significant positive correlation with sibling rivalry and sibling conflict while having negative correlation with sibling warmth. Regression analysis results showed that 23.6 % of the variance in sibling rivalry was explained by maternal and paternal rejection ($R^2 = .24$, $F_{(2, 1464)} = 225.82$, $p < .001$). Maternal rejection score 7%, father rejection score explained 4% variance in sibling rivalry. Mother and father rejection scores explained 15.2% variance in sibling warmth ($R^2 = 15.2$, $F_{(2, 1464)} = 131.30$, $p < .001$). Maternal rejection score 5% and paternal rejection score explained 2.3% variance in sibling rivalry. Lastly, mother and father rejection scores explained %6 variance in sibling conflict ($F_{(2, 1464)} = 47.05$, $p < .001$). Maternal rejection score 1.3% and paternal rejection score explained 1.2% variance in sibling conflict. It can be said that, for each sibling relationship quality dimension, mother acceptance-rejection score is better predictor than father acceptance-rejection score. **Conclusion:** Parental attitudes have impact on sibling relationships. Positively perceived parental attitude, which consist of cohesion, harmony and affection is correlated with more warm and affirmative sibling relationships. Correspondingly, perception of rejection, neglect and aggressiveness from parents associates with more aggressive and conflictive interaction within siblinghood. It is useful to remember that the forms of interaction with parents can be role models for the kids. Therefore, positive parent-child relationships may contribute to quality of sibling relations. Family is an important institution in terms of process of socialization and civilization. Siblings and parents are an indispensable part of most children's social worlds. Besides, this study gave a general idea about how adolescents' relations with parent subsystem impact the relation with sibling subsystem. For further studies, it would be better design to take two siblings' perception on the relationship quality rather than including one sibling per respondent to measure sibling relationship quality. Relying on the responses of only one member of the sibling might be biased. Moreover, closer and qualitative examination of other aspects of the parent-child relationship may enhance further understanding of the extent to which sibling relationship relates to the quality of relationship with parents.

Keywords: Sibling Relationships, Parental Acceptance, Rejection, Adolescents.

A Study on Motivations of Turkish Visitors of Gallipoli

Ulvi Cenap TOPÇU

PhD. Cand., Çanakkale Onsekiz Mart University, Graduate School of Social Sciences, Turkey

Abstract

As one of the most dramatic fronts in the First World War, Gallipoli has a significant importance in history for several nations. For Australians and New Zealanders, Gallipoli is known to be the root of their national identities. Their visits to the battlefield site each year is called "pilgrimage" in the literature and the "Gallipoli soul" is still influential in political contexts. This perspective demonstrates a divergence in "dark tourism" literature, with deeper meanings attached to the site. Gallipoli is essentially important also for Turkish citizens. Starting from just after the battles, it was politically framed throughout history. It is recognized to be the starting point of the Turkish Independence War and "Çanakkale soul" is still being mentioned as a political resource in contemporary politics in Turkey. Consequently, as Australians and New Zealanders, Turkish visitors are also expected to have deeper motivations than what dark tourism concept comprises. This study aims to examine motivations of Turkish visitors of Gallipoli from this point of view. Research data was gathered from 236 respondents from institutions in Istanbul using an online questionnaire. Analysis revealed that Turkish motivations for Gallipoli visits are distinctly related to nationalistic and spiritual motives. Even though individual pilgrim motives as indicated in research for ANZAC visitors is not found, it is supported that Gallipoli visits have more meaning for Turkish people than being interested in death related sites as elucidated in dark tourism literature. Therefore, the data gathered from the Turkish sample reveals motivations of group consumption behaviour framed in political discourse.

Keywords: Gallipoli, Battlefield Tourism, Dark Tourism, Visitor Motivation, Group Consumption.

Satisfaction from and Predisposition to Study of Future Pre-Primary and Primary School Teachers

Javier Cachón Zagalaz

Faculty of Humanities and Education Sciences. University of Jaen, Spain

Inés López Manrique

PhD, Faculty of Teacher Training and Education, University of Oviedo, Spain

María Luisa Zagalaz Sánchez

PhD, Faculty of Humanities and Education Sciences. University of Jaen, Spain

Carmen González González de Mesa

PhD, Faculty of Teacher Training and Education, University of Oviedo, Spain

Abstract

Summary: A study performed by two Spanish universities (one in the north and another in the south of the country), to investigate students' characteristics of Infants and Primary Education. The objective of the study is to ascertain their *Satisfaction from and Predisposition to Study*. The Utrecht Work Engagement Scale (UWES-S), adapted to and validated in Spanish, is applied to a sample of 274 students. This scale evaluates the level of commitment to the activity that the subjects have, by means of 17 items, preceded by personal and sociodemographic questions. The results were analyzed with SPSS22, with satisfactory reliability (.854 for *Satisfaction with Studies* and .859 for *Predisposition*). In addition, the differences of each factor are calculated according to sex, age, course, specialty and geographical area. The Conclusions indicate that all students score higher Satisfaction for Studies. Women achieve higher score than men for both factors: Satisfaction and Predisposition. Students of Pre-primary Education show more commitment than Students of Primary Education. By specialties, the Predisposition to Study is greater among Students from the Primary Education (Foreign Language), and the Satisfaction with the Studies among those from Pre-primary Education. Students in the 1st year are more satisfied with the studies and those in the 4th year show better predisposition. In both factors, students from the South of Spain score higher values.

Keywords: Teachers' training; Pre-primary and Primary; Academic commitment; UWES-S

Profiles of Students' Study Processes and Dominant Intelligences in the Faculty of Sport Sciences

Ziya Bahadır

Erciyes University, Physical Education and Sport, Kayseri, Turkey

Zehra Certel

Akdeniz University, Faculty of Sport Sciences, Antalya, Turkey

Abstract

The main purpose of this study was to identify study process and dominant intelligences of students in the faculty of sport sciences, and to examine the possible differences by gender and departments. The second purpose was to investigate the relationship between students' dominant intelligences and their study processes. In this study, relational screening model was applied. Participants included 300 students in the faculty of sport sciences at Akdeniz University, Turkey. The number and departments of students were as follows: 99 students from the department of physical education and sport education, 83 students from the department of coaching education, 55 students from the department of sport management, and 63 students from the department of recreation. In order to collect data, Revised Two Factor Study Process Questionnaire, developed by Biggs, Kember and Leung (2001) and translated into Turkish by Önder and Beşoluk (2010), and Multiple Intelligence Survey, developed by McClellan and Conti (2008) and translated into Turkish by Babacan (2012) were used. Chi square test, t-test, ANOVA and Pearson correlation coefficient were used in data analysis. As a result, dominant intelligences of students in the faculty of sport sciences were identified as bodily-kinesthetic, existential and mixed intelligences. In this study, no statistically significant difference was noted between students' dominant intelligences and deep & surface learning with regard to gender and departments.

Keywords: Multiple intelligence, study process, sport sciences

Handling Structural Breaks in Economic Forecasting: a Competition

Kandrika Fadhlan Pritularga

Graduated from Lancaster University, United Kingdom

Abstract

An unexpected shock or a structural break in time series close to where forecasts start damages forecasts generated by conventional models. This research focuses on two strategies to handle such a problem. The differencing strategy, eliminates deterministic terms as a pernicious source of forecast failure and the optimal window strategy manages the number of observations needed to generate the most accurate forecasts. A comparison between these strategies yields the best strategy to handle such a break. This comparison creates an opportunity to develop an alternative strategy by combining the optimal window strategy and the rolling origin approach with re-estimation, named as the updating-optimal window strategy. The comparison was done by Monte Carlo simulation and an empirical analysis of the unleaded gasoline price in the U.S. The results show that the updating-optimal window strategy outperforms others in most cases for the experimental and the empirical analysis. In addition, this research successfully shows that the differencing strategy is not robust toward the forecasting problem it faces. In general, this research recommends employing the updating-optimal window strategy first to handle structural breaks while the differencing strategy needs to be considered in a particular situation.

Keyword: forecasting, structural breaks, differencing, optimal observations

The Mediation Role of Self-Regulation Skills of Preschoolers in the Relation Between Parenting Behaviors and Play Skills

Dr.Dilan BAYINDIR

Balikesir University, Necatibey Faculty of Education, Department of Primary Education

Abstract

Parenting behaviors have strong influences on children's development (Eisenbergh, Zhou, Spinrod, Valiente, Fabes and Liew, 2005; Landry and Smith, 2001; Meins et al., 2002; Whitehurst et al., 1998), as well as they affect play skills (Öğretir, 1999). However, there can be different mediator variables that affect the relation between parenting behaviors and play behavior of preschool children. This research is designed according to the hypothesis assumed that children's self-regulation skills have a mediating role on the relation between these behaviors. Self-regulation is a concept that focuses on skills and motivation to regulate thoughts, feelings and behaviors of individuals that they use to achieve their goals (Kopp, 1982; Zimmerman and Schunk, 2008). The literature indicates that parental attitudes is an important predictor for the self-regulation skills in early childhood (Kochanska, Murray and Harlan, 2000; Olson, Bates, Sandy and Schilling, 2002) and play experiences provides opportunities for the development of these skills (Berk, Mann ve Ogan, 2006; İvrendi, 2016; Savina, 2014; Sezgin and Demiriz, 2017; Tominey and McClelland, 2011; Whitebread, 2007). Play activities simultaneously require and help to promote both the cognitive abilities and capacities for social competence, such as self-regulation (Nicolopoulou, Schnabel Cortina, Ilgaz, Brockmeyer Cates and B.de Sa, 2015), so it could be said that high self-regulation skills support quality of play behavior. The aim of this research project is to examine the mediating role of the self-regulation skills of preschool children between 60-72 months in the relation between parental attitudes and play skills of these preschoolers. The sample of the research is selected from the central districts of Balikesir, Turkey by cluster sampling method. To determine the level of self-regulation skills of preschoolers, The Self-Regulation Skills Scale developed by Bayındır and Ural (2016) is used. Also The Parenting Questionnaire developed by Sanson in 1994 and its adaption to Turkish by Baydar et al. (2007, Baydar et al., 2010) is used to determine the parental attitudes. Penn Interactive Peer Play Scale-Parent Form, which was developed by Fantuzzo, Mendez and Tighe (1998) and later adapted into Turkish by Ahmetoğlu, Acar ve Aral (2016) is used to evaluate children's play skills. The data is collected in the fall semester of the 2017-2018 academic year. The existence of a causal relationship between the selected variables is examined through a structural equation model. The results will be discussed considering the related literature and suggestions will be developed in accordingly.

Keywords: Preschool period, parenting behaviors, self-regulation skills, play skills

Positive Psychology in School-Based Career Counseling

Seçil Seymenler

Manisa Celal Bayar University

Ece Eken

Manisa Celal Bayar University

Abstract

One of the areas where positive psychology contributes by focusing on the strengths, virtues and positive features of individuals is the field of psychological counseling and guidance. The distinction between counseling profession and other mental health professions is the counseling profession's emphasis on personal growth, empowerment, and wellness, rather than the amelioration of deficiencies. According to the American School Counselor Association, promoting the growth and development of every student is one of the explicit purpose of the school counselors. In this context, positive psychology is thought to be an important source for strengthening of students' capabilities and potentialities, and also experiencing positive emotions in their career development process. The purpose of this study is to provide a perspective on how school counselors can use positive psychological principles to encourage students' career development. The constructs of positive psychology—namely strengths, positive emotions and flow, gratitude— that school counselors can use while working with their students has been discussed for promoting their career development. The emphasis on the development of positive aspects of positive psychology appears to be consistent with the comprehensive developmental model that supports the individual's overall development in personal, social, emotional, and professional areas. Studies show that positive psychology is an important potential for supporting the career development of students. School counselors' efforts to promote students' awareness of their strengths and increasing students' ability to generate positive emotions, flow and gratitude, may help students realize that they have considerable control over their career development.

Keywords: positive psychology, career counseling, character strengths, positive emotions, flow, gratitude

The Role of Perceived Risks in the Adoption of Mobile Services

Mihail Cocosila

Faculty of Business, Athabasca University, Canada,

Abstract

The goal of this research was to investigate the role of perceived risks in the adoption of services offered through mobile devices. Potential user risk perceptions capturing factors such as fears of useless money and time spending or fears of identity theft or disclosing to third parties have been attracting increased attention in information systems research. In order to assess potential user risks in mobile service adoption a theoretical model capturing these perceptions and their influence on the intentions to adopt a mobile health service was developed and tested in a field study. The study had a quantitative layout and was conducted online with 600 potential users of a mobile service in Europe and North America. Data collected were analyzed with Structural Equation Modelling tools. Key results revealed that perceived risks alone had a significant influence on the intention to use the mobile service under scrutiny and explained over 30% of the intent to use that technology. This demonstrates that user perceptions on risks associated with a mobile technology use are an important factor that has to be taken into account in technology adoption research.

Keywords: Mobile services, information systems, perceived risks

An Educational Policy Dilemma in Developing Countries: Elitism and Populism

Dr. Gökhan Demirhan

Abstract

Up to the 18th century, this systematic education was far from being reachable to all sections of the society and was carried out in a general manner to address a limited audience in order to educate qualified people needed in the direction of the society's ruling class. In the period following the Industrial Revolution, the phenomenon education was regarded as one of the fundamental rights and took place at the center of the individual-state relation. The constitution of almost every country has found such principles as education right, generality and equality in education. Non-discriminatory, the provision of educational services and possibilities to all kinds of layers that have emerged through natural processes in social structures, and the holding of the "human" factor in the foreground during the execution of this service is a view that emerged in the post-modern age, which is attributed to the 21st century. The fact that the human factor is at the center of our educational policies is not the sovereignty that governs the society or the state in individual-society and individual-state relations, but an exemption of the individual's expectations and needs. The adopted policies in developing countries such as Turkey, are not sufficient for the countries to be an integral part and an important actor of contemporary civilization, as it is claimed. This study examines the current situation in the context of contemporary educational philosophy and politics beyond popular discourses and aims to open the debate on the cost of what we give up with versus on the benefits of what we accept.

Keywords: Elitist Education, populist Education, Educational Policy in Developing Countries

A Comparative Study of English Romanticism and German Romanticism Basing on Certain Authors and Their Works

Emel Aycan Asma

Abstract

This paper will compare and contrast two different literatures, that are English and German, from an important, specific period that is the age of 'romanticism'. Romanticism, as a school, attitude or an intellectual approach was effective not only on literature but also painting, music, architecture, criticism. It is thought that it took place from late 18th century to the mid 19th century. So, the paper will begin giving a short description and the interesting details of the romantic eras both in English and German Literatures. How it appeared, was it a reaction to rationalism of the enlightenment, or neoclassical era, the paper will answer these type of questions, it will give a panorama of the pre-romantic and the romantic movement in both literatures, and explain the 'idea' of romanticism. The representatives of the movement in both literatures and their perspectives will be discussed. The paper will compare and contrast and display the similarities and differences in both literatures, basing on some specific authors or poets; such as William Blake or Keats, Lord Byron and Johann Wolfgang von Goethe, Jean Paul, Novalis, Ludwig Tieck, Friedrich Schlegel, Wilhelm Heinrich Wackenroder and even some French representatives. The paper will discuss how the main perspective of romanticism was shaped and how it was accepted by society and the individual. Psychoanalytical approach, the concept of 'ethics' will be used to analyze the issues. How the idea of 'perfection' gains importance in the romantic perspective and how this was reflected to the romantic Works will be one of the main topics of the paper. In the paper, prose, poetry, novel, essay samples will be discussed with quotations from certain works as references.

Keywords: Romanticism, Goethe, Wordsworth, William Blake, Weltliteratur

Innovation Structure: A Comparison Across European Countries

Assoc. Prof. Dr. Kıvanç Halil ARIÇ

Cumhuriyet University, Faculty of Economics and Administrative Sciences, Department of International Trade and Logistics, Sivas, Turkey

Abstract

New ideas and innovation have become important factors for countries. Innovation is regarded as a source of competitive advantage in the context of technological development and global competition. Innovation could briefly be defined as a change in products, production process and markets. Innovative applications of scientific researchers, firms' organizations and technology bring out more productive activities in the economy. Hence, innovation structure and policy implications are more substantial for both firms and countries. The European Union implements innovation policies to upgraded goods, services, and market efficiency. Therefore, innovation is one of the main identifiers of the EU competitiveness in the global economy. In this study, the EU countries are classified in the context of innovation structures in 2017. Capacity for innovation, quality of scientific research institutions, company spending on R&D, availability of scientists and engineers variables are collected from World Economic Forum Competitiveness Report 2017 respectively. Hierarchical cluster methodology is used in the analysis process. The main idea of this method is grouping the objects in the similarities. Hierarchical clustering is where you build a cluster tree (a dendrogram) to represent data, where each group (or node) links to two or more successor groups. The groups are nested and organized as a tree, which ideally ends up as a meaningful classification scheme. According to analysis results Austria, Denmark, France, Ireland, and Luxemburg are in the same clusters in different cluster situations. It can be said that these countries' innovation structures diverge from the other EU countries.

Keywords: Innovation, European Union, Cluster Analyze

Double Refugee: From the White Army to the Harvard University

Dr. Tereza Kopecka

Institute for History of Medicine and Foreign Languages, First Faculty of Medicine, Charles University in Prague, Czech Republic

Abstract

Samuel Jefimovich Mangeim was born in Gomel in July of 1897. The story of his life is at least unusual. He was a Jew, Belarusian and a democrat. Three words that determined his uneasy destiny and each one of them could have been fatal for him. The story began on the Russian Front of the WWI. Samuel was enlisted in 1915 and fought for two years. After the October Revolution he took part in the Russian Civil War. Unfortunately, he was on the „wrong“ side – the White Army. After the victory of the Bolshevik Red Army he became undesirable and had to run away from Russia very quickly. He wore two shirts, two pairs of trousers and a coat, owning nothing more. Belarus had just lost the fight for independence and was engulfed by Poland and Russia. Homecoming was impossible. Meet Samuel Mangeim, a refugee from bolshevism. He decided to go to the capital city of Czechoslovakia – Prague. That was a good choice for two reasons. 1. There was a big and nationally varied Jewish community (32000 persons) and only moderate antisemitism. [7] 2. Czechoslovak government refused to recognize the violent breakdown of Belarus. Russian and Belarusian refugees were widely accepted and offered scholarship programs. [8] Samuel won a scholarship and graduated at the Charles University in 1927. He became a Czechoslovak citizen and accepted a Czech name. Meet MUDr. Jiří Mangeim, a dentist in Prague. MUDr. Jiří Mangeim was very successful and also forethoughtful. When the Nazis took control over Germany and started attacking Czechoslovakia, he caught his chance and applied for emigration passport to the USA. He embarked on the T.S.S. Statendam in October of 1938, only a few days after the Munich Agreement that ended the existence of Czechoslovakia as it was. Many of his colleagues were later deported to concentration camps and murdered. Meet Dr. Jiri Mangeim, a refugee from Nazism. He was actually escaping from two deadly dangers. One of them was Hitler's Germany and another one appeared in 1948. The new Czechoslovak government was fully devoted to Stalin. Belarusian survivors of the WWII were deprived of Czechoslovak citizenship and then passed to Moscow. [8] But Dr. Jiri Mangeim arrived safely to the USA and was accepted again. He naturalized himself as George Mangeim and decided to supplement his education at the Harvard University. Then he got married and founded a family. Dr. George Mangeim died in 1959. Where can his name be found? Neither between the victims of the WWI nor between the victims of holocaust. Nor was it forgotten like many names of the executed officers of the White Army. It's engraved on the memorial wall of Temple Israel Congregation on Staten Island. R.I.P

Keywords: Refugee, World War I, Nazism, Russian Civil War, White Army, Harvard University, Charles University, Prague, Gomel, New York

Acknowledgements: I'd like to thank my supervisor prof. Petr Svobodný for constant support and advice.

References:

- [1] National archives Czech Republic, file PŘ 1931-1940, carton 8670, Sg. M 680/1.
- [2] Dental School of Harvard University Catalogs, 1940-1941, 1942-1943, 1943-1944
- [3] U.S. Public Records Index
- [4] Archive of Charles University, file Matriky Univerzity Karlovy, inventory number 6, Matrika doktorů Univerzity Karlovy VI., page 2748.
- [5] (Dr. David Mangeim, son, interviewed and transcribed by Anna Selman, 18-Jan-2018).
- [6] Wikimedia Commons (pictures 3,4,5,7).
- [7] HONSOVÁ, Karolína. 2011. Prague Jews in 20th century: plurality of their identities [online].
- [8] KOLENOVSKÁ, D; PLAVEC, M. Běloruská emigrace v meziválečném Československu. Studie a dokumenty. [N.p.] : Charles University in Prague, Karolinum Press, 2017. ISBN: 9788024637815.

Home Bias in Capital

Tchai Tavor

Department of Economics and Management, The Max Stern Yezreel Valley Academic College, Emek Yezreel 19300,
Israel

Abstract

The research question dealt with the effect of home bias in capital, which can be seen in the recommendations of analysts published periodically, and its effect on the yield of our investment portfolio and of portfolio managers and pension funds in Israel. In addition, I will examine an optimal investment portfolio for nine different indices in the developed world by using the Markowitz model. The results of the study showed that none of the proposed cases were able to be on the efficient front. At different times the efficient portfolios change from one to the other. In the end, an effective front spring is created under the effective front of Markowitz.

Keywords: Home, Bias, Capital

An Exploratory of Scale Dimensions in Work Engagement: A Case Study of Indonesia

Avin Fadilla Helmi

Kandrika Fadhlan Pritularga

Universitas Gadjah Mada Indonesia

Abstract

Indonesia is the fourth of the most populous countries in the world, which is 3.5% of world population. The economy of Indonesia is also growing and developing. In the industry, do employees contribute to good organizational performances? Work engagement has been one of factors that contribute to good organizational performances. A survey from Hewitt (2017) shows that Indonesia has the highest level of work engagement as much as 71%. In addition, Indonesia has rich cultures with high level of relationalism and spiritualism. Due to these facts, an exploration of the concept and the dimension of work engagement become interesting due to these facts. Schafelli & Bakker propose UWES (Utrecht Work Engagement Scale), which consists of three dimensions, namely vigor, dedication, and absorption. Through interviews of lecturers and staff of a university in Indonesia, this research finds one more dimension in the scale, namely "usefulness towards others". The "usefulness towards others" in this research means that employees feel that their contributions are useful to the organization and to themselves and these becomes a feeling of gratitude. Modified UWES is proposed with the additional dimension and the discrimination power for each item is 0.30-0.67; Aiken's content validity is 0.625-0.875; and the reliability coefficient is 0.924 (Hayuningtyas & Helmi, 2015). The finding was confirmed by the factor analysis.

Keywords: exploratory, work engagement, Indonesia, UWES

Autochthon paradigm of social research on multiculturalism in a pedagogical perspective

Dr Justyna Pilarska

University of Wrocław

Abstract

Considering the neo-Kantianism tradition and ontological individualism, this research project considers the leading meta-theoretical questions related to the indigenous qualitative methodology. The latter can enable a deepened inspection of models of cross-cultural education, carried out formally and informally within European, culturally diverse societies, which require the research to adopt an idiographic approach which finds its fullest form in indigeneity. This approach, however, is not sufficiently recognized within Polish, or even European, methodologies, stemming from post-colonial and autochthon paradigm of social research on multiculturalism, as well as emancipatory social thought from the 1970s generated in Australia, New Zealand, Canada and other former colonies in the British, French and Dutch empires. Adequate recognition of the social, cultural and educational reality requires a structured, meta-subject methodological theory, which can emerge as the outcome of methodological meta-research, that is for “researching the research”, and this is the objective of this reflection stemming from a research visit by the author to the Australian Aboriginal cultural and educational centres in Melbourne in the summer 2017.

A Comparison of Fenerbahce and Galatasaray Football Club Supporters: the Factors of Affecting Stadium Participations

Aydogan SOYGÜDEN

Erciyes University, School of Physical Education and Sport, Kayseri, Turkey

Abstract

Aim: The aim of this study is to investigate the factors affecting the stadium attendance of the supporters of professional football clubs that have stadiums fulfilling the UEFA criteria. **Material and Method:** The study population includes the supporters of Fenerbahçe and Galatasaray Football Club participating in Turkish Spor Toto Super League in 2013-2014 seasons and having stadiums that fulfill the UEFA criteria. The sample consists of randomly selected (n=832) supporters. As well as demographic data of the supporters, reasons affecting the Stadium Attendance Scale developed by Soyguden, 2014 which consists of 30 questions were used to collect the data. Statistical analysis of the data was done using SPSS 16.0 packet program and descriptive statistics, independent t-test and one-way ANOVA test were applied. **Results:** Among the variables affecting the participation of Galatasaray Football Club supporters participating in the stadium; "Recreation Activity Opportunity", "Stadium Atmosphere" and "Personal Relaxation Opportunity" variables were found high. Among the variables affecting the reasons for not participating in stadiums of Fenerbahce Football Club fans; the levels of "Negative Ergonomic Environment" and "Unethical Situations" were found to be high. **Conclusion:** As a result, Galatasaray FK supporters' participation to the stadium most effective factor was found "Recreation Activity Opportunity" than the Fenerbahce FK supporters. In this case, it is recommended to increase the number and quality of recreational activities in the stadium. Our research showed that Fenerbahce FK supporter's non participation to the stadium most effective factor was found "Negative Ergonomic Environment" than the Galatasaray FK supporters. With this result, it is proposed to improve the negative ergonomic environmental conditions in order to allow more fans to participate in the stadium.

Keywords: Fenerbahce and Galatasaray Football Club, Supporters and Stadium Attendance

The Reflections of Minimalist Approaches on the 21st Century Graphic Design

Ertan TOY

Istanbul Medeniyet University, Ph.D. Lecturer

Abstract

Not only Graphic design, but also many other fields has changed in many ways throughout the information age. Audiences of various products have been lost within the information masses that have still been increasing day by day. Therefore, presentation and visualization of information has been becoming more important than ever. With the development of internet and mobile technologies, thousands of visual designs are being shared every day. This situation leads to visual pollution that makes communication harder with people. At this point, minimalist approaches have been played an important role to solve complexity and communication issues of design products. The main goal of minimalist approaches in design field to present an idea as the minimum numbers of colors, shapes, images and lines as possible. The purpose of this study is to investigate mentioned applications of minimal approaches in the beginning of 21st century graphic design. In order to indicate advantages and disadvantages of minimalist design methods within the context of recent graphic design samples that have been analyzed throughout this research process. As a result of these examinations, it is found that simplistic design approaches may help the people to make them understand complex information easily, which are used in graphic design products. Another finding of this research is that usability of a website, a mobile application or a product can be increased via using minimal design approaches.

Keywords: Graphic design, minimalism, user interface, data visualization

Healthcare Impact Bonds: using private capitals in health prevention programmes

Rosella Carè, PhD

Department of Legal, Historical, Economic and Social Science, University Magna Graecia of Catanzaro, Italy

Abstract

Social Impact Bonds (SIBs) have become rapidly the most talked-about instruments within the social finance market. SIBs provide a redesigning of social programs through market-based solutions and can be used to enhance the transparency and evaluation of expenditures made by government. Health impact bonds (HIBs) represent the adaptation of these current examples of social impact bonds in recidivism and child removal into new health programs and interventions. This work aims to explore existing HIBs by highlighting their main characteristics, opportunities and challenges. Using a multiple case study approach, this study provides a descriptive and explorative analysis of eight existing Health Impact Bonds (HIB).

Keywords: healthcare, impact, bonds, private, capitals, health, prevention, programmes

Forecast Model for the Production of Cotton in Pakistan

M Bilal

University of Veterinary and Animal Sciences Lahore, Pakistan; Department of Statistics

Abstract

PURPOSE: The botanical purpose of cotton fiber is to aid in seed dispersal. Cotton accounts for 8.6 percent of the value added in agriculture and about 1.8 percent to Gross Domestic Product(GDP). Present study is an attempt leading to empirical modeling and forecasting of cotton to assess its future prospects. **DESIGN METHODS:** The data used in this study was obtained from Economy survey of Pakistan 2015-2016. In this study the dependent variable is production of cotton. Autoregressive Integrated Moving Average (ARIMA) model is applied on cotton production. Firstly applied unit root test to check stationarity of the data from the year 1990 to 2016. Also performed the Kolmogrov Smirnov test for the normality of data having (p-value is 0.894). **RESULTS:** The ARIMA model shows the significant improvement for the production of Cotton in Pakistan. ($R^2 = 0.78\%$) total variation explain the model. **CONCLUSION:** In Pakistan cotton play an important role in economy. There was 6% increase in growth of cotton production from 2009 to 2011. The ARIMA model is suitable for the forecast of production of cotton for coming five years. It has been used for the four provinces in Pakistan. The forecast models were based on past data which were affected by the situation like agriculture policy and trade policy.

Keywords: Production of Cotton, ARIMA Model, Kolmogrov Test.

The Deviation Between Construction Companies Performance and Stock Price of Reits: Evidence from Borsa Istanbul

Prof. Dr.Niyazi BERK

Turkey

Assoc. Prof.Dina CAKMUR YILDIRTAN

Turkey

Assoc. Prof.Ayşe Gul BOLUKBASİ

Bahcesehir University, Turkey

Abstract

In a construction-based economic growth, the performance of the REITs is closely related to the construction industry. Investors normally expect a significant cash flow and high profit of the REITs. However, when the listed REITs are analyzed, they do not show a parallel development to the growing construction sector in Turkey; they lag behind the stock market index. The objective of this study is to examine the performance of REIT's by measuring the sensitivity of the security market line, Jensen index and Sharpe's ratio, treynor ratio as well as, special valuation metrics of REITs like the growth of Net Asset Value, Capitalization Rates, and Dividend Yield. For the empirical analysis of the study closing prices of 15 REITs from Borsa Istanbul, operating since 2009 at the Borsa İstanbul are used. The data were obtained from Bloomberg, Borsa İstanbul, and REIDN for the periods of January 2009 - December 2017. In the first stage of the the study stability of the series was tested with Augmented Dickey-Fuller (ADF) and Phillips-Peron unit root tests in order to calculate the beta coefficients via Single Index Model. In the second stage, beta coefficient of REITs are used in order to calculate Capital Asset Pricing Model (CAPM). Furthermore in order to compare performance of REITs Sharpe Ratio, Treynor Ratio and The Jensen Performance Index are calculated.

Keywords: Real Estate Investment Trust, Performance Appraisal, and Deviations of Stock Prices

Students Views About Informal Learning Environments: Planetarium

Assist. Prof. Dr.Fulya Öner Armağan

Erciyes University

Nagehan Demir

Ministry of Education

Abstract

The aim of this study is to describe the ideas of the 5th grade students after visiting planetarium which is one of the learning methods outside school. The study is conducted with 50 5th grade students attending to a secondary school in Kayseri/Turkey. The research was applied during the fall term of 2017-2018 academic year. This study was carried on phenomenology method which is one of the qualitative research methods. The data was obtained through semi-structured open ended questions with the students. Interview form was formed and was controlled by two science education experts. Data analysis was conducted through descriptive analysis. After visiting the planetarium, the students expressed that the visit was effective for them to make their learning meaningful. Based on the results of the research, recommendations were offered to the authorities.

Keywords: Planetarium, informal learning environments, secondary students, phenomenology

The Relationship Between Questions and Understanding in Primary School

Assoc. Prof.Erol DURAN

Uşak University

Gülfikar GÜRSOY

Teacher, Uşak University Institute of Social Science

Abstract

In this study, the relationship between the text questions prepared according to the Bloom taxonomy and the comprehension levels of the 4th grade students of primary school. It is modeled with a hybrid pattern. Two different study groups participated in the study. First study group, 101 students; The second study group consists of 33 students who were selected according to the output success distribution curve. First, a one-way analysis of variance was conducted to see the level of understanding of children at different income levels according to children's Bloom taxonomy. Another variable, two different types of questions, was analyzed by an associated t-test for the analysis of response levels. Finally, a semi-structured interview form with open-ended questions was applied to the second study group in order to learn about ideas and texts based on the Bloom taxonomy. The data obtained from the interview form was interpreted with thematic coding technique. According to the results of the semi-structured interview, while students indicated that the questions which are adressing the lower levels of Bloom were easy and clear, the last three questions adressing senior steps as difficult and incomprehensible. **Explanation:** This research has been produced based on the Gülfikar Gürsoy master's thesis was conducted by Assoc. Prof. Erol Duran. It is supported by the Uşak University Scientific Research Projects Unit.

Keywords: Question, Bloom Taxonomy, Questions and Understanding

The Theological Basis of Interfaith Dialogue in Islam: Albania as An Example

Hasije Uka

Research, Assistant, Hena e Plote Beder University

Abstract

Nowadays, we are facing with many problems which threaten the balance of the society. One of the reasons of this situation comes because of the fact that people are not aware enough about their values especially religious values that is "Man is fearful of what he knows not". Particularly, we have neglected many of these vital values such as: tolerance, mutual understanding, cooperative relations, interfaith and intercultural dialogue, which are very crucial to attain a remaining coexistence in society. Therefore, in this article we will make an attempt to explain the theological basis of tolerance and interfaith dialogue in Islam based on the religious scriptures to increase in mutual understanding among the members of different religions. The research will be looking at the conceptual framework of interfaith dialogue and also the research will be focusing on the relationship of Albanian Muslims with the others. When the Europe was subsisting with difficulty because of the hardships of the World War I and World War II, Albanian Muslims and Christians were helping each other in order to overcome the challenges of that time together. This is just a simple example from the Islam- Christianity coexistence in Albania because during the wars there had been noticeable examples of solidarity and interfaith dialogue that took place here because the religions in Albania have always played a pivotal role to establish a peaceful coexistence instead of contradicting confictions.

Keywords: Theological, Basis, Interfaith, Dialogue, Islam, Albania

Independent Variable Importance with Artificial Neural Networks

Res. Assist. Dr.Ergün AKGÜN

Asst. Prof. Dr. Metin DEMİR

Abstract

The purpose of this study is to determine the highest and the least importance variables for Science and Technology Teaching course I - II academic achievements. With this purpose, this research was designed with descriptive approach from general screening models and relational screening models. The data obtained from the research were achieved from the transcripts and the demographic information that did not contain personal information of 685 pre-service primary teacher graduated from four different state universities. IBM SPSS Neural Networks 20 and Matlab Neural Networks Toolbox Programs were used to analyze the obtained data. It is seen that the highest variance is the settlement score for both the Science and Technology Teaching course I and II, the least important variable is the type of learning for Science and Technology Teaching course I and the least important variable is the gender for Science and Technology Teaching courses II.

Keywords : Artificial neural networks, academic achievement, independent variable importance

Time Series Analysis of Monthly Regional Rainfall Data: Periodicity and Forecasting

Mesut BALIBEY

Faculty Of Economics And Administrative Sciences, Munzur University, Turkey.

Yılmaz AKDİ

Department of Statistics, Faculty of Science, Ankara University, Ankara , Turkey

Abstract

The importance of water in the world is increasing. Water is the most important phenomena for a livable world. As the most important indicator of the existence of living beings in space studies, it is being investigated whether or not there is water on that planet. In addition, water resources in the world have been steadily declining and within a very short time many of the world's drinking water resources and agriculture are being constantly voiced by international organizations to be affected by this decrease. Seasonal changes and precipitation, however, are always on the agenda. In this study, precipitation data is investigated from region to region and Turkey in general during 1960:01-2014:12 period by using time series method in Turkey. In the work, taking into account the cyclical relationship of climate change, a prediction model for rainfall in the coming years has been tried to be created. As is it is known, Turkey is geographically divided into seven different geographical regions. It is obvious that the amount of rainfall is decreasing in the summer months when there is more rainfall in the winter months and this is interpreted as a seasonal effect. These seasonal effects are observed for Turkey's seven geographical regions. Inthatcase, for testing if the amount of rainfall differersregionbyregion;

$$y_{ijk} = \mu + \alpha_i + \beta_j + (\alpha\beta)_{ij} + e_{ijk} , i = 1, 2, \dots, 7, j = 1, 2, \dots, 12, k = 1, 2, \dots, 55$$

As it is given above, the model is taken into consideration to indicate regional differences and considered time series models for each region to forecast next two years expected rainfall amounts region by region. Moreover, a periodic components have been search by you sinth eperiodo gramordinates.

Keywords: Precipitation, Periodicity, Time Series.

Time Series Analysis for Periodic Data

Assist. Prof. Dr. Mesut BALIBEY

Faculty Of Economics And Administrative Sciences, Munzur University, Turkey

Abstract

The aim of this study is to search any periodic component for a given time series data. Time series techniques are usually used to make forecasts for the future values. Any statistical analysis and forecasts depend on the stationarity assumption of the series. There are many methods (such as ADF, PP, HEGY and many others) to check the stationarity in the literature. All these methods are related to OLS estimates of the parameters of the time series models. If there is seasonality in the time series the HEGY method is used to test for stationarity. However, if there is a periodic component beyond the seasonality in the series the estimates may not be useful. In this respect, when a periodicity beyond a seasonality exist in a given time series data, forecasting and any statistical inference is little complicated in the classical time series analysis. Periodograms are often used to search hidden periodicities in the data. Moreover, the periodograms are also used to test for stationarity (Akai and Dickey, 1998). For an univariate time series data $(Y_t; t, tCT)$, the periodogram ordinates can be calculated except for adding any specification as;

$$I_n(w_k) = \frac{n}{2} (a_k^2 + b_k^2)$$

Where,

$$a_k = \frac{2}{n} \sum_{t=1}^n (Y_t - \bar{Y}_n) \cos(w_k t)$$

$$b_k = \frac{2}{n} \sum_{t=1}^n (Y_t - \bar{Y}_n) \sin(w_k t)$$

$$w_k = 2\pi k / n$$

μ is the main of the series. Periodogram based tests have some advantages of comparing to the time domain approach. One of these is to search whether there is a periodicity in the data or not. The periodogram can be calculated without any model specification and the critical values of test statistics are free of sample size constraints.

Keywords: Time Series Analyse, Unit Root test, Time Series, Periodicity

When Post-Traumatic Stress Disorder Works as a Learning Barrier: Non-Barrier Teaching Strategies and Techniques

Dr. Bob Barrett

American Public University

Abstract

According to Medline (NIH, 2010), a person may acquire Post-Traumatic Stress Disorder (PTSD) after living through or seeing a traumatic event, such as war, a hurricane, *rape*, *physical abuse* or a bad accident. PTSD can make one feel stressed and afraid after the danger is over. It can affect one's life and the people around you. For example, PTSD can cause problems like: 1) Flashbacks, or feeling like the event is happening again; 2) Trouble sleeping or nightmares; 3) Feeling alone; 4) Angry outbursts; and 5) Feeling worried, guilty or sad. In the classroom setting, whether a live classroom or an online classroom, PTSD can be set off by triggers or chain of events by which neither the student, his or her classmates nor the instructor can foresee happening. However, there are ways in which a student with this disability can adapt and become more "in turn" with the learning process in the online learning environment. In particular, this type of learning is one way to break down barriers between learners with and without disabilities. Also, E-Learning provides another type of teaching platform for instructors with disabilities to teach students – even from their home. Consequently, it should be noted that there may be a degree of uncertainty or anxiety on the behalf of the student, when he or she enrolls in a course – especially if the course requires a higher level of thinking. Thus, this is where the issue of trust versus mistrust can be found in the early and even sometimes late stages of an online course. In terms of trust, the instructor is the main factor here. He or she can help to improve communications and learning, as well as helping the students develop more trust in learning and taking courses online. Finally, it is important in how an instructor approaches the material in his or her course, as well as how the instructor facilitates the learning process.

Keywords: Post-Traumatic Stress Disorder, PTSD, Online Learning, Teaching Strategies, Adult Learning.

Digital Literacy at the University: Students' Difficulties and Anxiety

Prof.Azzedine Bouderbane

University Constantine 2, Nadjia Gamouh, Professor, University Constantine 2

Dr.Teboura Benkaid Kesba

University Oum El Bouaghi

Abstract

At present, information and knowledge are considered as a general basic principle for managing the individual's activity and for organizing society. Knowledge is so important that its acquisition is able to provide richness and strength to its holder. In parallel, progress generates an unprecedented overthrow at all levels. The introduction of information and communication technologies (I.C.T.) in higher education gives new dimensions to the acquisition of information and knowledge. The proliferation of technological products and digital resources has led to real modifications in usages, tasks and behaviors. Therefore, students look for an adequate positioning in this new pedagogical and scientific space which is in perpetual rapid movement. Students have understood that learning all along their life has become a necessity. For this reason, they endeavor to handle the new suitable instruments that permit the best and fastest access to information and knowledge. However, when I.C.T. are introduced, they can be very useful, but they often bring with them several difficulties that worry their users, even more, they may generate anxiety in them. In fact, we have noticed that a lot of students seem embarrassed when carrying out a project that requires information search via the use of new technological instruments. We have realized that such a situation constituted a real problem that necessitated concentration, study and analysis. Thus, some pertinent questions were asked: What are the difficulties that students face when using modern technologies for information search? What are the causes of such a situation? Who is responsible for that? What is the information specialist's role in this issue? How can we reduce students' anxiety? We led a survey at the faculty of social and human sciences at the University Constantine 2 in order to attempt to find some answers to our questions. In our qualitative study, we relied on a descriptive and an analytical approach. We used the interview as an instrument for collecting data from a representative sample of students. Significant results were obtained showing above all the responsibility of the educational system in this sensitive deficiency.

Keywords: University student, information and communication technology, digital literacy, information literacy, lifelong learning, difficulty, anxiety, survey.

The Historical Meaning of the Presumption of Innocence

Lola Shehu

Abstract

The presumption of innocence is one of the fundamental and most important principles of the due legal process. No principle of criminal and procedural law has ever caused more interest and debate than the rule that every person is presumed innocent until his guilt is proved by a court decision. The presumption of innocence is a legal right of any person in the modern state of law who is suspected of committing a criminal offense. It is the principle that gave life and historical rivalry between the civil law and the common law, which is reflected in the application of the principle of guilt in the typical continental right and the application of the principle of the presumption of innocence to the common law system. Despite this somewhat artificial distinction that happens from time to time, the role of this principle can not be denied even in civil law. The presumption of innocence is closely related to the other essential principles of the criminal procedure such as the right to protection or the right of the suspect to have available the necessary procedural means to present his case without being disadvantaged with the other party. The contradictory, together with the guarantee for an independent and impartial tribunal serve as elements to safeguard the principle of presumption of innocence at least in the context of narrowly procedural aspects.

Keywords: criminal procedure, innocence, reasonable suspicion, presumption, individual right, etc.

The Possibilities of Social Support for Families of Immigrants, Who Apply for International Protection in Poland

Dr. Kamila Gandecka

University of Wrocław

Abstract

The intensification of migration problems undoubtedly brought new challenges also for Poland, which from year to year is more and more involved in the international system of foreigners' protection. This situation is conditioned, among others, by geopolitical location of the country, steadily increasing number of foreigners applying for international protection, as well as by Polish international obligations or changes in the field of asylum policy made by other European Union countries. Under these conditions Poland had to develop new procedures. One of the most important fields for actions in this area has become a social intervention dedicated to immigrants applying for international protection on the territory of the Polish Republic. The article discusses procedures for social support and areas of inter-sectoral cooperation in the organization and provision of social support for immigrant families applying for international protection, with particular focus on a refugee status.

Keywords: family, refugee, migration's crisis, social support, social policy

Ethnic Food Consumption-Experiencing Consumer Animosity and Racism on the Front

Associate Prof. Rana Muhammad Ayyub

Department of Economics and Business Management, UVAS Business School, Faculty of Life Sciences Business Management, University of Veterinary and Animal Sciences, Lahore, Punjab, Pakistan

Sobia Sadiq

MPhil Scholar, Department of Economics and Business Management, UVAS Business School, Faculty of Life Sciences Business Management, University of Veterinary and Animal Sciences, Lahore, Punjab, Pakistan

Abstract

In multicultural societies, the food preferences are taking new dimensions in both minority as well as majority ethnic groups. The food consumption behaviour of minority ethnic groups have been studied adequately, however, this paper intends to study the consumer behavioral dimensions of majority ethnic groups regarding Halal foods (a minority related food) in USA. In this quantitative study, the online questionnaire survey (n=223) was collected through surveymonkey.com from non-Muslims living in various cities of USA through random sampling. The theory of consumer animosity was theoretical underpinning. The validated scales were adopted and adapted for all constructs. AMOS 24 was used to apply structural equation modelling (SEM) on the data. Among majority ethnic groups, it was found that consumer racism ($\beta = -25$) and consumer animosity ($\beta = -27$) negatively affect intention to choose Halal foods; whereas food neophobia has positive effect ($\beta = 36$) on this intention. This rare study will prove instrumental in removing the blame of "Marketing Myopia" from marketing academics and will highlight the importance of prevalent market realities for one of the fastest growing ethnic food market i.e. Halal of the world. It has practical implications for Halal food marketers in particular and other ethnic food marketers in general.

Keywords: Consumer racism, Animosity, Halal foods, Ethnic consumption, Food neophobia

Psychosocial Age of Female Personnel in Russian Companies with Different Types of Organisational Culture

Ludmila Zakharova

Elena Korobeynikova

Irina Leonova

National Research Lobachevsky State University of Nizhny Novgorod

Abstract

Nowadays, it is becoming ever more relevant to find opportunities for extension of women's active working age. **Research objective:** Reveal characteristics of psychosocial age of female personnel in companies with different levels of involvement in innovative processes. **Methods:** Cameron-Quinn organizational culture assessment method, Kuhn-McPartland method of personal self-definition, Thomas-Kilmann conflict mode instrument, method of specific situations, Mann-Whitney U test. **Respondents:** 63 women working for companies with clan-hierarchical culture including 37 aged above 55 and 28 aged below 50; and 50 women working for companies with innovative market-oriented culture including 20 aged above 55 and 30 aged below 50. **Results:** The following characteristics were studied as indicators of the psychosocial age: adherence to organizational development values, susceptibility to stereotypes, openness and responsibility in decision-making, proneness to conflict and conflict resolution strategies, susceptibility to organizational stress and ways of stress coping, trust in the management and managerial trust in subordinates. It was found that groups of women of different ages in a clan-hierarchical culture do not have statistically significant differences according to these indicators. But they are statistically different from both the groups of women employed in innovative companies ($p \leq 0.05$). Their female employees have a set of characteristics pertaining to a younger psychosocial age as compared with their coevals and younger women employed in retarded companies with an archaic organizational culture. **Conclusion:** According to the psychological characteristics, female personnel groups of different ages show considerably greater affinity within the same organizational culture than same-age groups in different cultures.

Keywords: Psychosocial age, female personnel, organisational culture, innovative processes.

Intergovernmental Transfers and Local Government Efficiency Empirical Analyses in the Mexican Context

Filadelfo León-Cázares

Department of Quantitative Methods, University of Guadalajara

Abstract

The purpose of this study is to analyze empirically the relationship between intergovernmental transfers (from a high level of government to a low level of government) and local government efficiency. Indeed, such financial resources are the principal source of revenues for local governments (municipalities) in developing countries. According to the literature, the objective of intergovernmental transfers is to increase efficiency and decrease social inequity in the local provision of services to a society's constituents. In this study, we test this assumption but considering efficiency only. Specifically, we suggest that efficient municipalities are associated with a lower amount of intergovernmental transfers. In order to test this assumption, we analyzed the main municipalities in Mexico during the years 1990, 2000, 2010 and 2015. The analysis was carried out in two different moments. First, we calculated the relative efficiency score for each municipality by means of a non-parametric technique called Data Envelopment Analysis (DEA). Second, by using a parametric technique, namely the three-way analysis of variance (ANOVA), we did not find significant differences between efficient and non-efficient municipalities concerning intergovernmental transfers. That is, because of the loss of intergovernmental transfers, there are no incentives to become an efficient local government. In addition, we found that municipalities have some room to increase their own non-tax revenues (e.g., application fees, licensees, and/or rents). Finally, the results suggest the necessity to revise the assignment criteria for intergovernmental transfers to Mexican local governments.

Keywords: Intergovernmental Transfers, Local Government, Efficiency, Empirical Analyses, Mexican Context

The Influence of Turkish Language on Bosnian Slang Culture

Lokman GÖZCÜ

Abstract

Societies live with their cultural values. Slang is an important part of culture. Slang excluded groups of society, is seen as the language of the rootless. Slang sometimes be equivalent to curse. However, slang is not swearing, it is just their society is an indicator of intelligence and sense of humor. Bosnian people are intelligent and capable people. They put these features are extracted from the slang expression ironic and humorous narrative. Bosnian people are one of the major points of cultural contact. Nevertheless, they have not lost their originality in the nations of the world. Bosnian authorities have remained at Ottoman about five hundred years. During this period Bosnian people are influenced by Ottoman language, literature, tradition, custom and extremely their belief. In some parts of recent history, they are named as Turkish people among southern Slavic societies. This approach is an important sign of how much they influenced by Turkish people. Today, there are many Turkish words which are used in Bosnian slang culture: "bilir bilmez", "maymune" etc. However, young Bosnian generation does not know that they are Turkish words. In this study, it will be find out influence of Turkish language to Bosnian slang culture by research and investigation, screening and router approaches.

Keywords: Bosnian culture, Turkish culture, Cultural interaction, Slang, Historical semantics.

The Relevance of Civil Procedure Law with Constitutional Rights and Principles

Asst. Prof. Phd. Ayşe Kılıç

Afyon Kocatepe University Faculty of Law

Abstract

Civil procedure law is a branch of procedural law that stipulates the rules of dispute resolution arising out of certain violations of rights referring to private law. Although regarded as a part of private law, it carries characteristics of public law in relation to its content of procedural rules. In our legal order, fundamental rights and principles, without exception to procedural law, are generally regulated in the Constitution. In this context, the rights and principles codified in the Constitution, which also influence civil procedural law are essentially the principle of state of law, principle of social state, principle of equality, right to due process, procedural economy, principle of publicity. In this study, the relationship between the constitutional rights and principles mentioned above and civil procedure law will be elaborated.

Keywords: civil procedure law, constitutional rights, constitutional principles, fundamental rights of civil procedure, fundamental principles of civil procedure

Supply Cycle in the Case of Inventory Policies

Tchai Tavor

Department of Economics and Management, The Max Stern Yezreel Valley Academic College, Emek Yezreel 19300,
Israel

Abstract

The study examines an optimal pricing and inventory policy in the event that requirements for different periods are the same. However, the supplies fluctuate due to cycles in nature as well as other environmental factors. Each cycle contains two periods or seasons. The peak season with a given supply is large followed by a regular season with small supplies. The model deals with deterministic supply and with the question of the policy adopted for quantities produced and sold in the markets in each period. First he examines the case without using inventory for inter-period supplies. In the second case, inventory that can be produced during the peak period is only for sale in the normal period. It is sold as a non-fresh stock, which is an "addition" to the fresh produce produced during the normal period. The model examines in detail the pricing policy and the sensitive inventory of both the requirements and the fluctuations between the peak supply and the regular periods.

Keywords: Supply, Cycle, Inventory, Policies

Does the Stock Price of the Turkish REITS' recovered After Global Financial Crisis, Compared to the Real Estate Prices and Market Indices?: Empirical Evidence from the Turkish Market

Niyazi Berk

Abstract

The economic cycle affects the stock- price and net asset value of REITs. REITs play an important role in the investor's portfolio, in terms of risk reduction. During the last financial crisis, the downturn risks increased and the net asset value of REIT decreased. The purpose of this study is to determine whether there is a recovery in the performance of REITs, in comparison to the market indices and international markets. By using the data of the Turkish market (from REIDIN, Bloomberg, and EPRA), REIT stocks are examined (pre-global financial crisis (GFC), during -and after the GFC) the relationship between commercial real estate prices and REIT stocks are measured for the period of 2005- 2017. The key macroeconomic indicators affecting the REITs are analyzed. The result of the study was compared to the stock prices of selected European markets. As a result of the study, all the series are stationar at the first difference. After unit tests co-integration and causality relations were tested for the series and there was found co-integration between series. The Granger causality test result indicate that there no relation between indices.

Keywords: Economic Cycle, Causality, Real Estate and REIT Stocks, Recovery of REITs

Place of Special Communication Tax in Turkish Tax System

Baki Yeğen

Research Assistant, Pamukkale University, Faculty of
Economics and Administrative Sciences, Department of Public Finance

Abstract

Special communication tax after the big earthquake in Turkey in 1999 had been collected temporarily, it has been permanent since 2004. Telecommunication services are subject to special communication tax. The subject of tax contains mobile electronic communication services, services regarding the transmission of radio and television broadcasts on satellite platforms and cable, internet providing services by wired, wireless and mobile, electronic communication services not listed above. The tax base for special communication tax is the same as the VAT base. Tax payers are the operators who provide the electronic communication services. Until 2018, 5%, 15% and 25% rates were applied in special communication tax, and starting from 2018, 7.5% is applied. The share of special communication tax in central government budget revenues varies between 1% and 2.5% over the years. The share of special communication tax in the central government budget has gradually decreased and it has the lowest share with 0.82% in 2017.

Keywords: Special Communication Tax, Budget Share, Turkey.

Participation in Further Training – Do Training’s Characteristics Matter? Results from a Factorial Survey

Christopher Oslander

Institut für Arbeitsmarkt- und Berufsforschung (Institute for Employment Research, IAB)

Abstract

Further training is one way to adapt to the changing demands of the labour market. An important prerequisite for access to further training – besides availability of adequate programmes – is the employees’ willingness to participate in those courses. Using a special survey technique – the so-called factorial survey –, we analyse which key characteristics of further training programmes influence the willingness of employees to participate in training courses. The results show that counting the course as working time increases the subjective probability of participating in a programme, as well as expected financial rewards in the future. Longer commuting times have a negative impact on the subjective probability to participate, as well as a financial contribution by the employee. On the whole, the results contribute to the discussion on training motivation and show how some structural characteristics of further training can increase or decrease participation.

Keywords: participation, training, factorial survey